

**TUẦN 31      Khối 3, 5 (Từ ngày 21/04/2025 đến ngày 26/04/2025)**

THÚ	TIẾT	MÔN	TIẾT THÚ	NỘI DUNG BÀI DẠY	UDCNTT	ĐỒ DÙNG DẠY HỌC
Hai 21/04	1					
	2					
	3					
	4					
	5	4A	121	Unit 11. Before our time	Lesson 3 (4, 5, 6)	Wonderfulworld Flashcards, TV, books
	6	4B	121	Unit 11. Before our time	Lesson 3 (4, 5, 6)	Wonderfulworld Flashcards, TV, books
	7	4C	121	Unit 11. Before our time	Lesson 3 (4, 5, 6)	Wonderfulworld Flashcards, TV, books
Ba 22/04	1	4B	122	Unit 11. Before our time	Lesson 3 (7, 8, 9)	Wonderfulworld Flashcards, TV, books
	2	4A	122	Unit 11. Before our time	Lesson 3 (7, 8, 9)	Wonderfulworld Flashcards, TV, books
	3					
	4	4C	61	GDTC: Bắt bóng bật sân bằng hai tay trước ngực (T1)		Còi, sân tập
	5	4B	123	Unit 11. Before our time	Fun time and project (1, 2)	Wonderfulworld Flashcards, TV, books
	6	4D	121	Unit 11. Before our time	Lesson 3 (4, 5, 6)	Wonderfulworld Flashcards, TV, books
	7					
Tứ 23/04	1					
	2					
	3					
	4	4C	122	Unit 11. Before our time	Lesson 3 (7, 8, 9)	Wonderfulworld Flashcards, TV, books
	5	4D	122	Unit 11. Before our time	Lesson 3 (7, 8, 9)	Wonderfulworld Flashcards, TV, books
	6	4C	123	Unit 11. Before our time	Fun time and project (1, 2)	Wonderfulworld Flashcards, TV, books

	7	4B	124	Unit 12. Cool places	Lesson 1 (1, 2, 3)	Wonderfulworld	Flashcards, TV, books
Năm 24/04	1						
	2	4C	124	Unit 12. Cool places	Lesson 1 (1, 2, 3)	Wonderfulworld	Flashcards, TV, books
	3	4A	123	Unit 11. Before our time	Fun time and project (1, 2)	Wonderfulworld	Flashcards, TV, books
	4						
	5						
	6						
	7						
Sáu 25/04	1						
	2	4A	124	Unit 12. Cool places	Lesson 1 (1, 2, 3)	Wonderfulworld	Flashcards, TV, books
	3						
	4	4D	123	Unit 11. Before our time	Fun time and project (1, 2)	Wonderfulworld	Flashcards, TV, books
	5	4C	62	GDTC: Bắt bóng bật sân bằng hai tay trước ngực (T2)			Còi, sân tập
	6	4D	124	Unit 12. Cool places	Lesson 1 (1, 2, 3)	Wonderfulworld	Flashcards, TV, books
	7						
Bảy 26/04	1						
	2						
	3						
	4						
	5	4A	125	Unit 12. Cool places	Lesson 1 (4, 5, 6)	Wonderfulworld	Flashcards, TV, books
	6	4B	125	Unit 12. Cool places	Lesson 1 (4, 5, 6)	Wonderfulworld	Flashcards, TV, books
	7	4C	125	Unit 12. Cool places	Lesson 1 (4, 5, 6)	Wonderfulworld	Flashcards, TV, books

**GRADE 4**  
**WEEK 31**  
**UNIT 11. BEFORE OUR TIME**  
**Lesson 3. Task 4, 5, 6**  
**Period 121**

**I. OBJECTIVES:**

**1. Knowledge:**

Students will review words related to the topic *Before our time: cave, dinosaur bones, early people, mammoth* and learn new structures:

- The dinosaur wasn't small.
- Early people weren't tall.

**2. Competences:**

- English competences: Students will be able to use past tense verb and adjective to describe the living things before our time.
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

**3. Qualities:**

- Students develop love ancient time and the adjective in English.
- Be confident and active in communicating with friends and teachers.

**II. EQUIPMENT AND MATERIALS:**

- For Teacher: PPT, flashcards, blank papers, crayons, track 11.11
- For students: textbook

**III. LESSON PROCEDURE:**

<b>Activity 1: Warm-up (5 minutes)</b>	
<b>Aim:</b> warm-up activity to introduce the topic : Before our time	
<b>Teacher's Activities</b> <p>Greet the Ss</p> <p>Asks the Ss to join the game to review the words in the previous lesson.</p> <p>Warm-up: Play a small game "<b>Cowboy game</b>"</p> <p>T divides the class into 2 teams.</p> <p>T introduces the rule of game:</p> <p>(<i>Game: Cowboy game</i></p> <ul style="list-style-type: none"> <li>- <i>Each turn will have two SS from each team. 2 SS stand, face their backs to each other. Each S will be given a picture. When T counts 1,2,3, the two will turn back and look at the other's picture and read that word aloud. Who read it correctly and faster will be the winner.</i></li> <li>- <i>The game will last for 7 rounds.</i>)</li> </ul> <p>T asks Ss to repeat after checking.</p>	<b>Students' Activities</b> <ul style="list-style-type: none"> <li>- Listen and play game.</li> <li>- Stand face the back to the other student.</li> <li>- Hold the pictures and turn back. Try to speak the word as soon as possible.</li> <li>- Check the result.</li> <li>- Repeat.</li> </ul>


**Lead in:**

- T raises some pictures and ask Ss to guess the topic of the lesson
- T introduces that they will learn vocabulary about “Before our time” in English.
- Write on the board “Before our time” and introduce the lesson.

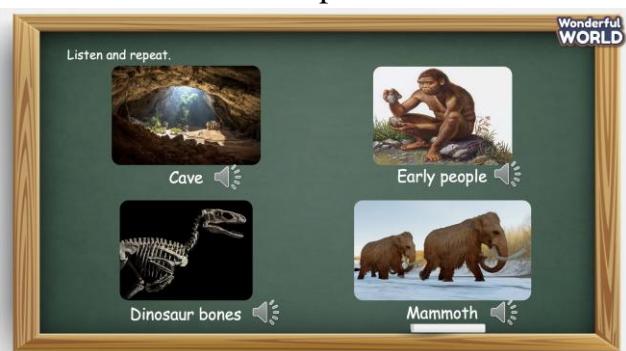
- Listen to T.

