

# Unit 4 FOR A BETTER COMMUNITY

## GETTING STARTED

### Who needs our help?

#### 1 Listen and read.

**Quan:** Hi, Hieu. I called you yesterday afternoon, but you didn't answer.

**Hieu:** Oh, really? What time?

**Quan:** At about 2 p.m. What were you doing then?

**Hieu:** Oh, when you called, I was working. I volunteer every Tuesday afternoon at the Happy Mind Charity Centre. I teach children.

**Quan:** Really? Why?

**Hieu:** Because these children are disadvantaged. They have many problems and they need our help.

**Quan:** What subjects do you teach them?

**Hieu:** Vietnamese and Maths.

**Quan:** It sounds interesting. How did you get the job?

**Hieu:** Just by chance. I was interested in doing volunteer work, so when I saw the advertisement for volunteer positions in the newspaper last summer, I applied and was chosen.

**Quan:** Oh, I see. Was the job easy at first?

**Hieu:** Not really. When I worked with them for the first time, many of them couldn't read or write. Some of them were hopeless at Maths!

**Quan:** What did you do then?

### This unit includes:

#### LANGUAGE

##### Vocabulary

- Words and phrases related to volunteers and volunteer work
- Adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*

##### Pronunciation

/nd/, /ŋ/, /nt/

##### Grammar

- Irregular past tense verbs
- The past simple vs. the past continuous with *when* and *while*

#### SKILLS

- Reading for specific information about why people do volunteer work
- Talking about local community development
- Listening to an announcement for volunteers to get specific information.
- Writing an application letter for volunteer work

#### COMMUNICATION AND CULTURE

Local and global activities for community development

**Hieu:** I got some useful advice from my teacher. It was really helpful. All of the children can read and write now.

**Quan:** Your job is very meaningful. I also want to do something useful for our society.

**Hieu:** Well, if you are interested in this kind of work, I will introduce you to my team leader.

**Quan:** That sounds great! Thanks for your suggestion! I'm very excited!



## OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *For a better community*
- pronounce the sounds /nd/, /ŋ/, /nt/ correctly in isolation and in context
- use Irregular past tense verbs
- use the past simple vs. the past continuous with *when* and *while*
- use adjectives ending in suffixes *-ed* vs. *-ing*; *-ful* vs. *-less*
- read for specific information about reasons why people do volunteer work
- exchange opinions and talk about local community development
- listen for specific information from an announcement for volunteers
- write an application for volunteer work
- understand about activities for community development by some famous people from different cultures.

## GETTING STARTED

### Who needs our help?

**Lead-In:** Inform class of the lesson objectives: getting to know the topic, vocabulary about volunteer activities, and two grammar points.

- Introduce the topic by asking Ss questions about the picture: *What is the picture about? What are people doing in the picture? What do you think about their activities? Do you want to try this job? Why?*
  - Elicit answers from Ss, encouraging different interpretations.
- 1 Tell Ss that they are going to listen to a conversation between two friends, Hieu and Quan. Let Ss guess what Hieu and Quan are talking about.
- Play the recording. Ss listen and read the conversation at the same time.
  - Tell Ss not to worry about the new words or grammar points because these will be dealt with in later exercises.



**2** Read the conversation again and answer the questions.

1. When did Quan call Hieu?
2. What was Hieu doing when Quan called?
3. Was Hieu successful as a volunteer teacher there?
4. What do you think about Hieu's volunteer work?
5. Have you ever done anything to help other people? If yes, what did you do to help them?

**3** With a partner, make dialogues using the expressions in the box.

1. That sounds great!
2. Not really.
3. ... by chance.
4. Well,

*Example:*

**Trang:** Mum, I have two days off this week.

**Mum:** That sounds great! We can go out together then!

**Trang:** That's a great idea, Mum!

**2** Use the words in brackets with appropriate endings from **1** to complete the following sentences.

1. If people spend most of their time doing nothing, they will find their lives \_\_\_\_\_. (*mean*)
2. I am \_\_\_\_\_ in doing charity work. (*interest*)
3. Last year, she was really \_\_\_\_\_ at English. She couldn't even say a word in English. Now her English is much better. (*hope*)
4. The new teacher's advice was very \_\_\_\_\_. His students could learn English vocabulary faster. (*use*)
5. They were \_\_\_\_\_ to know that their contributions were \_\_\_\_\_ to the poor people in that area. (*excite, mean*)
6. Our school volunteer activities are very \_\_\_\_\_. (*excite*)



## LANGUAGE

### Vocabulary

**1** Read the conversation in GETTING STARTED again. Find the adjectives ending with the following suffixes:

- -ed \_\_\_\_\_
- -ing \_\_\_\_\_
- -ful \_\_\_\_\_
- -less \_\_\_\_\_



- 2 Ss work in pairs to ask and answer questions. Ask Ss to refer to the conversation to get the clues for their answers.

