

Phụ lục I

KHUNG KẾ HOẠCH DẠY HỌC MÔN HỌC CỦA TỔ CHUYÊN MÔN

(Kèm theo Công văn số 5512/BGDĐT-GDTrH ngày 18 tháng 12 năm 2020 của Bộ GDĐT)

TRƯỜNG THCS MỆ THỨ
TỔ **KHOA HỌC XÃ HỘI**

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN MÔN HỌC/HOẠT ĐỘNG GIÁO DỤC **MÔN TIẾNG ANH, KHỐI LỚP 6** (Năm học 2025 - 2026)

I. Đặc điểm tình hình

1. Số lớp: **3** ; Số học sinh: **122** ; Số học sinh học chuyên đề lựa chọn (nếu có): **0**

2. Tình hình đội ngũ: Số giáo viên: 14; Trình độ đào tạo: Cao đẳng: 0 ; Đại học: 13 ; Trên đại học: 1.

Mức đạt chuẩn nghề nghiệp giáo viên¹: Tốt: 14; Khá: 0 ; Đạt: 0; Chưa đạt: 0.

3. Thiết bị dạy học: (Trình bày cụ thể các thiết bị dạy học có thể sử dụng để tổ chức dạy học môn học/hoạt động giáo dục)

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/thực hành	Ghi chú
1	Tivi	3	Tất cả các tiết học	
2	Laptop	1	Tất cả các tiết học	Cá nhân

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.

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	Lớp học	3	Dùng dạy học	

II. Kế hoạch dạy học²

1. Phân phối chương trình

MÔN TIẾNG ANH, KHỐI LỚP 6

(Năm học 2025 - 2026)

Cả năm: 35 tuần x 3 tiết = 105 tiết.

HK1: 18 tuần x 3 tiết = 54 tiết; **HK2:** 17 tuần x 3 tiết = 51 tiết

Học kỳ I: 18 Tuần x 3 Tiết/Tuần = 54 Tiết

Tuần	Tiết (1)	Tên bài học (2)	Yêu cầu cần đạt (3)
HỌC KỲ I			
1	1	Introduction	By the end of this lesson, students will be able to: 1. Knowledge - Master the structure of English 6 and the sections in each unit. - Know how to prepare for each section and practice through the skills and activities.

² Đối với tổ ghép môn học: khung phân phối chương trình cho các môn

			<p>2. Core competence</p> <ul style="list-style-type: none"> - Listen and observe to get information about the first day at school of a student. - Develop communication skill and cooperation. <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be eager to learn English and take part in language activities
	2	Unit 1: MY NEW SCHOOL Getting started	By the end of this unit, Ss will be able to: 1. Knowledge:
	3	Unit 1: A closer look 1	<ul style="list-style-type: none"> - Introduce the topic My new school - Learn and practice using new words/ phrases about school subjects and activities, nouns related to school. - Learn how to pronounce the sounds /a: /and /□/ in isolation and in context.
2	4	Unit 1: A closer look 2	<ul style="list-style-type: none"> - Make a conversation for the choice of types of schools they would like to go to. - Listen to get information about a school in foreign country.
	5	Unit 1: Communication	<ul style="list-style-type: none"> - Learn how to write a paragraph about schools, using correct punctuation, word choice and linking words. - Ask and answer questions when making new friends with the present simple
	6	Unit 1: Skill 1	<ul style="list-style-type: none"> - Read to get to know about types of schools in our country. <p>* Students with disabilities:</p>
3	7	Unit 1: Skill 2	<p>Students will be able to learn and use new words/phrases about school subjects and activities, nouns related to school</p>
	8	Unit 1: LB_Project	<p>2. Core competence</p> <ul style="list-style-type: none"> - Cover the content of the conversation about the topic My new school by listening and reading.

