

KẾ HOẠCH DẠY HỌC MÔN HỌC  
MÔN TIẾNG ANH- LỚP 6  
NĂM HỌC: 2025 – 2026

Tổng số tiết trong năm học: 105; Học kỳ I: 54; Học kỳ II: 51

1. Phân phối chương trình

HỌC KÌ I

Tuần	Chủ đề/ Bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	DIGITAL COMPETENCE DEVELOPMENT (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
1	INTRODUCTION	1	1	<b>Students will be able to:</b> - become familiar with the structure, symbols, sections and learning resources of the English 6 – Global Success coursebook; - understand basic classroom rules, common classroom instructions and ways of using the coursebook and workbook; - identify the main themes and language skills to be developed during the school year; - set simple learning goals and use suitable ways to learn vocabulary, pronunciation, grammar and the four language skills. <b>For students with disabilities</b> - Recognize 1–2 common classroom instructions with teacher’s help. - Point to or copy the names of 1–2 parts of the coursebook with teacher’s help.		TV/ Projector, Internet, speaker, lesson plan	

UNIT 1: MY NEW SCHOOL	7	2	<b>Getting started</b> <b>Students will be able to:</b> - understand the main idea and key details of the conversation “A special day” about the first day at a new school; - recognize and use words for school things, school places and activities presented in the lesson; - use simple expressions to greet, introduce and talk about a new school and the first school day; - act out a short part of the conversation using appropriate pronunciation and intonation. <b>For students with disabilities</b> - Recognize 2 words for school things with teacher’s help. - Choose or copy one simple sentence about school with teacher’s help.	<b>1.1.TC1a:</b> - Students can use search engines (Google, YouTube) to find images and information about schools. <b>3.1.TC1a; 3.2.TC1a:</b> - Students know how to create and edit a digital product (Digital Poster/Slides) using Canva or Google Slides.	TV/ Projector, Internet, speaker, lesson plan
		3	<b>A closer look 1</b> <b>Students will be able to:</b> - use lexical items for school subjects, school activities and school things in meaningful contexts; - use the combinations study, have, do and play with suitable nouns; - distinguish and pronounce the sounds /ɑ:/ and /ʌ/ correctly in words and short sentences; - complete simple sentences and talk briefly about activities at school. <b>For students with disabilities</b> - Recognize and repeat 2 school words with teacher’s help.	<b>1.1.TC1a:</b> - Know how to search for illustrative images for new vocabulary related to smart appliances on the Internet. <b>3.1.TC1a:</b> Know how to store and categorize image materials into project folders on a computer or phone.	

				- Match one verb (study, have, do or play) with a familiar word with teacher's help.			
2		4	<b>A closer look 2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize the form and use of the present simple in affirmative, negative and interrogative sentences;</li> <li>- use the correct verb form, including the third-person singular form, to describe school routines and habits;</li> <li>- use adverbs of frequency in suitable positions in sentences;</li> <li>- ask and answer simple questions about daily school activities and timetables.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one present-simple sentence with teacher's help.</li> <li>- Choose or copy one correct verb form in a simple sentence with teacher's help.</li> </ul>			
		5	<b>Communication</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use appropriate expressions to introduce a person and respond to an introduction;</li> <li>- ask and answer simple questions to get to know a new friend at school;</li> <li>- use vocabulary for personal information, school interests and positive qualities;</li> <li>- identify and talk about qualities of a good friend in a short guided exchange.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Say one greeting or introduction sentence after the teacher.</li> <li>- Answer one very simple question about name or school with teacher's help.</li> </ul>			

			6	<b>Skills 1</b>	<b>Students will be able to:</b> - read short texts about different schools for the main idea and specific information; - identify school type, location, facilities, subjects and activities mentioned in the texts; - compare features of different schools using information from the reading; - talk about things they like or do not like at school and give a simple reason. <b>For students with disabilities</b> - Find 1–2 familiar school words in the reading with teacher’s help. - Choose one correct picture or answer about a school with teacher’s help.	<b>1.1.TC1c:</b> - Use Google Earth/Maps to look up the geographical locations of the schools mentioned in the reading passage. <b>6.1.TC1a:</b> Use AI-assisted tools (such as Google Translate) to look up specialized terminology related to school facilities.		
3			7	<b>Skills 2</b>	<b>Students will be able to:</b> - listen for specific information about school activities, subjects and facilities; - complete notes or a table using key information from the recording; - organize ideas about name, location, facilities, subjects and activities of a school; - write a guided paragraph of about 40–50 words about their school or a new school. <b>For students with disabilities</b> - Listen and recognize 1–2 familiar school words with teacher’s help. - Copy one model sentence about school with teacher’s help.	<b>3.1.TC1a:</b> Draft a school introduction paragraph using online office tools (Google Docs/Word Online). <b>2.4.TC1a:</b> Know how to share documents and collaboratively edit text with project team members.		
			8	<b>Looking back &amp; Project</b>	<b>Students will be able to:</b> - review and use vocabulary for school things, subjects, activities and facilities;	<b>1.1.TC1a:</b> Students can use search engines		

				<ul style="list-style-type: none"> <li>- consolidate the present simple, adverbs of frequency and common verb–noun combinations;</li> <li>- self-assess the language and skills learned in Unit 1;</li> <li>- work in a group to design and present a simple project about “My dream school”.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 familiar school words with pictures with teacher’s help.</li> <li>- Copy or say one sentence for the dream-school project with teacher’s help.</li> </ul>	<p>(Google, YouTube) to find images and information about schools</p> <p><b>3.1.TC1a; 3.2.TC1a:</b> Students know how to create and edit a digital product (Digital Poster/Slides) using <b>Canva</b> or <b>Google Slides</b>.</p>		
	<b>UNIT 2: MY HOUSE</b>	7	9	<p><b>Getting started</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the conversation about a home and rooms;</li> <li>- recognize and use words for types of houses, rooms and furniture;</li> <li>- ask and answer simple questions about where someone lives and what a home has;</li> <li>- describe a house or a room using short model sentences.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words for rooms or furniture with teacher’s help.</li> <li>- Choose or copy one sentence about a house with teacher’s help.</li> </ul>	<p><b>2.1.TC1a:</b> - Students can post, share, and comment on products on <b>Padlet/Jamboard</b></p> <p><b>4.2.TC1a:</b> Students understand the principles of digital safety—what information (address, private photos) should <i>not</i> be shared online.</p> <p><b>2.5.TC1a:</b> Practicing polite and constructive commenting in a digital environment.</p>	TV/ Projector, Internet, speaker, lesson plan	
4				10	<p><b>A closer look 1</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use vocabulary for rooms, furniture and</li> </ul>	<p><b>1.1.TC1a:</b> - Students can use</p>	

			<p>household objects accurately;</p> <ul style="list-style-type: none"> <li>- use simple structures to name and describe furniture in different rooms;</li> <li>- distinguish and pronounce the sounds /s/ and /z/ in words and short sentences;</li> <li>- describe one room using familiar vocabulary and a model.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Point to and say 2 room or furniture words with teacher's help.</li> <li>- Repeat one word containing /s/ or /z/ after the teacher.</li> </ul>	<p>search engines to find 2-3 images of "Modern Furniture" or "Smart Home Devices" they want in their dream house.</p>	
		<b>11</b>	<p><b>A closer look 2</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize and use the possessive case to show ownership;</li> <li>- use prepositions of place such as in, on, under, behind, in front of, next to and between;</li> <li>- ask and answer questions about the position of furniture and household objects;</li> <li>- describe the arrangement of objects in a room using correct sentence patterns.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one preposition of place from a picture with teacher's help.</li> <li>- Copy one simple sentence showing the position of an object with teacher's help.</li> </ul>		
		<b>12</b>	<p><b>Communication</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use expressions for making suggestions, including "Let's ... " and "How about ...?";</li> <li>- accept or refuse a suggestion politely using suitable responses;</li> </ul>		

