**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 1: Getting started – Volunteering in the community**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Have an overview about the topic “ For a better community ”.

- Gain vocabulary to talk about activities to adopt volunteering in the community.

- understand meanings of the adjective suffixes: ful, less, ing and ed

1. **Competences:**

- Develop communication skills and awareness of voluntary work.

- Be collaborative and supportive in pairwork and teamwork.

- Actively join in class activities.

1. **Attributes:**

- Develop a sense of helping community and awareness of voluntary work.

- Be responsible to community.

**II/ Teaching and learning resources:**

* Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, and posters

**III/** **PROCEDURE:**

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| --- | --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | | **Steps** |
| **ACTIVITY 1: INTRODUCTION & ENGAGE/ WARM UP (5’)** | | | | |
| - create a friendly and lively atmosphere in the classroom  - Introduce the unit topic ( Humans and the environment);  - To lead into the new unit | **1. Introduction: (5’)**  **CLIP WATCHING**  -T gives instructions (watch video and take notes individually)  Link: [*https://www.youtube.com/watch?v=Ho5b-CfKTpo*](https://www.youtube.com/watch?v=Ho5b-CfKTpo)  **QUESTION**  What volunteer activities do young people do in the video clip ?  - T divides the class into four groups. Four groups will take turns to write the their words/ phrases about the voluntary activities as much as possible on the board. If the group write more words, they will be winners.)  T leads into the lesson: Doing voluntary work to help the community is a way for you to contribute to make our community a better one. There are many activities you can do to help other people and in today’s lesson we will find out more about these activities. | | Students’ oral prediction about the clip  *List of* volunteer activities  *+ Read books for children in orphanages*  *+ Visit and play games with them or listen to their problems*  *+ Work at home of sick and old people (clean up their houses, do their shopping or mow their law)*  *+ Volunteer to work in remote or mountainous areas*  *+ help disadvantaged or handicapped children*  *+ help people who have suffered badly in the war or natural disaster* | **Elicit**  Watch the clip to elicit the topic  Work in group |
| **ACTIVITY 2: STUDY/ PRESENTATION (20’)** | | | | |
| - Understand the words related to volunteer work Introduce the grammar points to be learnt in the unit. | 1. **Vocabulary**  1. volunteer (n/v) /ˌvɒlənˈtɪə(r)/: (picture)  2. advertisement (n) /ədˈvɜːtɪsmənt/:  (picture/ explanation)  3.community (n) /kəˈmjuːnəti/:  (explanation)  4. boost (v) /buːst/: (synonym)  5.orphanage (n) /ˈɔːfənɪdʒ/: (explanation) | List of vocabulary | | **Elicit**  Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
|  | \* ***Listen & repeat*** | Sts’ pronunciation of the words | | Listen & repeat in chorus then individually |
|  | \* ***Check vocabulary:*** | - The missing words on the board. | | **Rub out and remember** |
|  | **2**.**Listen & read (5’)**  IMG_256  look at the picture (p.42) and answer the questions:  + Where are they?  + Who are they?  + What are they doing?  \* T leads into the new lesson.  **\*** T plays the recording twice, has Ss listen to the conversation, read along and underline the activities in the conversation which are good for the volunteering in the community  \* One or two pairs read aloud. | Ss’ prediction about the picture  **Suggested answers:**  + They are at school/ in the park.  + They are students *(They may be volunteers of the centre.)*.   * They are cleaning up the school and planting trees.   **The activities in the conversation which are good for the volunteering in the community**  **-**benefit the local area  -boost our confidence  -help us learn many useful skills  -join a local environmental group to clean up the park | | Set the context for listening and reading the conversation  Answer the questions individulally  Work in individually and in pairs |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (15’)** | | | | |
| Practise reading for specific information | **TASK 2:** **READ AND ANSWER THE QUESTIONS.** (p.43)  **Read the conversation again and answer the following questions.**  *1. What was Tam doing when Kim went to her house?*  *2. What are some regular activities at the centre for community development?*  *3. How can Kim apply for volunteer work at the centre?*  \* T asks Ss to scan the conversation, locate the key words to find the answer for each question with the partner who sits behind them.  \*\* Ss do the task in pairs. | - Answered questions  ***Suggested answers***  *1. She was working as a volunteer at the local centre for community development.*  *2. Cleaning up the park or volunteering at the orphanage.*  *3. She needs to fill in the form, then send it in.* | | **- read the conversation**  - Work in pairs  - Peer correction  - Teacher’s feedback |
| - To help students revise adjectives ending in the suffixes -*ed* and  *-ing*; *-ful* and *-less.*  - To practise scanning | **TASK 3: FIND ADJECTIVES WITH THE FOLLOWING SUFFIXES IN THE CONVERSATION AND WRITE THEM BELOW.** (p.43)  \* T has Ss scan the conversation and write down the adjectives ending with these suffixes : ed, ing, ful, less.  \*Ss work individually.  \*\*\* Ss share their answers with a partner.  \*\*\*\* T checks and gives the correct answers with the whole class  -Have st them say the meaning of those adjective suffixes**.** | List of the adjectives ending with the suffixes  *-ed: excited*  *-ing: interesting*  *-ful: useful, successful*  *-less: endless*  Meaning of Adjective suffixes:  -Ful: full or having the qualities of  -Less: without or lacking  -Ed : describing how people are made to feel  -Ving: describing things or people causing the feeling | |  |
| To help students identify the past simple and past continuous with when and while | **TASK 4:** **FIND A VERB OR VERB PHRASE IN THE CONVERSATION TO COMPLETE EACH SENTENCE.** (p.43)  \* T has Ss say the usage of the past simple and past continuous with when and while  \* T has Ss read each sentence, try to complete it with an appropriate  verb phrase without referring to the conversation.  \*\* Ss do the task individually.  \*\*\* Ss share the answers with a peer.  \*\*\*\* T asks the whole class the call out the verb forms first, then call on individual students to read the complete sentences. | **The completed sentences with the verb or verb phrase**  ***1****. was working*  *2. saw* | | - Do the task individually  - share the answers with a peer.  - Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | | |
| To help students practising talking about activities which help protect the environment. | **SELF-REFLECTION**  **Talk about activities you are going to do to make your community a better one (for a minute).**  \* Teacher:  - gives Ss clear instructions in order to make sure Ss can do effectively.  - encourages Ss to talk about some activities including following information:  *+ How many activities are you going to talk about?*  *+ Where do you do those activities?*  *+ Who do you do with?*  *+ How often do you do those activities?*  - observes Ss while they are talking, note their language errors. | - Ss’ list of voluntary activities  - place to do the activities  - Person they do with  - Always, usually, sometimes, never…. | | -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| To help students memorise the target language and skills that they have learnt  To inform Ss what the final product of the Project should be like and how students can prepare for it. | **WRAP-UP**  - Some lexical items about volunteering in the community  - Reading for specific information  - Scanning  **HOMEWORK**  - Exercises in the workbook  - Prepare for the next lesson  PROJECT PREPARATION  \* T asks Ss open their books at page 51, look at the pictures and say what the topic of the Project is (A Volunteer Project).  Teacher:  - Tells Ss about the Project requirements:  + Ss will have to find information about a volunteer project in the community.  + Ss give an oral presentation about that volunteer project in the last lesson of the unit. Their presentation should include information related to the guiding questions.  + Ss can choose different ways to present their findings (PPT presentation, Poster presentation, recording a video about the project).  - Encourages Ss to use photos and / or pictures to illustrate their ideas.  - Explains to Ss how they can get the information, e.g: surf the Internet, read newspapers, go to their local community centre and talk to people there.  - Puts Ss into groups and have them choose their group leader. Then ask them to assign tasks (e.g. who will collect information, who will prepare the slides / record the video, who will write the report, and who will present) for each group member, making sure that all group members contribute to the group work.  \*\* Ss do as instructed.  \*\*\*\* T helps Ss set deadlines for each task and supports them throughout the process.  . | Ss’ oral presentation of the research results | | Groupwork |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 2: Language**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Use the lexical items related to the topic *For a better community*;

- Pronounce correctly stress in two-syllable words with the same spelling*;*

- Use the past simple vs. the past continuous.