- Check Ss' answers and encourage Ss to give their own opinions to answer questions 4 and 5.

**Key**

1. He called Hieu at 2 p.m. yesterday afternoon.
2. Hieu was teaching children at the Happy Mind Charity Centre.
3. Yes, he was. At first, many of his students couldn't read or write. Now all of them can read and write.
4. Students' answers
5. Students' answers

- 3 Ask Ss to work in pairs and practise making conversations using the expressions in the box.

**Example:**

**Huy:** Daddy, I've got a surprise for you.

**Daddy:** Really? What's that?

**Huy:** Well, I was chosen to be a volunteer this summer in Bac Kan Province.

**Daddy:** That sounds great! Did your teacher offer you the job?

**Huy:** Not really. I got it by chance. I saw an advertisement online, I applied and they accepted me.

**Daddy:** What will you do to help people there?

**Huy:** I think I can help them to harvest crops and help children to learn.

**Daddy:** Good! I'm sure you will have a meaningful summer!

**Huy:** Thanks, Dad!

## LANGUAGE

### Vocabulary

- 1 Ask Ss to read the conversation again and underline or highlight the adjectives ending with the suffixes *-ed*, *-ing*, *-ful*, *-less*.

- Check if Ss know the differences between *-ed* and *-ing* adjectives and *-ful* and *-less* adjectives.
- Give examples if necessary.

**Key**

-ed	disadvantaged, interested, excited
-ing	interesting
-ful	useful, helpful, meaningful
-less	hopeless

- 2 Ask Ss to work individually first. Ss work in pairs or groups to compare their answers.

- Check Ss' answers and give explanations if necessary.

**Key**

1. meaningless	2. Interested
3. hopeless	4. useful
5. excited, meaningless	6. exciting

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can distinguish the differences in meaning between adjectives ending in the suffixes -ed, -ing, -ful, -less.*



## Pronunciation



1 Listen and repeat.

/nd/	/ŋ/	/nt/
second	interesting	announcement
friend	teaching	student
understand	exciting	advertisement
planned	helping	spent
grand	training	environment

2 Practise saying the following sentences. Pay attention to the pronunciation of the ending sounds /nd/, /ŋ/, and /nt/.

1. I don't understand what the second friend says.
2. It is interesting and exciting to teach English to children in disadvantaged areas.
3. That student didn't listen to the announcement for the job advertisement.

## Grammar

### Irregular past tense verbs

1 Rewrite the sentences in the past tense, using the time expression in brackets.

1. I hardly ever wear jeans to school. (yesterday)  
\_\_\_\_\_
2. My sister and I buy a lot of clothes in the summer. (last summer)  
\_\_\_\_\_
3. My father sometimes reads newspapers in bed. (last night)  
\_\_\_\_\_
4. My mother makes my bed on weekends. (last Sunday)  
\_\_\_\_\_
5. I write letters to my grandparents at the weekend. (yesterday afternoon)  
\_\_\_\_\_



Do you know ...?

The past simple: Irregular verbs

Many verbs have irregular positive past simple forms. There are no spelling rules for these forms, so you need to learn them by heart.

Example:

do → did; build → built; come → came;  
find → found; read → read; see → saw;  
tell → told; take → took; go → went;  
win → won; write → wrote; be → was/were

### The past simple vs. the past continuous with *when* and *while*

2 Match 1-5 with a-e and complete the sentences in the past simple or the past continuous.

1. We were walking in the park \_\_\_\_\_
2. While I was talking to a friend, \_\_\_\_\_
3. We lost the keys \_\_\_\_\_
4. We were sitting on a bench in the park \_\_\_\_\_
5. When the phone rang, \_\_\_\_\_
  - a. \_\_\_\_\_ I (have) a bath.
  - b. \_\_\_\_\_ when someone (take) our school bags.
  - c. \_\_\_\_\_ the teacher (ask) me a question.
  - d. \_\_\_\_\_ when it (start) to rain.
  - e. \_\_\_\_\_ while we (play) in the garden.

Do you know ...?

The past simple vs. the past continuous using *when* and *while*

We often use the past continuous with the past simple. We use the past continuous to talk about an action in progress, and the past simple to talk about an action that interrupts it.

*It was raining when we arrived at school.*

*When the teacher asked me a question, I wasn't listening.*

*While they were having dinner, the telephone rang.*

*My mobile phone rang while I was going to school.*

Watch out!

What do you notice about commas with *When* and *While*?