			<ul style="list-style-type: none"> - Practice using verbs in the present simple in sentences and in context. - Practice using adverbs of frequency in context. - Make a presentation about good friends. - Make a product in group of eight: draw a picture of your dream school. <p>* Students with disabilities: Be active in class activities</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Get ready to learn a new topic. - Be patient and obeying the school rules. - Be friendly and kind to classmates and teacher. - Be out-going and friendly to share ideas. - Be proud of their dream school, co-operative, creative. <p>* Students with disabilities: Be more interested in studying at school. Be love the school, friends</p>
	9	Unit 2: MY HOUSE Getting started	<p>By the end of this unit, Ss will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Introduce the topic My house.
4	10	Unit 2: A closer look 1	<ul style="list-style-type: none"> - Learn and practice using new words/ phrases about rooms and furniture in the house.
	11	Unit 2: A closer look 2	<ul style="list-style-type: none"> - Learn how to pronounce the sounds /s /and /z/ in isolation and in context.

	12	Unit 2: Communication	<ul style="list-style-type: none"> - Learn how to use possessive case and prepositions of place correctly. - Learn how to give suggestions with How about and Let's.
5	13	Unit 2: Skill 1	<ul style="list-style-type: none"> - Ask and answer questions about the differences between two houses. - Give a house description, describe a hotel room
	14	Unit 2: Skill 2	<ul style="list-style-type: none"> - Practice using vocabularies, phrases related to rooms, furniture in the house and types of house and grammar : possessive case and prepositions of place. - Make a product in group of ten: draw a strange house and describe it
	15	Unit 2: LB_Project	<p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases about rooms and furniture in the house.</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Cover the content of the conversation about the topic My house by listening and reading. - Practise forming the correct form of possessive case. - Practise using prepositions of place correctly to describe where people or things are. - Be collaborative and supportive in pair work and team work - Actively join in class activities <p>* Students with disabilities:</p> <p>Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be aware of the suitable positions of some objects in their house. - Be proud of their house and family. - Be tidied and clean when staying an accommodation.

			<ul style="list-style-type: none"> - Be cooperative, friendly and creative. *Students with disabilities: Be tidied and clean when staying an accommodation. Be love their house.
6	16	Unit 3: MY FRIENDS Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p>
	17	Unit 3: A closer look 1	<ul style="list-style-type: none"> - Have an overview about the topic <i>My friends</i>. - Have vocabulary to talk about body parts and appearance to describe people's appearance.
	18	Unit 3: A closer look 2	<ul style="list-style-type: none"> - Use vocabulary and structures about body parts, appearance and personality. - Correctly pronounce the sound /p/ and /b/ in isolation and in context.
7	19	Unit 3: Communication	<ul style="list-style-type: none"> - Use the present continuous to talk about things happening now; - Ask about appearance and personality.
	20	Unit 3: Skill 1	<ul style="list-style-type: none"> - Ask and answer about people's appearance and personalities. - Practice to talk about people's appearance and personalities. - Read for specific information about friends and summer camps;
	21	Unit 3: Skill 2	<ul style="list-style-type: none"> - Talk about friends and summer camps; - Listen for specific information about best friends.
8	22	Unit 3: LB_Project	<ul style="list-style-type: none"> - Write a diary entry about best friends. - Identify the differences between the present simple and the present continuous. - Review the vocabulary and grammar of Unit 3.

			<p>- Apply what they have learnt (vocabulary and grammar) into practice through a project.</p> <p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases about body parts, appearance and words to describe body parts.</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities - Cover the content of the conversation about the topic My Friends by listening and reading. - Recognize the concept of star sign through birthdays to get to know about a person's personality. <p>* Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be ready to describe classmates - Develop self-study skills. - Have good behaviors to friends. - Be out-going and curious to explore new ideas. - Be careful and considerate to prepare for a camp. - Be creative, co-operative to develop their class year books. <p>Students with disabilities: Have a good friendship in daily life.</p>
23	REVIEW 1		By the end of this lesson, students will be able to:

		(Language)	<p>1. Knowledge</p> <ul style="list-style-type: none"> - Review vocabulary related to the topic My new school, my house and my friends, the pronunciation of sounds /a:/ /ɔ:/ /s/ /z/ /b/ /p/. - Review how to use the present simple, present continuous, possessive case, prepositions of place. <p>2. Core competences</p> <ul style="list-style-type: none"> - Recognize how to use the present simple, present continuous, possessive case, prepositions of place. <p>3. Personal quality</p> <ul style="list-style-type: none"> - Have good attitude for their studying.
	24	REVIEW1 (Skills)	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Practice reading for general and specific information. - Ask and answer question about likes and dislikes about school and the reasons. <p>2. Core competences</p> <ul style="list-style-type: none"> - Practice listening for specific information. - Write an email to a friend about a family member. <p>3. Personal quality</p> <ul style="list-style-type: none"> - Be aware of preparing for the mid-term test.
9	25	Revision for the mid-term test	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Use words and phrases related to the topic in units 1-3.

