Teacher: Nguyen Van Tien
Period: 31

UNIT 4: FOR A BETTER COMMUNITY

Lesson 1: Getting started – Volunteering in the community

I. OBJECTIVES

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

1. Knowledge

- An overview about the topic *For a better community*
- Vocabulary to talk about volunteering in the community

2. Core competence

- Develop communication skills and awareness of voluntary work
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

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

4. Digital Competence

- 1.1NC1a: Search for data on community activities.

II. MATERIALS

- Grade 10 textbook, Unit 4, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
volunteer (n)	/ˌvɒlənˈtɪə(r)/	a person who does a job without being paid for it	tình nguyện viên
advertisement (n)	/ədˈvɜːtɪsmənt/	a notice, picture or film telling people about a product, job or service	quảng cáo
community (n)	/kəˈmjuːnəti/	all the people who live in a particular area, country, etc. when talked about as a group	cộng đồng
boost (v)	/buːst/	to make something increase, or become better or more successful	tăng thêm, thúc đẩy
orphanage (n)	/ˈɔːfənɪdʒ/	a home for children whose parents are dead	trại trẻ mồ côi

Assumptions

Anticipated difficulties	Solutions
- Students may not know some words in the conversation. - Students may not know how to work in teams.	- Provide students with some lexical items before listening and reading the conversation. - Give short, clear instructions and help if necessary.

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit.	**CLIP WATCHING** * T gives instructions ** Ss watch the clip and take notes individually. Link: *https://www.youtube.com/watch?v=Ho5b-CfKTpo* *** Ss working in 4 groups, share their words/ phrases about the voluntary activities, then take turns to write the words/ phrases on the board. **** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. *Suggested answers:* *+ 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* *+ Volunteer to work in remote or mountainous areas* T leads in 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.	T-S S S-S T-S	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	**VOCABULARY** * T asks Ss to look at the explanation and the photos to guess the meanings of new words. ** Ss say the Vietnamese meaning of the word. 1. volunteer (n) /ˌvɒlənˈtɪə(r)/: a person who does a job without being paid for it 2. advertisement (n) /ədˈvɜːtɪsmənt/: a notice, picture or film telling people about a product, job or service 3. community (n) /kəˈmjuːnəti/: all the people who live in a particular area, country, etc. when talked about as a group 4. boost (v) /buːst/: to make something increase, or become better or more successful 5. orphanage (n) /ˈɔːfənɪdʒ/: a home for children whose parents are dead *** Other Ss correct if the previous answers are incorrect. **** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	T-S S T-S	4 mins
PRACTICE	- To get students interested in the	**TASK 1: LISTEN AND READ** (p.42) * T asks Ss to look at the picture (p.42) and answer	T-S	7 mins

	topic. - To get students to learn some vocabulary to be learnt in the unit.	the questions: + Where are they? *(They are in a park.)* + Who are they? *(They may be volunteers of the centre.)* + What are they doing? *(They are cleaning up the park / the playground.)*  * T plays the recording twice, has Ss listen to the conversation, read along and underline the voluntary activities in the conversation. ** Ss do the task individually *** Ss share their answers with a partner. **** T checks their answers with the whole class. *Suggested answers: join a local environmental group to clean up the park, volunteer at an orphanage.* * T has the Ss read the conversation in pairs. ** Ss read the conversation *** One pair read aloud. **** T collects common pronunciation mistakes and gives comments.	T-S S S-S T-S T-S S-S T-S	
	- To practise reading for specific information - To practise scanning - To develop students knowledge of vocabulary for voluntary activities	**TASK 2: READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS.** (p.43) * T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them. ** Ss do Task 2 individually first. *** Ss share and discuss with their partners about the key words. **** T corrects their answers as a class. *Key*: *1. <u>What</u> was <u>Tam</u> <u>doing</u> when <u>Kim</u> <u>went</u> to <u>her house</u>?* *2. <u>What</u> are some <u>regular activities</u> at the centre for <u>community development</u>?* *3. <u>How</u> can <u>Kim apply</u> for <u>volunteer work</u> at the centre?* * T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them. ** Ss do the task in pairs. **** T divides the class into two big teams, has Ss in each team take turns to choose a number in the game Lucky number to check the 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.*	T-S S-S T-S T-S S-S T-S	10 mins

	- 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 in these suffixes. ** Ss work individually. *** Ss share their answers with a partner. **** T checks and gives the correct answers with the whole class, has them to say the meaning of the words. *Key:* *-ed: excited* *-ing: interesting* *-ful: useful, successful* *-less: endless*	T-S S S-S T-S	4 mins
	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 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. *Key:* *1. was working* *2. saw*	T-S S S-S T-S	4 mins
PRODUCTION	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 do as instructed. **** Teacher: - gives Ss feedback. - chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students. - chooses some typical errors and correct as a whole class without nominating the Ss' names.		6 mins

CONSOLIDATION	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. - Explains to Ss how they can get the information, e.g: search the Internet (Digital Competence 1.1NC1a), read newspapers, go to their local community centre and talk to people there.	**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: search 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.	T-S T-S S-S T-S	5 mins

Teacher: Nguyen Van Tien
Period: 32

UNIT 4: FOR A BETTER COMMUNITY
Lesson 2: Language

I. OBJECTIVES

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.