## Pronunciation

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word.
  - Give them the meaning of the words if necessary.
  - Help Ss distinguish these three sounds.
  - Ask Ss to work in pairs and take turns reading the words in columns and in rows.
  - Invite individual Ss to read the words.
- 2 Explain the requirements of this activity to Ss, highlighting the importance of pronouncing the ending sounds correctly in English, which is a difficulty for a lot of Vietnamese students because they tend to omit the final sound when they speak English. (e.g. *spend* vs. *spent* or *lend* vs. *lent*).
  - Play the recording and ask Ss to write /nd/, /ŋ/, or /nt/ above the words that have the corresponding sound.
  - Then, put Ss in pairs to practise reading the sentences.
  - Invite some Ss to read the sentences in front of the class. Correct Ss' mistakes if there are any.

## Grammar

### Irregular past tense verbs

- 1 Ask Ss to read the activity, check if they understand.
  - Ask Ss to pay attention to the time expressions in brackets and ask them to find the verb tense to go with these time expressions.
  - Ss work on their own first to rewrite the sentences in the past tense, using the time expression in brackets.
  - Ask Ss to work in pairs to check their answers.
  - Check Ss' answers, highlighting the irregular past tense verbs.

#### Key

1. I wore jeans to school yesterday.
2. My sister and I bought a lot of clothes last summer.
3. My father read newspapers in bed last night.
4. My mother made my bed last Sunday.
5. I wrote letters to my grandparents yesterday afternoon.

### The past simple vs. the past continuous with *when* and *while*

- 2 Have Ss do this activity individually. Observe and help them if necessary.
  - Ask Ss to match 1-5 with a-e and complete the sentences in the past simple or the past continuous.
  - Check Ss' answers by asking individuals to take turns reading the sentences aloud, then write them on the board.
  - Elicit Ss' answers about rules for combination of the past simple and the past continuous, using *when* and *while*.

#### Key

1. d We were walking in the park when it started to rain.
2. c While I was talking to a friend, the teacher asked me a question.
3. e We lost the keys while we were playing in the garden.
4. b We were sitting on a bench in the park when someone took our school bags.
5. a When the phone rang, I was having a bath.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can distinguish the sounds /nd/, /ŋ/, or /nt/ when they are pronounced in isolation as well as in word combination. I can use more irregular past tense verbs. I can use the past simple and the past continuous correctly in combination.*



## SKILLS

### Reading

#### Why do people volunteer?

**1** You are going to read a text about the reasons why people volunteer. Before you read, tick the reasons you think you may find in the text.

- a. They want to do something good for others.
- b. Volunteers have a chance to interact with new cultures, try new food, meet new people, and speak new languages.
- c. Volunteers become more concerned and aware of the problems facing the world.
- d. Volunteers feel the pride that comes from completing something.
- e. Volunteer work is a great way to gain experience in a broad range of fields.
- f. Volunteer work can often lead to a paid job.

**2** Read the text and check if your predictions in **1** are correct.

People volunteer for a number of different reasons. One of the more **obvious** reasons why people volunteer is because they find something they are passionate about and want to do something good for others.

**1** \_\_\_\_\_. Many people who volunteer think that they are very **fortunate** to live the way they do and want to give something back to society, as a way of balancing the scales.

Many people choose to volunteer because of the personal benefits that volunteering has on their character. **2** \_\_\_\_\_.

In most cases, **volunteers** also become more concerned and aware of the problems facing the world and many feel that they were ignorant or **narrow-minded** before.

Volunteer work is a great way to gain experience in a broad range of fields. **3** \_\_\_\_\_.

Volunteering is a great way to put in a little of your time and gain some valuable skills, whether professional or practical.

Volunteer work can often lead to a paying job. Volunteers can try out a field to see if it suits them and also show that they are **dedicated** enough to work for free in the hope that it may lead to a paid job. **4** \_\_\_\_\_.

**3** Read the text. Complete the text by matching sentences a-e with gaps 1-4. There is one extra sentence you do not need.

- \_\_\_\_\_ a. Indeed, a volunteer often says that the experience has made him or her a better person.
- \_\_\_\_\_ b. You can gain experience in education, social work, health care, marketing, and web design... The opportunities are endless.
- \_\_\_\_\_ c. English teaching is a great example of a volunteer job that often turns into a career.
- \_\_\_\_\_ d. People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- \_\_\_\_\_ e. One of the greatest benefits of volunteering abroad is being able to spend an extended period of time in a new country.

**4** Look at the highlighted word in the text and choose the correct meaning.

- 1. obvious  
A. clear    B. unclear    C. important
- 2. fortunate  
A. unlucky    B. lucky    C. wealthy
- 3. concerned  
A. tired    B. bored    C. worried
- 4. narrow-minded  
A. open to different people  
B. not open to different opinions  
C. open to different opinions
- 5. dedicated  
A. devoted    B. excited    C. interested

**5** In pairs, discuss the following statements.

- 1. There's no need to volunteer as very few people can benefit from volunteer work.
- 2. The best way to volunteer is to give people money when they need it.



## SKILLS

### Reading

#### Why do people volunteer?

**Lead-in:** Raise the question 'Why do people volunteer?' to elicit Ss' opinions. Call on individual Ss to share their opinions, encouraging different viewpoints.