**Activity 2: Review (10 minutes)**

**Aim:** To review some things in the past (before our time)

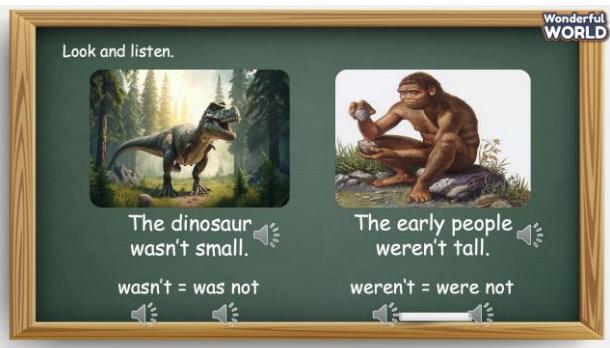
- To talk about things in the past before our time (negative form)

Teacher's Activities	Students' Activities
<ul style="list-style-type: none"> <li>- Use flashcards to introduce the vocabulary and structure of the lesson.</li> <li>- Say the words/sentences for students to repeat in the chorus.</li> <li>- Say a word/sentence for students to repeat then point.</li> <li>- Play the track for the students to listen to, point to, and repeat the words in chorus, and group.</li> <li>- Show pictures in random order and ask students to read out the correct words.</li> <li>- T shows the 4 words in previous lesson and asks SS to listen and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and answer.</li> <li>- Repeat after the teacher.</li> </ul>



- T shows the new structures and asks SS to look and listen. T explains the use of was and were, and the difference in their pronunciation,

then asks SS to repeat.



### Activity 3: Practice (12 minutes)

**Aim:** - practise words and structure  
- Practise speaking in front of the class

#### Teacher's Activities

Based on each task to ask Ss work individual, in pairs, or in groups.

#### Task 4. Listen and repeat. TR 11.11

- Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to notice the position of "Was" and "Were" in the sentences. Explain to students that we use wasn't and weren't to talk about past events /actions which were not true or did not happen.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.
- Invite pairs of SS to read the words aloud.
- Give their feedback.



#### Task 5. Look and say.

- Tell students to look at the pictures and the

#### Students' Activities

- Look at the pictures and point at the sentences.
- Listen to the audio and repeat.
- Listen to the teacher and take note.
- Practise speaking in pairs.
- Speak in front of the class.
- Receive the feedback.

- Look at the pictures and the example sentence.
- Repeat after the T.
- Listen to the T.
- Practise speaking in pairs.
- Speak in front of the class.

prompts. Read out loud the prompts and ask students to repeat.

- Tell students to look at the picture for sentence 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Give their feedback.



### Task 6. Draw and say.

- Tell students that they are going to draw a picture of a dinosaur and write about it. Then they are going to tell a classmate about it.
- Explain to students that they should write four sentences. Read the model text together to help. Elicit parts of an animal's body and write them in a list at the side of the board (wings, teeth, tail, legs, head, eyes). If necessary, write:

*This is... It was...*

*Its... was / were... Its... wasn't/weren't...*

on the board to help.

- Give students a few minutes to plan what to draw and write, then tell them to use the box or give them paper.
- Tell students to complete the task. Monitor and help students as necessary.
- Ask students to hold up their books or pictures, show each other their drawings and read out their work.

- Give their feedback

- Receive the feedback.

- Listen to the instruction and draw a picture.

- Use the words and structures learnt to describe the picture. Try to use structure: "This is ... It was..." "It was/were.../ Its wasn't..."

- Present in front of the class.

- Receive feedback.



#### Activity 4: Production (9 minutes)

**Aim:** join a small game to revive the words and structure

##### Teacher's Activities

Introduce the rule of the game and create an exciting environment that can attract Ss

##### Let's talk

- Ask SS to play a game “**Football game**”.
- Introduce the rule of game.

(*the rule of game: Football game*

*T divides the class into 2 groups. Each group will choose a name and play rock, scissors, paper to decide which group goes first.*

*The two groups will take turns to choose a letter answer the corresponding questions.*

*If the answer is correct, T will click on the ball to make it move. If not, the chance is given to the other team.*

*Which team can bring the ball to the goal, or closer to the goal, they will win.)*



##### Students' Activities

- Listen.

- Play the game.

Choose a team name and play rock, scissors, paper to decide who goes first.

- Take turns to answer the questions.

- Check the result.

#### Activity 5: Assessment (3 minutes)

**Aim:** Do the exercise to review and remember the words

Consolidate the content of the lesson.

##### Teacher's Activities

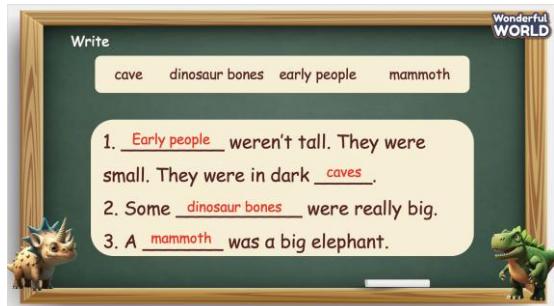
- Asks Ss about the words they have learnt in

##### Students' Activities

- Do the assessment.

the lesson without looking at the book.

- Ask sts to do the assessment.
- Check with the class.



- Check with the teacher.

## UNIT 11. BEFORE OUR TIME

### Lesson 3. Task 7, 8, 9

Period 122

#### I. OBJECTIVES:

##### 1. Knowledge:

Students will learn the consonants /ə/ and /ŋ/ correctly in isolation, words and sentences.

##### 2. Competences:

- English competences: Students will be able to pronounce the consonants correctly in isolation, words and in sentences.
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

##### 3. Qualities:

- Students develop love ancient time and pronunciation in English.
- Be confident and active in communicating with friends and teachers.