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 a sense of helping the community and awareness of voluntary work
- Be responsible to the community

4. Digital Competence
- 5.3NC1a: Use digital tools to learn vocabulary and grammar.

II. MATERIALS
- Grade 10 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Verb tense	Form	Use
Past simple	S + V-ed + … .	The past simple shows us that an action was in the past, not at the present.
	S + didn't + V-inf + … .	
	Did + S + V-inf + … ?	
	Wh + did + S + V-inf + … ?	
Past continuous	S + was/were + V-ing + …	The past continuous shows us that the action was already in progress at a certain time in the past. The past continuous can also show that an activity was in progress for some time, not just for a moment.
	S + wasn't/weren't + V-ing + …	
	Was/Were + S + V-ing + …?	
	Wh + was/were + S + V-ing + …?	

Assumptions

Anticipated difficulties	Solutions
- Students may be confused when using the present simple tense and the present continuous tense.	- Give short and clear explanations with legible examples for each case.
- Students may have underdeveloped speaking and co-operating skills.	- Give clear instructions, give examples before letting students work in groups. - Provide feedback and help if necessary.

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' prior knowledge and vocabulary related to the topic. - To enhance students' skills of cooperating with teammates. - To lead into the new unit	**NAME SOME ACTIVITIES YOU CAN DO TO HELP THE COMMUNITY.** * T divides Ss into 2 teams. Each team will take turns to name an activity they can do to help the community. The team with more correct answers will be the winner. ** Ss listen to the instructions. *** Ss work in 2 teams and take turns to give the answers. **** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. *Suggested answer:* *+ 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* *+ Volunteer to work in remote or mountainous areas* * T leads in the new lesson of Language.	T-S S-S T-S	5 mins
PRONUNCIATION	To help students recognize and understand the difference of stress in two-syllable words with the same spelling.	**TASK 1: LISTEN TO THE SENTENCES AND CIRCLE THE WORD WITH THE STRESS YOU HEAR** (p.43) * Teacher: - introduces the difference of stress in two-syllable words with the same spelling. - asks Ss to give some two-syllable words with the same spelling but different stress they know. - plays the recording and asks Ss to listen. ** Ss do as instructed. *** Other Ss correct if the previous answers are incorrect. **** T checks as a class. *Key:* *1. a 2. b 3. a 4. b 5. a 6. b*	T-S	5 mins
	To help students practise saying sentences containing two-syllable words with the same spelling but different stress patterns.	**TASK 2: LISTEN AGAIN AND PRACTISE SAYING THE SENTENCES IN 1.** (p.43) * Teacher: - ask Ss to listen to each sentence again - tells them to pay attention to the stress on the words in italic. ** Ss listen and repeat. *** Ss work in pairs and have them practise the sentences.	T-Ss Pair work	5 mins

		**** T walks round the class, praising good pronunciation and correcting wrong stress placement.		
VOCAB ULARY	To enrich students' vocabulary. - Teacher asks students to match in pairs. (Teacher can allow students to use online dictionaries or digital apps to verify the meanings applying Digital Competence 5.3NC1a) Ss do the task in pairs.	**TASK 1. MATCH THE WORDS WITH THEIR MEANINGS.** (p.44) * Teacher asks students to match in pairs. ** Ss do the task in pairs. *** Some pairs share their answers with the whole class. **** T gives feedback and corrections (if necessary). *Key:* *1. c 2. e 3. a 4. b* *5. d*	Pair work T-Ss	4 mins
	To give students practice in using the words in meaningful contexts.	**TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE CORRECT FORMS OF THE WORDS IN 1.** (p.44) * T asks Ss to work independently and put a suitable word or phrase in each blank. ** Ss work independently and put a suitable word or phrase in each blank. *** Ss share their answers before discussing as a class. **** T asks some Ss to share the answers and gives feedback. *Key:* *1. generous* *2. remote* *3. donate* *4. benefit* *5. volunteers*	T-S S-S T-S	10 mins
	To give students practice in using adjectives ending in -ed, -ing, -ful, and -less.	**TASK 3: CHOOSE THE CORRECT WORD TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** (p.44) * T tells Ss to look at each sentence and choose the adjective that best fits the context. ** Ss work independently to do the task. *** Ss compare the answers in pairs. **** T confirms the correct answers. T asks Ss to give reasons why they have chosen a particular adjective for each sentence, e.g. In the first sentence, the phrase *record the donations* requires an adjective with a positive meaning. That is why *careful* is the right choice here. *Key:* *1. careful* *2. interested* *3. exciting* *4. hopeless*	T-S Pairwork T-S	