1. **Competences:**

- be collaborative and supportive in pair work and team work

- access and consolidate information from a variety of sources

- actively join in class activities

1. **Attributes:**

- be willing to learn new language points

- develop a sense of helping the community and awareness of voluntary work

- be responsible to the community

**II/ Teaching and learning resources:**

TV, speakers, textbook, teacher's book, handouts, laptop, sachmem.vn

**III/** **PROCEDURE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aims** | | **Content** | **Outcomes** | **Steps** |
| **WARM UP** | | | | |
| * To arouse the classroom atmosphere * To lead in the lesson | | **1. Brain storming: (5’)**  **NAME SOME ACTIVITIES YOU CAN DO TO HELP THE COMMUNITY.** | Ss’ oral answers about the activities Ss can do to help the community. | **Lead-in** |
|  | | | | |
| To help students recognize and understand the difference of stress in two-syllable words with the same spelling.  To help students practise saying sentences containing two-syllable words with the same spelling but different stress patterns.  To enrich students’ vocabulary.  To give students practice in using the words in meaningful contexts.  To give students practice in using adjectives ending in  -ed, -ing, -ful, and  -less.  - To have students revise the past simple and the past continuous.  - To help students understand the use of the past simple and the past continuous. | **I. PRONUNCIATION**  **TASK 1: LISTEN TO THE SENTENCES AND CIRCLE THE WORD WITH THE STRESS YOU HEAR** (p.43)  **Rules**:   * Most two-syllable nouns and adjectives have the stress on the first syllable. * Most two-syllable verbs have the stress on the second syllable.   **TASK 2: LISTEN AGAIN AND PRACTISE SAYING THE SENTENCES IN 1.** (p.43)  **II. VOCABULARY**  **TASK 1. MATCH THE WORDS WITH THEIR MEANINGS.** (p.44)  **TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE CORRECT FORMS OF THE WORDS IN 1.** (p.44)  **TASK 3: CHOOSE THE CORRECT WORD TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** (p.44)  **III. GRAMMAR**  **Activity 1: PRESENTATION**  **The past simple**   |  | | --- | | **Positive** | | S + V-ed + … . | | **Negative** | | S + didn’t + V-inf + … . | | **Interrogative** | | Did + S + V-inf + … ? | | **Answer** | | Yes, S + did.  No, S + didn’t. | | **Wh-questions** | | Wh + did + S + V-inf + … ? |   **The past continuous**   |  | | --- | | **Positive** | | S + was/were + V-ing…. | | **Negative** | | S + wasn’t/weren’t+ V-ing + … | | **Interrogative** | | Was/were + S + V-ing + …? | | **Answer** | | Yes, S + was/were.  No, S + wasn’t/weren’t. | | **Wh-questions** | | Wh + was/were + S + V-ing + …? |   **Past simple vs. past continuous with *when* and *while*** | | Ss’ pronunciation of the words.  + Marked stressed syllables in Ss’ book.  + Ss’ pronunciation of the sentences.  + Sts’ oral sentences  + Matched items in Ss’ books.  *Key****:***  *1. c 2. e 3. a 4. b 5. d*  + A list of the missing words in the exercise 2 in Ss’ notebook.  *Key****:***  *1. generous*  *2. remote*  *3. donate*  *4. benefit*  *5. volunteers*  Completedsentences with the correct adjectives  *Key****:***  *1. careful*  *2. interested*  *3. exciting*  *4. hopeless*  Forms and usage of the past simple and the past continuous | **Elicit**  Elicit the rule of the two-syllable words.  - Pair work  - Peer correction  - Teacher’s feedback  **Elicit**  - Pair work  - Peer correction  - Teacher’s feedback  - Work in pairs  - Peer correction  - Teacher’s feedback  - T’s elicitation & explanation.   * Ss answer teacher’s questions   - Teacher’s feedback as a class.  - T’s elicitation & explanation.   * Ss answer teacher’s questions   - Teacher’s feedback as a class.  lets Ss recall the form of the present simple and the present continuous and elicits the rules of using these two verb forms from Ss. |
| To give students more practice in using the past simple and the past continuous with *when* and *while*. | **Activity 2: PRACTISE**  **TASK 1: CHOOSE THE CORRECT VERB FORM IN EACH OF THE FOLLOWING SENTENCES.** (p.44)  **TASK 2: COMBINE THE TWO SENTENCES USING *WHEN* OR *WHILE* WHERE APPROPRIATE.** (p.44) | | + correct forms of words  + combined sentences | - T’s instruction   * Work in pairs or individually * peer correction * Teacher’s feedback   Pair work   * peer correction * Teacher’s feedback |
| To give students a chance to apply what they have learnt | **Activity 3 PRODUCTION**  **GAME: WHO IS FASTER?**  \* T divides Ss into groups of four, gives each group a piece of paper, and asks them to write sentences including 2 features:  + when/ while  + the past simple/ the past continuous  *e.g.* ***When*** *I* ***was wrapping*** *the* ***present****, my mom* ***knocked*** *the door.*  \*\* T asks each group to hand in their paper and checks. The group with more correct sentences is the winner. | | Students’ sentences on the verb tenses (past simple and past continuous tense) | * Groupwork * Teacher’s feedback. |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 3: Reading**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- read for main ideas and specific information in a text about a volunteer club.

- gain vocabulary about voluntering activity.

1. **Competences:**

- develop reading skills;

- be collaborative and supportive in pair work and teamwork;

- actively join in class activities.

1. **Attributes:**

- be aware of responsibilities towards community.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: INTRODUCTION & ENGAGE/ WARM UP (5’)** | | | |
| - get students to know the topic of the lesson through the pictures. | - List volunteering activities for teenagers, using the pictures on page 45 Textbook | Students’ oral prediction about the topic | **Elicit**  Show the picture to elicit the topic |
|  |  | **Suggested answer:**   * Helping at a footbank * Selling handmade items * Raising money for charity * Helping old people * Helping out at an animal shelter * Cleaning up beaches * Collecting litter * ……. | **List**  Work in pairs to list volunteering activities for teenagers |
| Vocabulary:   * Set up = establish * Hand-made (a) * Hardship (n) * Suffering (n) | A list of words | **Elicit**  Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
| **ACTIVITY 2: STUDY/ PRESENTATION (15’)** | | | |
| - help students practice reading for main idea | Read the text and choose the main idea. | Chosen main idea of the text  Key: C | - Work individually and in pairs |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (15’)** | | | |
| Help Ss practice guessing the meaning of the words from context | **1/ Match the highlighted words in the text with their meanings.**   |  |  | | --- | --- | | **A** | **B** | | 1.various | a.objects or things | | 2.participate | b.takings things to s.o | | 3.items | c.several different | | 4.raised | d.to take part in an activity | | 5.delivering | e.collected money |   . | - Ss’ oral guessing  - matched words with their meaning  ***Key:***  1c 2d 3a 4e 5b | Have Ss read the text again, paying attention the context of each highlighted word, and looking for clues they can use to guess the meaning.  - Work in groups  - Teacher’s feedback |
| Practise reading for specific information | **2/ True/False**  **Read the text again and decide whether the following statements are true (T) or false (F).** (p.46) | - statements identified as T/ F  KEY:  1F  2T  3F  4T | - Do the task individually  - share the answers with a peer.  - Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (10’)** | | | |
| Help Ss use the ideas and language in the reading to disuss a related question. | **Discuss the question:**  “If you were a member of the Volunteer Club, what would you do to help?” | - Sts’ oral presentation of volunteering activities  **Suggested answers:**   * *Clean up the beaches* * *Help the old and the homeless* * *Direct traffic* * *Donate blood* * *Raise money for the poor* * *Provide education for the people in remote and mountainous areas* | -Work in groups of four  - Teacher’s feedback |
| Have Ss some volunteering activities | **2.** **Homework (2’)**  a/ Review the Reading lesson  b/ Prepare for the Speaking lesson | Ss preparation for the Speaking lesson | Work individually |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 4: Speaking**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Talk about the benefits of volunteering activities.

