

**GETTING STARTED****A helping hand****THIS UNIT INCLUDES:****VOCABULARY**

Community service and volunteer work

**PRONUNCIATION**

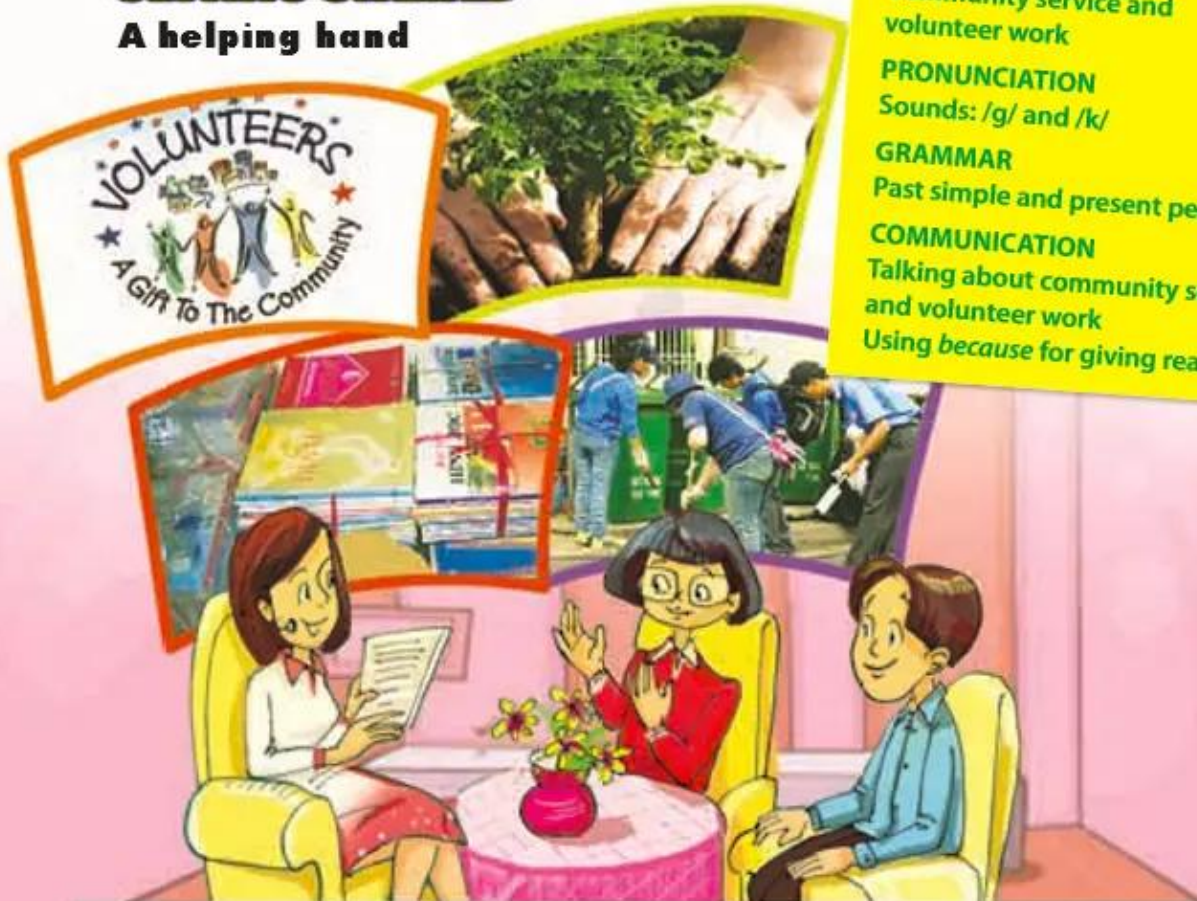
Sounds: /g/ and /k/

**GRAMMAR**

Past simple and present perfect

**COMMUNICATION**

Talking about community service and volunteer work

Using *because* for giving reasons**1 Listen and read.**

**Reporter:** Today on *Global Citizen* we interview Mai and Phuc from Hai Ba Trung School. Hi Mai, could you tell us about community service?

**Mai:** It's the work you do for the benefits of the community.

**Reporter:** Have you ever done volunteer work?

**Mai:** Yes. I'm a member of *Be a Buddy* – a programme that helps street children. Last year we provided evening classes for fifty children.

**Reporter:** Wonderful! What else have you done?

**Mai:** We've asked people to donate books and clothes to the children.

**Reporter:** Wow, that certainly makes a difference ... And you Phuc, you're from *Go Green*?

**Phuc:** Yes, it's a non-profit organisation that protects the environment. We've encouraged people to recycle glass, cans, and paper. We've cleaned streets and lakes ...