				<ul style="list-style-type: none"> <li>- use vocabulary and grammar from the unit to discuss rooms and furniture;</li> <li>- take part in a short guided dialogue about arranging or choosing a room.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Repeat one suggestion after the teacher.</li> <li>- Choose one suitable response to a suggestion with teacher's help.</li> </ul>			
5			13	<p><b>Skills 1</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a description of a room at the Crazy House Hotel in Da Lat for the main idea and details;</li> <li>- identify the room's shape, furniture, special features and positions of objects;</li> <li>- use vocabulary and prepositions of place to describe a room;</li> <li>- give a short guided description of an imaginary room in the hotel.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Find 1–2 room or furniture words in the text with teacher's help.</li> <li>- Choose one correct detail or copy one sentence about the room with teacher's help.</li> </ul>			
			14	<p><b>Skills 2</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen for specific information about rooms, furniture and types of houses;</li> <li>- complete a simple plan or notes from the listening text;</li> <li>- identify the basic parts of an informal email to a friend;</li> <li>- write a guided email describing their house and favourite room.</li> </ul>			

				<p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Listen and point to one correct room or furniture picture with teacher's help.</li> <li>- Copy one model sentence for an email about a house with teacher's help.</li> </ul>			
		15	<p><b>Looking back &amp; Project</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for houses, rooms, furniture and household objects;</li> <li>- consolidate the possessive case, prepositions of place and expressions for suggestions;</li> <li>- self-assess the language and skills learned in Unit 2;</li> <li>- design and present a simple project about a strange house or a dream house.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 house words with pictures with teacher's help.</li> <li>- Copy or say one sentence about a dream house with teacher's help.</li> </ul>	<p><b>2.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students can post, share, and comment on products on <b>Padlet/Jamboard</b>.</li> </ul> <p><b>4.2.TC1a:</b></p> <p>Students understand the principles of digital safety—what information (address, private photos) should <i>not</i> be shared online.</p> <p><b>2.5.TC1a:</b></p> <p>Practicing polite and constructive commenting in a digital environment.</p>		
6	UNIT 3: MY FRIENDS	7	16	<p><b>Getting started</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about friends and a picnic;</li> <li>- recognize and use words for body parts and physical appearance;</li> <li>- identify people from simple descriptions of appearance;</li> <li>- describe a friend or a person using short model sentences.</li> </ul>	<p><b>2.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Use tools like <b>Google Meet</b> or <b>Zoom</b> for group discussions.</li> </ul> <p><b>2.5.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Discuss "What makes a good friend online?" and propose solutions for digital</li> </ul>	TV/ Projector, Internet, speaker, lesson plan	

			<p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 body-part or appearance words with teacher's help.</li> <li>- Choose or copy one simple sentence describing a person with teacher's help.</li> </ul>	communication issues	
17	<b>A closer look 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use vocabulary for body parts, appearance and personality in meaningful contexts;</li> <li>- distinguish between words describing appearance and words describing personality;</li> <li>- distinguish and pronounce the sounds /p/ and /b/ correctly in words and sentences;</li> <li>- give a short description of a person using suitable adjectives.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 appearance or personality words with teacher's help.</li> <li>- Repeat one word containing /p/ or /b/ after the teacher.</li> </ul>	<p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Use digital tools (Emoji search/Avatar creators) to select icons representing personal traits for the digital yearbook.</li> </ul>		
18	<b>A closer look 2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize the form and use of the present continuous in affirmative, negative and interrogative sentences;</li> <li>- use the correct form of be and the -ing form of verbs to talk about actions happening now;</li> <li>- ask and answer questions about what people are doing;</li> <li>- distinguish the present continuous from the present simple in familiar situations.</li> </ul> <p><b>For students with disabilities</b></p>			

				<ul style="list-style-type: none"> <li>- Recognize one present-continuous sentence with teacher's help.</li> <li>- Choose or copy one correct am/is/are + verb-ing form with teacher's help.</li> </ul>		
7		19	<b>Communication</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- ask and answer questions about appearance using "What does ... look like?";</li> <li>- ask and answer questions about personality using "What is ... like?";</li> <li>- use suitable adjectives to describe appearance and personality;</li> <li>- take part in a short guided conversation about a friend or classmate.</li> </ul> <b>For students with disabilities</b> <ul style="list-style-type: none"> <li>- Answer one simple question about appearance with teacher's help.</li> <li>- Say one familiar adjective about a friend after the teacher.</li> </ul>			
		20	<b>Skills 1</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- read short texts about friends and summer camps for the main idea and specific information;</li> <li>- identify people's appearance, personality, interests and camp activities;</li> <li>- use information from the texts to answer questions and complete tasks;</li> <li>- talk about a friend or a summer camp using a simple speaking plan.</li> </ul> <b>For students with disabilities</b> <ul style="list-style-type: none"> <li>- Find 1–2 familiar words about friends in the text with teacher's help.</li> <li>- Choose one correct answer or picture about</li> </ul>	<b>1.1.TC1a:</b> <ul style="list-style-type: none"> <li>- Use search engines to find real-world international summer camps to get ideas for the group's "Dream Activity" section in the yearbook.</li> </ul>		

				the reading with teacher's help.			
		21	Skills 2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen for specific information about a best friend's appearance, personality and interests;</li> <li>- complete notes using key words from the recording;</li> <li>- identify the content and organization of a short diary entry;</li> <li>- write a guided diary entry about a best friend.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Listen and recognize 1–2 words describing a friend with teacher's help.</li> <li>- Copy one model sentence for a diary entry with teacher's help.</li> </ul>			
8		22	Looking back & Project	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for body parts, appearance, personality and activities;</li> <li>- consolidate the present continuous and structures for describing people;</li> <li>- self-assess the language and skills learned in Unit 3;</li> <li>- prepare and present a class yearbook page about a friend or group member.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 adjectives with suitable pictures with teacher's help.</li> <li>- Copy or say one sentence for the class yearbook with teacher's help.</li> </ul>	<p><b>2.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Use tools like <b>Google Meet</b> or <b>Zoom</b> for group discussions.</li> </ul> <p><b>2.5.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Discuss "What makes a good friend online?" and propose solutions for digital communication issues.</li> </ul>		
	REVIEW 1	2	23	Languages	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review pronunciation, vocabulary and</li> </ul>		TV/ Projector, Internet,

				<p>grammar from Units 1–3;  - use school, house and friend vocabulary in familiar exercises;  - consolidate the present simple, present continuous, possessive case and prepositions of place;  - complete review tasks in formats similar to the mid-term test.</p> <p><b>For students with disabilities</b>  - Recognize 2 familiar words from Units 1–3 with teacher’s help.  - Complete one simple matching or multiple-choice task with teacher’s help.</p>		speaker, lesson plan	
		24	<b>Skills</b>	<p><b>Students will be able to:</b>  - review listening, speaking, reading and writing skills developed in Units 1–3;  - listen and read for main ideas and specific information in familiar topics;  - speak briefly about school, home or friends using prompts;  - write or complete a short guided text using learned vocabulary and structures.</p> <p><b>For students with disabilities</b>  - Recognize 1–2 key words in a short listening or reading task with teacher’s help.  - Copy one familiar model sentence with teacher’s help.</p>			
9	<b>REVISION ON THE 1<sup>ST</sup> MID-TERM TEST</b>	1	25	<b>Revision</b>	<p><b>Students will be able to:</b>  - systematize key pronunciation, vocabulary and grammar from Units 1–3;  - review common task types for listening, language, reading and writing sections;</p>	TV/ Projector, Internet, speaker, lesson plan	