1. **Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Develop presentation skills

- Actively join in class activities

1. **Attributes:**

- be aware of the benefits of volunteering activities and responsibilities towards community

- Develop self-study skills

**II/ Teaching and learning resources:**

Tivi, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (7’)** | | | |
| - To introduce the topic of reading.  - To enhance students’ skills of cooperating with teammates. | **\* GAME: JUMBLED WORDS** **--**Divide class into 2 teams.  -The team that has the higher number of correct answers and is the faster will be the winner.  **POSTER**  *1. anitondo*  *2. revloetun*  *3. dnuf*  *4. temero*  *5. tbosot* | List of words relating to volunteering activities.  *Suggested questions:*  *1. donation*  *2. volunteer*  *3. fund*  *4. remote*  *5. boost* | - Teamwork. |
| **ACTIVITY 2: PRE- SPEAKING (15’)** | | | |
| To introduce more ideas for the main speaking task and get students involved in the lesson. | **TASK 1: LOOK AT THE FOLLOWING BENEFITS OF VOLUNTEERING ACTIVITIES. CHOOSE THE THREE MOST IMPORTANT BENEFITS.** (p.46)  **TASK 2: COMPLETE THE DIAGRAM WITH EXAMPLES AND DETAILS THAT EXPLAIN THE BENEFITS OF VOLUNTEERING ACTIVITIES.** (p.46)  - Ask Ss to study examples in the diagram and see how each benefit of volunteering activities is explained with examples and details.  -Have Ss share the answer with the whole class. | A list the three most important benefits  *Suggested questions: coming into contact, essential life skills, management skills, appreciate, be positive, a sense of purpose in life.*  Diagram  Description automatically generated  Diagram  Description automatically generatedDiagram  Description automatically generated | - Read the list of benefits individually.  - work in pair  - share the answers with a peer.  - Teacher’s feedback  -work in pairs to complete their diagrams.  - Peer correction  -Teacher’s feedback |
| **ACTIVITY 3: WHILE- SPEAKING (18’)** | | | |
| To help students enhance presentation skills | **TASK 3: GIVE A PRESENTATION ABOUT THE BENEFITS OF VOLUNTEERING ACTIVITIES.** (p.46)  *We use the expressions on top to order points and the expressions on the bottom to give examples.*   |  |  | | --- | --- | | **Functions** | **Useful expressions** | | Order points and expressions | First of all, …  Second, …  Third, …  Finally, … | | Giving examples | For example, …  For instance, …  …such as… | | Ss’ oral presentation about the benefits of volunteering actitivites | -work in groups  -Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorise the target language and skills that they have learned | **1. Wrap up (3’)**  - Ask Ss to remember and list some lexical items about volunteering in the community | - Ss’ list of lexical items about volunteering in the community on the poster | -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| Help Ss prepare for the next lesson and have further practice in the workbook. | **2.** **Homework (2’)**  - Prepare for the next lesson, Listening  - Exercises in the workbook | - Answers in notebook | Whole class |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 5: Listening**

1. **LEARNING OUTCOMES**

**By the end of this lesson, students will be able to:**

**1. Knowledge**

- Use the lexical items related to the topic *For a better community*

- Listen for specific information about volunteering activities

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attributes**

- Develop a sense of helping the community and awareness of voluntary work

- Develop self-study skills

**II. TEACHING AND LEARNING RESOURCES**

- Grade 10 textbook, Unit 4, Listening

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES**

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| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: Warm-up (5’)** | | | | |
| - To introduce the topic of reading.  - To enhance students’ skills of cooperating with teammates.  - To set the context of the listening text and activate students’ prior knowledge. | 1. **Guessing pictures about volunteer work (2’)**   A group of pictures of people  Description automatically generated  **2. Read and answer the questions (3’)**  - T asks Ss some questions about an announcement for volunteer positions.  *a,Who needs volunteers?*  *b, Who can apply for the job?*   * Ss spend some time thinking about the answers for the questions. * Some Ss share the answers with the whole class. * T confirms the answers and leads in the new lesson. * T checks answers as a class. Then ask other questions. | Ss’s chance to get to know each other.  ***Suggested answers:***  a, The City center for Community development.  *b, People who are interested in community development projects and have a couple of hours to spare at the weekend.* | **Elicit**  Show the pictures to elicit the topic  **List**  Work in pairs |
| **ACTIVITY 2: Study (15’)** | | | | |
| To help students practise listening for specific information. | **LISTEN TO AN ANNOUNCEMENT AND CHOOSE THE BEST ANSWER TO COMPLETE EACH SENTENCE.** (p.47)  - T asks Ss to look at the format of this activity and makes sure Ss know how they must answer the multiple choice questions. Then T has them read through the questions carefully and checks if they understand all the vocabulary.  - Ss listen and choose the best answer to complete each sentence.  - Some Ss compare their answers in pairs / groups.  - T checks answers by playing the recording again and pausing after the parts of the announcement containing the information. | Completed sentences with words listened.  Suggested answers:  *1. B 2. B 3. C 4. A 5. C* | **List**  -Work in pairs/ groups  -Share the answers with others. |
| **ACTIVITY 3: Practices (15’)** | | | | |
| To help students practise listening for specific information. | **LISTEN AGAIN AND DECIDE WHETHER THE STATEMENTS ARE TRUE (T) OR FALSE (F).** (p.47)  - T asks Ss to read through the statements carefully and checks if they understand all the vocabulary.  - Ss underline the key words / phrases in each statement, decide whether these statements are true or false.  Key words/ phrases:  1. helps people in the area;  2. Only poor people, get support;  3. looking for volunteers now;  4. new volunteers, only become members; local community development network;  5. deadline, application letter, 1st January.  - Some Ss compare their answers in pairs / groups.  - T checks answers as a class by playing the recording again and pausing after the parts of the announcement containing the information. | Statements identified as true or false  Suggested answers:  *1. T*  *2. F (Teenagers, lonely old people and others also get support from this centre)*  *3. T*  *4. F (local and national)*  *5. T* | **List**  -Work in pairs/ groups  -Teacher’s feedbacks |
| **ACTIVITY 4: Production (5)** | | | | |
| To give students an opportunity to personalise the language and ideas from the listening in a speaking task. | **WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTION.** (p.47)  - T asks Ss to list the activities for community development mentioned in the recording  -- Ss work in groups and brainstorm other activities for community development.  --- Some groups discuss the question and take notes of their ideas.  -T invites some groups of Ss to give their presentations in front of the whole class. | **Ss’s oral presentation**  **Suggested answers:**  - building houses for poor people  - helping lonely old people  - creating facilities such as children’s playgrounds | **List**  Group work |
| To help students memorise the target language and skills that they have learned | **WRAP-UP**  - Some lexical items related to the topic *For a better community*  - Listen for specific information about volunteering activities  **HOMEWORK**  - Prepare for the next lesson, Writing  - Exercises in the workbook |  |  |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 6: Writing**