**Reporter:** Did you start a community garden project last month?

**Phuc:** Oh yes, so far we've planted ...

## Objectives:

By the end of this unit, Ss can:

- pronounce words containing the sounds /g/ and /k/ in isolation and in context
- use lexical items related to community service and volunteer work
- understand the difference between the past simple and the present perfect
- use the time expressions that go with the past simple and the present perfect
- read for specific information about community service and volunteer work
- listen for specific information about volunteer work
- write a paragraph about volunteer work

## GETTING STARTED

### A helping hand

#### Introduction

To start the lesson, write 'Green Summer Campaign', 'working for the community', and 'having a beach holiday' on the board. Ask Ss to guess which two phrases connect to each other. Once Ss have found the answer, ask them why they think 'green summer' relates to 'working for the community', and what activities a person can do. If T has some volunteer experience, he/ she can share with the class.

**1** Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

- *What can you see in the picture?*
- *Who do you think they are?*
- *What are they talking about?*

Ss answer the questions as a class. T plays the recording and has Ss follow along. After the first listening, T asks Ss to recall information from the listening.

- *Global Citizen* is \_\_\_\_\_ (the name of the radio programme).
- *Hai Ba Trung School* is \_\_\_\_\_ (the school where Mai and Phuc go to).
- *Be a Buddy* is \_\_\_\_\_ (the organisation that Mai is from).
- *Go Green* is \_\_\_\_\_ (the organisation that Phuc is from).

**a** Read the conversation again and tick (✓) true (T) or false (F).

	T	F
1. Mai and Phuc work for the benefits of the community.		
2. <i>Be a Buddy</i> has collected books and clothes for street children.		
3. <i>Be a Buddy</i> has provided education for street children.		
4. <i>Go Green</i> is an environmental business.		
5. <i>Go Green</i> has encouraged people to recycle rubbish.		

**b** Read the conversation again. Answer the questions.

1. What do you think the phrase 'make a difference' means?
2. Can you guess what *Go Green* does in their community garden project?
3. How do you think the community garden project 'makes a difference'?

**2** Look at the words in the box. Can you put them in the right groups?

(Hint: some words may belong in more than one column).

donate	help	benefit
volunteer	recycle	plant
provide	clean	encourage
environmental		

Nouns	Verbs	Adjectives

### Look out!

There are many words that are both verbs and nouns, e.g. *volunteer, plant, help, benefit, etc.* Can you think of some more examples?



**3** Fill the gaps with the words in the box.

donate	make a difference
volunteer	homeless people
community service	

1. You are a \_\_\_\_\_ if you help other people willingly and without payment.
2. \_\_\_\_\_ are those who do not have a home and really need help.
3. She often \_\_\_\_\_ money to charitable organisations.

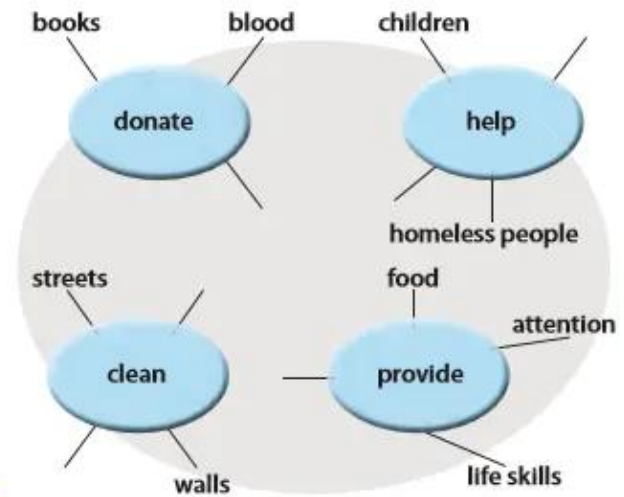
4. The activities that individuals or organisations do to benefit a community are called \_\_\_\_\_.

5. If you are trying to \_\_\_\_\_, you are trying to have a good effect on a person or situation.

**4** Describe the pictures with the verbs in **2**.



**5** Create word webs.



**6** Game: VOCABULARY PING PONG

In pairs, stand face-to-face with your partner. Think about the topic of this unit, *Community Service*, and the new words you learned above. To start the game, partner A says a new word and partner B says the first related word that comes to mind. Keep the words going back and forth as quickly as possible until the teacher says stop.

**Example:**  
 Partner A: provide  
 Partner B: food  
 Partner A: homeless people  
 Partner B: help

- a** Ss work individually to answer the questions. Ss compare their answers with a partner and then discuss as a class. T goes through each statement and asks Ss how the text in the dialogue supports their answers. After the discussion, T writes the correct answers on the board.

**Key:** 1. T 2. T 3. T 4. F 5. T

(T may explain the differences between an environmental **non-profit organisation** and an environmental **business**.)

