| **Week:**  **Period:**  **Date of teaching:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**REVIEW 2**

**Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures;

- ask and answer questions using picture cues or personal information.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 74

- Audio track 106

- Teacher’s guide: Pages 171, 172, 173

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise sentence structuresthey have learnt.

**b. Content**

- Game: Whisper

**c. Expected outcomes**

- Pupils can correctly say sentence structuresthey have learnt.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Whisper** | | |
| - Divide the class into two teams. Tell each team to form a line.  - Explain that when you whisper a sentence to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the sentence reaches the last pupil in the line, he/she should call it out. A correct sentence scores one point.  - Have pupils play the game.  - Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three sentences aloud for the rest of the class. | - Work in two teams. Form a line.  - Listen to the teacher’s explanation.    - Continue playing the game.  - Praise the winner. The winning team must say all three sentences aloud for the rest of the class. | Sentences:  *Round 1. The music room is on the first floor.*  *The music room is on the second floor.*  *Round 2. He likes solving maths problems.*  *He likes reading English short stories.*  *Round 3. His notebooks are in the desk.*  *Her books are on the desk.*  *Round 4. They danced around the campfire.*  *They listened to music.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures.

**b. Content**

- Activity 1. Listen and tick.

**c. Expected outcomes**

- Pupils can listen to and understand five communicative contexts and tick the correct pictures.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and tick.** (Track 106) | | |
| **Step 1:** Draw pupils’ attention to Pictures **1a**, **1b** and **1c**. Elicit the school room and the floors. Then play the recording for Question **1** for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions. (Questions **2**, **3**, **4**, **5**)  **Step 2:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **Step 3:** Play the recording again for pupils to double-check their answers. **Extension:** Read Conversation **1** aloud but change specific information.  For example:  1. Girl: What a nice school! Boy: Thank you. Let me show you around. There’s a new music room. Girl: Where is it?  Boy: It’s on the **second** floor. Have pupils raise their hand when the information is different. Invite a pupil to correct the information. | - Pupils pay attention to Pictures **1a**, **1b** and **1c**.  - Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers. Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check answers as a class.  - Pupils listen to the recording to double-check their answers.  - Pupils read Conversation **1** aloud with different specific information.  - Pupils raise their hand when the information is different. A pupil corrects the information. | Picture cues:  **1a.** a music room on 1st floor  **1b.** a music room on 2nd floor **1c.** a music room on 3rd floor **2a.** Nam solving a maths problem **2b.** Nam doing a project **2c.** Nam reading a book **3a.** two notebooks on a desk **3b.** two notebooks in a school bag **3c.** two notebooks in a desk **4a.** Minh and Mai watering the flowers **4b.** Minh and Mai planting trees **4c.** Minh and Mai walking around Hoan Kiem Lake **5a.** Lucy and her friends dancing **5b.** Lucy playing the guitar and Linh singing **5c**. Lucy and Linh listening to music **Audio script:**  **1.** *A:* What a nice school! *B:* Thank you. Let me show you around. There’s a new music room. *A:* Where is it? *B:* It’s on the first floor. **2.** *A:* Does Nam like doing projects?  *B:* No, he doesn’t. *A:* What school activity does he like?  *B:* He likes solving maths problems. **3.** *A:* Are your notebooks on the desk, Mary?  *B:* No, they aren’t. *A:* Where are your notebooks? *B:* They’re in the desk. Look, there!  **4.** *A:* Did you and Mai go to the eco-farm last Sunday, Minh? *B:* Yes, we did. It was great! *A:* What did you do there?  *B:* We planted trees. **5.** *A:* Where were Lucy and Linh last weekend? *B:* They were at the campsite. *A:* What did they do there? *B:* They danced around the campfire.  **\* Key:** *1. a, 2. a, 3. c, 4. b, 5. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To ask and answer questions using picture cues or personal information.

**b. Content**

- Activity 2. Ask and answer.

**c. Expected outcomes**

- Pupils can ask and answer questions using picture cues or personal information.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 2. Ask and answer.** | | |
| **Step 1:** Draw pupils’ attention to Question **1**. Get the class to read it in chorus. Have pupils look at the picture. Elicit the answer (e.g. *She likes drawing pictures*.) and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions. (Questions **2, 3, 4**)  **Step 2:** Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary. **Step 3:** Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges. | - Pupils pay attention to Question **1**. Pupils read it in chorus. Pupils role-play the exchange. Pupils follow the teacher’s instructions.  - Pupils work in pairs to role-play the four exchanges.  - Pairs of pupils stand up and take it in turns to role-play the target exchanges. | Picture cues and four questions  **\* Suggested answers:**  *1. She likes drawing pictures. 2. They’re on the desk.*  *3. It’s Mai’s.*  *4. (Pupils’ answers) For example: Yes, I do. Because I think it’s interesting.* |

**e. Assessment**

- Performance products: Pupils’ talk and interaction

- Assessment tools: Observation; Questions & Answers; Peer correction

**4. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Kim’s game (ppt)**

- Divide the class into two teams. Say “You are going to play a memory game.”

- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.

E.g. *draw pictures, play the guitar, dance around the campfire, listen to music, read books, water the flowers, plant trees, crayon, glue stick, friendly, active, clever, pencil sharpener, set square, ...*

- Turn the word cards face down on the board. In their teams, pupils try to write down as many words as they can remember.

- Check the answers as the class.

- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words and phrases.

**\* Option 2: Game: Pass the teddy bears**

- Give two different teddy bears to two pupils, a white teddy bear (*ask the question*) and a black teddy bear (*answer the question*).

- Ask pupils to listen to music and pass the teddy bears.

- Stop music suddenly. Have the pupil with a white teddy bear make a question. Have the pupil with a black teddy bear answer the question.

E.g.Pupil *A: What did you do last Sunday?*

Pupil *B:* *I planted trees.*

- Repeat the game several times.

| **Week:**  **Period:**  **Date of teaching:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**REVIEW 2**

**Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and match five pairs of target sentence patterns.

- read a text about Lan’s class trip to Ba Na Hills and number the sentences in

order (from 1 to 4).

- write a short paragraph about someone’s trip the previous Sunday.

**2. Competences**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 75

- Teacher’s guide: Pages 174, 175

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the sentence structures they have learnt.

**b. Content**

- Game: Hot seat

**c. Expected outcomes**

- Pupils can say the sentence structures they have learnt.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Hot seat** | | |
| - Tell pupils that they are going to listen to music and answer the question.  - Divide the class into five groups.  - Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.  - Write a word on the board. One of the group members of the pupil in the Hot Seat must help this pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.  - Continue until each group member has described a word to the pupil in the Hot Seat. | - Listen to the teacher’s explanation.  - Work in five groups.  - Sit in the Hot Seat, facing the classroom with the board behind him/ her.  - Follow the teacher’s instructions.  - Continue playing the game. | Sentence structures:  *What did you do yesterday? – We \_\_\_\_.*  *Where did you go last November? – We \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To read and match five pairs of target sentence patterns

**b. Content**

- Activity 3. Read and match.

**c. Expected outcomes**

- Pupils can read and match five pairs of target sentence patterns.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Read and match.** | | |
| **Step 1:** Draw pupils’ attention to the questions and answers. Tell them how to do the activity.  Point at Question **1** *(Could you show me the way to the art room?)* and elicit the answer *(Go*  *upstairs. It’s on the first floor.)* Have pupils read the answer and give feedback. Have pupils draw a line to match Question **1** with Sentence **e**.  **Step 2:** Give pupils time to do the task individually. Go around the classroom to offer support.  **Step 3:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Extension:** Invite a few pairs of pupils to stand up and read the matched exchanges aloud. | - Pupils pay attention to the questions and answers. Pupils listen to the teacher’s explanation.  - Pupils read the answer.  - Pupils do the task individually.  - Pupils swap books with a partner, then check answers together as a class.  - Pairs of pupils stand up and read the matched exchanges aloud. | Five pairs of sentence patterns, which together form simple exchanges between two pupils.  **\* Key:** *1. e, 2. d, 3. a, 4. b, 5. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To read a text about Lan’s class trip to Ba Na Hills and number the sentences in

order (from 1 to 4).

**b. Content**

- Activity 4. Read and complete.

**c. Expected outcomes**

- Pupils can read a text about Lan’s class trip to Ba Na Hills and number the sentences in order.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Read and complete.** | | |
| **Step 1:** Draw pupils’ attention to the activities in sequence in the text. Elicit the words showing the sequences of activities, e.g. *first, then, after that,* etc.  **Step 2:** Have pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4.  **Step 3:** Set a time limit for pupils to do the task. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their answers with a partner, then check answers together as a class. | - Pupils pay attention to the activities in sequence in the text. Pupils follow the teacher’s instructions.  - Pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4.  - Pupils do the task.  - Pupils swap books with a partner, then check answers as a class. | - A text and four jumbled and unnumbered sentences  **\* Key:**  *1. c, 2. a, 3. d, 4. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRODUCTION** (8 minutes)

