|  |  |
| --- | --- |
| 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 4- 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)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** *(Trình bày cụ thể các phòng thí nghiệm/phòng bộ môn/phòng đa năng/sân chơi/bãi tập có thể sử dụng để tổ chức dạy học môn học/hoạt động giáo dục)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Tuan** | **Bài học**  | **Số tiết**  | **Yêu cầu cần đạt** |
| **1** | **Introduction**  | **1 tiết**  | * Introduce books English 4
* Introduce bookmap
* Introduce the characters
 |
| **Starter** | **3 tiết** |  |
| **A. Hello again** | 1 | * sing the song *Hello. How are you?* with the correct pronunciation, rhythm and melody.
* listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and introduces the characters in the classroom and tick the correct pictures.

spell some words learnt in Grade 3 by playing the game *Spelling Bee*. |
|  | **B. Classroom activities** | 1 | * say the chant with the correct rhythm and pronunciation.
* listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.

listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.  |
|  | **C. Outdoor activities** | 1 | * practise the names of outdoor activities by playing *Miming game*.
* match the pupils with the pictures and say about their hobbies.

read the chant aloud and act out with the help of the lyrics and picture cues. |
|  | **Unit 1: My friends** | **6** |  |
| **2** | **Lesson 1: Activity 1-3** | 1 | -understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from;- correctly say the words and use *Where are you from?* – *I’m from* \_\_\_\_\_. to ask and answer questions about where someone is from;- enhance the correct use of *Where are you from? – \_\_\_\_\_.* to ask and answer questions about where someone is from in a freer context. |
| **Lesson 1: Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures;- complete two gapped sentences and two gapped exchanges with the help of picture cues;- sing the song *Where are you from?* with the correct pronunciation, rhythm and melody. |
| **Lesson 2: Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from;- correctly say the words and use *Where’s he / she from?* – *He’s / She’s* *from \_\_\_\_\_.* to ask and answer questions about where someone is from;- enhance the correct use of *Where’s he / she from? – \_\_\_\_\_.* to ask and answer questions about where someone is from in a freer context. |
| **Lesson 2: Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the correct pictures;- complete two gapped sentences and two gapped exchanges with the help of picture cues;- revise the target vocabulary items through the game *Find someone* *who is from …* |
| **3** | **Lesson 3: Activity 1-3** | 1 | - correctly pronounce the sounds of the letters **a** and **ia** in isolation, in the words *America* and *Australia*, and in the sentences *I’m from America*. and *She’s from Australia.* with the correct pronunciation and intonation;- identify the target words *America* and *Australia*while listening;- say the chant with the correct pronunciation and rhythm. |
| **Lesson 3: Activity 4-6** | 1 | - read and show understanding the sentences by deciding if the statements are true or false;- complete a gapped text about themselves and their friends;- make pupil cards at home and present them to the class by using the target language. |
| **Unit 2: Time and daily routine** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.- correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.- enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.- complete four gapped exchanges with the help of picture cues.- review telling the time by playing the game *Which clock says ...?* |
| **4** | **Lesson 2:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines.- correctly say the phrases and use *What time do you \_\_\_\_\_? – I \_\_\_\_\_* *at \_\_\_\_\_.* to ask and answer questions about daily routines.enhance the correct use of *What time do you \_\_\_\_\_? - I \_\_\_\_\_ at \_\_\_\_\_\_.* to ask and answer about someone’s daily routines. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.- complete four gapped exchanges with the help of picture cues.- sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody. |
| **Lesson 3:** **Activity 1-3** | 1 | - correctly repeat the sounds of the letters *t* and *d* in isolation, in the words *get* and *bed*, and in the questions *What time do you get up?* and *What time* *do you go to bed?*- identify the sounds of the letters *t* and *d* in sentences while listening.- say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | - read and match the activities in a paragraph with the clocks showing the corresponding time.- complete a paragraph about pupils’ daily routines.- draw pictures of their daily routines at home and present them to the class by using the target language. |
|  | **Unit 3: My week** | **6** |  |
| **5** | **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.- correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week. - enhance the correct use of *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | listen to and understand two communicative contexts about the days of the week and tick the correct pictures.-  complete four gapped exchanges with the help of picture cues. -  revise target words about the days of the week by playing the game *Slap the board.* |
| **Lesson 2:** **Activity 1-3** | 1 | -  understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week. -  correctly say the phrases and use *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week. -  enhance the correct use of *What do you do on \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.- complete four gapped exchanges with the help of picture cues. - sing the song *My week* with the correct pronunciation, rhythm and melody |
| **6** | **Lesson 3:** **Activity 1-3** | 1 | -  correctly repeat the sounds of the letter *u* in isolation, in the word *music* (/ju/) as in the sentence *I listen to music on Saturdays*, and the word *Sunday* (/ʌ/) as in *I do housework on Sundays.* -  identify the target words *music* and *Sunday* while listening. -  say the chant with the correct pronunciation and rhythm.  |
| **Lesson 3:** **Activity** **4-6** | 1 | -  read and show understanding of a text and complete a table about Nam’s week. -  complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps. - draw two pictures about weekend activities at home and present them to the class by using the target language. |
| **Unit 4: My birthday party** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.- correctly say the words and use *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday.- enhance the correct use of *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.- complete four target gapped exchanges with the help of picture cues.- sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody. |
| **7** | **Lesson 2:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicativecontexts focusing on what someone wants to eat / drink.- correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink.- enhance the correct use of *What do you want to eat / drink? – \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.- complete two gapped dialogues with the help of picture cues.- revise the target vocabulary items through playing the game *Board race* |
| **Lesson 3:** **Activity 1-3** | 1 | - correctly repeat the sounds of the letters *j* and *w* in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.* - listen to and demonstrate understanding of simple communicative to identify the target words *jam* and *water* while listening.- say the chant with the correct pronunciation and rhythm |
| **Lesson 3:** **Activity 4-6** | 1 | - read and understand a text (Bill’s letter) and circle the correct answers.- complete a gapped text using pupils’ personal information.- make birthday party invitations at home and present them to the class by using the target language. |
|  | **Unit 5: Things we can do** | **6** |  |
| **8** | **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.- correctly say the phrases and use *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer questions about someone’s abilities.- enhance the correct use of *Can you \_\_\_\_\_? – Yes, / No, \_\_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | * - listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.
* - complete four gapped exchanges with the help of picture cues.