- b** Have Ss look at where the phrase 'make a difference' is located in the conversation (*People donate books and clothes to street children, and that makes a difference*). Ask Ss to think about how books and clothes can help to better the children's lives. If needed, explain to Ss that 'make a difference' means doing something good, especially to improve a situation.

Then ask Ss if they know of a community garden in their neighbourhood. Have Ss discuss the last two questions in pairs. Then T elicits answers as a class.

- 2** Ss work individually to do the task then compare their answers with a partner. Tell Ss they can put some words in more than one column. T writes correct answers on the board.

**Key:**

Nouns	Verbs	Adjectives
help benefit volunteer plant	donate help benefit volunteer recycle plant provide clean encourage	clean environmental

Draw Ss' attention to the **Look out!** box. Ask Ss to identify the words in exercise **2** which can be both verbs and nouns, or verbs and adjectives. Ask Ss if they can add more examples of the words they know.

- 3** Ss complete the exercise individually then T checks the answers as a class.

**Key:** 1. volunteer 2. Homeless people 3. donates  
4. community service 5. make a difference

- 4** T may tell Ss to look at the list of the verbs Ss have already got from exercise **2**. Have Ss complete the exercise in pairs or individually.

**Key:** 1. donate 2. plant 3. help 4. clean 5. recycle

- 5** T draws the word webs on the board. Have Ss work in groups to complete the word webs on a sheet of paper. Encourage Ss to think of as many words as possible. When time is up, swap the sheets among groups to check each other's answers. Together with the class T elicits answers to complete the word webs on the board. Then ask each group to count how many correct words their friends' group has. The group who has the most correct words is the winner.

**Key:** **donate:** books, blood, money, clothes, toys, etc.  
**help:** children, homeless people, old people, the poor, etc.  
**clean:** streets, walls, lakes, rivers, beaches, etc.  
**provide:** food, attention, life skills, education, houses, help, books, etc.

- 6 Game: Vocabulary ping pong**

Model the game with a student first, then have the class play the game as instructed.

# A CLOSER LOOK 1

## Vocabulary

1 Choose the phrases that match the pictures below. Write them in the spaces provided.

people in a flooded area    elderly people  
sick children                disabled people  
homeless people



1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_

2 In pairs, take turns describing the people above. Your partner guesses which picture you are talking about. Then, discuss how you can help the people in these situations.

**Example:**

**Student A:** They're not feeling well. They can't go and play outside. They have to stay in the hospital all day.

**Student B:** Are they sick children?

**Student A:** Yes! How do you think we can help them?

**Student B:** We can donate some toys, and we can go to visit them!

3 Look at the photos. Which problems does each community have to face? Write a, b or c next to the words in the table below.



rubbish	
traffic jams	
too many advertisements	
dirty beaches	
no trees	
graffiti	

## A CLOSER LOOK 1

### Vocabulary

T may bring a big picture of people in need to class (e.g. children in mountainous areas who do not have enough books). Have Ss discuss what difficulties they think people in that situation face, and what they need.

- 1 Let Ss do the matching individually. T writes the correct answers on the board then asks Ss to discuss these questions as a class: *'What do you see in the pictures?' 'What are the difficulties they face?' 'What do they need?'*

Key: 1. disabled people                      2. elderly people  
3. homeless people                      4. sick children  
5. people in a flooded area

- 2 T can ask Ss about how the people in each of the situation in 1 can be helped.

Divide Ss into pairs to do the task. Once Ss have finished, elicit ideas from the whole class.

- 3 ■ Ask *'What do you see in the photos?' 'Does our community have similar problems?'* Tell Ss the provided words include solutions as well. Then have Ss work individually to complete the task.

Key:

rubbish	a
traffic jams	c
too many advertisements	b
dirty beaches	a
no trees	c
graffiti	b

## A CLOSER LOOK 2

- b** In pairs, talk about the problems in **a** and provide the possible solutions.

**Example:**

**Student A:** Traffic jams are a big problem for our community.

**Student B:** What can we do to reduce traffic jams?

**Student A:** We can help by using public transport.

### Pronunciation

/g/ and /k/

- 4** Listen and repeat.

community go colour green  
garden clean glass give clothes

- 5** Listen and circle the words you hear.

/g/	/k/
gold	cold
green	keen
globe	clothes
girl	curl
goal	coal

- 6** Listen and repeat.

- Go Green protects the environment.
- The girl with the curls is so cute!
- Last year we started a community garden project.
- He's collected clothes for street kids for two years.
- She likes the colour gold.

**7 Game: STAND UP, SIT DOWN**

Choose an action for each sound (e.g. sound /g/ is 'stand up', sound /k/ is 'sit down'). In groups of five, one student calls out one word from **4** and the group performs the action according to the sound they hear. The student who is the slowest to do the action correctly will call out the next word.