		<ul style="list-style-type: none"> - Use grammar notes learnt in units 1-3. - Read and listen for general and specific information related to topics from units 1-3 - Write complete sentences using words and grammar notes learnt in units 1-3. <p>2. Core competences</p> <ul style="list-style-type: none"> - Develop self-study competence. <p>3. Personal quality</p> <ul style="list-style-type: none"> - Be serious to do the mid-term test. <p>Students with disabilities: Ss will review the vocabulary</p>
26	The mid-term test	<p>1. Knowledge: Check Ss about</p> <ul style="list-style-type: none"> - Use words and phrases related to the topic in units 1-3. - Use grammar notes learnt in units 1-3. - Read and listen for general and specific information. - Write complete sentences using words and grammar notes learnt in units 1-3. <p>Students with disabilities: Ss will do the multiple choice in the test.</p> <p>2. Core competence:</p> <ul style="list-style-type: none"> - Develop self-study skills and do the test. <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be patient and carefully. - Be honest and responsible when doing the test.
27	Unit 4: Getting started	By the end of this unit, students will be able to:

10	28	Unit 4: A closer look 1	<p>1. Knowledge</p> <ul style="list-style-type: none"> - Get an overview about the topic My neighbourhood - Use vocabulary to talk about different places and show directions to these ones - Use: <ul style="list-style-type: none"> + the lexical items related to the topic My neighbourhood + vocabulary and structures to talk about and describe places in a neighbourhood - Identify and pronounce the sounds /□/ and /i:/ <p>- Grammar: Use comparative adjectives</p> <p>- Everyday English: ask for and give directions in a neighbourhood</p> <p>- Read Khang's blog to get to know about his neighbourhood, pay attention to what he likes and dislikes about it.</p> <p>- Practice writing and speaking to compare things/ two neighbourhoods.</p> <p>- Listen to get information about neighbourhood.</p> <p>- Learn how to write a paragraph, saying what you like and dislike about your neighbourhood.</p> <p>- Draw a map of a neighbourhood with at least five places, practice asking and giving directions to the places on the map.</p> <p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases about neighbourhood.</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and team work - Actively join in class activities
	29	Unit 4: A closer look 2	
	30	Unit 4: Communication	
11	31	Unit 4: Skill 1	
	32	Unit 4: Skill 2	
	33	Unit 4: LB_Project	

			<p>Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Develop self-study skills. - Be aware of the beauty of neighbourhood and patient. - Be proud of their neighbourhood and talkative. - Be co-operative, patient, sympathy and creative. <p>Students with disabilities:</p> <ul style="list-style-type: none"> - Be aware of the beauty of neighbourhood and patient. - Be proud of their neighbourhood and talkative.
12	34	Feedback on The 1st mid-term test	<p>By the end of this lesson:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Help Ss achieve language and skills clearly. - Help Ss recognize the mistakes if they have. <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills and cooperation. <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be hard-working. - Be honest and responsible when correcting the test.
	35	Unit 5: Getting started	<p>By the end of this unit, Ss will be able to:</p>

	36	Unit 5: A closer look 1	<p>1. Knowledge:</p> <ul style="list-style-type: none"> - Have some knowledge of geography about natural wonders of Viet Nam. - Master the content of the conversation about natural wonders of Viet Nam by listening and reading. - Recognize how to use modal verb must for necessary or important things and mustn't for unhallowed things. - Learn some new words/ phrases about travel items. - Pronounce the sounds /t /and /d/ correctly in isolation and in context. -Recognize the form and use of countable and uncountable nouns, then practice using them in context.
13	37	Unit 5: A closer look 2	
	38	Unit 5: Communication	
	39	Unit 5: Skills 1	
14	40	Unit 5: Skills 1	<ul style="list-style-type: none"> - Learn the meaning and use of a, an, some, any, much, many with countable and uncountable nouns. - Read to get some knowledge about Ha Long Bay and Mui Ne - 2 natural wonders in Viet Nam. - Talk about interesting places and what one must / mustn't do there. - Listen for specific information about Phu Quoc - a natural wonder in Viet Nam. - Learn how to write a paragraph about a travel attraction. - Make a poster in group of six: In the poster, draw a picture about a natural wonder you'd like to visit, the picture should have: what the natural wonder is/ where it is/ how to go there/ what it is special about/ what to do there ... <p>Students with disabilities:</p> <ul style="list-style-type: none"> - Get an overview about the topic Natural wonders of Vietnam - Have some knowledge about natural wonders of Viet Nam. <p>2. Core competence:</p>
	41	Unit 5: LB_Project	

