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| TRƯỜNG TH HỨA TẠO  **TỔ TIẾNG ANH** | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  **Độc lập - Tự do - Hạnh phúc** |

**KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN**

**MÔN HỌC: TIẾNG ANH, KHỐI LỚP 3- GLOBAL SUCCESS**

**Năm học: 2023-2024**

**I. Đặc điểm tình hình**

**1. Số lớp: 23; Số học sinh: ……..; Số học sinh học chuyên đề lựa chọn** (nếu có)**:……………**

**2. Tình hình đội ngũ: Số giáo viên: 03**; **Trình độ đào tạo**: Đại học:03 ; Trên đại học: 0

**Mức đạt chuẩn nghề nghiệp giáo viên [[1]](#footnote-1):** Tốt: 03 ; Khá:................; Đạt:...............; Chưa đạt:........

**3. Thiết bị dạy học:** *(Trình bày cụ thể các thiết bị dạy học có thể sử dụng trong các tiết dạy; yêu cầu nhà trường/bộ phận thiết bị chủ động cho tổ chuyên môn; đặc biệt các đồ dùng dạy học dùng cho việc đổi mới phương pháp dạy học)*

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| **STT** | **Thiết bị dạy học** | **Số lượng** | **Các bài thí nghiệm/thực hành** | **Ghi chú** |
| 1 | Laptop | 0 | Sử dụng thiết bị trong tiết dạy |  |
| 2 | Máy cassette | 2 |  |  |
| 3 | Loa cắm USB | 1 |  |  |
| 4 | SGV, SGK | 3 bộ |  |  |
| 5 | Tranh khối 1 | 1 |  |  |
| 6 | Tranh khối 2 | 1 |  |  |
| 7 | Tranh khối 3 | 1( tranh lớn) |  |  |
| 8 | Tranh khối 4 | 0 |  | (đang đề nghị mua) |
| 9 | Tranh khối 5 | 1( Sách BGD) |  |  |

**4. Phòng học bộ môn/phòng thí nghiệm/phòng đa năng/sân chơi, bãi tập**

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| **STT** | **Tên phòng** | **Số lượng** | **Phạm vi và nội dung sử dụng** | **Ghi chú** |
| 1 | Phòng bộ môn Tiếng Anh | 01 | Sử dụng dạy học và tổ chức Câu lạc bộ cho khối hoặc lớp |  |