				<ul style="list-style-type: none"> <li>- apply test-taking strategies such as reading instructions, identifying key words and checking answers;</li> <li>- complete guided practice tasks in preparation for the first mid-term test.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher’s help.</li> <li>- Complete one simple choosing or copying task with teacher’s help.</li> </ul>			
<b>THE 1<sup>ST</sup> MID-TERM 60-MINUTE TEST</b>	<b>1</b>	<b>26</b>	<b>Mid-term Test</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate understanding of key language and skills from Units 1–3 in a 60-minute test;</li> <li>- recognize and use learned pronunciation, vocabulary and grammar in controlled tasks;</li> <li>- read and listen for relevant information on familiar topics;</li> <li>- complete suitable writing tasks according to the test requirements.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher’s help.</li> <li>- Complete simple multiple-choice, matching or copying tasks with teacher’s help.</li> </ul>		Handouts, speaker.	
<b>UNIT 4: MY NEIGHBOURHOOD</b>	<b>4</b>	<b>27</b>	<b>Getting started</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about a neighbourhood;</li> <li>- recognize and use words for places and features in a neighbourhood;</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Searching for real locations, reviews, and images of local landmarks.</li> </ul> <p><b>3.1.TC1a:</b></p>	TV/ Projector, Internet, speaker, lesson plan	

				<ul style="list-style-type: none"> <li>- use simple expressions to ask for and give directions;</li> <li>- talk briefly about places near their home or school.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words for places in a neighbourhood with teacher's help.</li> <li>- Choose or copy one simple direction sentence with teacher's help.</li> </ul>	<ul style="list-style-type: none"> <li>- Designing a creative digital travel brochure/poster using <b>Canva</b> or <b>Google Slides</b>.</li> </ul>		
10			28	<b>A closer look 1</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- use vocabulary for places and adjectives describing a neighbourhood;</li> <li>- combine nouns and adjectives to describe familiar places;</li> <li>- distinguish and pronounce the sounds /ɪ/ and /i:/ correctly in words and sentences;</li> <li>- describe one place in a neighbourhood using a short model.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 place words with teacher's help.</li> <li>- Repeat one word containing /ɪ/ or /i:/ after the teacher.</li> </ul>	<b>1.1.TC1a:</b> <ul style="list-style-type: none"> <li>- Searching for real locations, reviews, and images of local landmarks.</li> </ul> <b>3.1.TC1a:</b> <ul style="list-style-type: none"> <li>- Designing a creative digital travel brochure/poster using <b>Canva</b> or <b>Google Slides</b>.</li> </ul>		
			29	<b>A closer look 2</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- recognize the form and use of comparative adjectives;</li> <li>- form regular comparatives and use common irregular forms such as better and worse;</li> <li>- compare people, places and things using than;</li> <li>- make and respond to simple comparisons</li> </ul>			

				<p>about neighbourhoods.</p> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one comparative adjective with teacher's help.</li> <li>- Choose or copy one simple comparative sentence with teacher's help.</li> </ul>		
			<b>30</b>	<p><b>Communication</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use polite expressions to ask for and give directions in a neighbourhood;</li> <li>- follow and give a route using turn left, turn right, go straight, opposite, next to and similar expressions;</li> <li>- listen for sequence and specific details in directions;</li> <li>- create and perform a short guided audio guide or dialogue about a local place.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Follow one simple direction with teacher's help.</li> <li>- Repeat or copy one direction sentence with teacher's help.</li> </ul>		
<b>11</b>		<b>1</b>	<b>31</b>	<p><b>Correction</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify errors made in the first mid-term test and understand why the answers are incorrect;</li> <li>- review the relevant vocabulary, grammar and skills connected with common errors;</li> <li>- correct incorrect answers using teacher guidance and textbook evidence;</li> <li>- record correct forms and apply them in one similar practice task.</li> </ul> <p><b>For students with disabilities</b></p>		<p>TV/ Projector, Internet, speaker, lesson plan</p>

				<ul style="list-style-type: none"> <li>- Identify one correct answer with teacher's help.</li> <li>- Copy one corrected word or sentence with teacher's help.</li> </ul>			
<b>UNIT 4: MY NEIGHBOURHOOD</b>	<b>3</b>	<b>32</b>	<b>Skills 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a text about a neighbourhood or city for the main idea and specific information;</li> <li>- identify location, facilities, interesting features, advantages and disadvantages of a place;</li> <li>- use information from the reading to complete questions and a summary;</li> <li>- talk about a city or neighbourhood using a guided speaking plan.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Find 1–2 familiar place words in the reading with teacher's help.</li> <li>- Choose one correct detail about the place with teacher's help.</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Searching for real locations, reviews, and images of local landmarks.</li> </ul> <p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Designing a creative digital travel brochure/poster using <b>Canva</b> or <b>Google Slides</b>.</li> </ul>	TV/ Projector, Internet, speaker, lesson plan	
		<b>33</b>	<b>Skills 2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen for specific information about a person's neighbourhood;</li> <li>- complete notes about location, places, features, likes and dislikes;</li> <li>- organize ideas into a clear paragraph about a neighbourhood;</li> <li>- write a guided paragraph using suitable vocabulary, comparatives and linking words.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Listen and recognize 1–2 familiar place words with teacher's help.</li> <li>- Copy one model sentence about a</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Searching for real locations, reviews, and images of local landmarks.</li> </ul> <p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Designing a creative digital travel brochure/poster using <b>Canva</b> or <b>Google Slides</b>.</li> </ul>		

				neighbourhood with teacher's help.				
12		34	<b>Looking back &amp; Project</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for places, directions and descriptive adjectives;</li> <li>- consolidate comparative adjectives and expressions for asking for and giving directions;</li> <li>- self-assess the language and skills learned in Unit 4;</li> <li>- design and present a map, poster or brochure about a neighbourhood.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 place words with pictures with teacher's help.</li> <li>- Copy or say one sentence for the neighbourhood project with teacher's help.</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Searching for real locations, reviews, and images of local landmarks.</li> </ul> <p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Designing a creative digital travel brochure/poster using <b>Canva</b> or <b>Google Slides</b>.</li> </ul>			
	<b>UNIT 5: NATURAL WONDERS OF VIET NAM</b>	7	35	<b>Getting started</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about a trip to a natural place;</li> <li>- recognize and use words for natural features, landscapes and travel items;</li> <li>- identify information about well-known natural wonders of Viet Nam;</li> <li>- describe a natural place using short model sentences.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words for natural features or travel items with teacher's help.</li> <li>- Choose or copy one simple sentence about a natural wonder with teacher's help.</li> </ul>	<p><b>1.1.TC1c:</b></p> <ul style="list-style-type: none"> <li>- Students can use <b>Google Earth/Maps</b> to locate natural wonders and explore landscapes virtually.</li> </ul> <p><b>6.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students use AI tools (Google Translate, Perplexity AI) with teacher guidance to support language translation or find basic facts about nature.</li> </ul>	TV/ Projector, Internet, speaker, lesson plan	
			36	<b>A closer look 1</b>	<b>Students will be able to:</b>	<b>1.1.TC1c:</b>		

				<ul style="list-style-type: none"> <li>- use lexical items for things in nature and items needed for a trip;</li> <li>- use common word combinations to describe natural places and travel preparations;</li> <li>- distinguish and pronounce the sounds /t/ and /d/ correctly in words and sentences;</li> <li>- talk briefly about a natural place and things to take on a trip.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 nature or travel words with teacher's help.</li> <li>- Repeat one word containing /t/ or /d/ after the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can use <b>Google Earth/Maps</b> to locate natural wonders and explore landscapes virtually.</li> </ul> <p><b>6.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students use AI tools (Google Translate, Perplexity AI) with teacher guidance to support language translation or find basic facts about nature.</li> </ul>		
13			37	<b>A closer look 2</b> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- distinguish countable and uncountable nouns in familiar contexts;</li> <li>- use some, many, much, a few and a little with suitable nouns;</li> <li>- use must and mustn't to express rules, obligations and prohibitions;</li> <li>- complete and make simple sentences about travel preparations and rules at natural places.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one countable or uncountable noun with teacher's help.</li> <li>- Choose or copy one simple sentence with some, must or mustn't with teacher's help.</li> </ul>			
			38	<b>Communication</b> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use suitable expressions to make, accept and change an appointment;</li> </ul>			