#### II. EQUIPMENT AND MATERIALS:

- For Teacher: PPT, flashcards, blank papers, crayons, track 11.12, track 11.13
- For students: textbook

#### III. LESSON PROCEDURE:

##### Activity 1: Warm-up (5 minutes)

**Aim:** warm-up activity to introduce lesson

Teacher's Activities	Students' Activities
<p>Greet the Ss</p> <p>Asks the Ss to join the game to review the words in the previous lesson</p> <p>Warm-up: Play a small game <b>“Pass the bomb”</b></p> <p>T invites a group of students, standing in a circle.</p> <p>T introduces the rule of game:</p> <p>(Game: <i>Pass the bomb</i></p> <ul style="list-style-type: none"> <li>- <i>One S will be given a ball.</i></li> <li>- <i>T plays a song and counts 1,2,3 to start the</i></li> </ul>	<ul style="list-style-type: none"> <li>- Listen and play game.</li> <li>- Stand in circle and listen to the rule.</li> <li>- Speak a word and pass the ball on the left.</li> <li>- Take the fine if the song is stopped.</li> <li>- Repeat.</li> </ul>

game.

- The S with the ball will say a word relating to before our time topic and pass the bomb to the one in their left.
- T will stop the song randomly. When the song is stopped, the one with the ball will lose and they will take the fine (dancing along or singing, etc.)

T asks Ss to repeat after checking.



- Listen to T.

**Lead in:**

- T introduces that they will learn vocabulary about “Before our time” in English.
- Write on the board “Before our time” and introduce the lesson.

**Activity 2: Presentation (10 minutes)**

**Aim:** - introduce the sound /ə/ and /ŋ/

Practise pronunciation

Teacher's Activities	Students' Activities
<ul style="list-style-type: none"> <li>- Raise the pictures of mammoth and strong and ask Ss to read. Ask them how they produce /ə/ and /ŋ/ sound.</li> <li>- Say the words/sentences for students to repeat in the chorus.</li> <li>- Say a word/sentence for students to repeat then point.</li> <li>- Play the track for the students to listen to, point to, and repeat the words in chorus, and group.</li> <li>- Show pictures in random order and ask students to read out the correct words</li> <li>- T shows sound /ə/ and /ŋ/ and explain how to pronounce them in isolation and in words, then asks SS to repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and answer.</li> <li>- Repeat after the teacher.</li> </ul>



### Activity 3: Practice (12 minutes)

**Aim:** - practise pronunciation through a chant

#### Teacher's Activities

Based on each tasks to ask Ss work individual, in pairs, or in groups.

#### Task 7. Listen and repeat. TR 11.12

- Write /ə/ on the board. Then write mammoth on the board. Ask students to pronounce the word.
- Write /ŋ/ on the board. Then write strong on the board. Ask students to pronounce the word.
- Pronounce both sounds again and show students how the two sounds are different from each other. Point to each word on the board and ask students to practise the sounds with you.
- Play the recording and tell students to repeat the words and the sentence, paying attention to the correct pronunciation of the 2 sounds.
- Give their feedback.



#### Task 8. Listen and chant. 11.13

- Tell students they are going to learn a chant. Explain the students that the chant uses the sounds they have just learnt.

#### Students' Activities

- Look at the screen and pronounce the sounds.
- Repeat after the T.
- Read the words aloud.

- Listen to the whole chant for the first time.
- Listen to each line and repeat.
- Practise to chant the whole paragraph.
- Practise in groups.
- Present in front of the class.
- Receive feedback.

- Play the recording and tell students to listen and follow with their fingers.
- Read out the chant one line at a time and ask students to repeat after the T.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practice the chant individually, and then in pairs or in groups. For example, one group chants the first verse, and the other group chants the second verse.
- Ask some volunteers to chant.
- Give their feedback.



### Task 9. Say it.

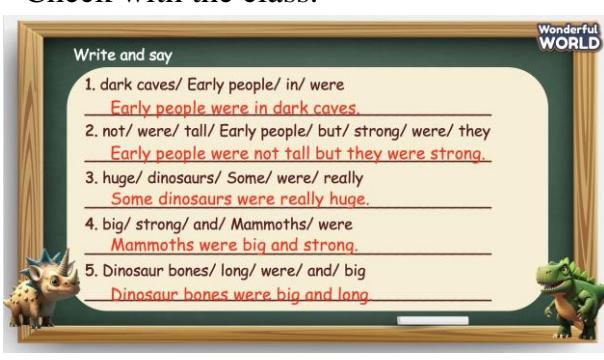
- Ask students to look at the sentences. Tell them to pay attention to the sounds /ə/ and /ŋ/ in each word.
- Read out the words with /ə/ and /ŋ/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /ə/ and /ŋ/.
- Ask some volunteers to say the sentences in front of the class
- Give their feedback



- Look at the pictures, pay attention to the sounds /ə/ and /ŋ/ in each word.
- Repeat after the T.
- Work in pairs and practise speaking.
- Speaking in front of the class.

### Activity 4: Production (9 minutes)

**Aim:** join a game to review the words and structure and change the learning

<p>atmosphere</p> <p><b>Teacher's Activities</b></p> <p>Introduce the rule of the game and create an exciting environment that can attract Ss</p> <p><b>Let's talk</b></p> <ul style="list-style-type: none"> <li>- Ask SS to play a game “<b>Who's who game</b>”.</li> <li>- Introduce the rule of game.</li> </ul> <p><i>(the rule of game: Who's who game</i></p> <p><i>T divides the class into 2 groups. Each group will choose a name and play rock, scissors, paper to decide which group goes first.</i></p> <p><i>The two groups will take turns to answer the questions.</i></p> <p><i>If the answer is correct, they will get the score.</i></p> <p><i>If not, the chance is given to the other team.</i></p> <p><i>When the game finishes, the group with higher score will win.)</i></p> 	<p><b>Students' Activities</b></p> <ul style="list-style-type: none"> <li>- Listen.</li> <li>- Play the game.</li> </ul> <p>Choose a team name and play rock, scissors, paper to decide who goes first.</p> <ul style="list-style-type: none"> <li>- Take turns to answer the questions.</li> <li>- Check the result.</li> </ul>
<b>Activity 5: Assessment (3 minutes)</b>	
<p><b>Aim:</b> Do the exercise to review and remember the words</p> <p>Consolidate the content of the lesson.</p> <p><b>Teacher's Activities</b></p> <ul style="list-style-type: none"> <li>- Asks Ss about the words they have learnt in the lesson without looking at the book.</li> <li>- Ask sts to do the assessment.</li> <li>- Check with the class.</li> </ul> 	<p><b>Students' Activities</b></p> <ul style="list-style-type: none"> <li>-Do the assessment.</li> <li>- Check with the teacher.</li> </ul>

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**UNIT 11. BEFORE OUR TIME**  
**Fun time and project. Task 1, 2**  
**Period 123**

**I. OBJECTIVES:****1. Knowledge:**

Students will review all target words and structures related to the topic *Before our time*

**2. Competences:**

- English competences: Students will be able to talk about topic before our time.
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

**3. Qualities:**

- Students develop love ancient time and English.
- Be confident and active in communicating with friends and teachers.