			<ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities <p>Students with disabilities: Be active in class activities</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be proud of some natural wonders in Viet Nam. - Be careful to prepare for a picnic. <p>Students with disabilities:</p> <p>Be proud of some natural wonders in Viet Nam.</p>
14	42	Unit 6: Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p>
15	43	Unit 6: A closer look 1	<ul style="list-style-type: none"> - Get an overview about the topic Our Tet holiday. - Use the lexical items related to “Tet”.
	44	Unit 6: A closer look 2	<ul style="list-style-type: none"> - Use the vocabulary and structures to describe things and activities at Tet. - Extend and practice vocabulary related to "Tet": things, activities and practices. - Pronounce and recognize the sounds /s/ and /ʃ/.
	45	Unit 6: Communication	<ul style="list-style-type: none"> - Use should and shouldn't to make advice. - Use some and any to talk about quantity.
16	46	Unit 6: Skills 1	<ul style="list-style-type: none"> - Introduce New Year's wishes. - Introduce students to some New Year's practices in other countries.
	47	Unit 6: Skills 2	<ul style="list-style-type: none"> - Develop reading skill for general and specific information about the topic. - Express judgement about the what children should/shouldn't do at Tet.

48	Unit 6: LB_Project	<ul style="list-style-type: none">- Listen for specific information about preparations for Tet.- Write an email about what people should/ shouldn't do at Tet.- Review the vocabulary and grammar of Unit 6.- Apply what they have learnt (vocabulary and grammar) into practice through a project, Make a product in group of five: decorate your classroom with a tree/ picture with a lot of wishes. <p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases about Tet holiday.</p> <p>2. Core competence</p> <ul style="list-style-type: none">- Recognize how to use should and shouldn't for advice.- How to say New Year's wishes and recognize New Year activities in other countries.- Know what we should prepare for Tet.- Develop communication skills and creativity.- Be collaborative and supportive in pair work and team work.- Actively join in class activities. <p>3. Personal qualities</p> <ul style="list-style-type: none">- Be aware of the love of traditional festivals in Viet Nam and the importance of Tet holiday.- Be aware of what should be done at Tet.- Be aware of giving advice in real context.- The good behavior with others in New Year and be aware of how people in different countries celebrate their New Year.- Be aware of the importance of getting knowledge in good/bad activities at Tet.
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			<ul style="list-style-type: none"> - Be interested in preparations some things and activities for Tet. - Having good attitude to teamwork, individual work and cooperative learning. <p style="color: red;">Students with disabilities:</p> <p style="color: red;">Participate in teamwork, be friendly and out-going with everyone</p>
17	49	REVIEW 2 (Language)	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Review vocabulary related to the topic My neighborhood, Natural wonder of the world, our Tt holiday, the pronunciation of sounds /I/, I:/ /t/, /d/, /s/, /□/. - Review how to use comparative adj, count and uncountable noun, must and mustn't, should and shouldn't for advice. <p>2. Competences</p> <ul style="list-style-type: none"> - Recognize how to use comparative adj, count and uncountable noun, must and mustn't, should and shouldn't for advice. <p>3. Quality</p> <ul style="list-style-type: none"> - Have good attitude for their studying.
	50	REVIEW 2 (Skills)	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Practice reading for general and specific information. - Ask and answer questions. - Practice listening for specific information. <p>2. Competences</p> <ul style="list-style-type: none"> - Write a paragraph and an email. <p>3. Quality</p> <ul style="list-style-type: none"> - Be aware of preparing for the first semester test.

