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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 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)*

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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** *(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)*

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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

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

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| **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 communicative  contexts 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

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| **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 a family 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 communicative contexts focusing on asking and answering questions about what a family member 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 his family’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)**

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