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<td>GRAMMAR</td>
<td>- 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.</td>
<td>
TASK 1: CHOOSE THE CORRECT VERB FORM IN EACH OF THE FOLLOWING SENTENCES. (p.44)
* T has Ss read the sentences individually once, asks them to pay attention to the conjunctions when and while.
** Ss work in pairs to compare their answers.
*** Some Ss share their answers with the whole class.
**** Teacher gives feedback and corrections (if necessary).
Key:
1. was working
2. told
3. were helping
4. realised
* T 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.
The past simple
<table>
<tr><td>Positive</td></tr>
<tr><td>S + V-ed + … .</td></tr>
<tr><td>Negative</td></tr>
<tr><td>S + didn’t + V-inf + … .</td></tr>
<tr><td>Interrogative</td></tr>
<tr><td>Did + S + V-inf + … ?</td></tr>
<tr><td>Answer</td></tr>
<tr><td>Yes, S + did.
No, S + didn’t.</td></tr>
<tr><td>Wh-questions</td></tr>
<tr><td>Wh + did + S + V-inf + … ?</td></tr>
</table>
 The past simple shows us that an action was in the past, not in the present.
The past continuous
<table>
<tr><td>Positive</td></tr>
<tr><td>S + was/were + V-ing….</td></tr>
<tr><td>Negative</td></tr>
<tr><td>S + wasn’t/weren’t+ V-ing + …</td></tr>
<tr><td>Interrogative</td></tr>
<tr><td>Was/were + S + V-ing + …?</td></tr>
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Pair work
T-S
T-S</td>
<td>6 mins</td>
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		<table><tr><th>Answer</th></tr><tr><td>Yes, S + was/were. No, S + wasn't/weren't.</td></tr><tr><th>Wh-questions</th></tr><tr><td>Wh + was/were + S + V-ing + …?</td></tr></table> □ The past continuous shows us that the action was already in progress at a certain time in the past. The past continuous can also show that an activity was in progress for some time, not just for a moment. **Past simple vs. past continuous with *when* and *while*** We use: ● The past continuous for a past action in progress (longer action) ● The past simple for an action which interrupted it (shorter action) *Example:* *I was reading an article when she called.* *While I was reading an article, she called.*		
	To give students more practice in using the past simple and the past continuous with *when* and *while*.	**TASK 2: COMBINE THE TWO SENTENCES USING *WHEN* OR *WHILE* WHERE APPROPRIATE.** (p.44) * T has Ss read the sentences individually once, asks them to pay attention to the conjunctions *when* and *while*. ** Ss work individually to compare their answers. *** 2 students to write their answers on the board. **** T gives feedback and corrections (if necessary). *Key:* *1. While they were cleaning the streets, it started to rain. / They were cleaning the streets when it started to rain.* *2. While I was watching TV, I saw the floods and landslides in the area. / I was watching TV when I saw the floods and landslides in the area.* *3. While Tim was searching for employment opportunities, he found a job advert from a non-governmental organisation. / Tim was searching for employment opportunities when he found a job advert from a non-governmental organisation.* *4. They decided to help build a community centre for young people while they were*	T-S Ss T-S	5 mins

		visiting some poor villages. / They were visiting some poor villages when they decided to help build a community centre for young people.		
EXTRA ACTIVITY	To give students a chance to apply what they have learnt.	**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 3 features: + two-syllable words with the same spelling but different stress mentioned in Task 1, Pronunciation + 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. *** T invites the winner to read aloud their sentences. **** T gives feedback.	Group work T-S T-S T-S	4 mins
CONSOLIDATION	To help students memorise what they have learned	**WRAP-UP** - Use the lexical items related to the topic *For a better community*; - Pronounce correctly stress in two-syllable words with the same spelling*;* - Understand the past simple vs. the past continuous. **HOMEWORK** - Prepare for the next lesson: Unit 4, Reading - Exercises in the workbook	T-S	1 min

Teacher: Nguyen Van Tien
Period: 33

UNIT 4: FOR A BETTER COMMUNITY
Lesson 3: Reading

I. OBJECTIVES

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

1. Knowledge
- Develop reading skills for specific information about teenagers and voluntary work.

2. Core competence
- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills
- Actively join in class activities

3. Personal qualities
- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

4. Digital Competence:
- 1.2NC1a: Evaluate the reliability of information sources about voluntary work.

II. MATERIALS
- Grade 10 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. donation (n)	/dəʊˈneɪʃn/	something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way	sự quyên góp, ủng hộ
2. deliver (v)	/dɪˈlɪvə(r)/	to take goods, letters, etc. to the person or people they have been sent to	phân phát
3. hardship (n)	/ˈhɑːdʃɪp/	a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc.	sự gian khổ