**1** Introduce the title of the reading text and elicit the reasons why people volunteer.

- Ask Ss to tick the reasons they may read about in the text and then compare their choices with their partner's.
- Ask some Ss to share their opinions with other Ss in the class, encouraging different viewpoints.

**2** Ask Ss to scan the text and check their predictions in **1**.

- Check Ss' answers, asking them to give clues from the reading text.

#### Key

a. ✓ b. x c. ✓ d. x e. ✓ f. ✓

**3** Ask Ss if they remember strategies to deal with this reading exercise – Gapped Text or Missing Sentences.

- Elicit strategies from Ss and repeat them if necessary.

#### Reading strategies for Gapped Text or Missing Sentences

- Read the text quickly to get general ideas of what it is about.
- Read the removed sentences. Think about the meaning of these sentences and make sure they match the meaning of the text before and after the gaps.
- Make sure that the extra sentence doesn't fit in any of the gaps. If it does, check your work again.

- Ask Ss to do this activity individually, then compare with a partner.
- Check Ss' answers and give further explanation if necessary.

#### Key

- 1 - d** People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- 2 - a** Indeed, a volunteer often says that the experience has made him or her a better person.
- 3 - b** You can gain experience in education, social work, health care, marketing, and web design: The opportunities are endless.
- 4 - c** English teaching is a great example of a volunteer job that often turns into a career.

**4** Ask Ss to look back at the reading text to locate the highlighted words.

- Ask Ss to guess the meaning of each of these highlighted words, based on the context.
- Have them choose their meaning, then compare their choices with other friends.
- Check Ss' answers.

#### Key

1. A 2. B 3. C 4. B 5. A

**5** Let Ss work in pairs to discuss the statements. Elicit different ways to express giving opinions that Ss know. Add more if necessary.

- Remind Ss to take turns speaking, not letting one keep speaking and the other keep listening.
- Call on some pairs to perform in front of the whole class.

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand more about why people volunteer. I have improved my reading strategies when dealing with Gapped text exercises. I can interpret the meaning of new words from their contexts.*



## Speaking

### Community development

**1** Look at some activities for community development. Match them with the reasons why they are important.

#### Activities for community development

1. Building houses for low-income people
2. Building facilities like kindergartens, schools, and parks
3. Widening roads, fixing running water, providing electricity in rural and remote areas
4. Training young people for jobs
5. Protecting the environment and ensuring healthy lifestyles

#### Reasons why these activities are important

- a. They are prepared for the job market and find better employment.
- b. This is important because we need the Earth for life.
- c. When people have a place to live, they can develop other parts of their lives.
- d. These are necessary facilities for daily living.
- e. Without these basic things, these areas cannot develop.

**2** Work in pairs. Discuss why the activities above are important for community development.

*Example:*

**Student A:** I think job training for young people is very important.

**Student B:** I agree. Young people are the future of a country, so training them in the right way is very important. Protecting the environment is important, too.

**Student A:** That's true. We all need a healthy environment.

**3** Work in groups. Look again at the activities in **1**. Discuss and decide on the three most urgent / important things to do in your local area and explain why.

#### Useful phrases

Our top / first priority is / The most urgent / important thing to do is \_\_\_\_\_

The second priority is / The second most urgent thing to do is \_\_\_\_\_

We consider \_\_\_\_\_ to be a priority \_\_\_\_\_

We think \_\_\_\_\_ is a priority task \_\_\_\_\_

\_\_\_\_\_ take / have priority over \_\_\_\_\_



**4** Present your group's decisions to the whole class. The class votes for the group with the best decisions.

## Speaking

### Community development

**Lead-in:** Ask Ss to look at the pictures on this page and name the activities in these pictures. Ss should comment whether these activities are useful to the community or not.

- 1 Ask Ss to work by themselves to look at some activities for community development and to match them with the reasons why they are important.
- Go round and help Ss when and where necessary.
- Have them compare the answers with others.
- Check Ss' answers.
- Call on individual Ss to read aloud these activities and give the reasons why they are important.

#### Key

1. c    2. d    3. e    4. a    5. b

- 2 Have Ss work in pairs to discuss why the activities in 1 are important for community development.
- Ask Ss to prepare ideas to support their reasons.
- Ss may have different viewpoints. Encourage these differences, providing that they support their opinions properly.

- 3 Have Ss work in groups and look at *Activities for community development* in 1.

- Ask members of each group to rank the activities in the order of importance. Encourage them to discuss to decide on the three most urgent / important things to do in their local area and explain why.
- Ask Ss to practise using *Useful phrases* in speaking.
- 4 Each group chooses a presenter from their group to present the group's decisions to the whole class.
- Other Ss in the class may raise questions to ask the presenter for further explanations.
- Ask the class to vote for the group with the best decisions.