**a. Objectives**

- To write a short paragraph about someone’s trip the previous Sunday.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a short paragraph about their trip the previous Sunday.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to read the guiding questions. Tell pupils that they should write about 30 words. Check comprehension.  **Step 2:** Have pupils do the first question together as an example. Ask them to read the question and elicit where they went the previous Sunday. Then have them write the first sentence, e.g. *Last Sunday, I went to Hoan Kiem Lake…*  **Step 3:** Give pupils time to complete the paragraph independently. Go around the classroom and offer help if necessary. **Step 4:** Get pupils to swap their writings with a partner, then invite a few pupils to read their writings in front of the class. | - Pupils read the guiding questions. Pupils follow the teacher’s instructions.  - Pupils do the first question together as an example. Pupils read the question and elicit where they went the previous Sunday and write the first sentence.  - Pupils complete the paragraph independently.  - Pupils swap their writings with a partner.  - A few pupils read their writings in front of the class. The class observes and praises their work. | A writing frame and four guiding questions:  – Where did you go last Sunday?  – What did you do there in the morning?  – What did you do in the afternoon?  – How was your trip?  **Suggested answer:**  Last Sunday, I went to Hoan Kiem Lake with my friends. In the morning, we walked around the lake. We visited Ngoc Son Temple. In the afternoon, we went to see the water puppet show at the water puppet theatre by the lake. Our trip was a lot of fun! |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Number race (ppt)**

- Explain how to play the game. Give an example.

- Divide the class into two teams. Each team has five pupils.

- Give each pupil in one team a number so that each team has equal numbers.

- Stick a picture (*at the campsite*) on the board and ask the questions, e.g. *“Where were you yesterday?”*, and allow time for pupils to think. Then call out a number, have pupils with that number from each team stand up and shout out the answers, e.g. *“I was at the campsite.”*.   
Praise and give points for the teams.

- Continue the game until the last member of the team.

- Praise the winner. Give feedback.

**\* Option 2: Game: Pass the cards**

- Give a card to a pupil.

- Play music. Have that pupil pass the card to the next one.

- Stop music suddenly. Have the pupil holding a card to ask a question and invite another pupil to answer the question.

E.g.Pupil *A: Where did you go last Sunday?*

Pupil *B:* *I went to Ba Na Hills.*

- Repeat the game several times. Praise pupils to encourage their speaking skill.

| **Week:**  **Period:**  **Date of teaching:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**REVIEW 2**

**Period 3 - Extension activities**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- revise vocabulary related to activities by correctly categorising activities.

- write the details about a holiday.

- review the target vocabulary and sentence patterns by playing a board game.

**2. Competences**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform speaking, reading and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Play games fair.

**II. MATERIALS**

- Pupil’s book: Pages 76, 77

- Teacher’s guide: Pages 175, 176, 177

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the sentence patterns they have learnt.

**b. Content**

- Game: Multiple choice

**c. Expected outcomes**

- Pupils can remember the sentence patterns they have learnt and choose the correct answers.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Multiple choice** | | |
| - Tell pupils that they are going to choose the correct answer for each question.  - Have pupils play the game individually.  - Take turns showing the questions and options.  - Have pupils give the correct answer for each question.  - Give comments and praise. | - Listen to the teacher’s explanation.  - Play the game individually.  - Look at the questions and options.  - Give the correct answer for each question. | Questions and answers  1. Where did you go last Sunday?  a. I watched TV.  b. I went to Hoan Kiem lake.  c. It was fun.  2. What did you do there in the morning?  a. I walked around the lake.  b. I walk around the lake.  c. I’m walking around the lake.  3. What did you do in the afternoon?  a. They played games.  b. I drew a picture.  c. I draw a picture.  4. How was your trip?  a. We went home late.  b. We was in a restaurant.  c. It was a lot of fun.  **\* Key:**  *1. b, 2. a, 3. b, 4. c* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To revise vocabulary related to activities by correctly categorising activities.

**b. Content**

- Activity 1. Write the activities in the correct places.

**c. Expected outcomes**

- Pupils can revise vocabulary related to activities by correctly categorising activities.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Write the activities in the correct places.** | | |
| **Step 1:** Have pupils read the activities in the word box aloud. Correct pronunciation where necessary. To check understanding, have pupils come to the front of the class in turn and silently act out the activities while the rest of the class guesses what they are. While they do this, copy the four category boxes onto the board.  **Step 2:** Do ice skating with the class as an example. Ask: *When do you do ice skating? Where? What kind of holiday is it?* Elicit *winter holiday* and write *ice skating* under that heading on the board.  **Step 3:** Have pupils work in pairs to complete the activity. Ask them to check their answers in groups of four. Then ask a pupil from each group to come to the front of the class and write an answer on the board, taking turns until the category boxes are complete. Each time, ask the other groups if they agree. Tell the class that taking photos could fit into any of the categories, but fits best under *Sightseeing holiday*.  **Extension:** Elicit other activities that can be added to the categories. | - Pupils read the activities in the word box aloud. Pupils come to the front of the class in turn and silently act out the activities while the rest of the class guesses what they are.  - Pupils answer the questions.  - Pupils work in pairs to complete the activity. Pupils check their answers in groups of four. Then a pupil from each group comes to the front of the class and writes an answer on the board.  - Pupils follow the teacher’s instructions. | – A word box containing eight activities  – Four boxes with the category headings *Adventure holiday, Beach holiday, Sightseeing holiday* and *Winter holiday*  **\* Key:**  *Adventure holiday: horse riding; mountain biking*  *Beach holiday: swimming in the sea; playing beach volleyball*  *Sightseeing holiday: taking photos; visiting a museum*  *Winter holiday: ice skating; skiing* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To write the answers about the details of a holiday.