- practise the target vocabulary and sentence patterns by playing the game *Can you ...?* |
| **Lesson 2:** **Activity 1-3** | 1 | * - understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.
* - correctly say the words and use *Can he / she \_\_\_\_\_? – Yes, he / she can. / No, he / she can’t*, *but he / she can \_\_\_\_\_.* to talk about abilities and lack of abilities.

- enhance the correct use of *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.* to talk about abilities and lack of abilities in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.- complete four gapped exchanges with the help of picture cues.- sing the song *Things they can do* with the correct pronunciation, rhythm and melody. |
| **9** | **Lesson 3:** **Activity 1-3** | 1 | * - correctly repeat the sounds of the letters y and n in isolation, in the words *yes* and *no*, and in the sentences *Can you draw? – Yes, I can.* and *Can she swim?*
* *–* *No, she can’t.* with the correct pronunciation and intonation.
* - identify the target words *yes* and *no* while listening.

- say the chant with the correct pronunciation and rhythm. |
| **Lesson 3:** **Activity 4-6** | 1 | * - read and show understanding of a text by deciding if the statements are true or false;
* - complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves;

- carry out a school club survey, collect the information and present their friends’ abilities and lack of abilities to the class by using the target language. |
| **Review 1** | 1 | - correctly use the following sentence patterns:*What do you want to eat/drink? - I want \_\_\_\_\_\_\_.** *Where are you from? - I’m from \_\_\_\_\_\_.*
* *Where’s he/she from? - He’s/ She’s from \_\_\_\_\_\_\_.*
* *What time is it?*
* *Can you \_\_\_\_\_\_? Yes, I can. / No, I can’t.*
* *Can he/she \_\_\_\_\_\_? - Yes, he/she can./ No, he/she can’t, but \_\_\_\_.*
* *When’s your birthday? - It’s in \_\_\_\_\_\_\_.*
* *What do you do on \_\_\_\_\_\_? - I \_\_\_\_\_\_\_\_.*
* *What time do you \_\_\_\_\_\_? I \_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_.*

