

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 PHAN BỘI CHÂU
TỔ: TIẾNG ANH-GDTC-NGHỆ THUẬT

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

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC: TIẾNG ANH - KHỐI LỚP 6
Năm học 2026 – 2027

1. Đặc điểm tình hình:

1.1. Số lớp: 14; Số học sinh: 557; Số học sinh học chuyên đề lựa chọn (nếu có): không.

1.2. Tình hình đội ngũ: Số giáo viên: 12; Trình độ đào tạo: Cao đẳng: 0/; Đại học: 12; Trên đại học: Không

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 12; Khá:; Đạt:; Chưa đạt:

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/ thực hành	Ghi chú
1	Smart TV	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 - 4	Sử dụng để trình chiếu nội dung bài học và trình bày sản phẩm.
2	Laptop/ Computer	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	- Sử dụng soạn KHDH và dạy Power Point trực tiếp trên lớp. - Khai thác Sách mềm, ứng dụng AI...
3	Mobile phone & Bluetooth Speaker	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	Sử dụng trong các tiết học Getting started, Communication, skills1, ôn tập, kiểm tra
4	Phần mềm zoom, canva Zalo, Google Meet,...	01 bộ/ lớp	Looking Back & Project from Unit 1 to 12	Học sinh sử dụng các phần mềm để thực hiện, trao đổi, xây dựng nội, trình bày sản phẩm học tập, dự án học tập.

1.4. 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
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1	Phòng dạy phụ đạo và bồi dưỡng HS	3	Sử dụng để tổ chức phụ đạo và bồi dưỡng HS	
2	Phòng SHCM	1	Sử dụng để sinh hoạt chuyên môn, chuyên đề	

2. Kế hoạch dạy học:

2.1. Phân phối chương trình:

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
1	(1 tiết)	Introduction	1	Students will be able to: - 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. For students with disabilities - 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.	
2	Unit 1: My New School (7 tiết)	Getting Started	1	Students will be able to: - 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	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				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. For students with disabilities - Recognize 2 words for school things with teacher's help. - Choose or copy one simple sentence about school with teacher's help.	
3		A Closer Look 1	1	Students will be able to: - 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. For students with disabilities - Recognize and repeat 2 school words with teacher's help. - Match one verb (study, have, do or play) with a familiar word with teacher's help.	
4		A Closer Look 2	1	Students will be able to: - recognize the form and use of the present simple in affirmative, negative and interrogative sentences; - use the correct verb form, including the third-person	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				singular form, to describe school routines and habits; - use adverbs of frequency in suitable positions in sentences; - ask and answer simple questions about daily school activities and timetables. For students with disabilities - Recognize one present-simple sentence with teacher's help. - Choose or copy one correct verb form in a simple sentence with teacher's help.	
5		Communication	1	Students will be able to: - use appropriate expressions to introduce a person and respond to an introduction; - ask and answer simple questions to get to know a new friend at school; - use vocabulary for personal information, school interests and positive qualities; - identify and talk about qualities of a good friend in a short guided exchange. For students with disabilities - Say one greeting or introduction sentence after the teacher. - Answer one very simple question about name or school with teacher's help.	
6		Skills 1	1	Students will be able to: - read short texts about different schools for the main idea and specific information; - identify school type, location, facilities, subjects and	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				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. For students with disabilities - 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.	
7		Skills 2	1	Students will be able to: - 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. For students with disabilities - Listen and recognize 1–2 familiar school words with teacher’s help. - Copy one model sentence about school with teacher’s help.	
8		LB & Project	1	Students will be able to: - review and use vocabulary for school things, subjects, activities and facilities; - consolidate the present simple, adverbs of frequency	NLS Codes: 3.1.TC1a, 3.2.TC1a AI Codes: 6.A1.2, 6.D1.1 • Digital Competence