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can express my opinion about priorities for community development and present my viewpoints to other people.*



## Listening

### Help the needy!



#### 1 Discuss the following questions with a partner.

Are there people who need help in your community? If yes, what kind of help do they need? What are some different ways people can help out in their community?

#### 2 Match the words with their definitions. What are the parts of speech of these words?

donate _____	a. a special advertisement for the public, normally about health or safety matters
non-profit _____	b. give something, especially money, to people who need it
public service announcement _____	c. not for profit purposes

#### 3 Listen to the announcement by the director of Heart to Heart Charity and decide whether the following statements are true (T) or false (F).

	T	F
1. Heart to Heart Charity is a non-profit organisation.		
2. Few children or adults in our community are hungry, cold, or sick nowadays.		
3. You can donate food but not clothes.		
4. You can't donate money.		
5. You can donate time and work in the office of this organisation.		

#### 4 Listen to the announcement again and choose the best answer.

1. First, you can donate \_\_\_\_\_



2. Second, you can donate \_\_\_\_\_



3. Third, you can donate \_\_\_\_\_



#### 5 Work in groups. Ask and answer the following questions.

Have you ever volunteered or done community service? If yes, what did you do? If no, what is your plan to help people in your community?

## Listening

### Help the needy!

**Lead-In:** Ask Ss to look at the pictures to see what the people in these pictures are doing and why they are doing these activities.

- 1 Have Ss discuss the questions with a partner.
  - Ss are encouraged to speak about the needy in their community.
  - Call on one or two Ss to share their stories.
- 2 Tell Ss to match the words with their definitions, then decide the parts of speech of these words.
  - Have Ss compare with their friends.
  - Check Ss' answers.

#### Key

- a. public service announcement (noun phrase)
- b. donate (v)
- c. non-profit (adj)

- 3 Tell Ss that they are going to listen to the announcement by the director of Heart to Heart Charity and decide whether the statements are true (T) or false (F).
  - Have Ss guess their answers, encouraging all possible guesses and explanations.
  - Write the Ss' guesses on a corner of the board so that they can see if their guesses are correct later.
  - Play the recording and let Ss do the activity.
  - Check Ss' answers. If many Ss in the class have the same incorrect answer, play the recording again and stop at the place where Ss can get the correct answer.

#### Key

1. T    2. F    3. F    4. F    5. T

- 4 Have Ss listen to the announcement again and do the activity.
  - Check Ss' answers.

#### Key

1. C    2. A    3. B

- 5 Have Ss work in groups to ask and answer the questions.
  - Encourage Ss to share their personal experience or intentions to volunteer or do community service.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand when I listen to an announcement, asking for support / contribution to a local charity organisation.*

#### Audio script

This is a public service announcement for the Heart to Heart Charity. We are a non-profit organisation that helps people in need. As the Tet holiday approaches, we are asking you to think of those in our community who need help. Even today, we have unbelievable problems in our community. Many children and adults are hungry, cold and sick every day. Our goal here at Heart to Heart Charity is to help those people. To do this, we need your help. To help, you can do one of three easy things. First, you can donate food and clothes to our organisation. Your food and clothing will go straight to someone who needs it. Second, you can donate money to our organisation. We will only use your money to buy food, clothes, and medicine for the needy. Or last, you can donate your time and work in the office. We always need new volunteers. Your donation of any kind will always be welcome. So please contact us at 15 Ha Thanh Street. We are open from 8.30 a.m. to 10p.m. every day.



## Writing

### Volunteer work



**HAPPY MIND**  
Dare to wish

**VOLUNTEER TEACHERS NEEDED**

We need experienced, creative and patient volunteers to work as teachers at our Happy Mind Charity Centre. Your job will be teaching Vietnamese and Maths to the children at our centre.

Please apply in writing to:  
25 Bao Ha Street, Ha Noi, Viet Nam

**Job**

#### 1 Read the letter. Why did Quan write it?

11 Ha Nam Street  
Dong Da, Ha Noi  
27 February, 2013

Director  
Happy Mind Charity Centre  
25 Bao Ha Street, Ha Noi

Dear Sir or Madam,

I am writing to apply for the post of a volunteer teacher at Happy Mind Charity Centre. I saw the advertisement in the Youth Newspaper on February 22<sup>nd</sup>. (Paragraph 1)

I have experience teaching young children. Actually, last summer, I spent two months being a tutor for a group of primary students in my area. I taught them Vietnamese and Mathematics. Their school work got much better after that. (Paragraph 2)

I am creative, patient and I have a great love for children. I can send you two references from my teachers and two from my students' parents. (Paragraph 3)

I am available for an interview any day after school or at weekends. If my application is successful, I can start teaching from next month in the afternoon and at weekends. (Paragraph 4)

I look forward to hearing from you.