*What do you want to eat/drink? - I want \_\_\_\_\_\_\_.* |
| **Extension activity** | 1 | - identify five different countries together with their flags and land shapes- identify the different times in different countries- identify some countries are near or far from Viet Nam |
|  | **Unit 6: Our school facilities** | **6** |  |
| **10** | **Lesson 1:** **Activity 1-3** | 1 | - Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school*.*- Correctly say the words and use *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the location of a school.- Enhance the correct use of *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - Listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.- Complete four target gapped exchanges with the help of picture cues.- Review the words of locations by playing the game *Matching pairs*. |
| **Lesson 2:** **Activity 1-3** | 1 | - ﻿ understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.- correctly say the phrases and use *How many \_\_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_\_.* to ask and answer questions about the quantity of school facilities.- enhance the correct use of *How many \_\_\_ are there at your school?* and *There is \_\_\_\_. / There are \_\_\_\_.* to ask and answer questions about the quantity of school facilities in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities and tick the correct pictures.- complete target sentence patterns in two dialogues with the help of picture cues.- sing the song *Garden and buildings at my school* with the correct pronunciation, rhythm and melody. |
| **11** | **Lesson 3:** **Activity 1-3** | 1 | ﻿- correctly pronounce the sounds of the letters **s** and **es** as final consonants in the words *mountains* and *villages*, and in the sentences *My school is in the mountains*. and *There are three* *villages near my school*.- identify the target words *mountains* and *villages* while listening.- say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | - read a paragraph about a school and complete four gapped sentences about its location and facilities.- read, understand and complete a gapped paragraph about their own school locations and facilities.- draw pupils’ schools and its facilities and present their drawings to the class. |
| **Unit 7: Our timetables** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | * Understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.
* Correctly say the words and use *What subjects do you have today? - I have \_\_\_.* to ask and answer questions about school subjects.

-Enhance the correct use of *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - Listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.- Complete four gapped exchanges with the help of picture cues.- Review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school. |
| **12** | **Lesson 2:** **Activity 1-3** | 1 | - Understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.- Correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable.- Enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context |
| **Lesson 2:** **Activity 4-6** | 1 | * Listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.
* Complete two gapped exchanges with the help of picture cues.

Sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody. |
| **Lesson 3:** **Activity 1-3** | 1 | - Correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese?* and *We have science today.* with the correct pronunciation and intonation.- Identify the target words Vietnamese and science while listening.- Say the chant with the correct pronunciation and rhythm. |
| **Lesson 3:** **Activity 4-6** | 1 | * Read and show understanding of the text by choosing the best options to complete the sentences.
* Read, understand and complete a gapped text about pupils’ timetables using the target language.

Make and present their timetables to the class. |
|  | **Unit 8: My favourite subjects** | **6** |  |
| **13** | **Lesson 1:** **Activity 1-3** | 1 | * understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject.
* correctly say the words and use *What’s your favourite subject? – It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject.