**II. EQUIPMENT AND MATERIALS:**

- For Teacher: PPT, flashcards, printed papers, crayons.
- For students: textbook

**III. LESSON PROCEDURE:**

<b>Activity 1: Warm-up (3 minutes)</b>	
<b>Aim:</b> warm-up activity to introduce lesson and create learning atmosphere	
Teacher's Activities	Students' Activities
<p>Greet the Ss</p> <p>Asks the Ss to join the game to review the words in the previous lesson.</p> <p>Warm-up: listen to the video “Tyrannosaurus Rex / T-Rex, the King of Dinosaurs”</p> <p>T asks SS to stand up.</p> <p>T asks Ss to watch the video and dance along.</p> 	<p>- Listen and dance along the video</p>
<b>Lead in:</b>	
<ul style="list-style-type: none"> <li>- T raises some pictures and ask Ss to guess the topic of the lesson</li> <li>- T reviews topic “Before our time” in English.</li> <li>- Write on the board “Before our time” and review the words and structures of unit 11.</li> </ul>	
<b>Activity 2: Practice (10 minutes)</b>	

**Aim:** To review all target of vocabulary and structures of Unit 11

Teacher's Activities	Students' Activities
<ul style="list-style-type: none"> <li>- Use flashcards to review the vocabulary and structure of the lesson.</li> <li>- Say the words/sentences for students to repeat in the chorus.</li> <li>- Say a word/sentence for students to repeat then point.</li> <li>- Play the track for the students to listen to, point to, and repeat the words in chorus, and group.</li> <li>- Show pictures in random order and ask students to read out the correct words.</li> </ul> <p><b>1: Find and circle</b></p> <ul style="list-style-type: none"> <li>- Tell students that they are going to do a crossword puzzle.</li> <li>- Divide students into pairs or groups to find and circle the words.</li> <li>- Ask students to look at the example in picture 1.</li> <li>- Allow them enough time to do the exercise.</li> <li>- Praise or award a prize to the quickest student with all correct answers.</li> <li>- T shows the answers and asks SS to repeat.</li> </ul> 	<ul style="list-style-type: none"> <li>- Look at the puzzle and listen to the T.</li> <li>- Work in groups and find the words.</li> <li>- Ring the bell when finishing.</li> <li>- Check the answers.</li> </ul>

#### Activity 4: Project (15 minutes)

**Aim:** let Ss decorate their pictures and present their products

Teacher's Activities	Students' Activities
<p><b>Project: Before our time</b></p> <ul style="list-style-type: none"> <li>- Tell students they are going to colour the dinosaur, then describe each dinosaur in the picture.</li> <li>- Ask students to look at the picture and the example. Read out the sentences and ask</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the T and look at the printed paper.</li> <li>- Take out the colour and start decorating their pictures.</li> <li>- Think about the description of the</li> </ul>

<p>students to repeat.</p> <ul style="list-style-type: none"> <li>- Allow enough time for them to finish drawing. Then put students into pairs or groups of four. Ask them to take turn to describe the dinosaur.</li> <li>- Ask volunteers to show their pictures and describe the dinosaurs.</li> <li>- Give them feedback.</li> </ul> 	<p>pictures.</p> <ul style="list-style-type: none"> <li>- Present in front of the class.</li> <li>- Receive feedback.</li> </ul>
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#### Activity 4: Assessment (5 minutes)

**Aim:** Do the exercise to review and remember the words  
Consolidate the content of the lesson.

Teacher's Activities	Students' Activities
<ul style="list-style-type: none"> <li>- Asks Ss about the words they have learnt in the lesson without looking at the book.</li> <li>- Ask sts to do the assessment.</li> <li>- Check with the class.</li> </ul> 	<ul style="list-style-type: none"> <li>-Do the assessment.</li> <li>- Check with the teacher.</li> </ul>

### UNIT 12. COOL PLACES

#### Lesson 1. Task 1, 2, 3

#### Period 124

#### I. OBJECTIVES:

##### 1. Knowledge:

Students will learn the quantifiers *was, were, in/at the ...*

##### 2. Competences:

- English competences: Students will be able to ask and answer about places.

- Common competences: Students will have the opportunity to develop communication through role-play activities.

### 3. Qualities:

- Students will be *friendly* and *confident* in communicating with friends.

## II. EQUIPMENT AND MATERIALS:

- Basic things: Student's book, flashcards, crayons, paper, glue

- Advanced things: PPT, projector/interactive whiteboard/laptop/TV.

## III. LESSON PROCEDURE:

### Activity 1: Warm-up (5 minutes)

**Aim:** Review the vocabulary and grammar of the previous lesson and warm up

Ss to lead in the next activity

Teacher's activities	Student's activities
<p>- Greet students</p> <p><b>Game: Frog jumping</b></p>  <p>(There are 4 questions. Students have to spell a word of place. Students choose the area to get the question, each group's correct answer will be counted as following: 1<sup>st</sup> – 4 points, 2<sup>nd</sup> – 3 points, 3<sup>rd</sup> – 2 points and 4<sup>th</sup> – 1 points)</p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups</li> <li>- Set the game rules</li> <li>- Play as a model.</li> <li>- Have students play in turns.</li> <li>- Award the best groups</li> </ul> <p><b>Lead-in:</b> Use the pictures of the game to lead in the new lesson.</p>	<p>- Greet teacher</p> <ul style="list-style-type: none"> <li>- Sit in 4 groups</li> <li>- Listen to the game rules</li> <li>- Look</li> <li>- Join the game</li> <li>- Listen</li> </ul>

### Activity 2: Presentation (5 minutes)

**Aim:** To introduce Ss to the topic of the unit about cool places; engage Ss with the topic and active knowledge and vocabulary

Teacher's activities	Student's activities
<p><b>1. New words:</b></p>	

- Introduce Ss some vocabs with flashcards or short videos: bridge, castle, temple, tower and village
- Have them speak chorally and individually
- Tell Ss to open their book to page 54 and look at the vocabulary.
- Point to the first picture word, say the word and ask Ss to repeat.
- Play the audio to listen to, point to,

2.