**II. Kế hoạch dạy học.**

**1. Phân phối chương trình:**

**Cả năm:** 35 tuần x 4 tiết = 140 tiết.

**a. HỌC KÌ 1:** 18 tuần x 4 tiết = 72 tiết

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| **STT** | **Bài học** | **Số tiết** | **Yêu cầu cần đạt** |
| **1** | **Introduction** | **1 tiết** | -introduce English Book 3, introduce characters in Book  -how to prepare for each section and practice through the skills and activities. |
|  | **Starter** | **3 tiết** |  |
| **2** | **A. Numbers** | 1 | -identify the numbers 1 to 10 through listening, speaking, reading and writing activities;  -listen and identify numbers by ticking the correct boxes.  -read and match the relevant words with numbers.  - help partners to complete learning tasks, complete learning tasks, tell the truth about feelings and emotions ( Attributes) |
| **3** | **B. The alphabet** | 1 | - identify the letters of the alphabet by correctly pointing at, singing and performing *The alphabet song* with the correct pronunciation.  - identify the alphabet letters and complete the missing ones.  - count the letters in the target names.  - help ss to collaborate with teachers to enhance language skills ( Attributes) |
| **4** | **C. Funtime** | 1 | - to review the numbers from one to ten by counting with fingers.  - to review the numbers from one to ten and the alphabet letters by playing the game Bingo**.**  - help ss to complete learning tasks, tell the truth about feelings and emotions and to appreciate kindness ( Attributes) |
|  | **Unit 1: Hello** | 6 |  |
| **5** | **Lesson 1: Activity 1-3** | 1 | - use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*  - use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.** to greet,  self-introduce and respond to greetings.  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”  - help partners to complete learning tasks, complete learning tasks, tell the truth about feelings, emotions and appreciate kindness ( Attributes) |
| **6** | **Lesson 1: Activity 4-6** | 1 | - use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*  - use *Hello/ Hi. I’m \_\_\_\_\_.* and *Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet, self-introduce and respond to greetings.  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”  - help ss to collaborate with teachers to enhance language skills ( Attributes) |
| **7** | **Lesson 2: Activity 1-3** | 1 | – use *Hi. How are you?* and *Fine, thank you* to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye.  -help partners to complete learning tasks, collaborate with teachers to enhance language skills |
| **8** | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.  - collaborate with teachers to enhance language skills |
| **9** | **Lesson 3: Activity 1-3** | 1 | - to correctly repeat the sounds of the letters **h** and **b** in isolation, in the words **hello** and **bye**, and in the sentences **Hello, Ben.** and **Bye, Ben.** with the correct pronunciation and intonation.  - to identify the target words hello and bye while listening.  - appreciate kindness |
| **10** | **Lesson 3: Activity 4-6** | 1 | - read four sentences and choose the correct responses.  - read, understand and complete three exchanges with their personal information.  - help partners to complete learning tasks, collaborate with teachers to enhance language skills |
|  | **Unit 2: Our names** | 6 |  |
| **11** | **Lesson 1: Activity 1-3** | 1 | - use the words *what, your, name, my* in relation to the topic “Our names”;  - Use *What’s your name*? – *My name’s* . to ask and answer questions about names;  - Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  -collaborate with teachers to enhance language skills |
| **12** | **Lesson 1: Activity 4-6** | 1 | - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  - read and write about people’s names;  complete learning tasks  - collaborate with teachers to enhance language skills |
| **13** | **Lesson 2: Activity 1-3** | 1 | - use the words *what, your, name, my, how old, years old*  in relation to the topic “Our names”;  - use *How old are you? - I'm .* to ask and answer questions about someone’s age;  - collaborate with teachers to enhance language skills |
| **14** | **Lesson 2: Activity 4-6** | 1 | - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  - read and write about people’s names and ages.  - help partners to complete learning tasks |
| **15** | **Lesson 3: Activity 1-3** | 1 | -to correctly repeat the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam*, and in the sentences *I’m Mary* and *My name’s Nam.* with correct pronunciation and intonation.  -to identify the target words *Mary* and *Nam* while listening.  -to say the chant with the correct rhythm and pronunciation.  - collaborate with teachers to enhance language skills |
| **16** | **Lesson 3: Activity 4-6** | 1 | - read and match three dialogues with pictures  - read, understand and complete an exchange with personal information  - make birthday cakes and use them to introduce names and ages.  - help partners to complete learning tasks |
|  | **Unit 3: Our friends** | 6 |  |
| **17** | **Lesson 1: Activity 1-3** | 1 | - use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;  - use This is / That’s ….. to introduce someone.  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our friends”  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.  - collaborate with teachers to enhance language skills |
| **18** | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.  - read and complete the sentences correctly.  - sing the song “This is Linh” with the correct pronunciation and melody.  - help partners to complete learning tasks |
| **19** | **Lesson 2: Activity 1-3** | 1 | - use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;  - use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone;  - ask and answer questions about someone in contexts.  - use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about someone correctly.  - ask and answer questions about someone confidently.  - help partners to complete learning tasks |
| **20** | **Lesson 2: Activity 4-6** | 1 | - listen to and understand communicative in contexts.  - look, complete and read the dialogues with the help of picture cues.  - appreciate kindness |
| **21** | **Lesson 3: Activity 1-3** | 1 | - repeat and pronounce the sounds **th** (voiced) and **th** (unvoiced) in isolation, the words *that* and *thank*, and the sentences *That's Lucy*. and *Thank you*. with the correct pronunciation and intonation.  -identify the target words *that* and *thank*, and the sentences *Thank you, Bill* and *That’s Lucy* while listening.  - say the chant with the correct rhythm and pronunciation  - help partners to complete learning tasks |
| **22** | **Lesson 3: Activity 4-6** | 1 | - read and match four target sentence patterns with four pictures .  - read, understand and complete three sentences by writing the target words in the gaps.  - draw pictures of ss’ friends and introduce them to the class. |
|  | **Unit 4: Our body** | 6 |  |