	51	Revision 1	By the end of this lesson, students will be able to: 1. Knowledge
18	52	Revision 2	- Review vocabulary related to the topic My new school, my house and my friends, My neighborhood, Natural wonder of the world, our Tet holiday the pronunciation of sounds /a:/ /□/ /s/ /z/ /b/ /p/ /I/, I:/ /t/, /d/, /s/, /□/ - Review how to use the present simple, present continuous, possessive case, prepositions of place. Use comparative adj, count and uncountable noun, must and mustn't, should and shouldn't for advice - Practice reading for general and specific information. - Ask and answer question about likes and dislikes about school and the reasons. 2. Competences - Listen for specific information. - Write a paragraph and an email 3. Quality - Raise students' awareness of the preparation for the test. - Be benevolent and responsible.
	53	The 1 st teram test	1. Knowledge Check Ss about:
	54	The 1 st term test (speaking)	- Language: Pronunciation, Vocabulary, Grammar - Skills: Listening, Reading, Writing, Speaking *Students with disabilities: Ss will be able to do the multiple choice in the test; introduce themselves. 2. Core competence

			<ul style="list-style-type: none"> - Develop self-study skills and do the test. - Develop communication skills <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be hard-working. - Be honest and responsible when doing the test
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HỌC KỲ II			
19	55	Unit 7: Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Have an overview of the topic Television - Use lexical items related to the topic, including TV programmes and people - Use the lexical items related to the topic Television - Use the vocabulary and structures to talk about TV programmes - Pronounce and recognize the sounds /θ/ and /ð/. - Use Wh-questions and conjunctions in compound sentences: and, but, so correctly. - Ask for and give information about TV programmes - Recognize and have knowledge about some famous TV programmes in some countries. - Read for specific information about television
	56	Unit 7: A closer look 1	
	57	Unit 7: A closer look 2	
20	58	Unit 7: Communication	
	59	Unit 7: Skill 1	
	60	Unit 7: Skill 2	

21	61	Unit 7: LB_Project	<ul style="list-style-type: none"> - Talk about one's favourite TV program, the reasons for that - Listen to get specific information from a recommended TV schedule - Write a short guided passage about one's watching TV habits - Review the vocabulary and grammar of Unit 7 - Apply what they have learn (vocabulary and grammar) into practice through a project <p style="color: red;">Students with disabilities:</p> <p style="color: red;">Students will be able to learn and use new words/ phrases related to the topic "Television".</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and team work - Actively join in class activities <p style="color: red;">Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Develop self-study skills - Be aware of the Television programs and patient. - Be aware of spending sensible time for TV programs. - Be co-operative, creative and patient. - Be eager, out-going to talk about their interest. <p style="color: red;">Students with disabilities:</p> <p style="color: red;">Participate in teamwork, be friendly and out-going with everyone</p>
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	62	Unit 8: Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Have an overview about the topic Sports and games - Use the vocabulary and talk about sports and games - Use the lexical items related to the topic Sports and games - Pronounce correctly the sounds /e/ and /æ/ - Use the past simple tense and imperatives - Use the lexical items related to the topic Sports and games - Express and respond to congratulations - Talk about sports and games that they like - Develop reading skill for general and specific information about Pelé - Talk about famous sports people. - Use the lexical items related to the topic Sports and games - Listen for general and specific information about people's favourite sports - Write a passage about your favourite sport - Review the vocabulary and grammar of Unit 8 - Apply what they have learnt (vocabulary and grammar) into practice through a project <p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases related to sports and games topic.</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills and creativity.
	63	Unit 8: A closer look 1	
22	64	Unit 8: A closer look 2	
	65	Unit 8: Communication	
	66	Unit 8: Skill 1	
23	67	Unit 8: Skill 2	
	68	Unit 8: LB_Project	

			<ul style="list-style-type: none"> - Be collaborative and supportive in pair work and team work. - Actively join in class activities. <p style="color: red;">Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Develop self-study skills - Be more aware of spending time watching and practising sports and games, and choose the best one for themselves. - Have the love for sports and games. <p style="color: red;">Students with disabilities: Have the love for sports and games.</p>
	69	Unit 9: Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p>
24	70	Unit 9: A closer look 1	<ul style="list-style-type: none"> - Introduce the topic of the whole Unit 9. - Learn and practice using the words related to the topic “Cities of the world”.
	71	Unit 9: A closer look 2	<ul style="list-style-type: none"> - Pronounce correctly the sounds /ə□/ and /a□/ in words and in sentences. - Learn how to use possessive adjectives and possessive pronouns. - Read for general and specific information about a city.
	72	Unit 9: Communication	<ul style="list-style-type: none"> - Identify different features of a place. - Listen to specific information about a city.
25	73	Unit 9: Skill 1	<ul style="list-style-type: none"> - Learn how to write a postcard about their holiday in a city.