### Grammar

#### Past simple and present perfect

- 1** Listen again to part of the conversation. Underline the past simple or the present perfect.

**Reporter:** Have you ever done volunteer work?

**Mai:** Yes. I'm a member of *Be a Buddy* - a programme that helps street children. Last year we provided evening classes for fifty children.

**Reporter:** Wonderful! What else have you done?

**Mai:** We've asked people to donate books and clothes to the children.



- b** When do we use the past simple? When do we use the present perfect? Can you think of the rule?

#### Past simple

We use the past simple for an action that started and finished in the past.

*Last year we provided evening classes for fifty children.*

#### Present perfect

We use the present perfect for an action that happened some time before now. The exact time is not important.

*We've asked people to donate books and clothes to the children.*

- b** Have Ss work in pairs to work out some solutions to the problems in **a**. Once Ss have finished, elicit their ideas as a class.

### Pronunciation

/g/ and /k/

- 4** Play the recording and ask Ss to repeat. T may pause the recording to drill difficult items. T may play the recording as many times as necessary.
- 5** Tell Ss that they will hear one word from each row. Play the recording and instruct Ss to circle the word that they hear. After giving correct answers, have Ss practise both words (the minimal pairs) from each row.



**Audio script:** cold green clothes girl goal

- 6** Play the recording and ask Ss to repeat. T may use back-chaining technique if Ss find it difficult to read the sentences. T begins with the last word of the sentence for Ss to repeat. T continues to read the words in reverse order for Ss to repeat until the beginning of the sentence.
- 7** Model this game with two Ss first before dividing Ss into groups.

For more advanced classes, T may ask Ss to think of other minimal pairs as in the table in **5**. Ss can make their own tables for further practice.

## A CLOSER LOOK 2

### Grammar

#### Past simple and present perfect

#### Introduction

Ask Ss to keep books closed. Write the following on the board:

I went to Hoi An last year.	(1)
I have been to Hoi An.	(2)

Draw their attention to the difference between sentence (1) and sentence (2) by asking Ss questions such as: *When do you think these actions happened: in the past, at present, or in the future? Which sentence tells you exactly when it happened?*

**Explain:** Both sentences say that the person spent some time in Hoi An in the past, but sentence (1) describes a particular trip which happened last year, while sentence (2) emphasises that the person had an experience of Hoi An and does not focus on when it exactly happened.

- 1 a** Have Ss open the books and do the exercise **1** individually. Ask Ss to identify the difference between the actions they have underlined '*Last year we provided evening classes for fifty children*' and '*We've asked people to donate books and clothes to the children*'.
- b** T shows Ss the rule box, and asks them to try to work out the rule first. Ask them if they know the time expressions that often go with the past simple and the present perfect.



## Remember!

- We often use specific time expressions (e.g. *yesterday, last month, two years ago*) with the past simple.
- We often use *ever, never, so far, several times, etc.* with the present perfect.



### 2 Past simple or present perfect? Put the verb in brackets into the correct form.

1. They (clean) the beach one week ago.
2. They (collect) hundreds of books so far.
3. I (collect) stamps when I was a child.
4. She (fly) to Da Nang many times but last year she (go) there by train.
5. You ever (see) a real lion? No, but I (see) a real elephant when we went to the zoo last month.

### 3 Choose the best answer.

1. \_\_\_\_\_ your homework yet?
  - a. Are you doing
  - b. Have you done
  - c. Do you do
2. Yes, I \_\_\_\_\_ it already.
  - a. am doing
  - b. have done
  - c. do
3. Dickens \_\_\_\_\_ a lot of novels.
  - a. has written
  - b. writes
  - c. wrote
4. Her mother \_\_\_\_\_ three books. She is going to start the fourth one soon.
  - a. has written
  - b. writes
  - c. wrote
5. I think I \_\_\_\_\_ him before.
  - a. meet
  - b. met
  - c. have met
6. Oh, yes! Now I remember. I \_\_\_\_\_ him when I was in Hoi An. He was our guide!
  - a. meet
  - b. met
  - c. have met

### 4 With a partner, write sentences about yourself in the past simple and the present perfect. Use the words from the box below.

last December	one hour ago
never	so far
five years ago	in 2011
already	before
when I was a child	yesterday
three times	once
last spring	yet
ever	

### 5 In pairs, student A looks at the fact sheet below and student B looks at the fact sheet on page 33. Each student asks and answers questions about the fact sheet to complete the information.