I. By the end of this lesson, students will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *For a better community*

- Write an application letter for volunteer work

1. **Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

1. **Attributes:**

- Develop a sense of helping the community and awareness of voluntary work

- Develop self-study skills

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| - To introduce the topic of writing.  - To set the context for the writing part.  - To provide an example job application letter, which students can use as a model for their writing.  To introduce the context of the writing task and help students develop ideas for their writing. | **WARM UP (3’)**  **GAME: HANGMAN**  **T gives suggestion:**  *- This is a kind of letter you need to write when you apply for a job.*  **PRE-WRITING (15’)**  **ACTIVITY 1** (8’)( READ THE APPLICATION LETTER FOR A VOLUNTEER POSITION. MATCH THE PARAGRAPHS WITH THEIR AIMS**.** (p.48)  -Ss study the three paragraphs of the letter and match each one with one of the aims and underline words and phrases that support the aims.  -Ss pay close attention to how the letter is organised (sender’s address, date, receiver's address, opening, closing).  A. Saying why you want to do the job.  B. Saying when you are available for an interview and can start work.  C. Mentioning the job you are applying for and where you got the information from.  **ACTIVITY 2:** (7’)  READ THE JOB ADVERT AND ANSWER THE QUESTIONS. (p.48)  -Read the job advertisement and underline important information  -Answer two questions:  1/ What qualities are needed for the job?  2/ What are the job duties? | Students’ oral prediction about the topic of writing  **Suggested answer:**  *APPLICATION LETTER*  *Ss’ answers and explanation*  *Key:*  *Paragraph 1: C*  *Paragraph 2: A*  *Paragraph 3: B*  *T’s explanation of some new words*  e*.g. Heart to Heart, charitable, reliable, head office.*  *-Ss’ suggested answers.*  *Key:*  *1.Reliable and hardworking.*  *2. Welcoming guests and visitors, and receiving and sorting donations.* | -Team work.  - Ss spend some time thinking about the answer.  -T draws Ss’ attention to the phrase APPLICATION LETTER and lets them know they are going to learn about.  -Ss work in pairs.  -Peer correction  -Share with other pairs.  -Teacher’s feedback  - Ss work in pairs  - T checks answers as a class. |
| To help students practise writing an application letter for a volunteer job. | **WHILE-WRITING (15’)**  **ACTIVITY 3:** COMPLETE THE APPLICATION LETTER FOR THE JOB. (p.48)  -Ss look at the outline of the application letter and identify the information they will need to complete it.  *……………. Street*  *……………………….*  *1 January 20…*  *Heart to Heart Charitable Organisation*  *100 Ha Thanh Street, Ha Noi*  *Dear Sir or Madam,*  *I am writing to apply for a volunteer position ………….*  *I am interested in …………..*  *………………………………*  *I am available for an interview………………………………… if my application is successful, I can start ………………………………………………………………*  *I look forward to hearing from you.*  *Yours faithfully,*  *Nguyen Ha Anh* | Ss’s writing/ products | Work in group of 4  T goes around and offers help if needed. |
| To do a cross-check and final check on students’ writing. | **POST-WRITING (10’)** | Ss’s products (Their writing)  T collects Ss’ writings to hang on the board.  ***Sample answer:***  *877 Kim Ma Street*  *Ba Dinh, Ha Noi*  *12 March 2022*  *Heart to Heart Charitable Organisation*  *100 Ha Thanh Street, Ha Noi*  *Dear Sir or Madam,*  *I am writing to apply for a volunteer position at the head office of Heart to Heart Charitable Organisation. I saw the job advert on our school notice board.*  *I am interested in volunteer work and projects to help people in our community. I am polite, reliable and hardworking. I also have great people skills, which I believe are important for this position.*  *I am available for an interview on any weekday after 4.30 p.m. or at weekends. If my application is successful, I can start next month.*  *I look forward to hearing from you.*  *Yours faithfully,*  *Nguyen Ha Anh* | -Peer correction.  -Exchange with other group to correct mistakes  -Give comments and correct them.  T then gives feedback on one writing as a model.  T also collects Ss’ other writings to mark at home and provides written feedback in the sheet paper of that group. |
| To help students memorize the target language and skills that they have learned. | **CONSOLIDATION: (2**)  - Some lexical items related to the topic *For a better community*  - Some structures used to write an application letter.  **HOMEWORK:**  -Do exercises in the workbook.  -Rewrite an application letter in the notebooks.  -Prepare for the next lesson. | Ss’ knowledge and understanding of the lesson. | -Work individually. |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 7: Communication and Culture/CLIL**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Use the lexical items related to the topic ***For a better community***

- Revise how to describe feelings

- Know more information about **Save the Children** and what it has contributed to the development of Viet Nam

1. **Competences:**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

- Actively join in class activities

1. **Attributes:**

- Develop a sense of helping the community and awareness of voluntary work

- Understand more about Save the Children and what it has contributed to the development of Viet Nam

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, laptop, paper sheets, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **WARM UP (7’)** | | | |
| - Introduce the topic for the better community | **1. GAME: WHO REMEMBERS MORE?**  *(Link: https://www.youtube.com/watch?v=tYmvsrkN8po)* | Remembered information about principles of volunteering and places of volunteering. | **Work in groups**  - watch a video clip about volunteering  - write the answers on the given paper sheets. |
| **EVERYDAY ENGLISH (15’)** | | | |
| Review expressions for describing feelings.  . | **TASK 1: Listen and complete the conversation with the words from the box. Then practise it in pairs.** (p.49) | Completed conversation with the words provided  **Suggested answer:**  *1. C 2. D 3. B 4. A* | - Do the task individually  - Share the answers with a peer.  - Teacher’s feedback |
| Help students practise expressing feelings in their own conversations about a volunteer trip. | **TASK 2: Role-play**. **Imagine you are back from a volunteer trip. Work in pairs. Take on a role and act out a conversation like the one in 1. Use the expressions below to help you.** | Made and practiced conversation | **Work in pairs**  - Peer correction  - Teacher’s feedback |
| **CULTURE (15’)** | | | |
| Help students learn about *Save the Children* and what it has contributed to the development of Viet Nam. | **TASK 1: Read the text below and complete the diagram about *Save the children*.** | Completed diagram.  **Suggested answer:**  *1. 120*  *2. improve (their) teaching skills and use digital technology*  *3. to go to school*  *4. life-saving skills* | **Pair work**  **-** write their missing words  - Peer correction  **Teacher’s feedback** |
| Help students practise talking about *Save the Children* using the completed diagram. | **TASK 2: Work in groups. Use the diagram to talk about *Save the children*.** | Ss’ oral presentaion about *Save the Children* | **Group work**  Prepare and present in front of the whole class |
| **CONSOLIDATION (8’)** | | | |
| Help students memorise what they have learned | **1. Wrap up (5’)**  List  - some volunteer works to help the children. | - Ss’ list some volunteer works to help the children on the poster  **Suggested answer:**  -Help disabled/ street /disadvantaged… children  -teach poor children  … | -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| Inform students what the final product of the project should be and how students can prepare for it. | **2.** **Homework (3’)**  - Exercises in the workbook  - Prepare for the next lesson: Looking back and project | - Use the lexical items related to the topic *For a better community*  - Revise how to describe feelings  - Know more information about Save the Children and what it has contributed to the development of Viet Nam | Individually work |

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 8: Looking back and project**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Review the vocabulary , the stress pattern in two-syllable words and grammar of Unit 4

- Apply what they have learnt (vocabulary and grammar) into practice through a project

1. **Competences:**

**-** Develop communication skills and creativity

- Develop presentation skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

1. **Attributes:**

- Be aware of responsibilities towards community.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (5’)** | | | |
| - Create a friendly and lively atmosphere in the classroom | **BRAINSTORMING (5’)**  - T divides the class into 2 teams.  - Members of each team take turns and write as many two-syllable words with the same spelling as possible in 2 minutes.  - The group having more correct answers is the winner. | - The two-syllable words with the same spelling.  ***Suggested answer:***  *increase*  *record*  *present*  *import…* | - List  -Team work |
| **ACTIVITY 2: PRONUNCIATION(5’)** | | | |
| -Help students revise the stress pattern in two-syllable words with the same spelling. | **Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences.** (p.50)  -T asks Ss to listen and mark the stressed syllables in the words in bold in each sentence.  - Ss practise saying these sentences individually.  - Some Ss say these sentences out loud in front of the class.  - T corrects | Stressed syllable words  ***Key:***  *1. We hope that the number of volunteers will* ***in'crease*** *this year.*  *2. When will you* ***pre'sent*** *your report about the volunteer project?*  *3. I always keep a* ***'record*** *of visitors’ donations.*  *4. We still* ***im'port*** *too many products that can be made in our country.* | -Work  individually |
| **ACTIVITY 3: VOCABULARY (5’)** | | | |
| - Help students revise word forms  - Use the adjectives ending in *-ed, -ful, -less* | **Fill in the gaps with the correct forms of the words in brackets.**  - Ss brainstorm words that can be formed from the words in brackets  - Ss study the context carefully and decide on the adjectives to fill in these gaps.  - T checks answers | -Correct forms of words provided.  *e.g. ending, endless, excited, exciting, helpful, helpless, volunteer (v-n), voluntary, volunteering, donation, donors.*  - Correct forms of the word.  ***Key:***  *1. endless*  *2. excited*  *3. helpful*  *4. volunteers*  *5. donations* | - Work in pairs  - Teacher’s feedback |
| **ACTIVITY 4: GRAMMAR (5’)** | | | |
| - Help students revise the use of the past simple and past continuous with *when* and *while*. | **Complete the sentences using the correct forms of the verbs in brackets. Use the past simple or past continuous.**  - Ss study the context carefully and decide which action is the longer one. Pay attention to the use of the connectives *when* and *while*.  - Ss check their answers in pairs  - T checks answers | Completed sentences with verbs using the past simple or past continuous  ***Key:***  *1. met, were working*  *2. were walking, saw*  *3. noticed, was delivering*  *4. arrived, was giving* | - Work in pairs  - Teacher’s feedback |
| **ACTIVITY 5: PROJECT (20’)** | | | |
| - Allow students to apply what they have learnt (vocabulary and grammar) into practice through  a project. | **A VOLUNTEER PROJECT**  - T has Ss work in their groups. Give them a few minutes to get ready for the presentation.  - Four groups give their presentations. T encourages the rest of the class to ask questions at the end.  -T gives praise and feedback. | - Presentation of their final product about a volunteer work. | - Work in groups.  - Presentation  - Peer correction  - Teacher’s feedback |
| **ACTIVITY 6: CONSOLIDATION (5’)** | | | |
| - Help students memorize what they have learned | **1. WRAP-UP(3)**  - - Review the vocabulary , the stress pattern in two-syllable wordsand grammar of *Unit 4*  - Apply what they have learnt (vocabulary and grammar) into practice through a project  **2. HOMEWORK (2)**  - Prepare for the next lesson: Unit 5 – Lesson: Getting started  - Exercises in the workbook | Ss’ oral presentation | - Work individually. |

**UNIT 5: INVENTIONS**

**Lesson 1: Getting started –Inventions for Education**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

**Knowledge:**

- An overview about the topic inventions for education.