Assumptions

Anticipated difficulties	Solutions
- Students may lack knowledge about some lexical items. - Students may have underdeveloped reading, speaking and co-operating skills.	- Provide students with the meaning and pronunciation of words. - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading. - To enhance students' skills of cooperating with teammates.	**GAME: LUCKY NUMBER** * T divides class into 2 teams. T prepares 6 numbers which include 5 questions about the present simple, the present continuous and volunteering activites, and 1 lucky number. ** Each team takes turns to choose a number and answer the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question. *** Ss do as instructed. **** T gives further explanation (if needed). *Suggested questions:* *1. When do we use the past simple?* *2. When do we use the past continuous?* *3. Name 3 words/phrases used as signals of the past simple.* *4. Give the correct form of the verbs in brackets:* *While I (listen) _____to music, my sister (knock) _____the door.* *5. Name 2 volunteering activities.*	T-S S-S S-S T-S	5 mins
PRE-READING	- To lead in the reading skills. - To provide students with some lexical items before reading the text.	**TASK 1: COMPLETE THE MIND MAP WITH POPULAR VOLUNTEERING ACTIVITIES FOR TEENAGERS.** (p.46) * Teacher: - asks Ss to work in pairs - gives each pair a sheet of paper - ask them to draw the mind map and complete it with volunteering activities suitable for teenagers. - encourages Ss to use the pictures as suggested ideas. - tells Ss that there are no right or wrong answers and they can make the guesses freely. ** Ss listen to the instructions and do the task individually. *** Some Ss show their mind map on the paper and share the answers with the whole class. **** T gives feedback. *Suggested answers:* *Helping at a charity event where people can donate items or money* *Helping old people (e.g. cook meals, shop for food)* *Helping old people with technology (e.g. how to send emails, use the Internet, or install apps)* *Helping out at an animal shelter* **VOCABULARY**	T-S S-S S-S T-S T-S SS S-S T-S	7 mins

		* T provides Ss with the meaning and pronunciation of some new words. ** Ss listen and repeat the words. *** Ss practice the words in pairs and two students read the words out loud in front of the class. **** T corrects (if necessary) 1. donation (n) /dəʊˈneɪʃn/: sự quyên góp, ủng hộ 2. deliver (v) /dɪˈlɪvə(r)/: phân phát 3. hardship (n) /ˈhɑːdʃɪp/: sự gian khổ		
WHILE-READING	To help students practise reading for main ideas.	**TASK 2: READ THE TEXT AND CHOOSE THE MAIN IDEA.** (p.46) * T elicits from Ss strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. ** T asks Ss to read the whole text once and choose the main idea. In weaker classes, T has Ss read through the three options first and checks understanding. *** Ss work in pairs to compare their answers. **** T checks answers as a class. In stronger classes, T asks Ss to explain why the other options do not summarise the main idea. *e.g. A: This is not mentioned in the text.* *B: Helping teens gain work experience is not the aim of the club.* *Key: C*	T-S T-S Pair work T-S	9 mins
	To help students practise guessing the meaning of words from context.	**TASK 3: MATCH THE HIGHLIGHTED WORDS IN THE TEXT WITH THEIR MEANINGS.** (p.46) * T has Ss read the text again paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'various' in this context must be an adjective to modify 'volunteering activity'. Among the given options, 'several different' is the best match for this word. ** Ss work in groups to discuss the clues and compare answers. *** Some Ss share the answers. **** T checks answers as a class. *Key:* *1. c 2. d 3. a 4. e 5. b*	S S-S T-S T-S	5 mins
	To help students practise reading for specific information.	**TASK 4: DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).** (p.46) * T asks Ss to read the questions and underline the key words in each of them. *e.g.* *1. Volunteer Club, set up, long after, school, opened;* *2. All students, join, different, activities;*	T-S	6 mins

		3. Money, selling handmade items, build, local centre, orphans, homeless old people; *4. Club members, help, cook, free meals, poor families;* *5. Students, volunteer, orphanage, community centre.* - T reminds Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text. ** T tells Ss to read through the text looking for the key words they underlined in the statements or words with the same or similar meaning, e.g. was set up (was formed), first opened (was set up), or words with the opposite meaning, e.g. long after (shortly after). *** Ss work in pairs to compare answers. **** T checks answers. In stronger classes, T asks them to give reasons for their answers. *Key**:*** *1. F (shortly after)* *2. T* *3. F (to raise money for the local orphanage and homeless old people)* *4. T* *5. F (deliver free meals)*	T-S Pair work T-S	
POST-READING	- To help students improve next time. - Check students' understanding about the reading passage. -To help some students enhance presentation skills	**TASK 5: DISCUSS THE QUESTION** (p.46) * T lets Ss work in pairs and discuss the question: *If you were a member of the Volunteer Club, what could you do to help?* ** T calls some Ss to present their answers in front of the whole class. *** Ss give comments for their friends and vote for the most interesting and informative presentation. **** T gives feedback and comments. - T lets Ss work in pairs and discuss the question: If you were a member of the Volunteer Club, what could you do to help? Digital Competence 1.2NC1a: Information Reliability T asks Ss to think about where they would find information about volunteering opportunities if they wanted to join a real club.	Pair work T-S S-S T-S	10 mins
CONSOLIDATION	To help students memorise the target language and skills that they have learned	**WRAP-UP** - Some lexical items about volunteering in the community - Reading for general and specific information about teenagers and voluntary work. **HOMEWORK** - Prepare for the next lesson: Unit 4: Speaking - Exercises in the workbook	T-S	3 mins