| **23** | **Lesson 1: Activity 1-3** | 1 | - use the words *ear, eye, face, hair, hand, mouth, nose, open, touch* in relation to the topic “Our bodies”;  - understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about their body parts.  - use *What’s this? – It’s \_\_\_\_.* to identify parts of the body.  - love and take care of parts of body themselves. |
| **24** | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body.  - complete four target sentence patterns with the help of the picture cues.  - sing the song *Parts of the body* with the correct pronunciation and melody.  - love and take care of parts of body themselves. |
| **25** | **Lesson 2: Activity 1-3** | 1 | - use *Open your \_\_\_\_!* and *Touch your \_\_\_!* to give instructions;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”.  - enhance the correct use of *Touch your \_\_\_!* and *Open* *your \_\_\_!* to give instructions |
| **26** | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which instructions are given.  - correctly match the sentence halves to make complete instructions and read them aloud.  - practise using target sentence patterns by playing the game *Touch your hair!*  - love and take care of parts of body themselves |
| **27** | **Lesson 3: Activity 1-3** | 1 | - correctly pronounce the sounds of the letters *ai* and *ea* in isolation, in the words hair and ears,and in the sentences *Touch your hair!* and *Touch your ears!*  - say the chant with the correct rhythm and pronunciation.  - help partners to complete learning tasks |
| **28** | **Lesson 3: Activity 4-6** | 1 | - read and write about parts of the body and instructions;  - make flashcards of the body parts and present them to the class.  - love and take care of parts of body themselves |
|  | **Unit 5: My hobies** | 6 |  |
| **29** | **Lesson 1: Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.  - correctly say the words and use: *What’s your hobby? – It’s \_\_\_\_\_.* to ask and answer about hobbies.  - enhance the correct use of *What's your hobby?* – *It’s \_\_\_\_\_.* to ask and answer questions about someone's hobby.  - tell the truth about feelings and emotions |
| **30** | **Lesson 1: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies.  - read and match the target sentence patterns with pictures.  - review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.*  - tell the truth about feelings and emotions |
| **31** | **Lesson 2: Activity 1-3** | 1 | - correctly say the words and use *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.  - enhance the correct use of *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.  - help partners to complete learning tasks |
| **32** | **Lesson 2: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils discuss different hobbies.  - complete four target sentences with the help of picture cues.  - sing the song *My hobby* with the correct pronunciation and melody.  - appreciate kindness. |
| **33** | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running*, and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation.  - identify the target words *painting* and *running* while listening.  - say the chant with the correct rhythm and pronunciation.  - appreciate kindness. |
| **34** | **Lesson 3: Activity 4-6** | 1 | - read a communicative context and complete a table about hobbies.  - read and complete a gapped paragraph with personal information.  - reinforce and extend pupils’ language knowledge and competences by making a hobby show.  -complete learning tasks |
| **35** | **Review 1** | 1 | * Correctly use the following sentence patterns:   - Use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.**  - Use *Hi. How are you?* and *Fine, thank you* to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye.  - Use *What’s your name*? – *My name’s* . to ask and answer questions about names;  - Use *How old are you? - I'm .* to ask and answer questions about someone’s age;  - Use This is / That’s ….. to introduce someone.  - Use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about someone correctly.  - Use *What’s this? – It’s \_\_\_\_.* to identify parts of the body.  - Use *Open your \_\_\_\_!* and *Touch your \_\_\_!* to give instructions;  - Correctly say the words and use: *What’s your hobby? – It’s \_\_\_\_\_./ I like………* to ask and answer about hobbies. |
| **36** | **Fun time** | 1 | -Take part in 3 fun time activities to apply their language knowledge and competences |
|  | **Unit 6: Our school** | 6 |  |
| **37** | **Lesson 1: Activity 1-3** | 1 | -To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school.  -To correctly say the words and use Is this our ? – Yes, it is. / No, it isn't. to ask and answer questions about their school.  -To enhance the correct use of *Is this our \_\_\_\_\_\_\_? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. |
| **38** | **Lesson 1: Activity 4-6** | 1 | -To listen to and understand two communicative contexts to ask and answer questions about a school and tick the correct picture  -To sing the song Our school with the correct pronunciation and melody |
| **39** | **Lesson 2: Activity 1-3** | 1 | -To listen to and understand two communicative contexts to ask and answer questions about a school and tick the correct picture  - To sing the song Our school with the correct pronunciation and melody |
| **40** | **Lesson 2: Activity 4-6** | 1 | -To listen to and understand two communicative contexts to ask and answer questions about a school and tick the correct picture  - To sing the song Our school with the correct pronunciation and melody |
| **41** | **Lesson 3: Activity 1-3** | 1 | To understand and correctly repeat the sentences in two communicative context( picture) to make suggestions to go to a place at school and express agreement  - To correctly say the words and use *Let's go to the \_\_\_\_*. – *OK, let’s go.* to make suggestions to go to a place at school and express agreement.  - To enhance the correct use of *Let's go to the \_\_\_\_*. – *OK, let's go.* to make suggestions to go to a place at school and express agreement |
| **42** | **Lesson 3: Activity 4-6** | 1 | - To listen to and understand four communicative contexts in which pupils make suggestions to go to different places at school.  - To read some sentences and match them with the correct pictures  - To practise the target sentence pattern by playing the game *Guess the place*. |
|  | **Unit 7: Classroom instructions** | 6 |  |
| **43** | **Lesson 1: Activity 1-3** | 1 | * use the words *open, close, stand up, sit down, go out, come in, speak, English, Vietnamese* and *please* in relation to the topic “Classroom instructions”; * use, *\_\_\_\_ please!* to give instructions; |
| **44** | **Lesson 1: Activity 4-6** | 1 | * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Classroom instructions”; * read and write instruction and permission * understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on classroom instructions. * Make classroom instruction |
| **45** | **Lesson 2: Activity 1-3** | 1 | * use *May I \_\_\_\_? – Yes, you can. / No, you can’t.* to ask for and give permission * ask for and give permission correctly and confidently. |