				<ul style="list-style-type: none"> <li>- identify basic information and sections in a simple travel guide;</li> <li>- use must and mustn't to discuss what to prepare and what rules to follow on a trip;</li> <li>- perform a short guided dialogue about planning a visit to a natural wonder.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Repeat one appointment expression after the teacher.</li> <li>- Choose one travel item or rule with teacher's help.</li> </ul>			
		39	Skills 1	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read texts about natural wonders for the main idea and specific information;</li> <li>- identify location, special features, activities, travel items and rules mentioned in the texts;</li> <li>- use context and learned vocabulary to answer comprehension questions;</li> <li>- give a short guided talk about a famous natural place and what visitors must or mustn't do there.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Find 1–2 familiar nature words in the text with teacher's help.</li> <li>- Choose one correct fact or rule about a natural place with teacher's help.</li> </ul>	<p><b>1.1.TC1c:</b></p> <ul style="list-style-type: none"> <li>- Using <b>Google Earth Street View</b> to explore the specific wonders mentioned in the reading text.</li> </ul> <p><b>6.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Using <b>Perplexity AI</b> to find 2-3 "hidden facts" about the wonders to make the virtual tour more engaging.</li> </ul>		
14		40	Skills 2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen for specific information about a natural wonder, including location, features and activities;</li> <li>- complete notes or a table using key words</li> </ul>	<p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Drafting the description for the project's final poster/slide using</li> </ul>		

				<p>from the recording;</p> <ul style="list-style-type: none"> <li>- organize a paragraph with a topic sentence and supporting details;</li> <li>- write a guided paragraph about a natural wonder using descriptive vocabulary.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Listen and recognize 1–2 familiar nature words with teacher’s help.</li> <li>- Copy one model sentence about a natural wonder with teacher’s help.</li> </ul>	<p><b>Google Docs.</b></p> <p><b>6.1.TC1a:</b></p> <p>Using <b>Google Translate</b> with teacher guidance to find specific adjectives for nature.</p>	
		41	<p><b>Looking back &amp; Project</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for natural features, travel items and travel activities;</li> <li>- consolidate countable and uncountable nouns, quantifiers, must and mustn’t;</li> <li>- self-assess the language and skills learned in Unit 5;</li> <li>- prepare and present a poster or travel guide about a natural wonder.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 nature or travel words with pictures with teacher’s help.</li> <li>- Copy or say one sentence for the natural-wonder project with teacher’s help.</li> </ul>	<p><b>1.1.TC1c:</b></p> <ul style="list-style-type: none"> <li>- Students can use <b>Google Earth/Maps</b> to locate natural wonders and explore landscapes virtually.</li> </ul> <p><b>6.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students use AI tools (Google Translate, Perplexity AI) with teacher guidance to support language translation or find basic facts about nature.</li> </ul>	
UNIT 6: OUR TET HOLIDAY	7	42	<p><b>Getting started</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about Tet;</li> <li>- recognize and use words for Tet activities, decorations, food and customs;</li> <li>- identify what people do before and during Tet;</li> </ul>	<p><b>3.1.TC1a</b> &amp; <b>3.2.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students can design, edit, and improve an E-booklet/Infographic using <b>Canva</b> or <b>Google Docs.</b></li> </ul>	<p>TV/ Projector, Internet, speaker, lesson plan</p>

				<ul style="list-style-type: none"> <li>- talk briefly about familiar Tet activities using model sentences.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words about Tet with teacher's help.</li> <li>- Choose or copy one simple sentence about a Tet activity with teacher's help.</li> </ul>	<p><b>2.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Students use <b>Google Drive</b> or <b>Microsoft Teams</b> to share files and collaborate in real-time.</li> </ul>		
15			43	<p><b>A closer look 1</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use vocabulary for Tet things, activities, food and wishes;</li> <li>- use suitable verbs with common Tet nouns and phrases;</li> <li>- distinguish and pronounce the sounds /s/ and /f/ correctly in words and sentences;</li> <li>- describe one or two Tet preparations using familiar vocabulary.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 Tet words with teacher's help.</li> <li>- Repeat one word containing /s/ or /f/ after the teacher.</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Browsing and searching for high-quality digital images and icons for the "Visual Tet Dictionary" section of the E-booklet.</li> </ul> <p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Organizing digital assets into the group's <b>Google Drive</b> folder.</li> </ul>		
			44	<p><b>A closer look 2</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize and use should and shouldn't to give advice about Tet behaviour and customs;</li> <li>- use some and any correctly in affirmative, negative and interrogative sentences;</li> <li>- ask and answer simple questions about Tet preparations and things in the home;</li> <li>- complete and make short sentences in familiar Tet contexts.</li> </ul> <p><b>For students with disabilities</b></p>			

				<ul style="list-style-type: none"> <li>- Recognize one sentence with should or shouldn't with teacher's help.</li> <li>- Choose or copy one simple sentence with some or any with teacher's help.</li> </ul>			
		45	<b>Communication</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use common New Year wishes and respond appropriately;</li> <li>- match wishes with suitable people and situations;</li> <li>- recognize selected New Year traditions in Viet Nam and other countries;</li> <li>- take part in a short guided exchange to give a New Year wish.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Repeat one New Year wish after the teacher.</li> <li>- Choose one suitable wish for a familiar person with teacher's help.</li> </ul>			
16		46	<b>Skills 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read short texts about New Year and Tet traditions for the main idea and specific information;</li> <li>- identify who performs particular activities and which traditions belong to each place;</li> <li>- compare selected New Year customs using information from the reading;</li> <li>- talk briefly about Tet activities and traditions in their family.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Find 1–2 familiar Tet words in the reading with teacher's help.</li> <li>- Choose one correct Tet activity or tradition</li> </ul>	<p><b>1.2.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Comparing reading facts with online sources to verify Tet traditions.</li> </ul> <p><b>3.2.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Discussing and modifying the "Tet Traditions" section of the E-booklet based on group discussion</li> </ul>		

				with teacher's help.			
			47	<b>Skills 2</b> <b>Students will be able to:</b> - listen for specific information about how a family prepares for Tet; - identify details such as cleaning, decorations, clothes, food and wishes; - organize ideas about family Tet preparations in a logical order; - write a guided email or paragraph about what their family does before and during Tet. <b>For students with disabilities</b> - Listen and recognize 1–2 Tet activities with teacher's help. - Copy one model sentence about family Tet preparations with teacher's help.	<b>2.4.TC1a:</b> - Selecting and using collaborative tools ( <b>Google Docs</b> ) for the writing process. <b>3.1.TC1a:</b> - Drafting the final text for the E-booklet.		
			48	<b>Looking back &amp; Project</b> <b>Students will be able to:</b> - review vocabulary for Tet activities, food, decorations and wishes; - consolidate should/shouldn't, some/any and common expressions for New Year wishes; - self-assess the language and skills learned in Unit 6; - create and present a simple "I wish" tree or Tet greeting product. <b>For students with disabilities</b> - Match 2 Tet words with pictures with teacher's help. - Copy or say one simple New Year wish for the project with teacher's help.	<b>3.1.TC1a &amp; 3.2.TC1a:</b> - Students can design, edit, and improve an E-booklet/Infographic using <b>Canva</b> or <b>Google Docs</b> . <b>2.1.TC1a:</b> - Students use <b>Google Drive</b> or <b>Microsoft Teams</b> to share files and collaborate in real-time.		
17	REVISION	1	49	<b>Skills</b> <b>Students will be able to:</b>			TV/ Projector,