enhance the correct use of *What’s your favourite subject?* – *It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | –  listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects, and tick or cross the pictures. – complete four exchanges about characters’ favourite subjects with the help of picture cues. – sing the song *My favourite subject* with the correct pronunciation, rhythm and melody. |
| **Lesson 2:** **Activity 1-3** | 1 | – understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English. – correctly say the words and phrases and use *Why do you like \_\_\_\_\_\_? – Because I want to be \_\_\_\_\_*. to ask for and give reasons for liking a school subject, English. – enhance the correct use of *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*. ask for and give reasons for liking a school subject in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | –  listen to and understand four communicative contexts in which pupils give reasons why they like the school subject, and number the correct pictures. –  complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues. –  review asking for and giving reasons for liking a subject by playing the game *Sentence making*.  |
| **14** | **Lesson 3:** **Activity 1-3** | 1 | – correctly repeat the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English*. and *Let's write*. with the correct pronunciation and intonation. – identify the target words *like* and *write* while listening.–  say the chant with the correct pronunciation and rhythm. |
| **Lesson 3:** **Activity 4-6** | 1 | -  read a paragraph and decide whether the sentences are true or false. - read, understand and complete a paragraph about their favourite subjects. - do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class |
| **Unit 9: Our sports day** | **6** |  |
| **Lesson 1: Activity 1-3** | 1 | understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.- correctly say the words and use *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.- enhance the correct use of *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day. |
| **Lesson 1:** **Activity 4-6** | 1 | - listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.- complete four target sentence patterns in four exchanges with the help of picture cues.- sing the song *Our sports day* with the correct pronunciation, rhythm and melody. |
| **15** | **Lesson 2:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.- correctly say the words and use *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is.- enhance the correct use of *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.- complete two gapped dialogues with the help of picture cues.- review vocabulary for months by playing the game *Who’s faster?* |
| **Lesson 3:** **Activity 1-3** | 1 | - correctly repeat the sounds of the letter *y* in isolation, in the word *February* *(/i/)* as in the sentence *Our sports day is in February*, and the word *July (/aɪ/)*, as in the *My birthday is in July*. - identify the target words *July* and *January* while listening.- say the chant with the correct rhythm and pronunciation |
| **Lesson 3:** **Activity 4-6** | 1 | - read and show understanding of a text by deciding if the statements are true or false. - read, understand and complete the gapped text about a sports day.- make a sports day poster at home and present them to the class, using the target language. |
|  | **Unit 10: Our summer holidays** | **6** |  |
| **16** | **Lesson 1: Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about if someone was somewhere in the past.- correctly say the phrases and use *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past. - enhance the correct use of *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.- complete two gapped sentences and two gapped exchanges with the help of picture cues.- sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody. |
| **Lesson 2:** **Activity 1-3** | 1 | understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past.- correctly say the words and use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past.- enhance the correct use of *Where were you last summer? – I was in\_\_\_\_.* to ask and answer questions about where someone was in the past in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand four communicative contexts about where someone was in the past and match the correct pictures.- complete two gapped dialogues with the help of picture cues.- review target words to make sentences about where someone was in the past by playing the game *Making sentences* |
| **17** | **Lesson 3:** **Activity 1-3** | 1 | - correctly repeat the sounds of letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?*- identify the target words *where* and *were* while listening.- say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | ﻿- read two texts and complete the sentences about Mai’s and Tony’s summer holidays.- read and complete a gapped paragraph about where someone was on holiday in the previous summer.- make a mind map of where pupils were on holiday in the previous summer and use the notes to make a presentation to the class. |
| **Review 2** | 1 | \* correctly use the following sentence patterns:*+ Where’s your school? – It’s in the \_\_\_\_\_\_.+ How many \_\_\_\_ are there at your school? – There is / are \_\_\_\_.**+ What’s your favourite subject? – It’s \_\_\_\_.**+ Is your sports day in \_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_.**+ When's your sports day? – It's in \_\_\_\_.**+ Were you \_\_\_\_ last weekend? – Yes, I was. / No, I wasn't.**+ Where were you last summer? – I was in \_\_\_\_.*\*correctly use the following sentence patterns:*+ What subjects do you have today? – I have \_\_\_\_.**+ When do you have \_\_\_\_? – I have it on \_\_\_\_.**+ Is your sports day in \_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_.**+ Where were you last summer? – I was in \_\_\_\_.* |
| **Extension activity** | 1 | - read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.- distinguish the features of the city and the countryside.- revise the target vocabulary and sentence patterns by playing *Board* *game*. |
| **18** | **Review** | 1 |  Review vocabulary and model sentences from unit 1 to 5 |
| **Review** | 1 | Review vocabulary and model sentences from unit 6 to 10 |
| **Test 1** | 1 |  |
| **Correct Test 1** | 1 |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **STT** | **Bài học**  | **Số tiết**  | **Yêu cầu cần đạt** |
|  | **Unit 11: My home** | **6** |  |
| **19** | **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters ask and answer the question about where Mary lives.- correctly say the phrases and use *Where do you live? – I live \_\_\_\_\_.*to ask and answer questions about where someone lives.- enhance the correct use of *Where do you live? – I live \_\_\_\_\_.*to ask and answer questions about where someone lives in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | * listen to and understand four communicative contexts in which the characters talk about where they live and tick or cross the correct pictures.

-   complete four gapped exchanges with the help of picture cues. - practise the target vocabulary and sentence patterns by playing the game Whispering. |
| **Lesson 2:** **Activity 1-3** | 1 | * understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters ask and answer the question about what a place is like.
* correctly say the phrases and use *What’s the \_\_\_\_\_ like? – It’s \_\_\_\_\_.* to ask and answer questions about what a place is like.

enhance the correct use of *What’s the \_\_\_\_\_ like? – It’s \_\_\_\_\_.* to ask and answer questions about what a place is like in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | * listen to and understand two communicative contexts in which characters ask and answer questions about what a place is like and tick the correct pictures.
* complete two gapped exchanges with the help of picture cues.

sing the song My house with the correct pronunciation, rhythm and melody. |
| **20** | **Lesson 3:** **Activity 1-3** | 1 | * correctly pronounce the sounds of the letters i and ee in isolation, in the words big and street, and in the sentences They live in a big village., and They live in Green Street.;
* Identify the specific information by listening 2 sentences to identify the target word;