#### Example:

**Student A:** What happened in 2011?

**Student B:** *Be a Buddy* was established in 2011. What did *Be a Buddy* do in 2012?

**Student A:** In 2012...

### Student A

Be a Buddy	Go Green
2011: _____	2011: Go Green was established
2012: <i>Be a Buddy</i> started 'A Helping Hand' programme for street children.	2012: _____
Activities so far	Activities so far
1. Collecting books and clothes for street children.	1. _____
2. _____	2. Cleaning up streets and lakes. Planting flowers and trees.



Go through the **Remember!** box with Ss. Ask them to make sentences with these words and add more time expressions if they can.

- 2** Ask Ss to complete the exercise individually. Then give feedback as a whole class activity. Before giving correct answers, T asks Ss which phrases in the sentences help them to decide if the verb should be in the past simple or the present perfect.

**Key:**      1. cleaned                      2. have collected  
                 3. collected                      4. has flown; went                      5. Have you ever seen; saw

- 3** Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board. T may explain the differences between the past simple and the present perfect in sentences 3-4 and 5-6.

**Key:**   1. b   2. b   3. c   4. a   5. c   6. b

- 4** Ss write sentences about themselves using the time expressions, then share them with a partner. If time is short, the work can be divided between two Ss, but T should ensure that all items are covered.
- 5** Remind Ss of what they have learnt in **Getting Started** about 'Be a Buddy' and 'Go Green'. Divide Ss into pairs. Tell Ss that they will need to use the past simple and the present perfect to complete this task.

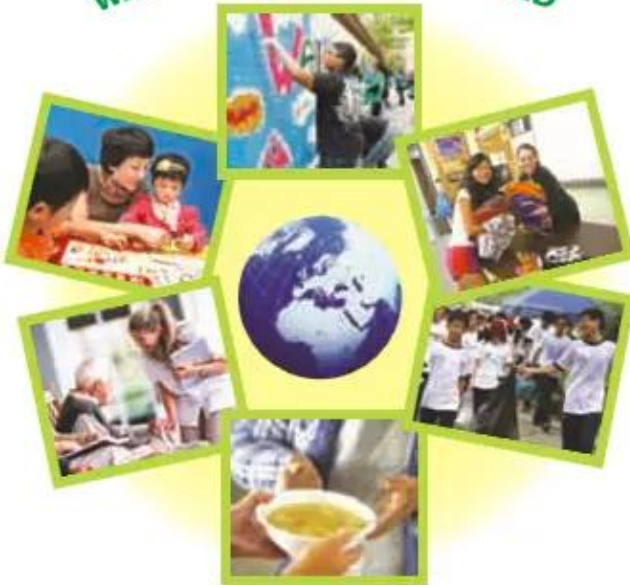
Remind Ss that this is a speaking activity and that they should communicate in completed sentences. While Ss do the task, go round to monitor to ensure they do not just look at fact sheet and say out the phrases for each other to copy down. Take notes of any common errors and correct them as a class later.

## COMMUNICATION

### Extra vocabulary

tutor    nursing home    blanket  
shelter    mural    sort

### WAYS TO CHANGE THE WORLD



**1** Look at the photos and read about the following volunteer activities for teenagers in the United States.

- Tutor a younger child or provide homework help before or after school.
- Recycle things, and teach others how to do so.
- Plant trees in public areas where the whole neighbourhood can enjoy them.
- Donate blood.
- Talk to and sing for the elderly at a nursing home.
- Make blankets for children who are very ill.
- Cook a meal at a shelter for homeless youths and families.
- Paint a mural over graffiti.



**2** Look at the photos about community service in Viet Nam. Match them with the activities.



- Volunteering to give information in bus stations and railway stations.
- Offering coupons for free chicken noodle soup for the poor in Ha Noi.
- Giving away warm clothes to homeless people in Ha Noi.
- Offering meals at 5,000 VND for the poor in Quang Nam Province.
- Tutoring children from poor families in Ho Chi Minh City.

**3** Work in groups. Discuss the benefits each activity may bring to the community. Share your answers with the class.

**4** Ask each other: *Have you ever done any of these activities?* Choose three activities that you want to try. Why do you want to do them?

## COMMUNICATION

### Introduction

Elicit different volunteer activities from Ss. Tell Ss to think of the activities both in the local community/ city/ town/ Viet Nam, and from other places that they may have read about, or seen in books, on TV, or the Internet, etc.

Refer to any words in the **Extra vocabulary** box that Ss haven't known yet and ask Ss to try to guess what the meanings are, and how that may relate to community services and volunteer work.

- 1 Ask Ss to look at the photos and describe what they see. Then tell them to compare their ideas with the provided activities.
- 2 This can be done as a whole class activity. Tell Ss now they will learn about volunteer activities in Viet Nam. Ask Ss what they think the volunteers in the photos are doing. If Ss cannot recognise the activities, draw Ss' attention to small details in the photos such as words written on the coupons, or in the poster. Then do the matching together with Ss. After that, T may ask if Ss know any other actual information about these volunteer activities, or if they know any other similar activities that take place in Viet Nam.