### Task 2: Listen and read. Tick (Track 12.2)

- Ask students to look and say the name of the destination in the picture.
- Ask the students to read out loud.
- Play track 12.2.
- Play track 12.2 again, and ask students to listen and repeat in chorus, groups.
- Ask the students to do the exercise and check.
- Play track 12.2 one more time and show the answers.

- Look and say the destination.
- Learn the grammar
- Read out loud.
- Listen
- Listen and repeat
- Repeat the conversation.
- Do the exercise and show the result
- Check with answers.

### Activity 3: Practice (17 minutes)

**Aim:** To understand the prompts and identify which sentence is true or false in order to practise sentences using past simple interrogative

Teacher's activities	Student's activities
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**Task 3: Look and say**

1. At the tower (✗) At the bridge (✓)

I wasn't at the tower.  
I was at the bridge.

### Task 3: Look and say.

- Show the pictures in task 3
- Ask students to look at the picture and pay attention to the symbol ✗ or ✓
- Ask the students to make the sentences with the phrases.

- Look at the picture
- Identify ✗ is No and ✓ is yes
- Do the exercise.

**Let's play**

True or False

### Game: True or False

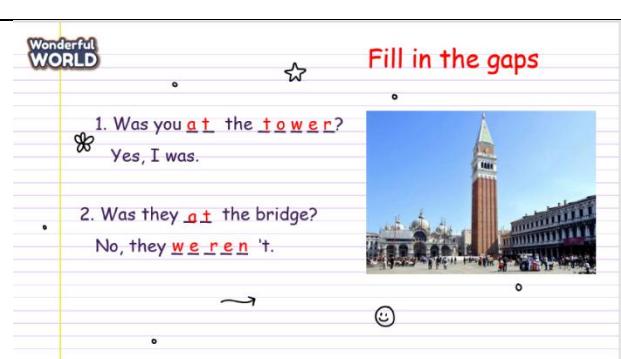
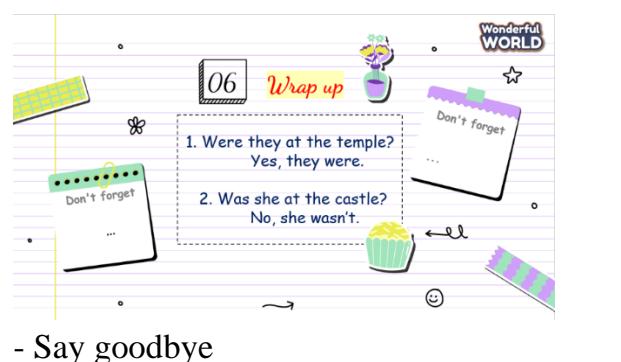
- Divide students into 4 groups. Each group will choose a star to get the questions answer if they are true or false.
- There are points for each correct answer. Group with highest score will be awarded.

- Sit in groups and listen to the rule.
- Play the game.

### Activity 4: Production (5 minutes)

**Aim: It's to practise speaking and applying knowledge in role play activity**

Teacher's activities	Student's activities
<b>Task 4: Role play</b> <ul style="list-style-type: none"> <li>- Ask the students to work in pairs.</li> <li>- Ask them to draw a picture of destination. Then ask their friend if he/she had been to</li> </ul>	

<p>those places or not.</p> <ul style="list-style-type: none"> <li>- Teacher goes around the class to support students.</li> <li>- Call some pairs practice ask and answer.</li> <li>- Give feedback then give Students stars.</li> </ul>	<ul style="list-style-type: none"> <li>- Pair work</li> <li>- Draw a destination.</li> <li>- Ask and answer</li> </ul>
<b>Activity 5: Assessment and wrap-up (3 minutes)</b>	
<b>Aim: It's to consolidate vocabulary and structures that we've learnt</b>	
<b>Teacher's activities</b>	<b>Student's activities</b>
	<ul style="list-style-type: none"> <li>- Do the assessment.</li> </ul>
<ul style="list-style-type: none"> <li>- Ask students to do the assessment.</li> <li>- Check in pair then the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Check with friends and then with the teacher and the whole class.</li> <li>- Listen carefully.</li> </ul>
	<ul style="list-style-type: none"> <li>- Say goodbye.</li> </ul>

## UNIT 12. COOL PLACES

### Lesson 1. Task 4, 5, 6

Period 125

#### I. OBJECTIVES:

##### 1. Knowledge:

Students will learn *was, were, in/at the ...*

##### 2. Competences:

- English competences: Students will be able to ask and answer about places.
- Common competences: Students will have the opportunity to develop communication through role-play activities.

##### 3. Qualities:

- Students will be *friendly* and *confident* in communicating with friends.

## II. EQUIPMENT AND MATERIALS:

- Basic things: Student's book, flashcards, crayons, paper, glue
- Advanced things: PPT, projector/interactive whiteboard/laptop/TV.

## III. LESSON PROCEDURE:

### Activity 1: Warm-up (5 minutes)

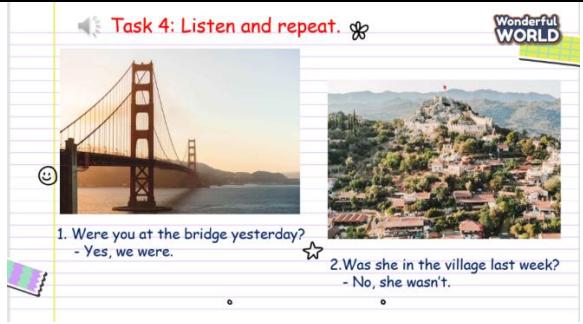
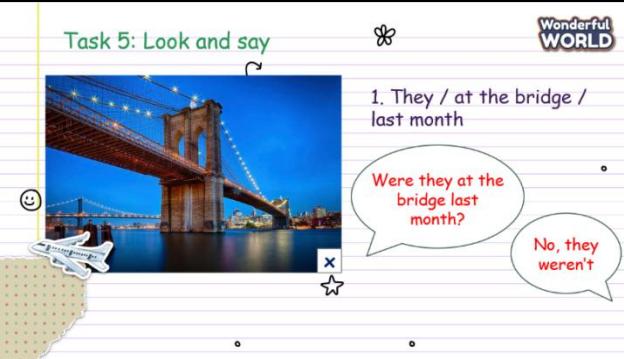
**Aim:** Review the vocabulary of the weather which they have learnt from the previous lesson.