Yours faithfully,  
Tran Manh Quan

#### 2 Read the letter and answer the questions.

1. How did Quan find out about the job?
2. Who did Quan teach last summer?
3. How long did he teach them?
4. How does Quan describe himself?
5. How many references can Quan give?
6. When can Quan start teaching?

#### 3 Read the letter again. Match each paragraph in the letter with its purpose.

Paragraph 1

a. Saying you are available for an interview and when you could start work.

Paragraph 2

b. Mentioning the job you are applying for and where you saw the advert.

Paragraph 3

c. Telling why you are right for the job mentioning your personal experiences and responsibilities.

Paragraph 4

d. Listing your personal qualities and offering to send references.

#### 4 Read the job advertisement. Answer the questions about it.

**VOLUNTEERS NEEDED**

We need reliable, hard-working volunteers to work at our Heart to Heart Charity Office. Your job will include welcoming guests and receiving donations for our organisation.

Please apply in writing to:  
15 Ha Thanh Street, Ha Noi, Viet Nam

**Job**

1. What qualities are needed for the job?
2. What are the job's duties?

#### Watch out!

Tone is very important in writing. You can write in a formal or informal tone. What kind of tone do you use in an email to a friend? What kind of tone do you use in a job application?



- 5 You would like to volunteer at the Heart to Heart Charity Office. Write a formal letter of 140-160 words applying for the job. Follow the writing plan in 3.



## Writing

### Volunteer work

**Lead-In:** Ask Ss to look at the job advertisement and highlight the key information: *job title, qualities needed for the job, working experience needed for the job, and the address of the employer.*

- Ask Ss if they would like to apply for the job.

**1** Ask Ss to read the letter and find out the reason why Quan wrote it.

- Ss read and discuss with their friends.
- Check Ss' answers.

#### Key

He wanted to apply for the volunteer teaching job.

**2** Have Ss read the letter again and answer the questions. Ss work by themselves first then compare the answers with other Ss.

- Check Ss' answers by asking them to read their answers aloud and correct the wrong answers if there are any.

#### Key

1. He saw the advertisement in the Youth Newspaper on February 22<sup>nd</sup>.
2. He taught a group of primary students in his area.
3. He taught them for two months.
4. He is creative, patient, and has great love for children.
5. He can give four references.
6. He can start teaching from next month.

**3** Have Ss read the different purposes of each paragraph of an application letter.

- Have Ss read the letter again to match each paragraph in the letter with its purposes.
- Check Ss' answers.

#### Key

Pgph 1 - b  
Pgph 3 - d

Pgph 2 - c  
Pgph 4 - a

- 4** Ask Ss to read the job advertisement and answer the questions about this job advert.
- Ss answer these questions by themselves first and then check with their partners.
  - Check Ss' answers.

#### Key

1. Reliable and hard-working
2. Welcoming guests and receiving donations for the organisation.

- 5** Have Ss read the activity. Ss may work in pairs or groups to brainstorm the ideas for the letter.
- T goes around and helps students when needed. If time is available, writing can be done in class. If not, this can be assigned as part of the homework.

#### Suggested answer

Sender's address  
Date

Director  
Heart to Heart Charity Office  
15 Ha Thanh Street  
Dear Sir or Madam,

I am writing to apply for the job of a volunteer at your Heart to Heart Charity Office. I saw the advertisement on our school notice board last Monday.

I have experience of doing office work. Last summer, I had a chance to volunteer at the Happy Mind Charity Centre as a front office worker. There, I received visiting donors and volunteers as well.

I am reliable, honest, hard-working, and good at communication. If necessary, I can send you a reference from the Director of the Happy Mind Charity Centre.

I am available for an interview any day after school or at weekends. If my application is successful, I can start working from next week in the afternoon and at weekends.

I look forward to hearing from you.

Yours faithfully,  
Nguyen Trung Hieu

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write an application letter applying for a volunteer job in a formal tone.*



## COMMUNICATION AND CULTURE

### Communication

#### Think global, act local

- 1 Look at the list of activities. Which of them are necessary for community development in your area? Put them in the order of importance with 1 being the most important and 5 the least important.

Volunteer activities	Order of importance
Helping old or sick people	
Helping disadvantaged or handicapped children	
Helping old and childless people	
Taking part in directing the traffic	
Taking care of war invalids and the families of martyrs	

- 2 Work in groups. Exchange your opinions.

Example:

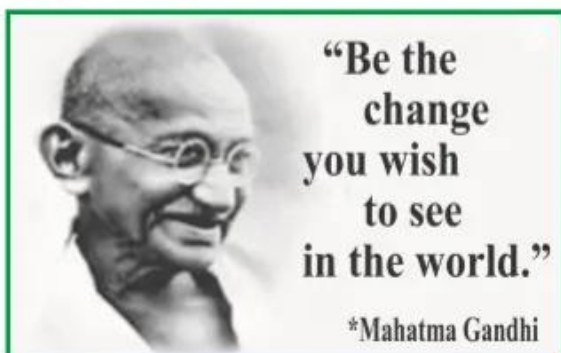
**Student A:** What is the most important volunteer activity in our area?