**Key:** 1. b 2. c 3. e 4. a 5. d

- 3 Ask Ss to complete the exercise in groups. Each group chooses one person from the group to report back to the class.
- 4 This can be done as a mingling activity, where each student has to interview at least three classmates. Ss should take notes of their classmates' answers so that they can share the most interesting answers with the class later.

If it is not suitable to do mingling (because of the class size, arrangement, etc.), this activity can be done in pairs or in groups.

## SKILLS 1

### Reading

- 1 Read the text about volunteer work in the United States.

In the United States, almost everyone, at one time or another, has been a volunteer. According to U.S. government statistics, about one-fifth of the American population does volunteer work each year. Americans have had the tradition of volunteering and helping one another since the early days of the country.

Americans volunteer not because they are forced or paid to do it. They enjoy it! Traditional volunteer activities include raising money for people in need, cooking and giving food, doing general labour (such as clean-up projects and home repair), providing transportation (such as giving rides to the elderly), and tutoring/mentoring young people.

(adapted from "Volunteering: An American Tradition" by Susan J. Ellis and Katherine H. Campbell in *eJournal USA: The Spirit of Volunteerism*. U.S. Department of State, 2012).



- 2 Decide if the following statements are true (T) or false (F).

	T	F
1. According to the text, nearly every American has done volunteer work in his or her life.		
2. Every year almost one in five Americans works as a volunteer.		
3. Americans have been volunteering for less than 50 years.		
4. Americans volunteer because they are forced to do it.		

- 3 Which of the activities below are traditional volunteer activities in the United States? Tick (✓) the boxes.

1. providing care for animals	
2. raising money	
3. cooking meals	
4. donating blood	
5. cleaning streets	
6. teaching young children	

### Speaking

- 4 Idea bank: Fill in the table with your ideas for volunteer activities.

To raise money, we could ...	To provide food, we could ...	To help repair things, we could ...	To help people with transportation, we could ...	To tutor young children, we could ...
• make postcards and sell them	• cook food and bring it to street children			

- 5 Work in groups. Share the ideas in your idea bank with your group members. Then, use the most interesting ideas to create a new group idea bank and share it with the class.

**Example:**

A: We could make postcards and sell them to raise money.

B: What types of postcards?

C: Where should we sell them?

## SKILLS 1

### Reading

- 1 Ask Ss to read the text and underline any words they don't know. As a whole class, T and Ss discuss any unfamiliar words from the text.
- 2 Remind Ss of some of the American volunteer activities they learnt about in the last lesson (**COMMUNICATION**). Call on Ss to read the statements from exercise 2 aloud. Ask Ss to guess if the statements are true or false.

Ss work individually. T asks Ss to explain their choices (with support from the text) before giving corrective feedback.

**Key:** 1. T 2. T 3. F (The text says Americans have had the tradition of volunteering since the early days of the country.)  
4. F (Americans volunteer because they enjoy it, not because they are forced or paid to do it.)

- 3 Ask Ss to read the passage again and answer the questions. Correct the answers as a class.

**Key:**

1. providing care for animals	
2. raising money	✓
3. cooking meals	✓
4. donating blood	
5. cleaning streets	✓
6. teaching young children	✓

### Speaking

- 4 Give time for Ss to work individually to complete this task. Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know. Tell Ss they only need to write in note form and not in full sentences.
- 5 Divide the class into groups of four or five. Explain that after each person shares his or her ideas from 4, the group will need to choose one idea and develop it in more details.

For example, if the group chooses the idea 'make postcards and sell them' as a way to raise funds, they will need to think of answers to questions such as: *What types of postcards? What are the postcards made of? What is written on the postcards? Who can make the postcards? Where should the postcards be sold? How will we let people know about our project?*

If time allows, each group can give a short presentation about their idea bank to the class.

## SKILLS 2

### Listening

#### 1 Discuss the following questions.

- Who do you think benefits from volunteer work?
- How do people benefit from volunteer work?

#### 2 Listen to the recording and answer the questions.

1. Why does Phuc do volunteer work?
2. Why does Phuc feel more self-confident?
3. Why does the reporter think Phuc is confident?
4. Why does Mai think volunteering is special?



#### 3 Listen again and fill in the blanks.

1. I \_\_\_\_\_ because I can make a difference in our community.
2. I've made many new friends, and I \_\_\_\_\_ much more self-confident.
3. Volunteering is special to me \_\_\_\_\_. I can help others.
4. It's special \_\_\_\_\_ I can see how happy the \_\_\_\_\_ are when they learn.

### Writing

#### Study skills – Giving reasons

Giving reasons for your ideas and opinions makes your speaking and writing more interesting and convincing.