Teacher's activities	Student's activities
<ul style="list-style-type: none"> <li>- Greet students</li> </ul> <p><b>Game: Where was the Panda?</b></p>  <p>(There are 6 pictures. Students will see and memorize the destinations revealed behind the pandas. After that, teacher asks students to write down the words in the correct order and hand in their words. The faster groups will get higher scores)</p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups</li> <li>- Set the game rules</li> <li>- Play as a model.</li> <li>- Have students play in turns.</li> <li>- Award the best groups</li> </ul> <p><b>Lead-in:</b> Use the pictures of the game to lead in the new lesson.</p>	<ul style="list-style-type: none"> <li>- Greet teacher</li> </ul> <ul style="list-style-type: none"> <li>- Sit in 4 groups</li> <li>- Listen to the game rules</li> <li>- Look</li> <li>- Join the game</li> </ul> <ul style="list-style-type: none"> <li>- Listen</li> </ul>

### Activity 2: Presentation (5 minutes)

**Aim:** Present the question and the answer about places that someone was in the past through some activities

Teacher's activities	Student's activities
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 <p><b>Task 4: Listen and repeat.</b></p> <p>1. Were you at the bridge yesterday? - Yes, we were.</p> <p>2. Was she in the village last week? - No, she wasn't.</p>	<ul style="list-style-type: none"> <li>- Look and say the destination.</li> <li>- Learn the grammar</li> <li>- Read out loud.</li> <li>- Listen</li> <li>- Listen and repeat</li> <li>- Repeat the conversation.</li> </ul>
<p><b>Activity 3: Practice (17 minutes)</b></p> <p><b>Aim: Controlled practice: Make the sentences to talk about places someone was in with the words given based on the structure that they have learnt.</b></p>	
<p><b>Teacher's activities</b></p>  <p><b>Task 5: Look and say</b></p> <p>1. They / at the bridge / last month</p> <p>Were they at the bridge last month? No, they weren't</p> <p><b>Task 5: Look and say.</b></p> <ul style="list-style-type: none"> <li>- Show the pictures in task 5</li> <li>- Ask students to look at the picture and make the sentences with the words given.</li> <li>- Make an illustration.</li> <li>- Ask the students to make the sentences with the phrases.</li> </ul>	<p><b>Student's activities</b></p> <ul style="list-style-type: none"> <li>- Look at the picture</li> <li>- Make the sentences.</li> <li>- Do the exercise.</li> </ul>

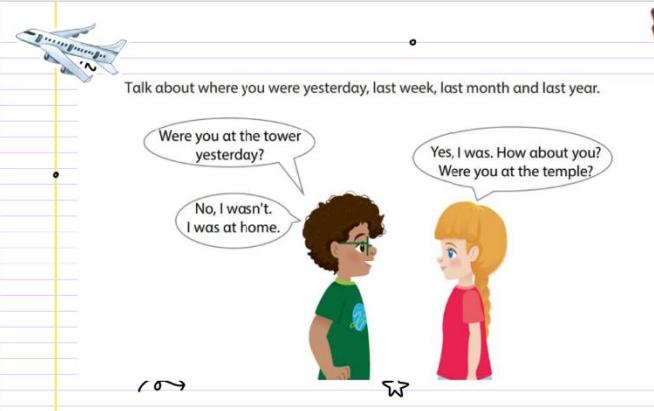


### Game: Wheel of fortune

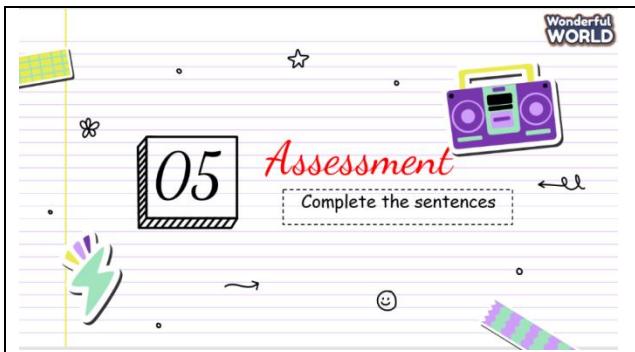
- Divide students into 4 groups. Each group will spin and answer the questions to get points.
- There are points for each correct answer. Group with highest score will be awarded.

### Activity 4: Production (5 minutes)

**Aim:** Apply vocabulary and structure to make a small conversation about the lesson with their classmates.

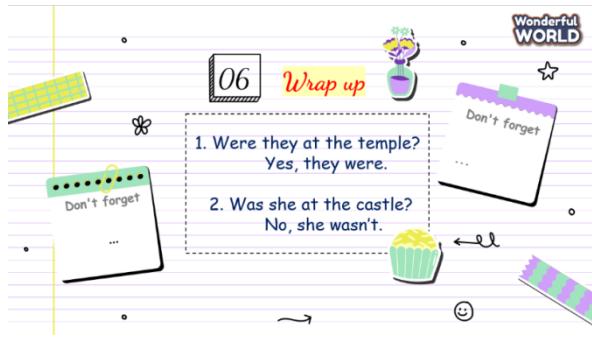
Teacher's activities	Student's activities
 <p>Talk about where you were yesterday, last week, last month and last year.</p> <p>Were you at the tower yesterday? Yes, I was. How about you? Were you at the temple? No, I wasn't. I was at home.</p>	<ul style="list-style-type: none"> <li>- Pair work</li> <li>- Draw a destination.</li> <li>- Ask and answer</li> </ul>
<p><b>Task 6: Role play</b></p> <ul style="list-style-type: none"> <li>- Ask the students to work in pairs.</li> <li>- Ask them to draw a picture of destination. Then ask their friend if he/she had been to those places or not.</li> <li>- Teacher goes around the class to support students.</li> <li>- Call some pairs practice ask and answer.</li> <li>- Give feedback then give Students stars.</li> </ul>	<p><b>Activity 5: Assessment and wrap-up(3 minutes)</b></p> <p><b>Aim:</b> Consolidate the content of the lesson.</p>

Teacher's activities	Student's activities
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- Ask students to do the assessment.
- Check in pair then the whole class.