- Vocabulary to talk about inventions for education.

**Competences:**

- Develop communication skills and awareness of inventions for education.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**Attributes:**

- Develop flexibility and creativity in learning.

- Be responsible for studying, using educational apps.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/ PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (5’)** | | | |
| - Introduce the unit topic (inventions);  - Introduce some vocabulary to be learnt in the unit. | **Game:** Guessing  - Teacher brings 4-5 pictures of technological inventions made in the past few centuries such as computers, laptops, smartphones, and calculators.  - T leads in the lesson: Technological inventions have brought a lot of benefits to our lives. | Students’ oral prediction about the topic  -Suggested answer:  Computers, laptops, smartphones, and calculators. | -Students work in 4 groups  Elicit  Show the pictures to elicit the topic |
| **Vocabulary:**  List the modern inventions that you see in the picture | List of modern inventions Expected answers:  Computers, laptops, smartphones, and calculators. | Workin groups of two to list the modern inventions.  on the board |
| **ACTIVITY 2: STUDY/ PRESENTATION (15’)** | | | |
| - Understand the related words in the conversation  - Introduce the grammar points to be learnt in the unit. | **Vocabulary:** (10’)  Look at the photos to guess the meaning of new words  1. invent (v) /in’vent/: phát minh, sáng chế  2. improve (v) /im’pruːv/: cảithiện, trởnêntốthơn  3. suitable (a) /ˈsuːtəbl/ or /ˈsjuːtəbl/: phù hợp  4. app (n) /æp/: ứng dụng  5. convenient (a) /kənˈviːniənt/: tiện lợi, thuận lợi | A list of words in Ss’ notebook | Elicit  Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
|  | \* ***Check vocabulary:*** | The missing words on the board | Rub out and remember |
|  | |  |  |  | | --- | --- | --- | | **Task 1.** Listen and read (p.52).  Teacher asks Ss to look at the picture (p.52  -53) and answer the questions:   |  |  | | --- | --- | | A picture containing text  Description automatically generated  + What’s the relationship between the speakers?  + What do you think they are talking about?  + How do we know?  \* T plays the recording twice, has Ss listen to the conversation, read along and underline the words and phrases describing inventions for education. |  | | | Answered questions about the picture  **Suggested answers:**  Different answers: | Set the context for listening and reading the conversation  - Ss do the task individually  - Ss share their answers with a partner.  -T checks their answers with the whole class. |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (20’)** | | | |
| - To practice reading for specific information.  - To practice scanning  - To develop Ss' knowledge of inventions for education. | **Task 2:** Read the conversation again and answer the following questions.  What inventions are Phong and his dad talking about?  How useful are laptops?  Why is it fun and convenient to learn with educational apps on smartphones?  . | Answered questions  ***Key:***  1.They are (talking about) laptops/ computers and smartphones.  2.(Since they were invented,) Laptops have allowed us to study better and work faster.  3.Because you can use educational apps that allow you to communicate and learn at the same time. | Read the  Conversation.  - Work in pairs  - Peer correction  - Teacher’s feedback |
| To help Ss revise some collocations for inventions so that they can use them in the following lessons.  - To practice scanning. | **Task 3:** (p.53). Find three nouns and three adjectives in the conversation in activity 1 to talk about inventions. Follow the example. | ***Keys:***  useful (example)  smartphone  suitable  laptop  computer  valuable | - Finding words.  - Work in pairs  - Peer correction  -Teacher’s feedback |
| To help sts identify some future structures with the present perfect tense, gerunds, to-infinitives, and how they are used in sentences. | **Task 4:** (p. 53). Fill in the gap in the summary of the conversation with ONE word from activity 1. | ***Answers:***  *1.‘m preparing*  *2. does – ‘s working* | - Do the task individually  - share the answers with a peer.  - Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorize the target language and skills that they have learned | **1. Wrap up** (3’)  Watch the video clip and list all the modern inventions in the video and their advantages. | - Ss’ list of new inventions on the poster  Suggested answers:  *-smartphones, laptops, tablets: easy*  *communication, entertainment.* | Watching and listening  -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| Inform students what the final product of the project should be and how students can prepare for it. | **2. Homework** (2’)  a/ Exercises in the workbook  b/ Project preparation  - Teacher asks Ss to open their books at the last page of Unit 5, the Project section, look at the picture and say what the topic of the Project is (Inventions for the classroom).  - Ask Ss to present their plans in the last lesson of the unit. |  | Groupwork |

**UNIT 5: INVENTIONS**

**Lesson 2: Language**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to gain:

**1. Knowledge**

* Use the lexical items related to the topic *Inventions*;
* Pronounce correctly stress in three-syllable nouns*;*
* Understand the present perfect, gerunds and to-infinitives.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

- Actively join in class activities.

**3. Personal qualities**

- Develop flexibility and creativity in learning.

- Be responsible for studying, using educational apps.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP - PRONUNCIATION (13’)** | | | |
| To help Ss recognize the stress patterns in some common three-syllable nouns. | 1. **GAME: odd one out (3’)**   1.1 A. poverty B. invention C. benefit  1.2 A.generous B. related C. chemical  1.3 A. century B. diagram C. advantage  **2. Listen and repeat: (3’)**  invention computer holiday century | List words with the stress pattern oOo  **Suggested answer:**   * 1. invention   2. related   3. advantage   Ss’s attention to the big and small dots. | **Pair work**  **Introduce** |
| - To help Ss recognize the stress patterns in some common three-syllable nouns and pronounce them correctly. | **3. Game: Cross the river \*(7’)** | List all the words with **t**he stress pattern oOo  **Suggested Answers:**  - Advantage  - Invention  - Computer  - Tradition | **Elicit**  Show the picture to elicit the stress patterns |
|  |  |  |
| **ACTIVITY 2: VOCABULARY/ PRESENTATION (15’)** | | | |
| To introduce more topic- related words. | 1. **Vocabulary**: **(10’): Unscramble the underlined letters in the words.**  **Look at the photos to guess the meaning of new words**  - household (n) /ˈhaʊs.həʊld/  - chore (n) /tʃɔːr/  - breadwinner /ˈbredwɪnə(r)/ (n)  - heavy lifting /ˌhevi ˈlɪftɪŋ/ (np):  - homemaker /ˈhəʊmmeɪkə(r)/ (n):  - laundry /ˈlɔːndri/ (n): | - A list of words in Ss’ notebook and their meaning. | **-** Look and guess  - Work in pairs.  - Listen and repeat |
| Ss remember the words and meaning | 2. ***Check vocabulary:* (5’)** | The correct words completed from the missing words. | Rub out and remember |
| **ACTIVITY 3: GRAMMAR(15’)** | | | |
| To give Ss  the opportunity to practice using the present perfect. | **A/ Present perfect (7’)**  1 . Use:  Text book ( page 54)  2. Exercise: Circle the correct answer:  Exercise in text book (page 54) | - The usage of Present perfect.  - The form of present perfect  - Examples  - Answers | Elicit    - pair work |
| - To give Ss  the opportunity to revise verbs followed by gerunds and to – infinitives. | **B. Gerund and to- infinitive (8’)**  **1. Remember:**  Text book ( page 54)  2. Exercise: Complete the sentences using the gerund or the to – inf of the verbs in brackets | List some verbs followed by Gerund and to- Inf  - Ss’ correct answers | Elicit  Pair work |
| To revise what they have learnt and prepare for the next lesson: Reading | **2.** **Homework (2’)**  - Exercises in the workbook  - Project preparation | Exercise completion | Individual work |

**UNIT 5: INVENTIONS**

**Lesson 1: Reading – Artificial Intelligence**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Develop reading skill for main ideas and specific information about artificial intelligence.

1. **Competences:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Develop presentation skill.

- Actively join in class activities.

1. **Attributes:**

- Develop flexibility and creativity in learning.

- Be responsible for studying, using educational apps.