**Example:** *I volunteer because it makes a difference in our community.*

#### Remember!

We can use linking words (e.g. *because*) to join ideas and give reasons.

- Clause 1 + *because* + Clause 2 (reason).  
*I like her because she's kind.*
- *Because* + Clause 2 (reason), + Clause 1.  
*Because she's kind, I like her.*



#### 4 Combine the two sentences using *because*.

1. He didn't wear enough warm clothes. He's had a cold for two days.
2. It rained. I stayed home.
3. The lake is full of rubbish. They've decided to clean it up.
4. She works in that small town. She's lived in that small town for three years.
5. The neighbourhood is nice and quiet. They think they should move there.

#### 5 Look at your volunteer ideas in Speaking 4. Choose one idea and write a short paragraph about it.

- What do you want to do?
- Why do you want to do it? (Why is it necessary? Why is it interesting?)
- How are you going to do it?

#### Example:

*I want to raise funds for street children. I want to do it because we will be able to provide them with food and books. They will no longer be hungry. They will be able to read. I will ask my friends to help me. We will make postcards and sell them.*

#### A CLOSER LOOK 2 (continued from page 30)

#### Student B

Be a Buddy	Go Green
2011: <i>Be a Buddy</i> was established.	2011: _____
2012: _____	2012: <i>Go Green</i> started a clean-up project on every first Sunday.
Activities so far	Activities so far
1. _____	1. Helping people to recycle rubbish.
2. Making toys for children in need.	2. _____

## SKILLS 2

### Listening

- 1 Ask Ss to choose a volunteer idea from the previous lessons. Ask the class: 'Who do you think benefits from that volunteer work?' 'In what way?'  
Then discuss as a class the two questions in exercise 1. If T has some volunteer experience himself/herself, T can talk about it with the class.
- 2 Remind Ss of the interview between the *Global Citizen* reporter and the two students Mai and Phuc from Hai Ba Trung School who do volunteer work with *Be a Buddy* and *Go Green*. Recall what happened in the first part of the interview (in **Getting Started**). Ask Ss if they can guess what Mai and Phuc will talk about in the second part of the interview.

Play the recording and elicit from Ss the gist of this recording. (It's about the benefits Mai and Phuc think that volunteer work brings about.)

Play the recording as many times as necessary and have Ss answer the questions. Note that another purpose of this exercise is to prepare Ss for the *Writing* section later where they learn how to give reasons for their ideas and opinions.

#### Key:

1. Phuc does volunteer work because he thinks it makes a difference in the community.
2. Phuc feels more self-confident because he has made many new friends.
3. The reporter thinks Phuc is confident because Phuc has answered the interview very well.
4. Mai thinks volunteering is special because she can help others, and because she can see how happy the children are when they learn.

#### Audio script:

**Reporter:** So Phuc, why do you volunteer?

**Phuc:** I volunteer because it makes a difference in our community. We can encourage people to protect the environment and our community will be a better place.

**Reporter:** Do you think volunteering is good for yourself too?

**Phuc:** Oh yes, I've made many new friends, and I feel much more self-confident.

**Reporter:** I agree. You've answered the interview very well ... And you Mai?

**Mai:** Volunteering is special to me because I can help others. It's special because I can see how happy the children are when they learn.

- 3 Play the recording again and let Ss fill in the blanks.

**Key:** 1. volunteer 2. feel 3. because 4. because, children

### Writing

- 4 Go through the **Study Skills** box with the class. Explain that 'because' is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise 4, Ss will need to identify which sentence is the reason.



## LOOKING BACK

### Vocabulary

- 1 Match the verbs in blue with the correct words in the box.

donate

provide

help

evening classes  
food  
care  
the community  
books  
education  
homeless people  
clothing  
attention  
the elderly  
blood  
the disabled

### Grammar

- 2 Circle the best answer.

- Because Minh has (ever, never, ago) worked for a charity shop, he really wants to do it.
- (Already, Last week, So far) we visited sick children in Viet Duc Hospital.
- Nhung has (already, many times, ever) finished all the homework.
- Have you read that book (yet, ever, never)?
- Yes, I finished it (three times, so far, yesterday).

- 3 Put the verbs in the *past simple* or the *present perfect*.

- He thinks she's the most kind-hearted girl he \_\_\_\_\_ ever (meet) \_\_\_\_\_.
- She (visit) \_\_\_\_\_ Hue when she was a child.
- She (visit) \_\_\_\_\_ Hue once.
- How many plays \_\_\_\_\_ Shakespeare (write) \_\_\_\_\_?
- How many plays \_\_\_\_\_ she (write) \_\_\_\_\_ so far?

- 4 Finish the sentences below.