Perform the chant in interesting ways, using appropriate and meaningful gestures; |
| **Lesson 3:** **Activity 4-6** | 1 | * Identify the specific information by scanning the text and circle the correct answers;
* Write about their home;
* Present pictures to the class at the Project time;
 |
| **Unit 12: Jobs** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | – understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer the questions about the job of a family member. –  correctly say the words and use *What does he / she do?* – *He’s / She’s \_\_\_\_\_.* to ask and answer questions about jobs. –  enhance the correct use of *What does he / she do?* – *He's / She's \_\_\_\_\_.* to ask and answer questions about jobs in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | –  listen to and understand four communicative contexts in which pupils ask and answer questions about the jobs of family members. –  complete four gapped exchanges with the help of picture cues.– sing the song *My lovely family* with the correct pronunciation, rhythm and melody.  |
| **21** | **Lesson 2:** **Activity 1-3** | 1 | – understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the place of work of a family member. –  correctly say the phrases and use *Where does he / she work? – He / She works \_\_\_\_\_.* to ask and answer questions about places of work.–  enhance the correct use of *Where does he / she work? – He / She works \_\_\_\_\_.* to ask and answer questions about places of work in a freer context.  |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts in which pupils ask and answer questions about jobs and workplaces of family members and tick the correct pictures. –  complete two gapped exchanges with the help of picture cues. –  practise using the target vocabulary and sentence patterns by playing the game *Guessing game*.  |
| **Lesson 3:** **Activity 1-3** | 1 | – correctly repeat the sounds of the letters ***ar*** and ***ur*** in isolation, in the words *farmer* and *nurse,* and in the sentences *My father is a farmer.* and *My mother is a nurse* with correct pronunciation and intonation*.* –  identify the target words *farmer* and *nurse* while listening. –  say the chant with the correct pronunciation and rhythm.  |
| **Lesson 3:** **Activity 4-6** | 1 | –  read and show understanding of the text by filling in the gaps in the table. – use the target language to complete a gapped text about pupils’ family members. – collect photos or draw pictures of family members at home and present them to the class by using the target language. |
|  | **Unit 13: appearance** | 6 |  |
| **22** | **Lesson 1:** **Activity 1-3** | 1 | - To 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- To correctly say the words and use *What does he / she look like? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the location of a room in a house- To enhance the correct use of *What does he / she look like? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the location of a room in a house in a freer context |
| **Lesson 1:** **Activity 4-6** | 1 | - To 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- To complete four gapped exchanges with the help of picture cues- To sing the song *What do your parents look like?* with the correct melody and pronunciation |
| **Lesson 2:** **Activity 1-3** | 1 | * understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s appearance, using the verb *has*.
* correctly say the phrases and use *What does he / she look like? – He / She has \_\_\_\_\_.* to ask and answer questions about someone’s appearance.

enhance the correct use of *What does he / she look like? – He / She has \_\_\_\_\_.* to ask and answer questions about someone’s appearance in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | * listen to and understand four communicative contexts in which characters ask and answer questions about someone’s appearance, and number the correct pictures.
* complete the target sentence patterns in two exchanges about appearance with the help of picture cues.

review vocabulary about family members and appearance by playing the game Tic-tac-toe. |
|  | **Lesson 3:** **Activity 1-3** | 1 | * correctly repeat the sounds of the letters **l** and **r** in isolation, in the words long and round, and in the sentences *My sister has long hair.* and *My brother has round eyes.* With the correct pronunciation and intonation.
* identify the target words *long* and *round* while listening.

say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | * read a text and complete four gapped sentences about appearance.
* complete a gapped paragraph with personal information about family members.
* use *What does he / she look like? – He's / She's \_\_\_\_\_.* He / She has \_\_\_\_\_. to ask and answer questions about someone’s appearance;