| **46** | **Lesson 2: Activity 4-6** | 1 | - listen to and demonstrate understanding of communicative contexts in asking for and giving permission  - complete six gapped sentences with the help of picture cues.  - sing the song May I come in and sit down? with the correct pronunciation , rhythm and melody. |
| **47** | **Lesson 3: Activity 1-3** | 1 | * repeat and pronounce the sounds of the consonant clusters ***sp*** and ***st*** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation; * To identify the target words *speak* and *stand* and the sentences *Speak English, please!* and *May I stand up?* while listening. * say the chant with the correct rhythm and pronunciation. |
| **48** | **Lesson 3: Activity 4-6** | 1 | * read and match two sentences and two dialogues with four pictures. * read, understand and complete the incomplete sentences by writing the correct words in the gaps.   make classroom instructions, choose one from the box and read it to the classmates to act out. |
|  | **Unit 8: My school things** | 6 |  |
| **49** | **Lesson 1: Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.  - use *I have \_\_\_\_\_.* to talk about having a school thing;  - To enhance the correct use of I have ……. To talk about having a school thing in a freee context |
| **50** | **Lesson 1: Activity 4-6** | 1 | - to listen to and understand two communicative contexts in which pupils talk about the school things they have.  - to read and complete the four gapped sentences with the help of the picture cues.  - to sing the song School things with the correct pronunciation and melody. |
| **51** | **Lesson 2: Activity 1-3** | 1 | - to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the questions and answers about having a school thing.  - to correctly say the words and use *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.  - to enhance the correct use of *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing. |
| **52** | **Lesson 2: Activity 4-6** | 1 | - to listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.  - to read and match four simple exchanges with the correct pictures  - to review vocabulary words for school things and use them in the sentence patterns Do you have \_\_\_\_\_? and Yes, I do. / No, I don’t. by playing the matching game or Pelmanism. |
| **53** | **Lesson 3: Activity 1-3** | 1 | - to correctly repeat the sounds of the letter cluster oo and letter a in isolation, in the words book and eraser, and in the *sentences I have a book.* and *Do you have an eraser?* with correct pronunciation and intonation.  - to identify the target words book and eraser while listening.  - to say the chant with the correct rhythm and pronunciation. |
| **54** | **Lesson 3: Activity 4-6** | 1 | - to read and complete a gapped paragraph with the words provided.  - to read, understand and complete the writing frame with pupils’ information.  - to collect three school things from home and bring them to the classroom to present to their classmates |
|  | **Unit 9: Colours** | 6 |  |
| **55** | **Lesson 1: Activity 1-3** | 1 | * To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the colour of an eraser. * use the words *blue, brown, red, yellow* related to the topic “colours”; * use *What colour is it? – It’s \_\_\_\_\_\_\_* to ask and answer questions about colours of school things; |
| **56** | **Lesson 1: Activity 4-6** | 1 | * listen to and demonstrate understanding of simple exchanges related to the topic “Colours”; * read and write about colours of school things. * To revise the target vocabulary items through the puzzle. |
| **57** | **Lesson 2: Activity 1-3** | 1 | * To understand and correctly repeat the sentences in two communicative contexts focusing on the color of the pencils. * use *What colour are they? – They’re \_\_\_\_\_\_\_* to ask and answer questions about colours of school things; |
| **58** | **Lesson 2: Activity 4-6** | 1 | * listen to and demonstrate understanding of simple exchanges related to the topic “Colours”; * read and write about colours of school things. * To sing the song *Colours* with the correct pronunciation, rhythm, and melody. |
| **59** | **Lesson 3: Activity 1-3** | 1 | * To correctly repeat the sounds of the consonant clusters ***bl*** and ***br*** in isolation, in the words *blue* and *brown*, and in the sentences *My school bag is blue.* and *The pencil cases are brown.* with the correct pronunciation and intonation. * To identify the target words *blue* and *brown* while listening. * To say the chant with the correct rhythm and pronunciation. |
| **60** | **Lesson 3: Activity 4-6** | 1 | - To read and understand a short text and tick the colours of some school things.  - To use the target language in a real context by completing a gapped text about the colours of school things.  - Do a project on how to draw, colour and say the colours of school things. |
|  | **Unit 10: Break time activities** | 6 |  |
| **61** | **Lesson 1: Activity 1-3** | 1 | * To understand and correctly repeat the sentences in two communicative contexts about school break time activities. * To correctly say the words and use I \_\_\_\_\_\_ at break time. To identify school break time activities. * To enhance the correct use of I \_\_\_\_\_\_ at break time. to identify school break time activities. |
| **62** | **Lesson 1: Activity 4-6** | 1 | * To listen to and understand two communicative contexts in which pupils talk about what they do at break time. * To complete four target sentence patterns with the help of the picture cues. * To sing the song “It’s break time” with the correct pronunciation and melody. |
| **63** | **Lesson 2: Activity 1-3** | 1 | * To understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about school break time activities. * Use “What do you do at break time?“ – I…….. to ask and answer questions about school break time activities. * To enhance the correct use of “What do you do at break time?“ – I…….. to ask and answer questions about school break time activities. |
| **64** | **Lesson 2: Activity 4-6** | 1 | * To listen and understand four communicative context and number the correct picture. * Read and match four target sentences. * To practice using the target language by playing Miming game |
| **65** | **Lesson 3: Activity 1-3** | 1 | * To correctly repeat the sound of the letters f and v in isolation, * Identify the target words football and volleyball while listening. * To say the chant with the correct rhythm and pronunciation |
| **66** | **Lesson 3: Activity 4-6** | 1 | * To read the exchange and tick the correct boxes. * Use the target language in a context * To revise the target language by asking questions. |
| **67** | **Review 2** | 1 | * Listen and understand five communicative contexts and tick the correct picture * Listen and number the correct picture. * Read and match pairs of target sentence patterns * Complete two incomplete sentences and two exchanges. * read and understand five question patterns, then ask and answer the question |
| **68** | **Fun time** | 1 | * Revise the target vocabulary by doing a word search * Ask and answer questions that help to identify school things * Understand how mixing two colors makes a third color. |
| **69** | **Review** | 1 |  |
| **70** | **Review** | 1 |  |
| **71** | **Test 1** | 1 |  |
| **72** | **Correct Test 1** | 1 |  |