- Do the assessment.



- Say goodbye

- Check with friends and then with the teacher and the whole class.
- Listen carefully.

- Say goodbye.

## GIÁO DỤC THỂ CHẤT

### Bài 3: ĐỘNG TÁC CHUYỀN, BẮT BÓNG BẬT ĐẤT BẰNG HAI TAY TRƯỚC NGỰC (Tiết 1)

#### I. YÊU CẦU CẦN ĐẠT

##### 1. Yêu cầu cần đạt về kiến thức, kĩ năng

- Biết và thực hiện được động tác động tác ném ném rõ bằng một tay trên vai
- Có ý thức kĩ luật, đoàn kết tinh thần tập thể, tích cực tham gia hoạt động luyện tập và chơi trò chơi.

##### 2. Yêu cầu cần đạt về năng lực, phẩm chất

- NL chăm sóc SK: Biết thực hiện vệ sinh sân tập, thực hiện vệ sinh cá nhân để đảm bảo an toàn trong tập luyện.
- NL vận động cơ bản: Thực hiện được động tác Chuyền bóng bật đất bằng hai tay trước ngực
- Biết quan sát tranh, tự khám phá bài và quan sát động tác làm mẫu của giáo viên để tập luyện.

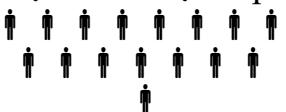
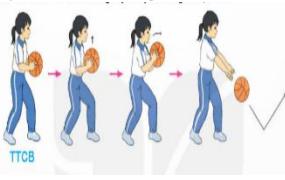
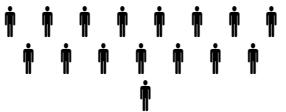
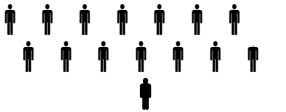
#### II. ĐỒ DÙNG DẠY - HỌC:

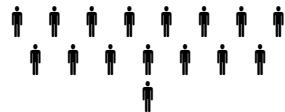
##### - Địa điểm: Sân trường

##### - Phương tiện:

- + Giáo viên chuẩn bị: Tranh ảnh, trang phục thể thao, còi phục vụ trò chơi.
- + Học sinh chuẩn bị: Trang phục thể thao.

### III. CÁC HOẠT ĐỘNG DẠY HỌC CHỦ YẾU:

Nội dung	Lượng VĐ		Phương pháp, tổ chức và yêu cầu	
	T. gian	S. lần	Hoạt động GV	Hoạt động HS
<b>I. Hoạt động khởi động:</b> Nhận lớp Khởi động - Xoay các khớp cổ tay, cổ chân, vai, hông, gối,... - Trò chơi Tung bắt bóng nhanh” 	5 – 7'	2x8N	Gv nhận lớp, thăm hỏi sức khỏe học sinh phổ biến nội dung, yêu cầu giờ học - GV HD học sinh khởi động.	- Đội hình nhận lớp  - HS khởi động theo GV.  - HS Chơi trò chơi. 
<b>II. Hoạt động khám phá luyện tập</b> - <b>Kiến thức.</b> - Bài tập: Chuyền bóng bật đất bằng hai tay trước ngực 	2 - 3'	16-18'	- GV hướng dẫn chơi	
<b>Luyện tập</b> Tập đồng loạt	2 lần	2 lần	Cho HS quan sát tranh - GV làm mẫu động tác kết hợp phân tích kĩ thuật động tác. - Hô khẩu lệnh và thực hiện động tác mẫu - Cho 4 em học sinh lên thực hiện động Chuyền bóng bật đất bằng hai tay trước ngực - GV cùng HS nhận xét, đánh giá tuyên dương	- Đội hình HS quan sát tranh  - HS quan sát GV làm mẫu  - HS tiếp tục quan sát
Tập theo tổ nhóm	2 lần	2 lần	- GV hô - HS tập theo GV. - Gv quan sát, sửa sai cho HS. - Y, c Tổ trưởng cho	- Đội hình tập luyện đồng loạt.  ĐH tập luyện theo tổ 

<p>Tập theo cặp đội</p> <p>Thi đua giữa các tổ</p> <p>- Trò chơi “Bóng chuyền 6”.</p> <p></p> <p>- Bài tập PT thể lực:</p> <p><b>- Luyện tập mở rộng:</b></p> <p><b>III. Hoạt động tiếp nối:</b></p> <ul style="list-style-type: none"> <li>- Thả lỏng cơ toàn thân.</li> <li>- Nhận xét, đánh giá chung của buổi học.</li> <li>Hướng dẫn HS Tự ôn ở nhà</li> <li>- Xuống lớp</li> </ul>	<p>3-5'</p> <p>4- 5'</p>	<p>1 lần</p> <p>1 lần</p>	<p>các bạn luyện tập theo khu vực.</p> <p>- Tiếp tục quan sát, nhắc nhở và sửa sai cho HS</p> <p>- GV tổ chức cho HS thi đua giữa các tổ.</p> <p>- GV và HS nhận xét đánh giá tuyên dương.</p> <p>- GV nêu tên trò chơi, hướng dẫn cách chơi, tổ chức chơi trò chơi cho HS.</p> <p>- Nhận xét tuyên dương và xử phạt người phạm luật</p> <p>- Cho HS chạy XP cao 20m</p> <p>- Yêu cầu HS quan sát tranh trong sách trả lời câu hỏi?</p> <p>- GV hướng dẫn</p> <p>- Nhận xét kết quả, ý thức, thái độ học của hs.</p> <p>- VN ôn lại bài và chuẩn bị bài sau.</p>	<p>GV</p> <p>- Từng tổ lên thi đua trình diễn</p> <p>- Chơi theo đội hình hướng dẫn</p> <p>HS chạy kết hợp đi lại hít thở</p> <p>- HS trả lời</p> <p>- HS thực hiện thả lỏng</p> <p>- DH kết thúc</p> <p></p>

#### IV. Điều chỉnh sau tiết dạy (Nếu có)

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### ĐỘNG TÁC CHUYỀN, BẮT BÓNG BẬT ĐẤT BẰNG HAI TAY TRƯỚC NGƯỜI

## (Tiết 2)

**I. YÊU CẦU CẦN ĐẠT****1. Yêu cầu cần đạt về kiến thức, kĩ năng**

- Biết và thực hiện được động tác ném ném rổ bằng một tay trên vai
- Có ý thức kĩ luật, đoàn kết tinh thần tập thể, tích cực tham gia hoạt động luyện tập và chơi trò chơi.