Teacher: Nguyen Van Tien
Period: 34

UNIT 4: FOR A BETTER COMMUNITY
Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge
- Talk about the benefits of volunteering activities

2. Core competence
- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills
- Actively join in class activities

3. Personal qualities
- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

4. Digital Competence
- Propose different digital services for social participation (online charity platforms) (2.3NC1a).

II. MATERIALS
- Grade 10 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Functions	Useful expressions
Order points and expressions	First of all, … Second, … Third, … Finally, …
Giving examples	For example, … For instance, … …such as…

Assumptions

Anticipated difficulties	Solutions
- Students may lack knowledge about some useful structures.	- Provide students with the form and use of some useful structures in their talk.
- Students may have underdeveloped speaking and co-operating skills.	- Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to clarify task expectations in small chunks (before every activity).

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM -UP	- To introduce the topic of reading. - To enhance students' skills of cooperating with teammates.	*** GAME: JUMBLED WORDS** * T divides class into 2 teams. T prepares about 5 jumbled words related to the topic. ** The teams raise hands to answer. The team that has the higher number of correct answers and is the faster will be the winner. *** Ss do as instructed. **** T gives further explanation (if needed). *Suggested questions:* *1. anitondo (donation)* *2. revloetun (volunteer)* *3. dnuf (fund)* *4. temero (remote)* *5. tbosot (boost)*	T-S S-S T-S	5 mins
PRE-SPEAKING	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) * T asks Ss to read the list of benefits individually. T checks comprehension and explains any phrases Ss may find hard. *e.g. coming into contact, essential life skills, management skills, appreciate, be positive, a sense of purpose in life.* ** Ss choose the three most important benefits. *** Some Ss share the answers with the whole class. **** T gives feedback and checks if Ss have come up with any new benefits and write best ideas on the board.	T-S Ss S-S T-S	10 mins
	To help students structure their presentation.	**TASK 2: COMPLETE THE DIAGRAM WITH EXAMPLES AND DETAILS THAT EXPLAIN THE BENEFITS OF VOLUNTEERING ACTIVITIES.** (p.46) * T asks Ss to study examples in the diagram and see how each benefit of volunteering activities is explained with examples and details. ** Ss work in pairs to complete their diagrams. *** Some Ss share the answer with the whole class. **** T walks round the class and offer help. T makes sure Ss have completed at least the first two benefits before moving on to the next activity.	T-S Pair work S-S T-S	10 mins

<table>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>WHILE - SPEAKING</td><td>To help students enhance presentation skills

- T asks Ss to consider modern ways of volunteering when giving examples, specifically proposing digital services or online charity platforms (e.g., crowdfunding apps, online donation websites) to show social participation. (Digital Competence 2.3NC1a)</td><td>TASK 3: GIVE A PRESENTATION ABOUT THE BENEFITS OF VOLUNTEERING ACTIVITIES. (p.46)
* Teacher:
- Explains the task and focuses Ss’ attention on the expressions.
- Elicits how we use them in presentations and reports, e.g. We use the expressions on top to order points and the expressions on the bottom to give examples.

Functions | Useful expressions
ler points and ressions | First of all, …
Second, …
Third, …
Finally, …
ing examples | For example, …
For instance, …
…such as…

** Ss work in groups and decide how they will present the information in their diagrams, who is going to introduce and end the presentation, and how to divide the different points among group members.
*** Ss practise their presentations in a time limit of 8 - 10 minutes while teacher walks round the class to monitor Ss’ preparation and makes sure that shy Ss also have the opportunity to contribute.
*** T invites some groups of Ss to give their presentations in front of the whole class. When Ss finish their presentations, T lets them reflect on their performance.
e.g. Say what they think they did well and how they can improve on the content or delivery.
**** Teacher:
- asks other Ss to give further comments.
- praises for good effort, highlights the presenters’ strong points and makes suggestions for better organisation and presentation of their ideas.</td><td>T-S