**II/ Teaching and learning resources:**

- Grade 10 textbook, teacher's book , Unit 5, Reading

- Computer connected to the Internet

- Projector/ TV/ pictures

- sachmem.vn

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: IN TRODUCTION & ENGAGE/ WARM UP (5’)** | | | |
| - Introduce the topic of reading.  - Enhance Ss’ skills of cooperating with teammates. | **1. Answering the questions (3’)**  Look at the pictures of Asimo and Sophia and discuss the questions below in pairs.  **a. What are they?**  **b. What do you think they can do?**  A picture containing text  Description automatically generated | Ss’ answers about the pictures.  **Suggested answer:**   1. They are robots 2. They can walk, they can talk….. | **Elicit**  Show the pictures. |
| **2.Vocabulary (2’)**  List the activities that robots can do. | Ss’ list of the activities that robots can do.  **Expected answers:**  *- Do the household chores(Clean the house, Wash the dishes ).*  *- Show emotions.* | **List**  Work in groups of 4. |
| **ACTIVITY 2: STUDY/ PRESENTATION (12’)** | | | |
| Provide students with some vocbularies before reading the text. | 1. **Vocabulary**  **(7’)**  Guess the meaning of new words.  1. robot (n) /ˈrəʊbɒt/: rô bốt  2. communicate (v) /kəˈmjuːnɪkeɪt/: giao tiếp  3. emotion (n) /ɪˈməʊʃn/: cảm xúc  4. artificial intelligence (AI) (n)/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/: trí tuệ nhân tạo  5. measure (v) /ˈmeʒə(r)/: đo lường | A list of words in Ss’ notebook. | **Elicit**  Give synonym/ Vietnamese equivalent/ example/ pictures . |
|  | **2.** ***Checking vocabulary* (3’)** | The missing words on the board. | **Rub out and remember .** |
| Help Ss be more interested in reading passage. | 1. **Prediction (2’)**   Guess whether the following statements are true (T) or false (F) (p.55).  *1. Sophia can show emotions when talking to humans.*  *2. AI helps to make machines that think and act like humans.*  *3. AI is one of the most important inventions of the 20th century.* | Ss’ oral prediciton about the statements. | - Give statements for Ss to guess whether they are true or false.  - Work in individually. |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (17’)** | | | |
| Help Ss practise reading for specific information. | **1/ True/False (7’)**  Read the text and decide whether the following statements are true (T) or false (F) (p.55).  . | Ss’ statements identified as true or false  ***Key:***  *1. T (Sophia can even communicate with people by using human language and expressing emotions.)*  *2. T (AI – the study and development of machines that can copy human intelligence.)*  *3. F (AI is one of the most important inventions of the 21st century.)* | - Work in pairs.  - Peer correction.  - Teacher’s feedback. |
| Help Ss practise reading for specific information. | **2/ Matching (5’)**  Read the text again and match the pictures with the uses of AI (p.55). | Matched pictures  ***Answers:***  *1. c 2. a 3. b* | - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
| Help Ss practise reading for the best title. | **3/ The best title (5’)**  Read the text and choose the best title for it (p.55). | Ss’ answer about the best title of the text. | - Do the task in groups of 4.  - share the answers with other groups.  - Teacher’s feedback . |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (11’)** | | | |
| - Help Ss use the ideas and language from the reading to talk about possible uses of AI in schools.  - Help some Ss enhance presentation skill learned. | 1. **Dicussion (10’)**   Work in groups and discuss how AI can be used in schools. Then share your ideas with the whole class (p.55). | - Ss’ ideas about how Al can be used in schools.  - Ss’ oral presentation of the discussion. | - Work in groups of 6.  - Share the answers with other groups.  - Teacher’s feedback. |
| Help Ss memorise the target language and skills that they have learned. | **2.** **Homework (1’)**  - Exercises in the workbook.  - Ss’ preparation for the next lesson : Unit 5 ( Speaking). | Ss’ exercises and preparation. | Work in individually at home. |

**UNIT 5: INVENTIONS**

**Lesson 4: Speaking**

**I. Learning outcomes:**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- An overview about the topic inventions for education.

- Vocabulary to talk about inventions for education.

**2. Competence**

- Develop communication skills and awareness of inventions for education.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Attributes**

- Develop flexibility and creativity in learning.

- Be responsible for studying, using educational apps.

**II. Teaching and learning resources:**

- Grade 10 textbook, Unit 5, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III/PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: IN TRODUCTION & ENGAGE/ WARM UP (5’)** | | | | |
| - To introduce the topic of speaking. | **Game: Guessing** names of 5 inventions  Example: *This invention is a device which helps us to communicate over long distances. What is it? (answer: telephone)* | List of names of 5 inventions (*the internet, e-readers, robots, 3D printing, driverless cars*) | **Elicit**  - Work in groups  -Guess its name.  - Teacher’s feedback |
| **ACTIVITY 2: PRE-SPEAKING (15’)** | | | | |
| - To equip Ss with useful expressions before speaking activities. | |  |  | | --- | --- | | **Functions** | **Useful expressions** | | **Uses of inventions** | - … help(s)/ allow(s) us to do st.  Example: The internet helps us to communicate over long distances.  - We/ People (can) use the internet to communicate over long distances.  - … is/ are used for ST/ doing ST.  Example: The internet is used for communication/communicating over long distances. | | Useful expressions to talk about the uses of some modern inventions | -Teacher elicits some useful expressions to talk about the uses of inventions and asks Ss to give examples*.* |
| **ACTIVITY 3: PRACTICE (20’)** | | | | |
| -To help Ss practice useful expressions and structure their presentation. | **Task 1: Work in pairs. Talk about the uses of these inventions**(*the internet, e-readers, robots, 3D printing, driverless cars*)**. Use the expressions below to help you (p.56).** | Ss’ talk about the uses of the internet, e-readers, robots, 3D printing, driverless cars respectively | Work in pairs and do as required.  - Feedback |
| - To help Ss practice useful expressions and structure their presentation. | **Task 2: Work in groups. Talk more about one of the inventions in activity 1. Use the outline below to help you prepare a group presentation.** | Ss’s oral presentation about one of the inventions in activity | - Work in groups of three  - Peer correction  - Teacher’s feedback |
| **ACTIVITY 4: PRODUCTION (5’)** | | | | |
| -To help students enhance presentation skill | **1. Wrap up**  **Present your ideas to the whole class. Then vote for the most interesting group presentation.**  - Some useful expressions about uses of inventions.  - Speaking about inventions and how they are used. | oral presentation | - Work in groups of three  - Peer correction  - Teacher’s feedback |
| - To help Ss memorise the target language and skills that they have learned. | **2. Homework**  - Prepare for the next lesson: Unit 5: Listening.  - Exercises in the workbook . | Students’ oral presentation | Groupwork |

**UNIT 5: INVENTIONS**

**Lesson 5: Listening – Robo Vacuum**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

**1. Knowledge.**

* Listen for specific information about how to use a robot vacuum.

- Talk about ss’ opinions and give reasons using the ideas and language in the listening