	74	Unit 9: Skill 2	<p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases related to the topic “Cities of the world”.</p>
	75	Unit 9: LB_Project	<p>2. Core competence</p> <ul style="list-style-type: none"> - Present about their favourite city. - Recognize and have knowledge about some famous landmarks in big cities. - Develop communicative competence. - Develop their presentation skill. - Make an exclamation with what to express their appreciation or surprise. <p>Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Have the love for their favourite city. - Be aware of the features of the cities. - Be aware of their own things. - Have the love for famous landmarks in the world. - Be confident to share their ideas in English. - Be proud of famous landmarks in their country. - Be aware of the benefits of spending time on holiday in a city. <p>Students with disabilities:</p> <p>Have the love for their favorite city.</p>
26	76	REVIEW 3 (Language)	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p>

		<ul style="list-style-type: none"> - Review vocabulary related to the topic television, sports and games, cities of the world, the pronunciation of sounds /θ/ and /ð/, /e /and /æ/, /ə/ and /a/. - Review WH- questions, conjunctions in compound sentences, simple past, imperative, possessives adjectives and possessives pronouns. <p>2. Competences</p> <ul style="list-style-type: none"> - Recognize how to use WH- questions, conjunctions in compound sentences, simple past, imperative, possessives adjectives and possessives pronouns. <p>3. Quality</p> <ul style="list-style-type: none"> - Have good attitude for their studying.
77	REVIEW 3 (Skills)	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Practice reading for general and specific information about strange sports - Ask and answer question about likes and dislikes. - Practice listening for specific information about Singapore - Write paragraph about a visit. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communicative competence. - Develop self-study competence. <p>3. Quality</p> <ul style="list-style-type: none"> - Be aware of preparing for the mid-term test.
78	Revision for the 2 nd mid-term test	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p>

			<ul style="list-style-type: none"> - Revise words and phrases related to the topic in units 7-9. - Revise grammar notes learnt in units 7-9. - Read and listen for general and specific information related to topics from units 7-9 - Write complete sentences using words and grammar notes learnt in units 7-9. <p>2. Core competences</p> <ul style="list-style-type: none"> - Develop self-study competence. <p>3. Personal quality</p> <ul style="list-style-type: none"> - Be hard- working. <p>Students with disabilities: Ss will review the vocabulary</p>
27	79	The 2 nd mid-term test	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Use words and phrases related to the topic in units 7-9. - Use grammar notes learnt in units 7-9. - Read and listen for general and specific information related to topics from units 7-9 - Write complete sentences using words and grammar notes learnt in units 7-9. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop self-study competence. <p>3. Quality</p> <ul style="list-style-type: none"> - Be serious to do the mid-term test.
	80	Unit 10: Getting started	By the end of the unit, Ss will be able to:

	81	Unit 10: A closer look 1	<p>1. Knowledge</p> <ul style="list-style-type: none"> - Get an overview about the topic Our houses in the future. - Use lexical items about types of houses. - Use vocabulary and structures about household appliances - Pronounce the two-syllable words correctly. - Use future simple and might for future possibility - Express surprise using the targeted form - Conduct a survey and report the result in verbal form - Read for specific information about houses and appliances in the future - Talk about different houses in the future - Listen for specific information about dream houses - Write a paragraph about a dream house - Review the vocabulary and grammar of Unit 10 - Apply what they have learnt (vocabulary and grammar) into practice through a project <p>Students with disabilities:</p> <ul style="list-style-type: none"> - Get an overview about the topic Our houses in the future. - Know some lexical items about types of houses. - Know about future simple and might for future possibility <p>2. Core competence</p> <ul style="list-style-type: none"> - Recognize how to use simple future tense; “might” for future possibility. - Practice writing and reading. - Develop communicative skill and teamwork skill.
28	82	Unit 10: A closer look 2	
	83	Unit 10: Communication	
	84	Unit 10: Skill 1	
29	85	Unit 10: Skill 2	
	86	Unit 10: LB_Project	