**2. Yêu cầu cần đạt về năng lực, phẩm chất**

- NL chăm sóc SK: Biết thực hiện vệ sinh sân tập, thực hiện vệ sinh cá nhân để đảm bảo an toàn trong tập luyện.
- NL vận động cơ bản: Thực hiện được động tác bắt bóng bật đát bằng hai tay trước ngực - Biết quan sát tranh, tự khám phá bài và quan sát động tác làm mẫu của giáo viên để tập luyện.

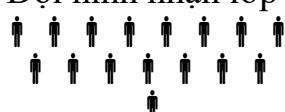
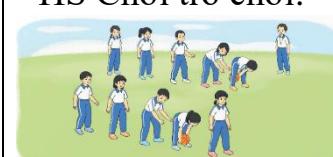
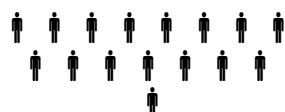
**II. ĐỒ DÙNG DẠY - HỌC:**

- **Địa điểm:** Sân trường

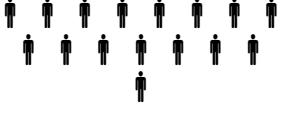
- **Phương tiện:**

- + Giáo viên chuẩn bị: Tranh ảnh, trang phục thể thao, còi phục vụ trò chơi.
- + Học sinh chuẩn bị: Trang phục thể thao.

**III. CÁC HOẠT ĐỘNG DẠY HỌC CHỦ YẾU:**

Nội dung	Lượng VĐ		Phương pháp, tổ chức và yêu cầu	
	T. gian	S. lần	Hoạt động GV	Hoạt động HS
<b>I. Hoạt động khởi động:</b> Nhận lớp	5 – 7'		Gv nhận lớp, thăm hỏi sức khỏe học sinh phổ biến nội dung, yêu cầu giờ học - GV HD học sinh khởi động.	<ul style="list-style-type: none"> <li>- Đội hình nhận lớp</li>  </ul> <ul style="list-style-type: none"> <li>- HS khởi động theo GV.</li> </ul>
Khởi động <ul style="list-style-type: none"> <li>- Xoay các khớp cổ tay, cổ chân, vai, hông, gối,...</li> <li>- Trò chơi Tung bắt bóng nhanh”</li> </ul> 	2 - 3'	2x8N	- GV hướng dẫn chơi	<ul style="list-style-type: none"> <li>- HS Chơi trò chơi.</li>  </ul>
<b>II. Hoạt động khám phá luyện tập</b> <b>- Kiến thức.</b> - Bài tập : Bắt bóng bật đát bằng hai tay trước ngực	16-18'		Cho HS quan sát tranh - GV làm mẫu động tác kết hợp phân tích kĩ thuật động tác.	<ul style="list-style-type: none"> <li>- Đội hình HS quan sát tranh</li>  </ul> <ul style="list-style-type: none"> <li>- HS quan sát GV làm mẫu</li> </ul>

		<p><b>- Luyện tập</b> Tập đồng loạt</p>	<p>2 lần</p> <ul style="list-style-type: none"> <li>- Hô khẩu lệnh và thực hiện động tác mẫu</li> <li>- Cho 4 em học sinh lên thực hiện động bắt bóng bật đất bằng hai tay trước ngực</li> <li>- GV cùng HS nhận xét, đánh giá tuyên dương</li> </ul>	<p>- HS tiếp tục quan sát</p>
<p>Tập theo tổ nhóm</p>		<p>2 lần</p> <ul style="list-style-type: none"> <li>- GV hô - HS tập theo GV.</li> <li>- Gv quan sát, sửa sai cho HS.</li> </ul>	<p>- Đội hình tập luyện đồng loạt.</p>	
<p>Tập theo cặp đội</p>	<p>3-5'</p>	<p>2 lần</p> <ul style="list-style-type: none"> <li>- Y,c Tổ trưởng cho các bạn luyện tập theo khu vực.</li> </ul>	<p>- Tiếp tục quan sát, nhắc nhở và sửa sai cho HS</p>	
<p>Thi đua giữa các tổ</p> <ul style="list-style-type: none"> <li>- Trò chơi “Bóng chuyền 6”.</li> </ul>	<p>4- 5'</p>	<p>1 lần</p> <ul style="list-style-type: none"> <li>- GV tổ chức cho HS thi đua giữa các tổ.</li> <li>- GV và HS nhận xét đánh giá tuyên dương.</li> <li>- GV nêu tên trò chơi, hướng dẫn lại cách chơi, tổ chức chơi trò chơi cho HS.</li> <li>- Nhận xét tuyên dương và sứ phạt người phạm luật</li> </ul>	<p>- Tùng tổ lên thi đua trình diễn</p> <p>- Chơi theo đội hình hướng dẫn</p>	
<p>Bài tập PT thể lực:</p> <p><b>- Luyện tập mở rộng:</b></p> <p><b>III. Hoạt động tiếp nối:</b></p> <ul style="list-style-type: none"> <li>- Thả lỏng cơ toàn</li> </ul>		<ul style="list-style-type: none"> <li>- Cho HS chạy XP cao 20m</li> <li>- Yêu cầu HS quan sát tranh trong sách trả lời câu hỏi?</li> </ul>	<p>HS chạy kết hợp đi lại hít thở</p> <p>- HS trả lời</p> <p>- HS thực hiện thả lỏng</p>	

thân. - Nhận xét, đánh giá chung của buổi học. Hướng dẫn HS Tự ôn ở nhà - Xuống lớp			<ul style="list-style-type: none"> <li>- GV hướng dẫn</li> <li>- Nhận xét kết quả, ý thức, thái độ học của hs.</li> <li>- VN ôn lại bài và chuẩn bị bài sau.</li> </ul>	<ul style="list-style-type: none"> <li>- ĐH kết thúc</li> </ul> 
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#### IV. Điều chỉnh sau tiết dạy (Nếu có)

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**Ký duyệt của**

**Khối trưởng:**

**Lương Thị Xuyến**

Vĩnh An, ngày 17 tháng 04 năm 2025

**Người thực hiện:**



**Nguyễn Thị Kim Chi**