carry out a survey on the appearance of pupils’ family members and present it to the class. |
| **Unit 14:** **Daily actvities** | **6** | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV.- correctly say the phrases and use *When do you watch TV?* – *I watch* *TV\_\_\_\_\_.* to ask and answer questions about when someone watches TV.- ﻿enhance the correct use of *When do you watch TV? – I watch TV \_\_\_\_\_.*to ask and answer questions about when someone watches TV in a freer context. |
| **23** | **Lesson 1:** **Activity 1-3** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures.- complete four gapped exchanges about when someone does an activity with the help of picture cues.- sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody. |
| **Lesson 1:** **Activity 4-6** | 1 | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what daily activity someone does.- ﻿correctly say the phrases and use *What do you do in the morning? - I \_\_\_\_\_.* to ask and answer questions about what activity someone does in the morning.- enhance the correct use of *What do you do in the morning / afternoon / evening? – I \_\_\_\_\_.* to ask and answer questions about what activity someone does in the morning / afternoon / evening in a freer context. |
| **24** | **Lesson 2:** **Activity 1-3** | 1 | - listen to and understand four communicative contexts in which pupils ask and answer questions about what activities they do at a specific time of the day and number the correct pictures.- complete two gapped exchanges with the help of picture cues.- review asking and answering questions about what activity someone does at a specific time of the day by playing *Miming game.* |
| **Lesson 2:** **Activity 4-6** | 1 | - correctly pronounce the sounds of the letters ***tch*** and ***sh*** in isolation, in the words watch and wash, and in the sentences *When do you watch TV? and I wash my clothes in the evening.*- identify the target words *watch* and *wash* while listening.- say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 1-3** | 1 | - use the phrases *in the morning, at noon, in the afternoon, in the evening, ﻿wash the clothes, clean the ﬂoor, help with the cooking and wash the dishes* in relation to the topic “Daily activities”.- read and write about someone’s daily activities.- draw pictures or take notes of what daily activities pupils do at home and present the results to the class at Project time. |
| **Lesson 3:** **Activity 4-6** | 1 |  |
|  | **Unit 15: My family’s weekends** | **6** |  |
| **25** | **Lesson 1:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about where a family member goes at the weekend.- correctly say the words and use *Where does he / she go on Saturdays? – He / She goes to the \_\_\_\_\_.* to ask and answer questions about where afamily member goes at the weekend.- enhance the correct use of *Where does he / she go on Saturdays? – He /She goes to the \_\_\_\_\_.* to ask and answer questions about where a family member goes at the weekend in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | - listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.- complete two gapped sentences and two gapped exchanges with the help of picture cues.- sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody. |
| **Lesson 2:** **Activity 1-3** | 1 | - understand and correctly repeat the sentences in two communicativecontexts focusing on asking and answering questions about what a familymember does at the weekend.- correctly say the phrases and use *What does he / she do on Sundays? – He /She \_\_\_\_\_.* to ask and answer questions about what a family memberdoes at the weekend.- enhance the correct use of *What does he / she do on Sundays? – He / She\_\_\_\_\_.* to ask and answer questions about what a family member does at the weekend in a freer context. |
| **Lesson 2:** **Activity 4-6** | 1 | - listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures.- complete two gapped exchanges with the help of picture cues.- revise target words about family weekend activities by playing *Matching game.* |
| **26** | **Lesson 3:** **Activity 1-3** | 1 | - correctly repeat the sounds of the letters g and s in isolation, in the words *go* and *television*, and in the sentences *I go to the cinema on Saturdays,* and the word *television* (/ʒ/) as in *We watch television on Sundays*.- identify the target words *go* and *television* while listening.- say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | - read a text and decide whether the statements about Ben and hisfamily’s Sunday activities are true or false.- complete a text about what Mai’s family members do at the weekend by writing the target words in the gaps.- make notes about where pupils’ family members go and what they do at the weekend, and present the results to the class, using the target language. |
| **Review 3** | 1 | - To listen to and understand five communicative contexts and tick the correct pictures.- To listen to and understand four communicative contexts- To read and match pairs of target sentence patterns.- To read and complete a gapped text.- To read and answer questions using picture cues |
| **Extension activity** | 1 | - To revise the spelling of four words: farmer, sports centre, a busy street, basketball*.*- To improve pupils’ speed and flexibility when checking vocabulary.- To use the target vocabulary and sentence patterns to carry out a survey- To identify healthy and unhealthy foods |
|  | **Unit 16: Weather** | 6 |  |
| **27** | **Lesson 1:** **Activity 1-3** | 1 | – understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the weather in the past. –  correctly say the words and use *What was the weather like last weekend?* – *It was \_\_\_\_\_*. to ask and answer questions about the weather in the past. –  enhance the correct use of *What was the weather like yesterday?* – *It was \_\_\_\_\_*. to ask and answer questions about the weather in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | – listen to and understand four communicative contexts in which pupils ask and answer questions about the weather and number the correct pictures.– complete four gapped exchanges with the help of picture cues. – Sing the song *What was the weather like yesterday?* with the correct pronunciation, rhythm and melody. |
| **Lesson 2:** **Activity 1-3** | 1 | – understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.  – correctly say the words and use *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond.  – enhance the correct use of *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond in a freer context.  |
| **Lesson 2:** **Activity 4-6** | 1 | – listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.  – complete two gapped exchanges with the help of picture cues. – revise the target vocabulary items and structures by playing *Slap the board* game.  |
| **28** | **Lesson 3:** **Activity 1-3** | 1 | –  correctly repeat the two-syllable words '*sunny* and '*rainy* with the stress on the first syllable in isolation and in the sentences  *It’s* '*sunny today.* and *I don’t like* '*rainy weather.* with the correct pronunciation and intonation. –  identify the target words *sunny* and *rainy* while listening. –  say the chant with the correct rhythm and pronunciation. |
| **Lesson 3:** **Activity 4-6** | 1 | –  read a text and circle the correct answers.–  read and write about the weather and suggestions to go somewhere; –  make a weather chart, then tell the class about it at Project time.  |
| **Unit 17: In the city** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | * use the words *stop; go straight; turn right; turn left* in relation to the topic “In the city”;
* use “***What does it say?” And “It says…..”*** to  ask and answer questions about the road signs
* understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the road signs
* enhance the correct use of “***What does it say?” And “It says…..”*** ask and answer questions about the road signs in a freer context.
* Communication and collaboration: work in pairs and groups to complete the learning tasks