**2. Competences.**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Attributes.**

- Be more interested in inventions

**II/ Teaching and learning resources:**

- Grade 10 textbook, Unit 5, Listening

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III/** **PROCEDURE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aims** | **Content** | | **Outcomes** | | **Steps** |
| **WARM UP (6’)** | | | | | |
| - To introduce the topic of reading.  - To enhance students’ skills of guessing. | ***\* Guessing game***  *It is a household appliance.*  *It has wheels.*  *It sucks up dirt and dust.* | Guesses word *Robo vacuum* | | \* Guess the words  basing on 3 clues about the targeted words  \*\* lead in the new lesson. | |
| **ACTIVITY 1: NEW WORDS (6’)** | | | | | |
| - Understand and use the words related to robot vacuum. | **New words**  1. button (n) /ˈbʌtn/: cái nút  A logo with a blue background  Description automatically generated with medium confidence  2. charge (v) /tʃɑːdʒ/: nạp, sạc (điện)  3. stain (n) /steɪn/: vết bẩn  A close-up of a shirt with a stain on it  Description automatically generated  **Checking vocabulary**  **Complete the sentences with the words in the box. (p.57).**  *1. Press the \_\_\_\_\_\_\_\_\_ to start the device.*  *2. There is a dirty \_\_\_\_\_\_\_\_\_ on your smartphone. Wipe it away.*  *3.*  *You need to \_\_\_\_\_\_\_\_\_ your mobile phone. The battery is very low.*  Sts’ pronunciation of the words | A list of words in notebook  The missing words  *1. button*  *2. stain*  *3. charge* | | **Elicit**  Picture  Real situation  Picture  Pairwork  \* read and complete the sentences with the words in the box.  \*\*share the answers with the whole class.  \*\*\* repeat in chorus then individually | |
| **ACTIVITY 2: ACTIVATE/ PRACTICE (14’)** | | | | | |
| Practise listening for specific information .  Practise listening for instructions. | **TASK 2 (5’): Listen to a conversation about RoboVacuum. Fill in each gap in the diagram below with one word. (p.57.)**  A robot vacuum cleaner and a robot vacuum  Description automatically generated with medium confidence  **TASK 3 (9’): Listen again. Put a tick next to the correct way and a cross next to the wrong way to use RoboVacuum. (p.57).** | **Completed diagram**  ***Key:*** *1. room 2. stains 3. stop*  Statements identified as tick or cross   1. X 2. √ 3. √ | | \*predict information needed and if it is a noun, a verb or an adjective …  \*\* listen and fill in the gaps.  \*\*\* compare the answers in pairs.  \*\*\*\* check the answers  \* listen to the conversation again and put a tick or a cross  \*\* study the pictures and describe the way to use RoboVacuum.  \*\* compare the answers in pairs.  \*\*\*check answers | |
| **ACTIVITY 3: Production(10’)** | | | | | |
| Give Ss an opportunity to personalise the language and ideas from the listening in a speaking task. | **Task 4 (10’)**  **What other buttons do you want Robo Vacuum to have? Add them to the picture below and tell your friends about them. (p.57).** | Expressed ideas about the added buttons a robovacuum should have. | | Groupwork  \* add to the picture other buttons  \*\* show the drawings and share their ideas.  \*\*\* T gives feedback | |
| **ACTIVITY 4: Consolidation (2’)** | | | | | |
| Help Ss memorise the content of the lesson | **1.Wrap-up**  Teacher asks: What have you learnt today?  - We have listened to a conversation about robovacuum.  **2.** **Homework**  - Exercises in the workbook  - Prepare for Writing lesson | | Some vocabulary and the content of the listening text | | - Note down |

**UNIT 5: INVENTIONS**

**Lesson 6: Writing**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

* Use the lexical items related to the topic *Inventions.*
* Write about the benefits of an invention.

1. **Competences:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

1. **Attributes:**

- Develop flexibility and creativity in learning.

- Develop self-study skills.

**II/ Teaching and learning resources:**

- Grade 10 textbook, Unit 5, writing

- Computer connected to the Internet

- Projector/ TV/ sub-board

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (6’)** | | | |
| - To arouse the classroom atmosphere.  - To get students actively involved in the topic *Inventions*. | **GAME: Hot seat (6’)** | List of some different types of inventions  **Expected answers:**  *1. Electric light*  *2. Airplane*  *3. Automobile* | -List the inventions  -Work in groups to list some different types of inventions  on the board |
| **ACTIVITY 2: PRE - WRITING (6’)** | | | |
| - To provide Ss chances to list some benefits or uses of their invention. | **Choose an invention in this unit. Draw a diagram to show how it is used. Then work in groups to guess one another's inventions. (p.58).** | Students’ oral answers. | **-** Choose an invention, draw a diagram  -Work in groups to guess one another's inventions |
| **ACTIVITY 3: WHILE-WRITING (18’)** | | | |
| To help Ss revise useful expressions and structures which they can use in their writing task. | **Rewrite the second sentence so that it has a similar meaning to the first. Use the expressions and the prompts below to help you. (p.58)** | ***Students’ complete sentences:***  *1. Helping drivers to find the best routes is one of the benefits of AI in transport.*  *2. Vacuum cleaners are useful for cleaning / in cleaning the house quickly.*  *3. Smartphones help us to learn languages.*  *4. Telephones are used to communicate / for communication / for communicating over long distances.* | - Use the suggested words and useful expressions and structures to rewrite the sentences.  - work in pairs |
| To help students practise developing ideas and writing a paragraph | **2. WRITE A PARAGRAPH (10’)**  **Write a paragraph (120 - 150 words) to describe two or three benefits of the invention you chose in 1. Use the outline below to help you. (p.58.)** | A complete paragraph using suggested outline | - Ss work individually to write a draft.  - T walks round the class to offer help if necessary. |
| **ACTIVITY 4: POST-WRITING (15’)** | | | |
| - To do a cross-check and final check on students’ writing. | **1. CORRECTION (14’)**  **a. PEER CORRECTION**  - T explains the marking symbols in the following table.  **A screenshot of a computer  Description automatically generated**  **b. CLASS CORRECTION** | A corrected paragraph  **Sample answer:**  *Electricity is one of the great inventions of the past, because it has brought many benefits for people. First, electricity can be used to light our houses and streets. Without it, the world will be dark and dangerous. Second, electricity is also useful in heating. For example, in cold areas, electric heaters can keep us warm and healthy in long winters. Finally, the most important use of electricity is to run machines. Without electricity, factories, schools and hospitals cannot run normally. Everyone and everything will stop working. Other inventions, such as TVs, computers and robots will become useless without electricity. In conclusion, electricity plays a very important part in our life today and we cannot live without it.* | -Peer correction  -Class correction  - Teacher’s feedback |
| To help students have a look on the next Lesson: Communication and Culture | **2. HOMEWORK (1’)**  - Exercises in the workbook  - Prepare for Communication and Culture lesson |  | Individual |

**UNIT 5: INVENTIONS**

**Lesson 7: COMMUNICATION & CULTURE**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

* Use the lexical items related to the topic *Inventions*;
* Revise how to make and respond to requests.
* Know more information about computer hardware.

1. **Competences:**

- Be collaborative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

- Actively join in class activities.

1. **Attributes:**

- Develop a sense of problem-solving when deciding suitable computers.

- Understand more about computer hardware.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, textbook, teacher's book, Laptop,

**III/** **PROCEDURE:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aims** | | **Content** | | **Outcomes** | | **Steps** |
| **ACTIVITY 1: WARM UP (5’)** | | | | | | |
| - To introduce the topic *Computer*.  - To enhance students’ skills of cooperating with teammates. | | **Card game** | | -A list of words related to *Computer*  **Suggested answers:** Laptop/ Screen/  Hardware/ Software  Speed/ Document/  Display/ Battery/  Light/ Weight/  Size/ Brand/  Program/ Memory/  data | | Ss work in groups to stick the word cards on the sheets. |
| **EVERY DAY ENGLISH - ACTIVITY 2: (7’) ACTIVATE/PRACTISE** | | | | | | |
| -To provide Ss with an example conversation in which people make and respond to requests.  - To review expressions for describing feelings. | | **Activity 1:** Listen and complete a conversation at a computer store with the expressions in the box. Then practise it in pairs. (p. 58). | | * A completed conversation   ***Suggested answers:***  1. B 2. C 3. A 4. E 5. D | | -Listen and complete the conversation with the expressions from the box individually.  -Practise the conversation in pairs. |
| **EVERY DAY ENGLISH - ACTIVITY 3: (12’) PRODUCTION** | | | | | | |
| -To help Ss practise making and responding to suggestions. | | -Making requests:  +Could you tell me…?  +Please let me know…  +I want/ would like to know about….  ….  -Responding to requests:  +Sure, what can I do for you?  …….. | | \*\* Ss’ performance  *Expected answers:*  A: Hello. I’m looking for a smartphone. Can you please recommend a good one to me?  B: Certainly, but can you let me know about your needs first?  A: Sure. I buy it for my mum. She needs a cheap and easy-to-use smartphone.  B: Then I think this one is the best one for you. You can take a look at it. Feel free to ask me if you need further information. | | - Ss work in pairs (role- play) |
| **CULTURE : ACTIVITY 4:VOCABULARY PRETEACHING (8’)** | | | | | | |
| - To help Ss learn about computer hardware and learn some content vocabulary. | | **Activity 1: Read the text. Match the highlighted words and phrases with their meanings** | | -Ss’ matching  ***Suggested answers***  *1. c 2. d 3. a 4. e 5. b* | | Students work individually, |
| **CULTURE – ACTIVITY 5 ( ACTIVATE) ( 10’)** | | | | | | |
| - To help Ss relate what they have learnt to a problem-solving task and make connections. | **Activity 2: Look at the advertisements. Decide which one is most suitable for each person below. (p.60).** | | \*\* Ss’ performance  ***Answers:*** | | | - Ss work in groups |
| **CONSOLIDATION & HOMEWORK (3’)** | | | | | | |
| -To help Ss memorise the content of the lesson that they have learned | | **Wrap-up**   * Revise how to make and respond to requests.   **Homework:**  - Prepare for the next lesson: Unit 5 Looking back and project.  - Exercises in the workbook. | | | -List of useful language on making and responding to requests,  -some basic information about computer hardware, | -Individual or group work, |

**UNIT 5: : INVENTIONS**

**Lesson 8 Looking back and Project- Inventions**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Review the vocabulary and grammar of Unit 5.