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				and common verb–noun combinations; - self-assess the language and skills learned in Unit 1; - work in a group to design and present a simple project about “My dream school”. For students with disabilities - Match 2 familiar school words with pictures with teacher’s help. - Copy or say one sentence for the dream-school project with teacher’s help.	(3.1.TC1a, 3.2.TC1a): Students design, edit, and format a digital poster or slide presentation about their dream school using Canva or Google Slides, combining text and visuals. • AI Competence (6.A1.2, 6.D1.1): Students use AI chatbots under teacher supervision to brainstorm features of a dream school, evaluating when it is appropriate to use AI and ensuring human final decision-making.
9	Unit 2: My House (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the conversation about a home and rooms; - recognize and use words for types of houses, rooms and furniture; - ask and answer simple questions about where someone lives and what a home has; - describe a house or a room using short model sentences. For students with disabilities - Recognize 2 words for rooms or furniture with teacher’s help. - Choose or copy one sentence about a house with teacher’s help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
10		A Closer Look 1	1	Students will be able to: - use vocabulary for rooms, furniture and household objects accurately; - use simple structures to name and describe furniture in different rooms; - distinguish and pronounce the sounds /s/ and /z/ in words and short sentences; - describe one room using familiar vocabulary and a model. For students with disabilities - Point to and say 2 room or furniture words with teacher's help. - Repeat one word containing /s/ or /z/ after the teacher.	
11		A Closer Look 2	1	Students will be able to: - recognize and use the possessive case to show ownership; - use prepositions of place such as in, on, under, behind, in front of, next to and between; - ask and answer questions about the position of furniture and household objects; - describe the arrangement of objects in a room using correct sentence patterns. For students with disabilities - Recognize one preposition of place from a picture with teacher's help. - Copy one simple sentence showing the position of an object with teacher's help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
12		Communication	1	Students will be able to: - use expressions for making suggestions, including “Let’s ...” and “How about ...?”; - accept or refuse a suggestion politely using suitable responses; - use vocabulary and grammar from the unit to discuss rooms and furniture; - take part in a short guided dialogue about arranging or choosing a room. For students with disabilities - Repeat one suggestion after the teacher. - Choose one suitable response to a suggestion with teacher’s help.	
13		Skills 1	1	Students will be able to: - read a description of a room at the Crazy House Hotel in Da Lat for the main idea and details; - identify the room’s shape, furniture, special features and positions of objects; - use vocabulary and prepositions of place to describe a room; - give a short guided description of an imaginary room in the hotel. For students with disabilities - Find 1–2 room or furniture words in the text with teacher’s help. - Choose one correct detail or copy one sentence about the room with teacher’s help.	
14		Skills 2	1	Students will be able to:	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- listen for specific information about rooms, furniture and types of houses; - complete a simple plan or notes from the listening text; - identify the basic parts of an informal email to a friend; - write a guided email describing their house and favourite room. For students with disabilities - Listen and point to one correct room or furniture picture with teacher's help. - Copy one model sentence for an email about a house with teacher's help.	
15		LB&Project	1	Students will be able to: - review vocabulary for houses, rooms, furniture and household objects; - consolidate the possessive case, prepositions of place and expressions for suggestions; - self-assess the language and skills learned in Unit 2; - design and present a simple project about a strange house or a dream house. For students with disabilities - Match 2 house words with pictures with teacher's help. - Copy or say one sentence about a dream house with teacher's help.	NLS Codes: 2.1.TC1a, 3.1.TC1a AI Codes: 6.C2.2, 6.D2.1 • Digital Competence (2.1.TC1a, 3.1.TC1a): Students create a digital drawing/poster of their dream house using Canva or PowerPoint and share it on the class digital platform. • AI Competence (6.C2.2, 6.D2.1): Students explore smart home AI appliances, describing the functions of AI devices while understanding the limits of AI compared to human care