Self-control & independent learning: perform listening tasks |
| **Lesson 1:** **Activity 4-6** | 1 | * listen to and understand four communicative contexts in which pupils ask and answer questions about the road signs and tick or cross the pictures.
* complete four gapped exchanges with the help of picture cues.

sing the song *Cross the road* with the correct pronunciation, rhythm and melody.* communication and collaboration: work in pairs and groups to complete the learning tasks

Self-control & independent learning: perform listening tasks |
| **29** | **Lesson 2:** **Activity 1-3** | 1 | * understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving directions.
* correctly say the phrases and use How can I get to the \_\_\_\_\_? – \_\_\_\_\_. to ask for and give directions.
* enhance the correct use of *How can I get to the \_\_\_\_\_? – \_\_\_\_\_.* to ask for and give directions in a freer context
* Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks. |
| **Lesson 2:** **Activity 4-6** | 1 | * listen to and understand two communicative contexts in which pupils ask and answer questions about directions and tick the correct pictures.
* complete two gapped dialogues with the help of picture cues.
* review the target vocabulary related to the topic “In the city” by playing *Memory game*.

-  Raise pupils’ awareness about their neighborhood and traffic safety. |
| **Lesson 3:** **Activity 1-3** | 1 | * correctly repeat the words *'bookshop* and *'campsite* with the stress on the first syllable in isolation and in the sentences *How can I get to the 'bookshop?* and *How can I get to the 'campsite?* with the correct pronunciation and intonation.
* identify the target words *bookshop* and *campsite* while listening.
* say the chant with the correct pronunciation, word stress and rhythm.

 raise pupils’ awareness about their neighborhood and traffic safety. |
| **Lesson 3:** **Activity 4-6** | 1 | * read and show the understanding of the text by deciding if the statements are true or false.
* complete a gapped text about giving directions.

draw a map and present it by giving directions to three places with visual aids |
|  | **Unit 18: At the shopping centre** | **6** |  |
| **30** | **Lesson 1:** **Activity 1-3** | 1 | * Use the words *near; opposite; behind; between* in relation to the topic: “At the shopping centre”.
* understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops at the shopping centre.
* correctly say the words and use *Where’s the bookshop? – It’s \_\_\_\_\_.*
* ask and answer questions about locations of a bookshop.

enhance the correct use of *Where’s the \_\_\_\_\_? – It’s \_\_\_\_\_.* to ask and answer questions about locations in a freer context. |
| **Lesson 1:** **Activity 4-6** | 1 | * listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures.
* complete four gapped exchanges about locations with the help of picture cues.
* sing the song Where’s the *bookshop?* with the correct pronunciation, rhythm and melody.

- use appropriate gestures and intonation when asking about locations of some places in a shopping center. |
| **Lesson 2:** **Activity 1-3** | 1 | * use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;
* use *How much is the \_\_\_\_? – It’s \_\_\_\_.* to ask and answer questions about prices;
* listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;
* read and write about locations and prices;
* work in pairs and groups to complete the learning tasks

-  Self-control & independent learning: perform listening tasks |
| **Lesson 2:** **Activity 4-6** | 1 | * listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures.
* complete two gapped dialogues about prices with the help of picture cues.
* review the words for prices and items at the shopping centre by playing the game *Guess the price!*

- use appropriate gestures and intonation when talking about prices. |
| **31** | **Lesson 3:** **Activity 1-3** | 1 | * correctly repeat the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop.* and *The bakery is be'tween the bookshop and the sports shop.* with the correct pronunciation and intonation.
* identify the target words behind and between while listening.