<b>FOR THE FIRST TERM TEST</b>				<ul style="list-style-type: none"> <li>- review listening, speaking, reading and writing skills from Units 4–6;</li> <li>- listen and read for main ideas and specific details about neighbourhoods, natural wonders and Tet;</li> <li>- give short guided talks using learned vocabulary and structures;</li> <li>- complete a guided paragraph, email or description on one of the reviewed topics.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 key words in a short listening or reading task with teacher’s help.</li> <li>- Copy one familiar model sentence with teacher’s help.</li> </ul>		Internet, speaker, lesson plan	
	<b>1</b>	<b>50</b>	<b>Vocab + Grammar</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review pronunciation, vocabulary and grammar from Units 4–6;</li> <li>- use neighbourhood, natural-wonder and Tet vocabulary in familiar tasks;</li> <li>- consolidate comparatives, countable and uncountable nouns, quantifiers, must/mustn’t, should/shouldn’t and some/any;</li> <li>- complete language exercises in formats similar to the first-term test.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 familiar words from Units 4–6 with teacher’s help.</li> <li>- Complete one simple matching or choosing task with teacher’s help.</li> </ul>			
<b>THE FIRST TERM TEST</b>		<b>51</b>	<b>The First end - term Test</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate understanding of key language</li> </ul>		Handouts, speaker	

					<p>and skills from Units 1–6 in the first-term test;</p> <ul style="list-style-type: none"> <li>- recognize and use learned pronunciation, vocabulary and grammar in controlled tasks;</li> <li>- listen and read for relevant information on familiar topics;</li> <li>- complete suitable writing tasks according to the test requirements.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher’s help.</li> <li>- Complete simple multiple-choice, matching or copying tasks with teacher’s help.</li> </ul>			
18	REVIEW 2	2	52	<p><b>Languages</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review pronunciation, vocabulary and grammar from Units 4–6;</li> <li>- consolidate language about neighbourhoods, natural wonders and Tet;</li> <li>- apply learned grammar in integrated language exercises;</li> <li>- identify areas that need further practice after the first-term test.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 key words or one simple sentence from Units 4–6 with teacher’s help.</li> <li>- Complete one simple matching or choosing task with teacher’s help.</li> </ul>		TV/ Projector, Internet, speaker, lesson plan		
			53	<p><b>Skills</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review listening, speaking, reading and writing skills from Units 4–6;</li> <li>- locate key information in short familiar</li> </ul>				

				<p>texts and recordings;</p> <ul style="list-style-type: none"> <li>- respond orally to simple prompts about a place, trip or Tet;</li> <li>- complete a short guided writing task using learned language.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 key words in a short skill task with teacher’s help.</li> <li>- Copy one simple model sentence with teacher’s help.</li> </ul>			
<b>CORRECTING THE FIRST TERM TEST</b>	<b>1</b>	<b>54</b>	<b>Correction</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify errors made in the first-term test and understand the correct answers;</li> <li>- review vocabulary, grammar and skills connected with common errors;</li> <li>- correct answers using teacher guidance and textbook examples;</li> <li>- apply corrected knowledge in one or more similar practice tasks.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Identify one correct answer with teacher’s help.</li> <li>- Copy one corrected word or sentence with teacher’s help.</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	

## HỌC KÌ II

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
19	UNIT 7: TELEVISION	7	55	<b>Getting started</b> Students will be able to: - understand the main idea and key details of the opening conversation about television; - recognize and use words for television programmes, channels and viewing activities; - ask and answer simple questions about favourite programmes and viewing times; - talk briefly about a television programme using a model. <b>For students with disabilities</b> - Recognize 2 words for television programmes with teacher's help. - Choose or copy one simple sentence about television with teacher's help.		TV/ Projector, Internet, speaker, lesson plan	
			56	<b>A closer look 1</b> Students will be able to: - use vocabulary for television programmes, programme characters and people working in television; - use adjectives to describe programmes and viewing preferences; - distinguish and pronounce the sounds /θ/ and /ð/ correctly in words and sentences; - complete short descriptions of television programmes using suitable words. <b>For students with disabilities</b> - Recognize and repeat 2 television words with teacher's help. - Repeat one word containing /θ/ or /ð/ after			

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
			57	<p><b>A closer look 2</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize and use Wh-question words to ask for different kinds of information;</li> <li>- form and answer Wh-questions about television programmes and viewing habits;</li> <li>- use conjunctions and, but, so, because and although to connect ideas;</li> <li>- combine short sentences and give simple reasons for television preferences.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one Wh-question word with teacher's help.</li> <li>- Choose or copy one simple question or sentence with and/but/because with teacher's help.</li> </ul>			
20			58	<p><b>Communication</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use everyday expressions to ask for and give information about television programmes;</li> <li>- ask and answer questions about programme type, channel, time and reason for watching;</li> <li>- express likes and dislikes and give a simple reason;</li> <li>- take part in a short guided television quiz or class survey.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Answer one simple question about a favourite programme with teacher's help.</li> </ul>	<p><b>1.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Formulate relevant questions for a survey.</li> </ul> <p><b>2.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Understand how to use Google Forms to create a simple online survey and share links via group chat (Zalo/Padlet).</li> <li>- Understand basic netiquette when asking questions online.</li> </ul>		

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
				- Repeat one model sentence giving a like or dislike with teacher's help.			
			59	<b>Skills 1</b> <b>Students will be able to:</b> - read a television guide for the main idea and specific information; - identify programme names, types, channels, times and brief descriptions; - select suitable programmes for different viewers and explain a simple choice; - talk about a favourite programme using information from a guide. <b>For students with disabilities</b> - Find 1–2 programme names or times in the guide with teacher's help. - Choose one suitable television programme with teacher's help.			
			60	<b>Skills 2</b> <b>Students will be able to:</b> - listen for specific information about television programmes and viewing habits; - complete notes about programme type, time, frequency and preferences; - organize ideas about personal television-viewing habits; - write a guided paragraph about what, when and how often they watch television. <b>For students with disabilities</b> - Listen and recognize 1–2 familiar television words with teacher's help. - Copy one model sentence about television-			

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú	
21				viewing habits with teacher's help.				
			61	<b>Looking back &amp; Project</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for television programmes, people and viewing activities;</li> <li>- consolidate Wh-questions and conjunctions;</li> <li>- self-assess the language and skills learned in Unit 7;</li> <li>- conduct a simple class survey and present results about television-viewing habits.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 television words with pictures with teacher's help.</li> <li>- Copy or say one sentence for the television survey project with teacher's help.</li> </ul>			<p><b>5.2.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Read and interpret simple charts (Pie chart/Bar chart) generated by Google Forms/Sheets.</li> </ul> <p><b>3.1.TC1a :</b></p> <p>Create a simple digital poster/slide using Canva or PowerPoint to visualize the results.</p>
	<b>UNIT 8: SPORTS AND GAMES</b>	7	62	<b>Getting started</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about sports and exercise;</li> <li>- recognize and use words for sports, games, equipment and places;</li> <li>- identify what sports or games people play and how often they play them;</li> <li>- talk briefly about a favourite sport or game using a model.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words for sports or games with teacher's help.</li> <li>- Choose or copy one simple sentence about</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
				a sport with teacher's help.			
			63	<b>A closer look 1</b> <b>Students will be able to:</b> - use vocabulary for sports, games, equipment and sportspeople; - use the verbs play, do and go with suitable sports and activities; - distinguish and pronounce the sounds /e/ and /æ/ correctly in words and sentences; - complete short descriptions of sports and games using learned vocabulary. <b>For students with disabilities</b> - Recognize and repeat 2 sport words with teacher's help. - Match one sport with play, do or go with teacher's help.			
22			64	<b>A closer look 2</b> <b>Students will be able to:</b> - recognize and use the past simple of regular and common irregular verbs; - make affirmative, negative and interrogative past-simple sentences about sports events; - use imperatives to give instructions and rules for a game or activity; - ask and answer simple questions about past sports experiences. <b>For students with disabilities</b> - Recognize one past-simple verb with teacher's help. - Choose or copy one simple past sentence or			