Group work

T-S</td><td>17 mins</td></tr>
<tr><td>CONSOLIDATION</td><td>To help students memorise the target language and skills that they have learned</td><td>WRAP-UP
- Some lexical items about volunteering in the community
- Reading for general and specific information about teenagers and voluntary work.
HOMEWORK
- Prepare for the next lesson, Listening
- Exercises in the workbook</td><td>T-S</td><td>3 mins</td></tr>
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Teacher: Nguyen Van Tien
Period: 35

UNIT 4: FOR A BETTER COMMUNITY
Lesson 5: Listening

I. OBJECTIVES

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. Personal qualities
- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

4. Digital Competence
- 1.3NC1a: Organize and store heard information.

II. MATERIALS
- Grade 10 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in details. Have students practice excessive talking. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM -UP	- To introduce the topic of reading. - To enhance students' skills of cooperating with teammates.	**ANSWER THE QUESTIONS.** * T asks Ss some questions about job adverts. *What is a job advert?* *What information is included?* *Where can you see job adverts?* ** Ss spend some time thinking about the answers for the questions. *** Some Ss share the answers with the whole class.	T-S S-S T-S	5 mins

		**** T confirms the answers and leads in the new lesson.		
PRE-LISTENING	To set the context of the listening text and activate students' prior knowledge.	**TASK 1: READ THE JOB ADVERT AND ANSWER THE QUESTIONS.** (p.47) * T asks Ss to look at the job advert and asks questions to see how much Ss know about job adverts. *1. Who needs volunteers?* *2. Who can apply for the job?* ** Ss read the job advert and find the information to answer them. *** Two Ss share the answers with the whole class. **** T checks answers as a class. Then ask other questions, *e.g. Does the job advert mention what qualities are required for this job? Will people get paid? Where will they work?* ***Key:*** *1. The City Centre for Community Development* *2. People who are interested in community development projects and have a couple of hours to spare at the weekend.*	T-S Ss S-S T-S	7 mins
WHILE-LISTENING	To help students practise listening for specific information. - (T encourages Ss to apply Digital Competence 1.3NC1a by organizing the information they hear and storing it briefly in notes or digital devices to select the correct answer)	**TASK 2: 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. *Key:* *1. B 2. B 3. C 4. A 5. C*	T-S Ss Pair work T-S	10 mins
	To help students practise listening for specific information.	**TASK 3: 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-S Ss Pair work T-S	10 mins

		**** T checks answers as a class by playing the recording again and pausing after the parts of the announcement containing the information. ***Key:*** *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*		
POST-LISTENING	To give students an opportunity to personalise the language and ideas from the listening in a speaking task.	**TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTION.** (p.47) * T asks Ss to list the activities for community development mentioned in the recording *(building houses for poor people, helping lonely old people, creating facilities such as children's playgrounds)*. ** 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.	T-S Group work T-S	10 mins
CONSOLIDATION	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		3 mins

Teacher: Nguyen Van Tien
Period: 36

UNIT 4: FOR A BETTER COMMUNITY
Lesson 6: Writing

I. OBJECTIVES

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

2. Core competence
- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities
- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

4. Digital Competence:
- 3.1NC1a: Create a volunteer application text on a computer.

II. MATERIALS

- Grade 10 textbook, Unit 4, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	- Guide students to make an outline of the letter. - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

Notes:
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM -UP	- To introduce the topic of writing. - To set the context for the writing part.	**GAME: HANGMAN** * T divides the class into 2 teams and gives suggestion: *This is a kind of letter you need to write when you apply for a job.* ** Ss spend some time thinking about the answer. *** Each team takes turns to guess a letter. T reveals the correct letter as the Ss speak. The team who can speak out the correct word/ phrase will be the winner. **** T draws Ss' attention to the phrase APPLICATION LETTER and lets them know they are going to learn about.	T-S S-S T-S T-S	5 mins

		Key: APPLICATION LETTER		
PRE-WRITING	To provide an example job application letter, which students can use as a model for their writing.	**TASK 1: READ THE APPLICATION LETTER FOR A VOLUNTEER POSITION. MATCH THE PARAGRAPHS WITH THEIR AIMS.** (p.48) * T asks Ss to look at the application letter for a volunteer position. ** Ss pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing). *** Ss work in pairs, 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. **** T checks answers as a class. *Key:* *Paragraph 1: C* *Paragraph 2: A* *Paragraph 3: B*	T-S Pair work T-S	7 mins
	To introduce the context of the writing task and help students develop ideas for their writing.	**TASK 2: READ THE JOB ADVERT AND ANSWER THE QUESTIONS.** (p.48) * T asks Ss to read the job advertisement and underline important information, *e.g. the job, who can apply, job duties.* T elicits or explains the meaning of words and phrases Ss may not know, e.g. *Heart to Heart, charitable, reliable, head office.* ** Ss focus attention on the two questions. *** Ss work in pairs and answer the questions. **** T checks answers as a class. *Key:* *1. Reliable and hardworking.* *2. Welcoming guests and visitors, and receiving and sorting donations.*	T-S Ss Pair work T-S	8 mins
WHILE-WRITING	To help students practise writing an application letter for a volunteer job. - If the classroom has computers, T instructs Ss to type the letter directly using word processing software to practice Digital Competence 3.1NC1a: Creating a volunteer application text on a computer	**TASK 3: COMPLETE THE APPLICATION LETTER FOR THE JOB.** (p.48) * T asks Ss to look at the outline of the application letter and identify the information they will need to complete it. ** Ss work individually to write a draft. *** Ss check their draft for the first time. **** T goes around and offers help if needed. ***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*	T-S Individual work T-S	15 mins