**b. Content**

- Activity 2. Answer the questions about your last holiday.

**c. Expected outcomes**

- Pupils can write the details about a holiday.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 2. Answer the questions about your last holiday.** | | |
| **Step 1:** Tell pupils the goal of this activity: They need to answer five questions about their last holiday.  **Step 2:** Have five pupils read the questions aloud. Each time, provide a sample answer and write your answer on the board. Then ask some pupils the questions and have them reply aloud, providing support where necessary. Elicit some further reasons for enjoying or not enjoying a holiday and write them on the board (*I did(n’t) enjoy the holiday because I had fun / I love hiking / it was very cold / I didn’t go on a boat tour.*).  **Step 3:** Tell pupils that they need to write in full sentences. Give them time to complete the activity individually. **Step 4:** Have pupils check their answers in pairs before checking some of their answers as a class. | - Pupils listen to the teacher’s explanation.  - Five pupils read the questions aloud. Some pupils answer the questions.  - Pupils listen to the teacher’s instructions and complete the activity individually.  - Pupils check their answers in pairs before checking some of their answers as a class. | Five questions about different aspects of a holiday, with blanks for pupils’ answers  **Suggested answer:**  *1. I went to Nha Trang.*  *2. It was a beach holiday.*  *3. I went with my mum, my dad and my sister.*  *4. We ate seafood and swam in the sea.*  *5. Yes, I did. Because I love seafood and the sea there.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRODUCTION** (8 minutes)

**a. Objectives**

- To review the target vocabulary and sentence patterns by playing a board game.

**b. Content**

- Activity 3. Board game. Roll a dice. Listen and answer.

**c. Expected outcomes**

- Pupils can review the target vocabulary and sentence patterns by playing a board game.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Board game. Roll a dice. Listen and answer.** | | |
| **Step 1:** Play the game as a whole class. Divide pupils into four groups. Determine which group goes first, second, third and fourth.  **Step 2:** Each group rolls the dice in turn. A member of each group moves the group’s counter forward by the number of spaces indicated by the dice.  **Step 3:** When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Back to Start, Move ahead one space, Miss a turn,* and *Move ahead two spaces*. When landing on these spaces, the instructions must be followed. Check comprehension.  **Step 4:** The game continues until one or all groups reach the “Finish” space.  **Step 5:** Write the questions on the board. Have pupils sit in groups of three or four and repeat **Steps 1 – 4** to play again in their groups. | - Pupils work in four groups.  - Pupils follow the teacher’s instructions.  - Pupils give the answers.  - Pupils play the game.  - Pupils look at the questions on the board. Pupils sit in groups of three or four and play the game. | - A board game with 12 spaces  **Questions:**  **1.** What type of holiday is it?  **2.** What do people do on a sightseeing holiday?  **4.** Do people usually go hiking on an adventure holiday?  **6.** What type of holiday is it?  **8.** What do people do on a camping holiday?  **10.** Did Nam and Minh go to Hoan Kiem Lake yesterday?  **11.** Were Linh and Mai at the campsite last weekend?  **12.** What did they do at the campsite?  **\*Key:**  *1. It’s a beach holiday.*  *2. They take photos.*  *4. Yes, they do.*  *6. It’s a winter holiday.*  *8. They put up a tent.*  *10. Yes, they did.*  *11. Yes, they were.*  *12. They danced around the campfire.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Pass the balls**

- Tell pupils how the game is played. Give an example.

- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *Where did you go last summer?*

Pupil B: *I went to Ba Na Hills.*

- Repeat the game with other pupils.

- Praise pupils if they do the activity well.

**\* Option 2: Game: *Rock, paper, scissors***

- Tell pupils how the game is played. Give an example.

- Put pupils into pairs.

- Encourage the pupils to play *rock, paper, scissors*. The winner asks a question. The loser answers the question.

E.g. Pupil A: *Where did you go last holiday?*

Pupil B: *I went to Da Nang.*

- Praise pupils to encourage their performance.