**Student B:** I think taking part in directing the traffic is the most important.

**Student C:** Really? I think ....

### Culture

#### Wise words



- 1 What do you know about this man? What do you think the quote means?

- 2 Read the text about Mahatma Gandhi and answer the questions.

#### MAHATMA GANDHI

Mahatma Gandhi was born in 1869 in India. At the age of 18, he travelled to Britain to study law at a university in London. Then he came back to India and worked there for a few years. In 1893, he got a job as a lawyer in South Africa. At that time, coloured people, including the Indians living in South Africa, and white people were not treated equally, and he fought for the rights of coloured people in general and the Indians in particular. In 1914, Gandhi moved back to India. At that time, the British ruled India and Indian people were not treated equally. Gandhi wanted the British to leave India so that the country could become independent. He was a peaceful man and against all forms of violence. In the end, he won, and the British left India in 1947. After that, Gandhi continued to fight for the rights of poor people and women in India and became a hero for millions of people.

1. When and where was Mahatma Gandhi born?
2. What did he do to help coloured people in South Africa? Why?
3. What were his contributions to India?



- 3 Work in groups. Talk about a person who contributed to the development of your local area / your country. Share your ideas with your group.

## COMMUNICATION AND CULTURE

### Communication

#### Think global, act local

**Lead-In:** Elicit Ss' interpretation of this saying, encourage Ss to speak their minds. Help Ss to understand this saying in a proper way.

- 1 Inform Ss of the requirements of this activity. Help Ss with difficult lexical items if there is a need. Individually, Ss rank the activities in order of importance as guided.
- 2 Have Ss form groups consisting of Ss coming from different parts of the districts.
  - Ask Ss to exchange their opinions.

### Culture

#### Wise words

- 1 Ask Ss to look at the man in the picture and say whether they know anything about him and his contributions.
  - Elicit Ss' knowledge about this man.
  - Have Ss work in pairs, look at the quote and exchange opinions about how they understand this quote.
  - Go to random pairs, listen to their opinions, and facilitate if necessary.

- 2 Tell Ss to read a text about Mahatma Gandhi and answer the questions about his life.
  - Ss read the text on their own, find information to answer questions, and compare with other Ss.
  - Check Ss' answers.

#### Key

1. He was born in 1869 in India.
2. He fought for the rights of coloured people in general and the Indians in particular.
3. He helped to make the British leave India so that India became independent in 1947. He also fought for the rights of poor people and women in India.

- 3 Ask Ss to form groups. Each group should think of a person who contributed to the development of their local area / your country.
  - Ss brainstorm his / her contributions to the local area or to the country.
  - Ss practise speaking about this person.
  - Share with other groups.

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk and express my views about priorities for community development in my living area. I can talk about a person in my community / culture and his / her contribution to community development.*



## LOOKING BACK

### Pronunciation



1 Listen and circle the words you hear in the sentences.

	A	B
1.	end	ant
2.	mend	meant
3.	ring	rink
4.	sting	stink
5.	lend	lent
6.	spend	spent

### Vocabulary

Choose the words from the box to complete the following sentences.

excited	meaningful	interesting
donate	disadvantaged	meaningless

- Before he joined our volunteer team, he felt his life was boring. Sometimes he thought it was \_\_\_\_\_.
- They all got \_\_\_\_\_ about the trip to Ha Long Bay, so they had a sleepless night.
- The donation of warm clothes from the donors last winter was really \_\_\_\_\_ to those poor children.
- The charity music night was \_\_\_\_\_. All the audience thought it was interesting.
- The public service announcement called for volunteers to \_\_\_\_\_ time to look after sick people in the local hospital.
- Those volunteers spent a sleepless night preparing gifts for \_\_\_\_\_ children in Cao Bang.

### Grammar

1 Write the sentences. Use the past simple or the past continuous form of the verbs.

- The telephone / ring / while / we / have dinner
- I / wait / at the bus stop / when / I / receive / his text message
- It / start / to rain / while / we / walk home / from school
- You / listen / when / the teacher / call / your name?
- He / walk along / the corridor / he see / a job advertisement / on the notice board

2 Read the text about Tilly Smith and put the verbs in brackets in the past simple or the past continuous.

### FROM A GEOGRAPHY LESSON TO A REAL LIFE EXPERIENCE

Tilly Smith was born in 1994. She came from Surrey, England. At school, she was very interested in her Geography classes. On 26<sup>th</sup> December, 2004 Tilly \_\_\_\_\_ (1. have) a holiday with her family in Thailand when she \_\_\_\_\_ (2. realise) that Geography was not only an interesting school subject but also helped to save people's lives.