**b.** **HỌC KÌ 2:** 17 tuần x 4 tiết = 68 tiết

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| **STT** | **Bài học** | | **Số tiết** | **Yêu cầu cần đạt** |
|  | **Unit 11: My family** | | 6 |  |
| **1** | **Lesson 1: Activity 1-3** | | 1 | - use vocabulary: *mother, father, brother, sister* in relation to topic “My family”  - use **Who’s this/that?** and **It’s my……** to ask and answer about family member  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”  - help partners to complete learning tasks, complete learning tasks, tell the truth about feelings, emotions and appreciate kindness (Attributes) |
| **2** | **Lesson 1: Activity 4-6** | | 1 | - use vocabulary: *mother, father, brother, sister* in relation to topic “My family”  - use **Who’s this/that?** and **It’s my……** to ask and answer about family member  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”  - help ss to collaborate with teachers to enhance language skills ( Attributes) |
| **3** | **Lesson 2: Activity 1-3** | | 1 | -use vocabulary about numbers  – use **How old is she/ he? And He’s/ She’s ….** To ask and answer about someone’s age  -help partners to complete learning tasks, collaborate with teachers to enhance language skills |
| **4** | **Lesson 2: Activity 4-6** | | 1 | - listen to and understand four communicative contexts in which pupils asking and answering questions identify the age of the family members in the pictures  - collaborate with teachers to enhance language skills |
| **5** | **Lesson 3: Activity 1-3** | | 1 | - correctly repeat the sounds of the letters **o** and **ure** in isolation, in the words **old** and **sure**, and in the questions **How old is your brother? And Are you sure?** with the correct pronunciation and intonation.  - to identify the target words **old** and **sure** while listening.  - appreciate kindness |
| **6** | **Lesson 3: Activity 4-6** | | 1 | - read and complete a paragraph with the words in the box.  - read, understand and complete a gapped text  - help partners to complete learning tasks, collaborate with teachers to enhance language skills |
|  | **Unit 12: Jobs** | | 6 |  |
| **7** | **Lesson 1: Activity 1-3** | | 1 | - use the words *job,* *doctor, driver, teacher* in relation to topic “Jobs*”*  - use ***What’s his/ her job*? – *She’s/ He’s* .** to ask and answer questions about someone’s job  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Jobs";  -collaborate with teachers to enhance language skills |
| **8** | **Lesson 1: Activity 4-6** | | 1 | - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Jobs" and tick the correct answer  - complete the gapped sentences and dialogues with cues  - collaborate with teachers to enhance language skills |
| **9** | **Lesson 2: Activity 1-3** | | 1 | - use the words *cook, farmer, nurse, singer* in relation to the topic “Jobs”;  - use ***Is he/she….?; Yes, he/she is.; No, he/she isn’t. She’s/He’s…...***to ask and answer questions about someone’s jobs;  - collaborate with teachers to enhance language skills |
| **10** | **Lesson 2: Activity 4-6** | | 1 | - listen to and understand four communicative contexts to ask and answer questions about someone's job and number the correct pictures  -complete the four gapped dialogues with the help of picture cues  - help partners to complete learning tasks |
| **11** | **Lesson 3: Activity 1-3** | | 1 | -correctly repeat the sounds of the letters ***er*** and ***or*** in isolation, in the words *mother* and *doctor*, and in the sentences *My mother is a teacher.* and *My father is a doctor.* with the correct pronunciation and intonation  -identify the words *mother* and *doctor* while listening.  -say the chant with the correct rhythm and pronunciation.  - collaborate with teachers to enhance language skills |
| **12** | **Lesson 3: Activity 4-6** | | 1 | - read and complete a table about the jobs of the family members  - read and complete a paragraph about the pupils’ parents’ jobs  -make a mind map about family members and present it to the class.  - help partners to complete learning tasks |
|  | **Unit 13: My house** | | 6 |  |
| **13** | **Lesson 1: Activity 1-3** | | 1 | - use words: *living room,**bedroom, kitchen,**bathroom* in relation to the topic” My house”  - use ***Where’s the******? − It’s here / there****.* to ask and answer questions about the location of a room in a house.  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house  - collaborate with teachers to enhance language skills |
| **14** | **Lesson 1: Activity 4-6** | | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures.  - complete four gapped exchanges with the help of picture cues.  - sing the song *Where is it?* with the correct melody and pronunciation.  - help partners to complete learning tasks |
| **15** | **Lesson 2: Activity 1-3** | | 1 | - use the words: chair, table, lamp, book  - use ***Where are the\_\_\_\_?* – *They’re \_\_\_.***to ask and answer questions about the locations of things in a room.  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room  - correctly say the words and use *Where are the\_\_\_\_?* – *They’re \_\_\_.* to ask and answer questions about the locations of things in a room  - help partners to complete learning tasks |
| **16** | **Lesson 2: Activity 4-6** | | 1 | - listen to and understand communicative in contexts.  - circle the correct answers to the gapped exchanges with the help of picture cues  - appreciate kindness |
| **17** | **Lesson 3: Activity 1-3** | | 1 | - correctly repeat the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!* with the correct pronunciation and intonation.  - identify the target words *house* and *brown* while listening  - say the chant with the correct rhythm and pronunciation  - help partners to complete learning tasks |
| **18** | **Lesson 3: Activity 4-6** | | 1 | - read a paragraph and complete sentences with the words from the paragraph.  - read, understand and complete a gapped text using the information from a picture cue  - make a doll’s house and tell the class about it |
|  | **Unit 14: My bedroom** | | 6 |  |
| **19** | | **Lesson 1: Activity 1-3** | 1 | - use the words *desk, bed, door, window* in relation to the topic “My bedroom”;  - use ***There’s / There are \_\_\_\_\_ in the room*.** to talk about quantities of things in a room  -understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room  - keep the bedroom clean and neatly |
| **20** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures  -complete the four gapped sentence patterns with the help of picture cues  - revise the target vocabulary items through the game *Memory game* |
| **21** | | **Lesson 2: Activity 1-3** | 1 | - use *words: big, small, old, new*  *-*use ***The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are*** *\_\_\_\_\_*. to describe things in the room.  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My bedroom”.  - enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room in a freer context. |
| **22** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures  -complete four gapped sentences with the help of picture cues  - sing the song My bedroom with the correct pronunciation, rhythm and melody |
| **23** | | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sounds of the letters ***oo*** in isolation, in the words *room* and *door*, and in the sentences *There’s a bed* *in the room.* and *The doors are big.* with the correct pronunciation and intonation.  - identify the target words room and door while listening  - say the chant with the correct rhythm and pronunciation.  - help partners to complete learning tasks |