- say the chant about locations with the correct pronunciation, word stress and rhythm. |
| **Lesson 3:** **Activity 4-6** | 1 | * read a paragraph and complete a table of information about locations and prices.
* write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.

make a shopping list and talk about the locations and prices of certain items in front of the class. |
| **Unit 19: The animal world** | **6** |  |
| **Lesson 1:** **Activity 1-3** | 1 | – Use the words and phrases crocodiles, giraffes, hippos, lions, dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “The animal world”; – Use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals;– Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”; |
| **Lesson 1:** **Activity 4-6** | 1 | – Use the words and phrases crocodiles, giraffes, hippos, lions, dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “The animal world”; – Use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals;– Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”; |
| **32** | **Lesson 2:** **Activity 1-3** | 1 | - Use the words and phrases *crocodiles*, *giraffes, hippos, lions, dance beautifully, roar loudly, run quickly* and *sing merrily* in relation to the topic “*The animal world*”;- Use *What are these animals*? – *They’re \_\_\_\_\_*. to ask and answer questions about animals;- Use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals;- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”;- Read and write about animals and the reasons why someone likes animals; |
| **Lesson 2: Activity 4-6** | 1 | - Use the words and phrases *crocodiles*, *giraffes, hippos, lions, dance beautifully, roar loudly, run quickly* and *sing merrily* in relation to the topic “*The animal world*”;- Use *What are these animals*? – *They’re \_\_\_\_\_*. to ask and answer questions about animals;- Use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals;- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”;- Read and write about animals and the reasons why someone likes animals; |
| **Lesson 3:** **Activity 1-3** | 1 | - Correctly pronounce the words '*loudly* and '*quickly* with the stress on the first syllable in isolation and in the sentences *These animals are roaring* '*loudly.* and *Those animals are running* '*quickly.;* |
| **Lesson 3:** **Activity 4-6** | 1 | * Use the words and phrases ***hippos, lions, giraffes, crocodiles, peacocks*** *and action verbs* ***roaring, running, moving, dancing, singing*** in relation to the topic “*The animal world*”;
* Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*The animal world* ”.
 |
|  | **Unit 20: At summer camp** | 6 |  |
| **33** | **Lesson 1:** **Activity 1-3** | 1 | –  use the phrases *building a campfire, putting up a tent, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; |
| **Lesson 1:** **Activity 4-6** | 1 | - use the phrases *building a campfire, putting up a tent, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; |
| **Lesson 2:** **Activity 1-3** | 1 | –  use the phrases *building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; –  use *What are they doing? – They*’*re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp; |
| **Lesson 2:** **Activity 4-6** | 1 | –  use the phrases *building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; –  use *What are they doing? – They*’*re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp; –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At summer camp”;  |
| **34** | **Lesson 3:** **Activity 1-3** | 1 | - use the phrases *building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; –  use *What are they doing? – They*’*re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp; –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At summer camp”;  |
| **Lesson 3:** **Activity 4-6** | 1 | - use the phrases *building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo and telling a story* in relation to the topic “At summer camp”; –  use *What*’*s he / she doing? – He's / She*’*s \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp; –  use *What are they doing? – They*’*re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp; –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At summer camp”; –  read and write about what someone is / people are doing at a camp; –  draw a simple picture of friends and their activities at a camp, then tell the class about it at Project time. |
| **Review 4** | 1 | \* correctly use the following sentence patterns:*+ Where’s your school? – It’s in the \_\_\_\_\_\_.+ How many \_\_\_\_ are there at your school? – There is / are \_\_\_\_.**+ What’s your favourite subject? – It’s \_\_\_\_.**+ Is your sports day in \_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_.**+ When's your sports day? – It's in \_\_\_\_.**+ Were you \_\_\_\_ last weekend? – Yes, I was. / No, I wasn't.**+ Where were you last summer? – I was in \_\_\_\_.*\*correctly use the following sentence patterns:*+ What subjects do you have today? – I have \_\_\_\_.**+ When do you have \_\_\_\_? – I have it on \_\_\_\_.**+ Is your sports day in \_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_.**+ Where were you last summer? – I was in \_\_\_\_.* |
| **Extension activity** | 1 | - read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.- distinguish the features of the city and the countryside.- revise the target vocabulary and sentence patterns by playing *Board* *game*. |
| **35** | **Review**  | 1 | Review vocabulary and model sentences from unit 11 to 15 |
| **Review** | 1 | Review vocabulary and model sentences from unit 16 to 20 |
| **Test 2** | 1 |  |
| **Correct test 2** | 1 |  |

**2. Kiểm tra, đánh giá định kì.**

**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)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

 *Ái Nghĩa, ngày 05 tháng 09 năm 2023*

 **BAN GIÁM HIỆU TTCM**

 **Dương Phương Thanh 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)