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				imperative with teacher's help.			
			65	<b>Communication</b> <b>Students will be able to:</b> - use appropriate expressions to congratulate someone and respond to congratulations; - recognize situations in which congratulations are suitable; - ask and answer simple questions about sports and games; - perform a short guided dialogue about a sports achievement. <b>For students with disabilities</b> - Repeat one congratulation expression after the teacher. - Choose one suitable response to congratulations with teacher's help.	<b>4.2.TC1a:</b> - Understand privacy rules when filming videos (e.g., hiding home addresses, asking permission before filming others) <b>3.1.TC1a:</b> - Draft a script for a short video about sports.		
			66	<b>Skills 1</b> <b>Students will be able to:</b> - read a text about Pelé for the main idea and specific information; - identify important facts about his childhood, career, achievements and contribution to football; - arrange events or facts in a logical or chronological order; - give a short guided talk about a famous sportsperson. <b>For students with disabilities</b> - Find 1–2 familiar football words or facts in the text with teacher's help. - Choose one correct fact about Pelé with			

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23				teacher's help.			
			67	<b>Skills 2</b> <b>Students will be able to:</b> - listen for specific information about sports and game preferences and habits; - identify which activities Hai and Alice do, like or dislike; - organize ideas about a favourite sport or game; - write a guided paragraph describing the sport/game, rules, frequency and reasons for liking it. <b>For students with disabilities</b> - Listen and recognize 1–2 sport words with teacher's help. - Copy one model sentence about a favourite sport or game with teacher's help.			
			68	<b>Looking back &amp; Project</b> <b>Students will be able to:</b> - review vocabulary for sports, games, equipment and sportspeople; - consolidate the past simple, imperatives and expressions for congratulations; - self-assess the language and skills learned in Unit 8; - research, describe and present a traditional game with simple rules and illustrations. <b>For students with disabilities</b> - Match 2 sport or game words with pictures with teacher's help. - Copy or say one simple rule for the	<b>3.1.TC1a :</b> - Demonstrate the ability to create and edit simple digital media (video). <b>2.1.TC1a:</b> - Share and present digital products to peers		

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	<b>UNIT 9: CITIES IN THE WORLD</b>	7	69	<b>Getting started</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about cities and holiday photos;</li> <li>- recognize and use words for continents, countries, cities and famous landmarks;</li> <li>- identify cities and landmarks from simple clues or pictures;</li> <li>- talk briefly about a city they know, have visited or want to visit.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 city or landmark words with teacher's help.</li> <li>- Choose or copy one simple sentence about a city with teacher's help.</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	
24			70	<b>A closer look 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use vocabulary for cities, countries, continents, landmarks and city features;</li> <li>- use adjectives to describe cities and famous places;</li> <li>- distinguish and pronounce the sounds /əʊ/ and /aʊ/ correctly in words and sentences;</li> <li>- complete short descriptions and identify cities from key information.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 city or landmark words with teacher's help.</li> <li>- Repeat one word containing /əʊ/ or /aʊ/</li> </ul>			

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				after the teacher.			
			71	<b>A closer look 2</b> <b>Students will be able to:</b> - recognize and use possessive adjectives and possessive pronouns correctly; - distinguish forms used before nouns from forms used independently; - replace repeated noun phrases with suitable possessive pronouns; - ask and answer simple questions about ownership in familiar contexts. <b>For students with disabilities</b> - Recognize one possessive adjective or pronoun with teacher's help. - Choose or copy one simple sentence showing ownership with teacher's help.			
			72	<b>Communication</b> <b>Students will be able to:</b> - use exclamations with What to express interest, surprise or admiration; - recognize and name selected world landmarks such as the Merlion, Big Ben, Sydney Opera House and the Eiffel Tower; - ask and answer simple questions about cities and landmarks; - take part in a short guided city or landmark quiz. <b>For students with disabilities</b> - Repeat one exclamation with What after the teacher. - Match one famous landmark with its city or	<b>1.1.TC1a and 1.2.TC1a:</b> - Use Google Maps/Earth to verify location and distance of the landmarks mentioned in the textbook.		

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				picture with teacher's help.			
25			73	<b>Skills 1</b> <b>Students will be able to:</b> - read a holiday postcard for the main idea and specific information; - identify the writer, receiver, place, weather, activities and feelings in the postcard; - recognize the organization and common language of a postcard; - talk briefly about a city using information from the text or a speaking plan. <b>For students with disabilities</b> - Find 1–2 city or activity words in the postcard with teacher's help. - Choose one correct detail about the postcard with teacher's help.			
			74	<b>Skills 2</b> <b>Students will be able to:</b> - listen for specific information in a description of a city; - complete notes about location, landmarks, weather, activities and opinions; - organize the parts of a holiday postcard correctly; - write a guided postcard about a city they have visited or would like to visit. <b>For students with disabilities</b> - Listen and recognize 1–2 familiar city words with teacher's help. - Copy one model sentence for a holiday postcard with teacher's help.			

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			75	<b>Looking back &amp; Project</b> <b>Students will be able to:</b> - review vocabulary for cities, countries, continents and landmarks; - consolidate possessive adjectives, possessive pronouns and exclamations with What; - self-assess the language and skills learned in Unit 9; - research and present a simple project about a city in the world. <b>For students with disabilities</b> - Match 2 city or landmark words with pictures with teacher's help. - Copy or say one sentence for the city project with teacher's help.	<b>5.2.TC1a:</b> - Present travel information (flight price, hotel) found via digital search engines.		
26	REVIEW 3		76	<b>Language</b> <b>Students will be able to:</b> - review pronunciation, vocabulary and grammar from Units 7–9; - use language about television, sports and world cities in familiar exercises; - consolidate Wh-questions, conjunctions, the past simple, imperatives and possessive forms; - complete review tasks in formats similar to the second mid-term test. <b>For students with disabilities</b> - Recognize 2 familiar words from Units 7–9 with teacher's help. - Complete one simple matching or multiple-		TV/ Projector, Internet, speaker, lesson plan	

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			77 <b>Skills</b>	<p>choice task with teacher's help.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review listening, speaking, reading and writing skills from Units 7–9;</li> <li>- listen and read for main ideas and specific information on familiar topics;</li> <li>- speak briefly about a television programme, sport or city using prompts;</li> <li>- write or complete a short guided paragraph or postcard using learned language.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 key words in a short listening or reading task with teacher's help.</li> <li>- Copy one familiar model sentence with teacher's help.</li> </ul>			
	<b>THE SECOND MID- TERM TEST</b>		78 <b>Mid- term Test</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate understanding of key language and skills from Units 7–9 in a 60-minute test;</li> <li>- recognize and use learned pronunciation, vocabulary and grammar in controlled tasks;</li> <li>- read and listen for relevant information on familiar topics;</li> <li>- complete suitable writing tasks according to the test requirements.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher's help.</li> <li>- Complete simple multiple-choice,</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	

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				matching or copying tasks with teacher's help.			
27	<b>UNIT 10: OUR HOUSES IN THE FUTURE</b>		<b>79</b>	<b>Getting started</b> Students will be able to: - understand the main idea and key details of the opening conversation about homes in the future; - recognize and use words for house types, locations, rooms and future appliances; - identify predictions about what future homes and appliances will be like; - talk briefly about a future house using model sentences. <b>For students with disabilities</b> - Recognize 2 words for a future house or appliance with teacher's help. - Choose or copy one simple sentence about a future house with teacher's help.	<b>1.1.TC1a:</b> - Students can identify keywords and use search engines (Google Images) to find visual data of smart appliances.	TV/ Projector, Internet, speaker, lesson plan	
			<b>80</b>	<b>A closer look 1</b> Students will be able to: - use vocabulary for future houses, locations, appliances and household tasks; - match appliances with the jobs they may do in a future home; - recognize and pronounce stress correctly in common two-syllable words; - describe one future appliance and its function using a short model. <b>For students with disabilities</b> - Recognize and repeat 2 future-house or appliance words with teacher's help.			