| **24** | | **Lesson 3: Activity 4-6** | 1 | - read the text and complete the gapped sentences  - complete a gapped paragraph with the help of the picture cue  - find a picture of a bedroom and tell the class about things in the room  - keep the bedroom clean and neatly |
|  | | **Unit 15: At the dining table** | 6 |  |
| **25** | | **Lesson 1: Activity 1-3** | 1 | - use the words*: beans, fish, meat, juice* in relation to topic *“At the dining table”*  - correctly use ***Would you like some \_\_\_\_\_? – Yes, please. / No, thanks***. to offer someone food or drinks and accept or decline someone’s offer  - enhance the correct use of *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone’s offer in a freer context  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer  - tell the truth about feelings and emotions |
| **26** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts about food and drinks and tick the correct pictures  - look, complete and read six target sentences with the help of picture cues  - To sing the song *Would you like some …?* with the correct pronunciation  - tell the truth about feelings and emotions |
| **27** | | **Lesson 2: Activity 1-3** | 1 | - use the words *eggs, chicken, water, milk* in relation to the topic “At the dining table”  - understand and correctly repeat the sentences in two communicative contexts (pictures). focusing on what someone would like to eat or drink  - correctly use ***What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*.** to ask and answer questions about what someone would like to eat or drink  - enhance the correct use of *What would you like to eat / drink? – I’d like some \_\_\_\_\_, please.* to ask and answer questions about what someone would like to eat or drink in a freer context |
| **28** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts to ask and answer questions about food and drinks and number the correct pictures  - complete two sentences and two dialogues with the help of picture cues  - revise target words about food and drinks by playing the game Board race |
| **29** | | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sound of the letters *ea* in isolation, in the words *bread* and *meat*, and in the sentences *I’d like some bread, please.* and *Would you like some meat*? with the correct pronunciation and intonation  - identify the target words *bread* and *meat* while listening  - say the chant with the correct rhythm and pronunciation.  - appreciate kindness. |
| **30** | | **Lesson 3: Activity 4-6** | 1 | - read and complete a passage with five words provided in a box  - complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps  - do a survey with classmates to find out what they would like to eat and drink, then tell the class about the results  -complete learning tasks |
| **31** | | **Review 1** | 1 | - listen to and understand five communicative contexts and tick the correct pictures  - listen to and understand four communicative contexts  - read and match pairs of target sentence patterns.  - read and complete a gapped text.  - read and answer questions using picture cues |
| **32** | | **Fun time** | 1 | - revise the spelling of five words: *teacher, brother, driver, mother and worker.*  *-* improve pupils’ speed and flexibility when checking vocabulary.  -use the target vocabulary and sentence patterns to carry out a survey  - identify healthy and unhealthy foods |
|  | | **Unit 16: My pets** | 6 |  |
| **33** | | **Lesson 1: Activity 1-3** | 1 | - use the words *bird, parrot, rabbit, cat, dog* in relation to the topic “My pets”;  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on pets.  -use ***Do you have any \_\_\_\_? – Yes, I do./ No, I don*’*t*.** to ask and answer questions about having pets.  - enhance the correct use of *Do you have any \_\_\_\_\_? – Yes, I* *do. / No, I don’t.* to ask and answer questions about having pets in a freer context. |
| **34** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about pets and tick the correct pictures.  - read and complete four target gapped dialogues with the help of the picture cues.  - sing the song *My pets* with the correct pronunciation and melody. |
| **35** | | **Lesson 2: Activity 1-3** | 1 | - use the words *many, some* in relation to the topic “My pets”;  - understand and correctly repeat ***How many \_\_\_\_\_\_\_\_do you have? − I have \_\_\_\_\_\_\_.***to ask and answer questions about the quantity of pets.  - correctly say the words and use *How many \_\_\_\_\_\_\_\_ do you have? − I have* \_\_\_\_\_\_\_*.* to ask and answer questions about the quantity of pets.  - enhance the correct use of *How many \_\_\_\_\_ do you have? − I have \_\_\_\_\_.* to ask and answer questions about how many pets someone has in a freer context. |
| **36** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures.  - complete the four gapped exchanges with the help of picture cues.  - play the game *How many \_\_\_\_?* to review vocabulary and structure words related to the topic  “My pets”. |
| **37** | | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sound of the letter **o** in isolation, in the words *dog* and *goldfish*, and in the sentences *Do you have any dogs?* and *How many goldfish do you have?* with the correct pronunciation and intonation.  - identify the target words dog and goldfish while listening.  - say the chant with the correct rhythm and pronunciation. |
| **38** | | **Lesson 3: Activity 4-6** | 1 | - read and complete a target paragraph using the four words provided.  - read, understand and complete a gapped text about pets.  - use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them. |
|  | | **Unit 17: Our toys** | 6 |  |
| **39** | | **Lesson 1: Activity 1-3** | 1 | - use the words *car, kite, train, plane* in relation to the topic “Our toys”;  - use ***He / She has \_\_\_\_\_.*** to identify someone’s toys.  -understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys.  - enhance the correct use of *He / She has \_\_\_\_\_.* to identify someone’s toys in a freer context. |
| **40** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures.  - complete four target sentence patterns with the help of picture cues.  - sing the song *Their toys* with the correct pronunciation and melody. |
| **41** | | **Lesson 2: Activity 1-3** | 1 | - use the words *truck, bus, ship, teddy bear* in relation to the topic “Our toys”;  - use ***They have \_\_\_\_\_.*** to talk about the quantity of toys that some people have.  - understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys that some people have.  - enhance the correct use of *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have in a freer context. |
| **42** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.  - complete four sentences with the help of picture cues.  - review vocabulary words for toys by playing *Kim’s game*. |
| **43** | | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy*, and in the sentences: *She has a kite*. and *He has a toy.* with the correct pronunciation and intonation.  - identify the target words *kite* and *toy* while listening.  - say the chant with the correct rhythm and pronunciation. |
| **44** | | **Lesson 3: Activity 4-6** | 1 | - read and understand a passage about toys.  - read, understand and complete a paragraph about toys that Lucy has.  - revise the target language by making paper toys and talking about them to the class. |