While Tilly \_\_\_\_\_ (3. sit) on Maikhao Beach in Phuket, Thailand, the sea water suddenly receded from the shoreline. Tilly \_\_\_\_\_ (4. recognise) the symptoms of a tsunami because two weeks before her holiday she learnt about tsunamis in a Geography lesson from her teacher at school. Tilly \_\_\_\_\_ (5. want) to leave the beach quickly because she knew what \_\_\_\_\_ (6. happen), but the people on the beach didn't seem to care. She was very worried and \_\_\_\_\_ (7. tell) her parents about it immediately.

When Tilly's father warned others on the beach and the staff at the hotel where they were staying about the possible tsunami, she \_\_\_\_\_ (8. run) to a safe place with her mother and sister. The tsunami \_\_\_\_\_ (9. be) a terrible disaster for thousands of people, but it \_\_\_\_\_ (10. not kill) anybody on Maikhao Beach thanks to Tilly.

3 Read the text again and answer the following questions.

- Who was Tilly Smith?
- Which school subject was she interested in?
- What happened when Tilly was sitting on Maikhao Beach?
- What did she do to help people on Maikhao Beach at that time?
- Do you know anyone in your community who saved others' lives? Talk about that person.

## LOOKING BACK

**Lead-In:** Ask Ss to recall what they have learnt in Unit 4.

### Pronunciation

- 1 Have Ss practise in pairs, saying the words in isolation.
- Ask each student to say two pairs of words.
- Help Ss to say these words correctly.
- Play the recording for Ss to listen to the sentences and circle the words in A or B that they hear.
- Ss cross check with a partner.
- Check Ss' answers.

#### Key

1. B    2. A    3. B    4. B    5. B    6. B

#### Audio script

1. Look at that ant.
2. He didn't mend that.
3. They have just built a new ice rink in the area.
4. The houses in this area stink of carbon dioxide gas.
5. The banks lent money to the poor people in the village.
6. We spent our last summer holiday doing volunteer work in a mountainous province of Viet Nam.

### Vocabulary

- Have Ss do this vocabulary exercise.
- Ask Ss to choose the words from the box to complete the following sentences.
- Check Ss' answers and explain if necessary.

#### Key

- |                |                  |
|----------------|------------------|
| 1. meaningless | 2. excited       |
| 3. meaningful  | 4. interesting   |
| 5. donate      | 6. disadvantaged |

### Grammar

- 1 Ask Ss to write the sentences. Use the past simple or the past continuous form of the verbs.
- Ask some Ss to write these sentences on the board.
- Have other Ss comment.
- Check Ss' sentences on the board.

#### Key

1. The telephone rang while we were having dinner.
2. I was waiting at the bus stop when I received his text message.
3. It started to rain while we were walking home from school.
4. Were you listening when the teacher called your name?
5. He was walking along the corridor when he saw a job advertisement on the notice board.

- 2 Tell Ss to read a text about Tilly Smith and how her interest helped to save her life and the lives of other people on Maikhao Beach, Phuket, Thailand.

- Ask Ss to put the verbs in brackets in the past simple or the past continuous. Let Ss check in pairs or groups. Check Ss' answers and give explanations if necessary.

#### Key

- |                |                  |
|----------------|------------------|
| 1. was having  | 2. realised      |
| 3. was sitting | 4. recognised    |
| 5. wanted      | 6. was happening |
| 7. told        | 8. ran           |
| 9. was         | 10. didn't kill  |

- 3 Ask Ss to read the text again and answer the questions that follow.
- Ss check answers in pairs or groups.
- Call on individual Ss to answer these questions, asking for clarification if necessary.

#### Key

1. She was a school girl from Surrey, England.
2. She was interested in Geography.
3. The sea water suddenly receded from the shoreline, which is a symptom of a tsunami.
4. She told her parents about a possible tsunami, and her father warned other people on the beach and the staff at the hotel where they were staying about it.
5. Students' own answers.



## PROJECT

Find someone / a place in your community that needs help.

What are the problems of this person / this place?

What do you think you can do to help? Make a plan.

Present your ideas to the whole class.



### NOW YOU CAN

- ▶ Use words and phrases about volunteer work and community development
- ▶ Use the past simple and the past continuous to talk about past experiences
- ▶ Understand the common reasons why people do volunteer work
- ▶ Talk about community development
- ▶ Write an application letter applying for volunteer work

## PROJECT

- Ask Ss to work in groups, so they can share the workload.
- Ss find someone / a place in your community that needs help.
- Ss find out the problems of this person / this place from different sources: their neighbours, their friends, media ....
- Ss work out what they can do to help and make a plan.
- As groups, they present their ideas to the whole class.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use the language of Unit 4. I can talk about volunteering and community development. I can work out a plan to help someone in need in my community.*