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				- Clap or repeat the stress of one two-syllable word with teacher's help.			
		81	<b>A closer look 2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize and use will/won't to make predictions about the future;</li> <li>- form affirmative, negative and interrogative sentences with will;</li> <li>- use might/might not to express future possibilities;</li> <li>- make simple predictions about future houses and appliances.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one sentence with will or might with teacher's help.</li> <li>- Choose or copy one simple future sentence with teacher's help.</li> </ul>			
28		82	<b>Commu nication</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- ask for and express opinions about future houses and appliances;</li> <li>- ask and answer questions using will and might;</li> <li>- complete a simple survey about dream houses and future appliances;</li> <li>- report one classmate's ideas using short guided sentences.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Answer one simple question about a future house with teacher's help.</li> <li>- Repeat or copy one model sentence with</li> </ul>			

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				will or might with teacher's help.			
	<b>THE SECOND MID TERM TEST CORRECTION</b>		<b>83</b> <b>Correction</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify errors made in the second mid-term test and understand the correct answers;</li> <li>- review vocabulary, grammar and skills connected with common errors;</li> <li>- correct answers using teacher guidance and textbook examples;</li> <li>- apply corrected knowledge in one similar practice task.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Identify one correct answer with teacher's help.</li> <li>- Copy one corrected word or sentence with teacher's help.</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	
	<b>UNIT 10: OUR HOUSES IN THE FUTURE</b>		<b>84</b> <b>Skills 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read descriptions of future houses for the main idea and specific information;</li> <li>- identify house type, location, rooms, appliances and special features;</li> <li>- compare information and match details with suitable houses or people;</li> <li>- talk about a dream house using a guided speaking plan.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Find 1–2 familiar house or appliance words in the reading with teacher's help.</li> <li>- Choose one correct detail about a future house with teacher's help.</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	

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29			85	<b>Skills 2</b> Students will be able to: - listen for specific information about a dream house; - complete notes about location, type, rooms, surroundings and appliances; - organize ideas into a clear description of a dream house; - write a guided paragraph using will, might and suitable topic vocabulary. <b>For students with disabilities</b> - Listen and recognize 1–2 house or appliance words with teacher’s help. - Copy one model sentence about a dream house with teacher’s help.			
			86	<b>Looking back &amp; Project</b> Students will be able to: - review vocabulary for future houses, locations and appliances; - consolidate will/won’t, might/might not and word stress in two-syllable words; - self-assess the language and skills learned in Unit 10; - design and present a model, poster or slide about a dream house. <b>For students with disabilities</b> - Match 2 future-house words with pictures with teacher’s help. - Copy or say one sentence for the dream-house project with teacher’s help.	<b>3.1.TC1a:</b> - Students present their creative ideas using digital tools (Poster/Slide) with visual aids.		
			87	<b>Getting</b> Students will be able to:	<b>5.2.TC1a:</b>	TV/ Projector,	
<b>UNIT 11: OUR</b>							

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	<b>GREENER WORLD</b>		<b>started</b>	<ul style="list-style-type: none"> <li>- understand the main idea and key details of the opening conversation about a greener world;</li> <li>- recognize and use words and expressions related to environmental problems and green actions;</li> <li>- understand the meaning of reduce, reuse and recycle and identify examples of each action;</li> <li>- talk briefly about one action they can do to protect the environment.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 words about the environment or the 3Rs with teacher's help.</li> <li>- Choose or copy one simple green action with teacher's help.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can identify environmental problems caused by digital usage and propose "green" solutions.</li> </ul>	Internet, speaker, lesson plan	
30			<b>88</b> <b>A closer look 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use vocabulary for materials, rubbish, environmental problems and the 3Rs;</li> <li>- classify familiar objects and actions under reduce, reuse or recycle;</li> <li>- recognize and practise natural rhythm in simple sentences;</li> <li>- make short sentences about green actions at home or school.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 words about materials or the 3Rs with teacher's help.</li> <li>- Match one object or action with reduce,</li> </ul>			

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				reuse or recycle with teacher's help.			
			89	<b>A closer look 2</b> <b>Students will be able to:</b> - recognize and use the articles a, an and the in familiar contexts; - identify when no article is needed in simple expressions; - recognize the form and use of the first conditional; - make simple first-conditional sentences about environmental actions and results. <b>For students with disabilities</b> - Recognize one sentence with a, an or the with teacher's help. - Choose or copy one simple If ..., ... will ... sentence with teacher's help.			
			90	<b>Communication</b> <b>Students will be able to:</b> - use expressions to give warnings and respond appropriately; - use imperatives and first-conditional sentences to explain possible consequences; - understand and complete the “How Green Are You?” survey; - interview a partner and report one or two green habits using a model. <b>For students with disabilities</b> - Repeat one simple warning after the teacher. - Choose one green answer in the survey with teacher's help.			

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31			91	<b>Skills 1</b> <b>Students will be able to:</b> - read tips for green living for the main idea and specific information; - identify environmental problems, suggested actions and expected results; - use information from the text to answer questions and complete a summary; - talk about simple ways to live more greenly at home or school. <b>For students with disabilities</b> - Find 1–2 familiar green words in the reading with teacher’s help. - Choose one correct green tip with teacher’s help.			
			92	<b>Skills 2</b> <b>Students will be able to:</b> - listen for specific information about ideas and activities for a green club; - complete notes about actions, materials, places and expected benefits; - organize ideas for a school green club; - write a guided paragraph presenting practical ideas for the club. <b>For students with disabilities</b> - Listen and recognize 1–2 familiar green actions with teacher’s help. - Copy one model sentence about a green club with teacher’s help.			
			93	<b>Looking back &amp;</b> <b>Students will be able to:</b> - review vocabulary for environmental	<b>3.1.TC1a:</b> - Students finalize and present		

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			<b>Project</b>	<p>problems, materials and the 3Rs;  - consolidate articles, first-conditional sentences and expressions for warnings;  - self-assess the language and skills learned in Unit 11;  - create and present a poster or infographic encouraging green actions.</p> <p><b>For students with disabilities</b>  - Match 2 green words or actions with pictures with teacher's help.  - Copy or say one simple green message for the project with teacher's help.</p>	<p>their digital Posters/Infographics created on Canva.</p>		
32	UNIT12: ROBOTS	94	<b>Getting started</b>	<p><b>Students will be able to:</b>  - understand the main idea and key details of the opening conversation about robots;  - recognize and use words for types of robots, body parts and tasks robots can do;  - identify present and possible future abilities of robots;  - talk briefly about a robot and its functions using a model.</p> <p><b>For students with disabilities</b>  - Recognize 2 words for robots or robot tasks with teacher's help.  - Choose or copy one simple sentence about what a robot can do with teacher's help.</p>	<p><b>3.1.TC1a:</b>  - Create and edit digital content using common formats.</p> <p><b>4.2.TC1a:</b>  - Demonstrate safe behavior and digital etiquette when participating in online games.</p>	TV/ Projector, Internet, speaker, lesson plan	
			<b>95</b>	<b>A closer look 1</b>	<p><b>Students will be able to:</b>  - use vocabulary for robot types, parts, abilities and everyday tasks;</p>		

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				<ul style="list-style-type: none"> <li>- use common verb–noun combinations to describe what robots do;</li> <li>- recognize and use suitable tones in statements;</li> <li>- complete and say short sentences about robot abilities.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize and repeat 2 robot words with teacher’s help.</li> <li>- Repeat one simple statement with the teacher’s intonation.</li> </ul>			
			<b>96</b> <b>A closer look 2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognize and form superlative adjectives with short adjectives;</li> <li>- use the superlative to compare three or more robots or objects;</li> <li>- use will be able to and won’t be able to to talk about future ability;</li> <li>- make simple predictions about what robots will be able to do.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize one superlative adjective with teacher’s help.</li> <li>- Choose or copy one simple sentence with will be able to with teacher’s help.</li> </ul>			
<b>33</b>			<b>97</b> <b>Communication</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use expressions to give opinions about robots;</li> <li>- agree or disagree politely using simple</li> </ul>	<b>2.1.TC1a:</b> - Students can use digital technology for clearly defined and regular interactions .		