		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*		
POST-WRITING	To do a cross-check and final check on students' writing.	* T has the groups swap and give feedback on each other's writing. ** Ss work in pairs and swap their draft letters for peer review. *** T then gives feedback on one writing as a model. **** T collects Ss' writings to mark and provides written feedback in the next lesson.	T-S Pair work T-S	7 mins
CONSOLIDATION	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* - Write an application letter for volunteer work. **HOMEWORK** - Rewrite the paragraph in the notebooks. - Prepare for the next lesson: Communication and culture/ CLIL - Exercises in the workbook	T-S	3 mins

Teacher: Nguyen Van Tien
Period: 37

UNIT 4: FOR A BETTER COMMUNITY
Lesson 7: Communication and Culture/CLIL

I. OBJECTIVES

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

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 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

4. Digital Competence:

- 2.3NC1b: Use appropriate digital technologies to equip oneself and participate in society (searching for online volunteer opportunities or connection channels).

II. MATERIALS

- Grade 10 textbook, Unit 4, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Useful expressions
I feel / felt / am / was excited / confused /confident/ pleased …
To be honest, I'm / I was a little bit stressed / disappointed / upset ...
Volunteering / Helping people made me feel happy / grateful / appreciated ...

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

Notes**:**

In each activity, each step will be represented as following:

* Deliver the task

** Implement the task

*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM -UP	- To introduce the topic. - To enhance students' skills of cooperating with teammates.	**GAME: WHO REMEMBERS MORE?** * T divides Ss into 2 teams, lets Ss watch a video clip about volunteering and asks them to remember information about: Three principles of volunteering and places of volunteering. *(Link: https://www.youtube.com/watch?v=tYmvsrkN8po)* ** Ss work in 2 teams and write the answers on the given paper sheets. **** T plays the video clip again on the screen and checks the answers with the whole class. ***Suggested answer:*** *Three principles of volunteering:* + *Free will* + *Not paid* + *Making a difference* *Places of volunteering:* + *Beaches* + *Fields* + *Streets* + *Hospitals* + *Schools* + *Prisons*	T-S S-S T-S	5 mins
EVERYDAY ENGLISH	To 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) * T asks Ss to read through the incomplete conversation and checks comprehension by asking questions. + *Who are the speakers?* + *What are they talking about?* + *How is Lan feeling now?* ** Ss listen and complete the conversation with the words from the box. *** 2 Ss to read out the conversation and underline expressions used to ask for feelings (*How was it? Was everything OK*?) and express feelings *(You look very cheerful, I'm so happy and relaxed, I was confused, I felt a little bit worried, I'm so excited about it.).* **** T puts Ss in pairs and have them practise the conversation. *Key:* *1. C 2. D 3. B 4. A*	T-S Ss S-S T-S	7 mins
	To help students practise expressing feelings in their own conversations about	**TASK 2: ROLE-PLAY** (p.49) **Imagine you are back from a volunteer trip. Work in pairs. Take on a role and act out a**		10 mins

	a volunteer trip.	**conversation like the one in 1. Use the expressions below to help you.** * Teacher: - asks Ss to work in pairs and explains the context. - in weaker classes, underlines the words and phrases in the conversation that Ss can replace with their own ideas. T can also write some prompts on the board. - in stronger classes, encourages them to be more creative and use different sentence structures. **Useful expressions** I feel / felt / am / was excited / confused /confid To be honest, I'm / I was a little bit stressed / dis Volunteering / Helping people made me feel ha appreciated ... ** Ss practise their conversation in pairs. *** Some pairs act out their conversations in front of the class. **** T praises for good effort, clear pronunciation, fluent delivery and interesting ideas.	T-S Pair work T-S	
CULT URE	To 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.** (p.49-50) * T asks Ss some questions to find out what they already know about *Save the Children.* *+ What do you know about this organisation?* *+ When was it formed?* *+ What is the main aim of this organisation?* *+ When did it start working in Viet Nam?* ** Ss work in pairs and read the text about *Save the Children* and complete the diagram. *** Some Ss write their missing words on the board. **** T checks answers as a class. ***Key:*** *1. 120* *2. improve (their) teaching skills and use digital technology* *3. to go to school* *4. life-saving skills*	T-S Pair work S-S T-S	10 mins
	To help students practise talking about *Save the Children* using the completed diagram. - Application of Digital Competence 2.3NC1b: T encourages students to use their	**TASK 2: WORK IN GROUPS. USE THE DIAGRAM TO TALK ABOUT SAVE THE CHILDREN.** (p.50) * T asks Ss to form small groups and has each student in the group prepare a brief talk about *Save the Children* based on their completed diagram. ** Ss prepare the talk in 2-3 minutes and practice in 5-6 minutes.	Group work S-S T-S	10 mins