- To revise stress placement on common three-syllable nouns.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

1. **Competences:**

- Develop communication skills and creativity, presentation skills, and critical thinking skills.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Attributes:**

- Be more creative when doing the project.

- Develop self-study skills.

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP (5’)** | | | |
| - To revise the three-syllable nounsand lead in the next part of the lesson.  - To enhance students’ skills of cooperating with teammates. | **1. BRAINSTORMING :**  **Write as many three-syllable nouns about topic *Inventions* as possible in 2 minutes.** | Students’ lists of many three-syllable nouns about the topic of *Inventions*  **Suggested answer:**  *Inventor*  *Invention*  *Computer*  *Telephone*  *Beverage*  *Camera*  *Submarine*  *Telegraph*  *Telescope*  *Typewriter* | -Divide the class into 2 teams.  -Give instructions  -Sts play the game  give feedbacks |
|
| **ACTIVITY 2: LOOKING BACK (12’)** | | | |
| - To revise words they have learnt in the unit.  - To revise stress placement on common three-syllable nouns. | **PRONUNCIATION AND VOCABULARY (7’)**  **Solve the crossword. Use the three-syllable nouns in this unit. Read out the correct answers in pairs when you finish.** (p. 60) | Sts’ solution of the crossword and correct pronunciation of the three-syllable nouns  **Suggested answer:** | - Give instructions  -Sts solve the crossword in pairs  - Give feedbacks  - Sts practise saying the words |
| To revise the present perfect, gerunds, and *to*-infinitives. | **GRAMMAR (5’)**  **Circle the correct answers.** (p. 60) | Completed sentences using correct tenses and verb forms  **Suggested answers:**  *1. have just installed, using*  *2. to send, to learn*  *3. was invented, have changed* | Choose the correct answers  -work in pairs  -peer correction  -teacher’s feedback |
| **ACTIVITY 3: PROJECT (23’)** | | | |
| To allow students to apply what they have learnt into practice through a project.  - To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation. | **INVENTIONS FOR THE CLASSROOM**  - what the invention is  - what it looks like  - how it can be used in the classroom  - why the speaker thinks it will be a useful invention | - Sts’s oral presentations about an existing invention - Sts’peer and self-assessment | - Give Sts a checklist for peer and self-assessment  - Ss give presentations in groups  - T’s praise and feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorize how to use present perfect and verb forms | **1. multiple choice exercise ( handouts)** | - Ss’ handouts with their answer | Give handouts  -Sts work in 4 groups  -Peer correction  - Teacher’s feedback |
| Ss revise what they learned and prepare for the next lesson | **2.** **Homework (2’)**  a/ Exercises in the workbook  b/ Prepare Unit 6-Getting started | Ss’ completion of the exercise and preparation | Individually at home |

**REVIEW 2 (2 PERIODS)**

**TENSES**

1. Nam (go) ………………………. to see a movie once a month**.**

2. Lan has already made plans. She (visit)……………………………….. her family next month.

3. My brother (work)…………………..as a teacher since 2012, and she still enjoys it.

4. They (buy)………………………this house for 2 years.

**VOCABULARY AND GRAMMAR**

***Choose the letter A, B, C or D sheet to indicate the correct answer to each of the following questions.***

**5.** She cares ………………………. her elderly parents every weekend.

A. to B. for C. in D. with

**6.** It …………………………….. soon, as the sky looks very cloudy.

A. will rain B. is going to rain C. rained D. is raining

**7.** The result was not good ……………………he **rarely** studies hard.

A. although B. so that C. because D. when

**8.** He **suggests** \_\_\_\_\_\_\_ to France this summertime.

A. travel    B. to travel C. travelling     D. traveled

**9.** She participated ………………………… the school's annual talent show and won first place.

A. to B. about C. in D. for

**10.** You should avoid ………………….. too much sugar before bed.

**A.** eat                              **B.** to eat                         **C.** eating                        **D.** ate

**11.** This book is very useful ………………… learning new vocabulary.

A. to B. for C. of D. with

12. The match between Vietnam and Singapore last night was really …………………….  
 **A.** careful                          **B.** interested                        **C.** hopeless**D.**exciting

13. As a(n) ……………in the competition, Siu Black had to assess each contestant's performance fairly.

**A.** single                     **B.** audience         **C.** participant**D.**judge

14. He…………….. in this city for five years.

**A.**has lived           **B.**lives           **C.**lived                  **D.**had lived

15. She …………………….. at the company since 2010.

**A.**is working           **B.**works           **C.**haslived                  **D.**had worked

16. She ……………. her grandmother once a week to check in.

**A.**is calling          **B.**calls          **C.**will call                  **D.**called

17. Choose the word whose main stress pattern is placed differently from the others.

**A.** syllable  **B.** donation **C.** internet **D.** audience

18. I **have made a preparation**. I ……………… to Paris next month for a business meeting.

**A.**am going to travel          **B.**will travel       **C.**travel                  **D.**was travelling

19. Choose the word whose main stress pattern is placed differently from the others.

**A.** benefit **B.** invention **C.** grandfather **D.** energy

20. A …………… is a small computer that we can carry to work or school easily.

1. smartphone B. laptop C. hardware D. software

21. Buying products that are grown using more \_\_\_\_\_\_ and organic methods.

A. nature B. natural C. naturally D. naturist

22. The museum offers many ……………programs for children

**A.**A. educate B. education C. educational D. educationally

**23.** She volunteers at the ………………………. every weekend to help take care of the kids

**A.**workshop                       **B.**community             **C.**center           **D.**orphanage

24. Many people …………………… a green lifestyle by using less plastic and reducing energy consumption.

A. adopt B. raise C. reduce D. protect

25. Choose the words/ phrases that are closest in meaning to the underlined parts.

The government has launched new policies to solve climate change and combat pollution

A. develop B. encourage C. eliminate D. increase

26. She has bought some sugar and flour. She \_\_\_\_\_ a cake this evening.

**A.** is going to make **B.** makes **C.** will make **D.** has made

**Writing**

27. It was snowing. I woke up this morning. (while)

🡪……………………………………………………………………..

28. I was sleeping. You called me. (when)

🡪…………………………………………………………………….

29. The company started sending out invitations for the event last week.

🡪The company has…………………………………

30. She started working on the project early three days ago.

🡪She has……………………………………………………………………

31. They began to build a new shopping center in the city two months ago.

🡪They have………………………………………………………….

32. He began to learn how to play the guitar yesterday.

🡪He has ……………………………………………………………..  
33. She started decorating this room this morning.

🡪She has has………………………………………………………………………..

34. He began to write books six weeks ago.

🡪He has ………………………………………………………………………………..

**READING**

Volunteering is an activity where people offer their time and skills to help others without expecting payment in return. Many people volunteer in their communities to help those in need. Some volunteers work at local food banks, distributing food to families who cannot afford it. Others spend time at shelters, offering support to people experiencing homelessness. There are also volunteers who work in hospitals, helping patients feel more comfortable during their stay. Volunteering not only helps others, but it can also be a rewarding experience for the volunteer. It allows people to meet new people, develop new skills, and gain a sense of fulfillment from helping others. Many organizations rely on volunteers to keep their programs running smoothly, making them an essential part of the community. Volunteering can also help people feel more connected to their community and develop a sense of social responsibility. Whether it's a few hours a week or a long-term commitment, volunteering is a great way to give back and make a positive impact on the world.

**Questions:**

1. **What do many people do when they volunteer?**  
   A) They work in offices.  
   B) They help others without expecting payment.  
   C) They work for a salary.  
   D) They spend time at home.
2. **Where might volunteers help in a community?**  
   A) In schools only.  
   B) In food banks and shelters.  
   C) At office buildings.  
   D) Only in hospitals.
3. **What is the main idea of the passage?**  
   A) Volunteering is a helpful and rewarding activity.  
   B) Volunteering only takes place in hospitals.  
   C) Volunteers always get paid.  
   D) Volunteering is a waste of time.
4. **What does the word "rewarding" mean in the passage?**  
   A) Unpleasant  
   B) Satisfying  
   C) Time-consuming  
   D) Difficult