- They've decided to buy that car because \_\_\_\_\_.
- Put on your warm coat because \_\_\_\_\_.
- We like her because \_\_\_\_\_.
- Let's help the street children because \_\_\_\_\_.
- Because she loves her students, \_\_\_\_\_.

### Communication

- 5 Role-play. Student A is a reporter and student B is a volunteer. Student A asks the questions and writes down student B's answers. Then swap your roles. Use the following questions as prompts:

- When did you start working for your organisation?
- Why did you decide to volunteer?
- What have you done so far with (name of organisation)?
- Was there anything that made you happy with your work last month?

#### Student A

You joined *Our Town* 6 months ago because you wanted to introduce Vietnamese culture to foreigners, and to practise English. You have given tours in English, and helped visitors to play traditional Vietnamese games. Last month you felt happy when you received a thank-you letter from two Australian visitors who liked the tours very much.

#### Student B

You joined *Big Heart* 2 years ago because you wanted to help people in hospital. You have donated blood twice, and given presents to sick children. Last month you felt happy when you made a Mid-Autumn Festival lantern yourself and gave it to a little girl in hospital who loved it so much.

Finished! Now I can ...	✓	✓✓	✓✓✓
talk about community service and volunteer work			
use <i>because</i> to give reasons			
know when to use the past simple and when to use the present perfect			

For a more advanced class, T may introduce *as* and *since*, which are similar in meaning and use to *because*.

**Key:** (Answers with 'because' put in another suitable place are also correct.)

1. Because he didn't wear enough warm clothes, he's had a cold for two days.
2. I stayed home because it rained.
3. Because the lake is full of rubbish, they've decided to clean it up.
4. Because she works in that small town, she's lived there for three years.
5. They think they should move there because the neighbourhood is nice and quiet.

- 5 Tell Ss now they will write a paragraph using the ideas they generated in Speaking 4. If time is short, T may ask Ss to make notes in class then develop the notes into a paragraph as homework.

## LOOKING BACK

This is the review section of the unit. Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can ...** assessment and identify areas for review.

### Vocabulary

- 1 Ss complete this exercise individually. Less advanced classes can complete this exercise in pairs. Tell Ss that some words in the box can be matched with more than one verb in blue.

**Key:** donate: food, books, clothing, blood  
provide: evening classes, food, care, books, education, clothing, attention  
help: the community, homeless people, the elderly, the disabled

### Grammar

- 2 Ss complete this task individually.

**Key:** 1. never      2. Last week      3. already      4. yet      5. yesterday

For more advanced classes, T may ask Ss to explain why the option they choose is suitable to complete the sentences but the other two options are not.

- 3 Ss complete this task individually then share their answers with a partner and/ or the class. Before giving correction, T may ask Ss to explain the differences between sentences 2 and 3, and 4 and 5. T can quickly review the past simple and present perfect if necessary.

**Key:** 1. has ever met      2. visited      3. has visited  
4. did ... write      5. has ... written

- 4 Ss complete the exercise individually or in pairs.

**Suggested answers:** 1. the engine is very good      2. it is going to be cold this evening  
3. she's kind      4. they are not as lucky as we are  
5. she works very hard to improve her teaching

If time allows, T may ask Ss to swap their writings with each other for peer correction.


## PROJECT

## Your volunteer work

Take part in the volunteer activities in your community. Report your experiences.

OR

Start your own volunteer project! Work in groups and develop your ideas into a real class or school project.



Think about your local area. What needs to be done to make things better? What can you do to help?

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Think about your school. What needs to be done to make it a better place? What can you do to help?

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Think about your classroom. Is there anything that needs to be done? What can you do to help?

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Think about your classmates. Are there friends who need help? What can you do to help your friends?

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Think about the people in your local community. What do they need? What can you do to help?

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## COMMUNICATION

- 5 Divide Ss into pairs. Tell Ss to read their role cards and ask and answer questions with each other. If time permits, T may ask Ss to role-play in groups of 3: One student is a reporter interviewing the other two about their volunteer work. (T may refer to the *Global Citizen* interview.)

Then Ss can role play the interview for the class.

**Finished! Now I can ...**

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas the Ss have mastered.

## PROJECT

### Your volunteer work

This project can be done in two ways:

- 1 Ss propose their own volunteer project: Give Ss several days to complete the project, and ask them to present their project in the form of a poster. If the project is useful and practical, T can help, or ask the school to help, to realize the proposal.
- 2 Ss take part in volunteer activities: T can ask Ss to find out about local volunteer projects. Ss will write a paragraph about the activities and how they plan to take part in them. (Ss may look at the reading text in the Workbook, Unit 3, to get some ideas on how to start to volunteer.)

In either case, ask Ss to go through the questions as they will help them to generate ideas.