	smartphones or tablets to access the official website or social media page of "Save the Children Vietnam" to find out how to register as a volunteer or participate in current online campaigns.	*** Ss talk about the organisation in front of the whole class. **** T gives feedback.		
CONSOLIDATION	To help students memorise what they have learned	**WRAP-UP** - 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 **Homework:** - Prepare for the next lesson: Looking back and project - Exercises in the workbook		3 mins

Teacher: Nguyen Van Tien
Period: 38

UNIT 4: FOR A BETTER COMMUNITY
Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge
- Review the vocabulary and grammar of *Unit 4*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Core competence
- Develop communication skills and creativity
- Develop presentation skills
- Develop critical thinking skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities
- Be more creative when doing the project
- Develop self-study skills

4. Digital Competence
- 2.4NC1a: Collaborate via digital tools to plan a community project
- 3.2NC1a: Integrate new information and content into a presentation slide/slideshow.

II. MATERIALS
- Grade 10 textbook, Unit 4, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

Notes**:**
In each activity, each step will be represented as following:
* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM -UP	- To revise the two-syllable words with the same spelling and lead	**BRAINSTORMING** * T divides the board and divides the class into 2 teams.	T-S Team work	5 mins

	in the next part of the lesson. - To enhance students' skills of cooperating with teammates.	** Ss listen to the instructions. *** 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. ***Suggested answer:*** *increase* *record* *present* *import* *perfect* *rebel* ...	T-S	
LOOKING BACK	To help students revise the stress pattern in two-syllable words with the same spelling.	**PRONUNCIATION** **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 out loud in pairs / groups, paying close attention to the stress pattern of the words in bold. *** Some Ss say these sentences out loud in front of the class. **** T corrects Ss if necessary and praises for good pronunciation and fluent delivery. ***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.*	T-S Group work S-S T-S	5 mins
	To help students revise adjectives ending in *-ed, -ing,* *-ful,* and *-less* and words related to the topic of community development.	**VOCABULARY** **Fill in the gaps with the correct forms of the words in brackets.** * T asks Ss to read each sentence and checks comprehension. Then T focuses Ss' attention on the words in brackets. ** Ss brainstorm words that can be formed from the words in brackets, *e.g. ending, endless, excited, exciting, helpful, helpless, volunteer (v-n), voluntary, volunteering, donation, donors.* *** Ss study the context carefully and decide on the adjectives to fill in these gaps. **** T checks answers as a class by asking individual Ss to read the sentences. ***Key:***	T-S Ss Ss T-S	5 mins

		1. endless *2. excited* *3. helpful* *4. volunteers* *5. donations*		
	To help students revise the use of the past simple and past continuous with *when* and *while*.	**GRAMMAR** **Complete the sentences using the correct forms of the verbs in brackets. Use the past simple or past continuous.** * T asks Ss to read each sentence and put the verb in brackets in the correct form. ** 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 / groups. **** T checks answers as a class by asking individual Ss to read the sentences. ***Key:*** *1. met, were working* *2. were walking, saw* *3. noticed, was delivering* *4. arrived, was giving*	T-S Ss Group work T-S	7 mins
PROJECT	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. - T checks if Ss have collaborated via digital tools (e.g., Zalo group, Google Docs, Padlet) to plan their community project previously (Digital Competence 2.4NC1a). - T asks the presenters to ensure they have integrated all necessary information and new content into their presentation slides effectively before starting (Digital Competence 3.2NC1a)	**A VOLUNTEER PROJECT** As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation. * T has Ss work in their groups. Give them a few minutes to get ready for the presentation. ** T gives Ss a checklist for peer and self-assessment. T explains that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. ***Two or three groups give their presentations. T encourages the rest of the class to ask questions at the end. ****T gives praise and feedback after each presentation.	T-S Group work T-S S-S T-S	20 mins
CONSOLIDATION	To help students memorise what they have learned	**WRAP-UP** - Review the vocabulary and grammar of *Unit 4* - Apply what they have learnt (vocabulary and grammar) into practice through a project **HOMEWORK** - Prepare for the next lesson: Unit 5 – Lesson: Getting started - Exercises in the workbook	T-S	3 mins