|  | | **Unit 18: Playing and doing** | 6 |  |
| **45** | | **Lesson 1: Activity 1-3** | 1 | - Use the words *writing, dancing, singing, reading* in relation to the topic: “Playing and doing”.  - Correctly use ***Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*.** to offer someone food or drinks and accept or decline someone’s offer  - Understand and correctly repeat the sentences in two communicative contexts to talk about an action in progress.  - Enhance the correct use of *I*’*m \_\_\_\_\_*. to identify an action in progress in a freer context. |
| **46** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand two communicative contexts about identifying actions in progress and tick the correct pictures.  - look, complete and read six target sentences with the help of picture cues  - to complete the four target sentence patterns with the help of picture cues.  - to practise the target vocabulary and sentence patterns by playing the *Miming game*. |
| **47** | | **Lesson 2: Activity 1-3** | 1 | - use the words *playing basketball, drawing a picture, watching TV, listening to music* in relation to the topic: “Playing and doing”.  - use ***What are you doing? – I*’*m \_\_\_\_\_*.** to ask and answer questions about an action in progress.  - enhance the correct use of *What are you doing? – I*’*m \_\_\_\_\_*. to ask and answer questions about an action in progress in a freer context. |
| **48** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures. - complete two sentences and two dialogues with the help of picture cues  - Complete four gapped dialogues with the help of picture cues.  - Sing the song *What are you doing?* with the correct pronunciation and melody. |
| **49** | | **Lesson 3: Activity 1-3** | 1 | \_ Correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I’m singing my favourite* *song.* with the correct pronunciation and intonation. - identify the target words *bread* and *meat* while listening  - Identify the target words *listen* and *singing* while listening.  - Say the chant with the correct rhythm and pronunciation. |
| **50** | | **Lesson 3: Activity 4-6** | 1 | - Read and match the pupils with the activities that they are doing. - complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps  - Write a paragraph about what they are doing.  - Present their photos and tell their friends what they are doing in the photos. |
|  | | **Unit 19: Outdoor activities** | 6 |  |
| **51** | | **Lesson 1: Activity 1-3** | 1 | - Use use the words *playing badminton, running, painting, walking*  in relation to the topic “Outdoor activities”;  - use ***He’s / She’s*** *.* to talk about what someone is doing.  - Understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing.  - Enhance the correct use of *He’s / She’s \_\_\_\_\_\_.* to ask and answer questions about what someone is doing in a freer context. |
| **52** | | **Lesson 1: Activity 4-6** | 1 | - Listen to and understand two communicative contexts about what someone is doing and tick the correct pictures.  - Read and complete four target sentence patterns with the help of the picture cues.  -Sing the song *Painting and singing* with the correct pronunciation. |
| **53** | | **Lesson 2: Activity 1-3** | 1 | - Use the words skating, *cycling, flying a kite, skipping* in relation to the topic “Outdoor activities”  - use ***What’s he / she doing? − He’s / She’s*         .** to ask and answer questions about what someone is doing outdoors.  - enhance the correct use of *What’s he / she doing? − \_\_\_\_\_\_\_\_.* to ask and  answer questions about what someone is doing outdoors. |
| **54** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about what someone is doing outdoors.  - read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues.  - to listen to and repeat target words about outdoor activities. |
| **55** | | **Lesson 3: Activity 1-3** | 1 | - to correctly repeat the sounds of the consonant clusters **pl** and **fl** in isolation, in the words *play* and *fly*, and in the sentences *She’s playing volleyball*. and *He’s flying a kite*. with the correct pronunciation and intonation.  - identify the target words *playing* and *flying* while listening.  - say the chant with the correct rhythm and pronunciation. |
| **56** | | **Lesson 3: Activity 4-6** | 1 | - read a passage and answer the questions about what someone is doing outdoors.  - complete a paragraph about what a pupil and his / her friend are doing outdoors.  - trace and colour the friends, then tell the class where they are and what they are doing. |
|  | | **Unit 20: At the zoo** | 6 |  |
| **57** | | **Lesson 1: Activity 1-3** | 1 | - use the words *a tiger, a horse, a monkey, a* peacock in relation the topic “At the zoo”  - correctly use ***What can you see? – I can see \_\_\_\_\_\_.*** to ask and answer questions about what animals someone can see at the zoo  - enhance the correct use of *What can you see? – I can see\_\_\_\_\_\_* . to ask and answer questions about what animals someone can see at the zoo |
| **58** | | **Lesson 1: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures  - complete the four gapped exchanges with the help of the picture cues.  - revise the target vocabulary items through the Miming game |
| **59** | | **Lesson 2: Activity 1-3** | 1 | - use the words *dancing, counting, swinging, climbing* in relation the topic “At the zoo”  - correctly use ***What is the \_\_\_\_\_ doing? – It's \_\_\_\_\_.*** to ask and answer questions about what a zoo animal is doing.  - enhance the correct use of *What is the \_\_\_ doing? – \_\_\_.* to ask and answer questions about what a zoo animal is doing. |
| **60** | | **Lesson 2: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and each of them is doing and tick the correct pictures  - complete the four gapped exchanges with the help of the picture cues  - sing the song At the zoo with the correct pronunciation, melody and intonation |
| **61** | | **Lesson 3: Activity 1-3** | 1 | - correctly repeat the sounds of the letter a in isolation, in the words parrot and dancing; and in the sentences I can see a parrot and The peacock is dancing  - identify the target words *parrot* and *dancing* while listening  - say the chant with the correct rhythm and pronunciation |
| **62** | | **Lesson 3: Activity 4-6** | 1 | - read and understand the text  - use the target language in real context by completing a gapped text about themselves  - use the target language items they have learnt in a real context by showing the class some photos of animals and saying what animals they can see at home or at the zoo |
| **63** | | **Review 4** | 1 | - listen to and understand five communicative contexts and tick the correct pictures  - listen to and understand four communicative contexts  - read and match pairs of target sentence patterns.  - read and complete a gapped text.  - ask and answer questions using picture cues |
| **64** | | **Fun time** | 1 | - revise key vocabulary and sentence patterns by doing the crossword with the picture cues and completing the gapped sentences using the words from the crossword  - prepare and carry out an interview  - learn the names of baby animals and match them to their parents |
| **65** | | **Review** | 1 |  |
| **66** | | **Review** | 1 |  |
| **67** | | **The final test** | 1 |  |
| **68** | | **Correct the final test** | 1 |  |