			<ul style="list-style-type: none"> - Present about your future house. - Make a poster and write details about the future appliance on it then share the poster with the other groups. <p>Students with disabilities: Be active in class activities.</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be fond of the new topic “Our houses in the future”. - Be aware of keeping and protecting appliances in the house. - Have the suitable choice of appliances for their house. - Be confident to share their ideas about their houses in the future. - Have good attitude for their studying. - Be cooperative and friendly. - Be cooperative, friendly and creative to develop teamwork skill. <p>Students with disabilities:</p> <p>Participate in teamwork, be friendly and out-going with everyone.</p>
	87	Unit 11: Getting started	<p>By the end of this unit, students will be able to:</p> <p>1. Knowledge</p>
30	88	Unit 11: A closer look 1	<ul style="list-style-type: none"> - Introduce about the topic “Our greener world”. - Learn and practice using new words/ phrases about things that can be reduced, reused and recycled.
	89	Unit 11: A closer look 2	<ul style="list-style-type: none"> - Learn how to pronounce the rhythm in sentences and in conversation.

	90	Unit 11: Communication	<ul style="list-style-type: none"> - Learn how to use articles and the first conditional sentence correctly. Practice using articles and the first conditional sentence in context. - Learn how to give warnings.
31	91	Unit 11: Skill 1	<ul style="list-style-type: none"> - Practice the dialogue about giving warnings. - Read to get to know about ways to go green, pay attention to the words and phrases.
	92	Unit 11: Skill 2	<ul style="list-style-type: none"> - Listen for specific information about ideas for a green club. - Learn how to write a paragraph about ideas for a green club
	93	Unit 11: LB_Project	<p>Students with disabilities:</p> <p>Students will be able to learn and use new words/ phrases related about things that can be reduced, reused and recycled.</p> <p>2. Core competence</p> <ul style="list-style-type: none"> - Recognize how to use: articles and the first conditional sentence. - Present a survey on ways to go green. - Present about tips for going green. - Make something new from the used object and decorate it then show and tell about it in the class. <p>* Students with disabilities: Be active in class activities</p> <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be friendly with the environment. - Be aware of making our world become cleaner and greener. - Be aware of protecting the earth. - Be aware of the importance of recycling, reusing and reducing. - Be creative and self-study.

			<p>- Have the love for our greener world.</p> <p>Students with disabilities: Be friendly with the environment</p>
32	94	Unit 12: Getting started	<p>By the end of this unit, Ss will be able to:</p> <p>1. Knowledge</p>
	95	Unit 12: A closer look 1	<ul style="list-style-type: none"> - Use the lexical items related to the topic robots and daily activities - Use the vocabulary and structures to talk about what a robot can do
	96	Unit 12: A closer look 2	<ul style="list-style-type: none"> - Pronounce and recognize the falling tone in statements. - Use superlative adjectives: short adjectives correctly. - Express agreement and disagreement
33	97	Unit 12: Communication	<ul style="list-style-type: none"> - Talk about what a robot can do - Develop reading skill for general and specific information
	98	Unit 12: Skill 1	<ul style="list-style-type: none"> - Identify different features of different types of robots - Use what they have learnt to practice describing what a robot can do
	99	Unit 12: Skill 2	<ul style="list-style-type: none"> - Listen for specific information about what a robot can do - Write a paragraph about the robot they want to have - Review the vocabulary and grammar of Unit 12
34	100	Unit 12: LB_Project	<ul style="list-style-type: none"> - Apply what they have learnt (vocabulary and grammar) into practice through a project <p>Students with disabilities:</p> <ul style="list-style-type: none"> - Students will be able to learn and use new words/ phrases related about activities <p>2. Core competence</p> <ul style="list-style-type: none"> - Present their ability to do daily activities.