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				<p>model expressions; - ask and answer questions about what robots can do now and will be able to do in the future; - take part in a short guided discussion about useful robots.</p> <p><b>For students with disabilities</b> - Repeat one opinion or agreement expression after the teacher. - Answer one simple question about a robot's ability with teacher's help.</p>			
			98	<b>Skills 1</b>	<p><b>Students will be able to:</b> - read a text about an international robot show for the main idea and specific information; - identify different robot types, countries, special features and abilities; - match robots with the tasks they can perform; - give a short guided talk about a robot seen at the show.</p> <p><b>For students with disabilities</b> - Find 1–2 familiar robot words in the reading with teacher's help. - Choose one correct robot or ability from the text with teacher's help.</p>		
			99	<b>Skills 2</b>	<p><b>Students will be able to:</b> - listen for specific information about different robots and what they can do;</p>		

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				<ul style="list-style-type: none"> <li>- complete notes about robot names, types, abilities and preferences;</li> <li>- organize ideas about a robot they would like to have;</li> <li>- write a guided paragraph describing the robot and the tasks it could do.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Listen and recognize 1–2 robot abilities with teacher’s help.</li> <li>- Copy one model sentence about a robot they would like with teacher’s help.</li> </ul>			
34			<b>100</b> <b>Looking back &amp; Project</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review vocabulary for robots, abilities and everyday tasks;</li> <li>- consolidate short-adjective superlatives, future ability and expressions for opinions;</li> <li>- self-assess the language and skills learned in Unit 12;</li> <li>- design and present a poster, model or slide about an ideal robot.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Match 2 robot words or tasks with pictures with teacher’s help.</li> <li>- Copy or say one sentence for the ideal-robot project with teacher’s help.</li> </ul>	<p><b>3.1.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Create and edit digital content using common formats.</li> </ul> <p><b>4.2.TC1a:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate safe behavior and digital etiquette when participating in online games.</li> </ul>		
	<b>REVISION FOR THE SECOND TERM TEST</b>		<b>101</b> <b>Vocab + Grammar</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- systematize key pronunciation, vocabulary and grammar from Units 10–12;</li> <li>- review language about future houses, green</li> </ul>		TV/ Projector, Internet, speaker, lesson plan	

Tuần	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	DIGITAL COMPETENCE DEVELOPMENT (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
				<p>living and robots;  - consolidate will, might, articles, the first conditional, superlatives and future ability;  - complete integrated practice tasks in preparation for the second end-term test.</p> <p><b>For students with disabilities</b>  - Recognize 1–2 familiar words or simple instructions with teacher’s help.  - Complete one simple matching, choosing or copying task with teacher’s help.</p>			
	<b>THE SECOND END-TERM TEST</b>		<b>102</b> <b>The second end-term Test</b>	<p><b>Students will be able to:</b>  - demonstrate understanding of key language and skills from Units 7–12 in the second end-term test;  - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks;  - listen and read for relevant information on familiar topics;  - complete suitable writing tasks according to the test requirements.</p> <p><b>For students with disabilities</b>  - Recognize 1–2 familiar words or simple instructions with teacher’s help.  - Complete simple multiple-choice, matching or copying tasks with teacher’s help.</p>		Handouts, speaker.	
<b>35</b>	<b>REVIEW 4</b>		<b>103</b> <b>Language</b>	<p><b>Students will be able to:</b>  - review pronunciation, vocabulary and grammar from Units 10–12;</p>		TV/ Projector, Internet, speaker, lesson	

Tuần n	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	<b>DIGITAL COMPETENCE DEVELOPMENT</b> (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
				<ul style="list-style-type: none"> <li>- consolidate language about future houses, environmental protection and robots;</li> <li>- apply learned grammar accurately in integrated language exercises;</li> <li>- identify language areas that need further practice.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 2 key words or one simple sentence from Units 10–12 with teacher’s help.</li> <li>- Complete one simple matching or choosing task with teacher’s help.</li> </ul>		plan	
			<b>104</b> <b>Skills</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- review listening, speaking, reading and writing skills from Units 10–12;</li> <li>- locate key information in short familiar texts and recordings;</li> <li>- respond orally to simple prompts about a future house, green action or robot;</li> <li>- complete a short guided writing task using learned language.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 key words in a short skill task with teacher’s help.</li> <li>- Copy one simple model sentence with teacher’s help.</li> </ul>			
	<b>CORRECTING THE SECOND</b>		<b>105</b> <b>Correction</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify errors made in the second end-term test and understand the correct answers;</li> </ul>		TV/ Projector, Internet, speaker, lesson	

Tuần	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	DIGITAL COMPETENCE DEVELOPMENT (Phát triển năng lực số)	Thiết bị, đồ dùng dạy học	Ghi chú
	TERM TEST			<ul style="list-style-type: none"> <li>- review vocabulary, grammar and skills connected with common errors;</li> <li>- correct answers using teacher guidance and textbook examples;</li> <li>- apply corrected knowledge in one or more similar practice tasks.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Identify one correct answer with teacher's help.</li> <li>- Copy one corrected word or sentence with teacher's help.</li> </ul>		plan	

## 2. Kiểm tra, đánh giá định kỳ

Bài kiểm tra, đánh giá	Thời gian làm bài kiểm tra	Thời điểm tổ chức kiểm tra	Yêu cầu cần đạt	Hình thức
Giữa học kì I	Tuần 9	60 phút	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- apply pronunciation, vocabulary, grammar and language functions learned in Units 1–3;</li> <li>- listen and read for main ideas and specific information about school, home and friends;</li> <li>- complete objective language tasks and short-answer tasks accurately;</li> <li>- write a short guided response or paragraph using familiar language.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher's help.</li> <li>- Complete simple multiple-choice, matching or copying tasks with teacher's</li> </ul>	Viết

Bài kiểm tra, đánh giá	Thời gian làm bài kiểm tra	Thời điểm tổ chức kiểm tra	Yêu cầu cần đạt	Hình thức
			help.	
Cuối học kì I	Tuần 17	60 phút	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- apply pronunciation, vocabulary, grammar and language functions learned in Units 1–6;</li> <li>- listen and read for relevant information about familiar topics from the first term;</li> <li>- complete objective and written tasks using learned structures;</li> <li>- produce a suitable short written text and complete the required project/product, where applicable.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher’s help.</li> <li>- Complete simple multiple-choice, matching, copying or supported product tasks with teacher’s help.</li> </ul>	Viết, sản phẩm
Giữa học kì II	Tuần 26	60 phút	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- apply pronunciation, vocabulary, grammar and language functions learned in Units 7–9;</li> <li>- listen and read for main ideas and specific information about television, sports and cities;</li> <li>- complete objective language tasks and short-answer tasks accurately;</li> <li>- write a short guided paragraph or postcard using familiar language.</li> </ul> <p><b>For students with disabilities</b></p> <ul style="list-style-type: none"> <li>- Recognize 1–2 familiar words or simple instructions with teacher’s help.</li> <li>- Complete simple multiple-choice, matching or copying tasks with teacher’s help.</li> </ul>	Viết
Cuối học kì II	Tuần 34	60 phút	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- apply pronunciation, vocabulary, grammar and language functions learned in Units 7–12;</li> <li>- listen and read for relevant information about familiar topics from the</li> </ul>	Viết, sản phẩm

Bài kiểm tra, đánh giá	Thời gian làm bài kiểm tra	Thời điểm tổ chức kiểm tra	Yêu cầu cần đạt	Hình thức
			second term; - complete objective and written tasks using learned structures; - produce a suitable short written text and complete the required project/product, where applicable. <b>For students with disabilities</b> - Recognize 1–2 familiar words or simple instructions with teacher’s help. - Complete simple multiple-choice, matching, copying or supported product tasks with teacher’s help.	

NHÓM GV LẬP

TỔ TRƯỞNG CM

, ngày tháng năm 2026  
**BGH DUYỆT**