**2. Kiểm tra, đánh giá định kì.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Bài kiểm tra,**  **đánh giá** | **Thời gian (1)** | **Thời điểm (2)** | **Yêu cầu cần đạt(3)** | **Hình thức(4)** |
| Cuối Học kỳ 1 | 40 phút | Tuần 18 | -Học sinh nắm được kiến thức ngữ pháp, từ vựng của Units 1->10, các kĩ năng nghe, đọc, viết và áp dụng vào làm bài kiểm tra trong thời gian 40 phút. | -Viết trên giấy và vấn đáp |
| Cuối Học kỳ 2 | 40 phút | Tuần 34 | -Học sinh nắm được kiến thức ngữ pháp, từ vựng của Units 11->20 các kĩ năng nghe, đọc, viết và áp dụng vào làm bài kiểm tra trong thời gian 40 phút. | -Viết trên giấy và vấn đáp |

**3. Kế hoạch khác**

a. Bồi dưỡng học sinh năng khiếu (theo KH cụ thể)

b. Phụ đạo học sinh gặp khó khăn trong học tập và rèn luyện (theo KH cụ thể)

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| --- | --- |
| **Duyệt của BGH**  **Dương Phương Thanh** | *Ái Nghĩa, ngày 14 tháng 09 năm 2023*  **TTCM**  **Nguyễn Thị Ly Va** |

1. Theo Thông tư số 20/2018/TT-BGDĐT ngày 22/8/2018 ban hành quy định chuẩn nghề nghiệp giáo viên cơ sở giáo dục phổ thông. [↑](#footnote-ref-1)