			<ul style="list-style-type: none"> - Present about what robots can do. - Make a product in group of ten: design a robot (Robot name, appearance, where it can do, what it can do) and draw it on the poster then show and talk about it in the class. <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be friendly and active in the class. - Be fond of daily activities. - Be comfortable in the class. - Be confident to interview their friends and have experiences for interviewing next time. - Have the love for robots. - Be aware of the helping of robots in life. - Be creative and cooperative. <p style="color: red;">Students with disabilities: Have the love for robots.</p>
101	REVIEW 4 Language		<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Review vocabulary related to the topic Our houses in the future, Our greener world, Robots, the pronunciation of stress, rhythm, tone. - Review how to use verbs, the comparative and superlative adjectives, articles, the first conditional sentence. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communicative competence.

			<p>3. Quality</p> <ul style="list-style-type: none"> - Have good attitude for their studying.
	102	REVIEW 4 Skills	<p>By the end of this lesson, students will be able to:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> - Practice reading for general and specific information. - Describe your future house and persuade your group members to live in it. - Practice listening for specific information. - Write a paragraph. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop their presentation skill. <p>3. Quality</p> <ul style="list-style-type: none"> - Be aware of preparing for the second semester test.
35	103	REVISION FOR THE FINAL TEST	<p>1. Knowledge</p> <ul style="list-style-type: none"> - Review vocabulary related to the topic Television, Sports and games, Cities of the world, Our houses in the future, Our greener world, Robots; the pronunciation of sounds (/□/, /a/, /I/, /i:/, /t/, /d/,/s/, /□/, /æ/, /e/, /au/, /□u/), stress in two-syllable words, rhythm in sentences, tones in statements. - Review how to use the present simple, past simple, future simple, present continuous; adverbs of frequency, possessive case, possessive adjectives and possessive pronouns; prepositions of place; count and uncountable noun, some/ any for amount; must and mustn't, should and shouldn't for advice, might for possibility; conjunctions; imperatives; articles; exclamations; the first conditional sentence. - Practice reading for general and specific information.

		<ul style="list-style-type: none"> - Practice asking for and giving information about TV programs; expressing and responding to congratulation; expressing surprise. - Practice listening for specific information. - Write a paragraph and a holiday postcard. <p>2. Core competence</p> <ul style="list-style-type: none"> - Develop communication skills. - Actively join in class activities <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Be responsible and hard working
104	The 2nd term exam	<p>1. Knowledge</p> <ul style="list-style-type: none"> - Use words and phrases related to the topic in units 7-12. - Use grammar notes learnt in units 7-12. - Read and listen for general and specific information. - Speak for general and specific information. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop self-study competence. <p>3. Quality</p> <ul style="list-style-type: none"> - Be serious to do the second semester test.
105	The 2nd term exam (speaking)	

3. Kiểm tra, đánh giá định kỳ

Bài kiểm tra đánh giá	Thời gian (1)	Thời điểm (2)	Yêu cầu cần đạt (3)	Hình thức (4)
Giữa Học kỳ 1	60 phút	Tuần 9 Tiết 26	KT đánh giá mức độ tiếp thu trọng tâm và phát triển năng lực tiếng Anh của HS theo phân phối chương trình từ tuần 1 đến tuần 9.	Viết
Cuối Học kỳ 1	60 phút	Tuần 18 Tiết 52,53	KT đánh giá mức độ tiếp thu trọng tâm, phát triển năng lực tiếng Anh và kỹ năng giao tiếp của HS theo phân phối chương trình từ tuần 1 đến tuần 17	-Viết -Thực hành nói
Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 79	KT đánh giá mức độ tiếp thu trọng tâm và phát triển năng lực tiếng Anh của HS theo phân phối chương trình từ tuần 19 đến tuần 27	Viết
Cuối Học kỳ 2	60 phút	Tuần 35 Tiết 104-105	KT đánh giá mức độ tiếp thu trọng tâm, phát triển năng lực tiếng Anh và kỹ năng giao tiếp của HS theo phân phối chương trình từ tuần 19 đến tuần 33	-Viết -Thực hành nói

III. Các nội dung khác (nếu có):

- Phụ đạo học sinh yếu kém
- Tham gia câu lạc bộ Tiếng Anh
- Tham gia sinh hoạt chuyên môn theo MCHB

TỔ TRƯỞNG CHUYÊN MÔN

Huỳnh Thị Châu

Đông Giang, ngày 30 tháng 8 năm 2025

P. HIỆU TRƯỞNG

Đinh Thị Thu Hoài