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
					and creativity.
16	Unit 3: My Friends (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about friends and a picnic; - recognize and use words for body parts and physical appearance; - identify people from simple descriptions of appearance; - describe a friend or a person using short model sentences. For students with disabilities - Recognize 2 body-part or appearance words with teacher's help. - Choose or copy one simple sentence describing a person with teacher's help.	
17		A Closer Look 1	1	Students will be able to: - use vocabulary for body parts, appearance and personality in meaningful contexts; - distinguish between words describing appearance and words describing personality; - distinguish and pronounce the sounds /p/ and /b/ correctly in words and sentences; - give a short description of a person using suitable adjectives. For students with disabilities - Recognize and repeat 2 appearance or personality	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				words with teacher's help. - Repeat one word containing /p/ or /b/ after the teacher.	
18		A Closer Look 2	1	Students will be able to: - recognize the form and use of the present continuous in affirmative, negative and interrogative sentences; - use the correct form of be and the -ing form of verbs to talk about actions happening now; - ask and answer questions about what people are doing; - distinguish the present continuous from the present simple in familiar situations. For students with disabilities - Recognize one present-continuous sentence with teacher's help. - Choose or copy one correct am/is/are + verb-ing form with teacher's help.	
19		Communication	1	Students will be able to: - ask and answer questions about appearance using "What does ... look like?"; - ask and answer questions about personality using "What is ... like?"; - use suitable adjectives to describe appearance and personality; - take part in a short guided conversation about a friend or classmate. For students with disabilities	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- Answer one simple question about appearance with teacher's help. - Say one familiar adjective about a friend after the teacher.	
20		Skills 1	1	Students will be able to: - read short texts about friends and summer camps for the main idea and specific information; - identify people's appearance, personality, interests and camp activities; - use information from the texts to answer questions and complete tasks; - talk about a friend or a summer camp using a simple speaking plan. For students with disabilities - Find 1–2 familiar words about friends in the text with teacher's help. - Choose one correct answer or picture about the reading with teacher's help.	
21		Skills 2	1	Students will be able to: - listen for specific information about a best friend's appearance, personality and interests; - complete notes using key words from the recording; - identify the content and organization of a short diary entry; - write a guided diary entry about a best friend. For students with disabilities - Listen and recognize 1–2 words describing a friend with teacher's help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- Copy one model sentence for a diary entry with teacher's help.	
22		L.B + Project	1	Students will be able to: - review vocabulary for body parts, appearance, personality and activities; - consolidate the present continuous and structures for describing people; - self-assess the language and skills learned in Unit 3; - prepare and present a class yearbook page about a friend or group member. For students with disabilities - Match 2 adjectives with suitable pictures with teacher's help. - Copy or say one sentence for the class yearbook with teacher's help.	NLS Codes: 2.4.TC1a, 3.1.TC1a AI Codes: 6.A3.3, 6.B2.1 • Digital Competence (2.4.TC1a, 3.1.TC1a): Students collaborate in groups to create a digital yearbook page or poster about best friends using Padlet or Canva. • AI Competence (6.A3.3, 6.B2.1): Students learn about digital footprint and personal data protection when uploading photos or descriptions of friends online, applying safety questions before sharing.
23	REVIEW 1 (2 tiết)	Language	1	Students will be able to: - review pronunciation, vocabulary and 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;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- complete review tasks in formats similar to the mid-term test. For students with disabilities - Recognize 2 familiar words from Units 1–3 with teacher’s help. - Complete one simple matching or multiple-choice task with teacher’s help.	
24		Skills	1	Students will be able to: - 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. For students with disabilities - 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.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				For students with disabilities - Practice easy exercise and understand how to do the test about language	

25	60 phút	THE FIRST MID-TERM TEST (60')	1	- 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. For students with disabilities - Do the test shortly and easily about the knowledge that he have learnt from U1-3	
26	Unit 4: My Neighborhood (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about a neighbourhood; - recognize and use words for places and features in a neighbourhood; - use simple expressions to ask for and give directions; - talk briefly about places near their home or school. For students with disabilities - Recognize 2 words for places in a neighbourhood with teacher's help. - Choose or copy one simple direction sentence with teacher's help.	
27		A Closer Look 1	1	Students will be able to: - use vocabulary for places and adjectives describing	

STT	Tên bài học (1)	Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
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				a neighbourhood; - combine nouns and adjectives to describe familiar places; - distinguish and pronounce the sounds /ɪ/ and /i:/ correctly in words and sentences; - describe one place in a neighbourhood using a short model. For students with disabilities - Recognize and repeat 2 place words with teacher's help. - Repeat one word containing /ɪ/ or /i:/ after the teacher.	
28		A Closer Look 2	1	Students will be able to: - recognize the form and use of comparative adjectives; - form regular comparatives and use common irregular forms such as better and worse; - compare people, places and things using than; - make and respond to simple comparisons about neighbourhoods. For students with disabilities - Recognize one comparative adjective with teacher's help. - Choose or copy one simple comparative sentence with teacher's help.	
29		Communication	1	Students will be able to: - use polite expressions to ask for and give directions in a neighbourhood;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- follow and give a route using turn left, turn right, go straight, opposite, next to and similar expressions; - listen for sequence and specific details in directions; - create and perform a short guided audio guide or dialogue about a local place. For students with disabilities - Follow one simple direction with teacher's help. - Repeat or copy one direction sentence with teacher's help.	
30		Skills 1	1	Students will be able to: - read a text about a neighbourhood or city for the main idea and specific information; - identify location, facilities, interesting features, advantages and disadvantages of a place; - use information from the reading to complete questions and a summary; - talk about a city or neighbourhood using a guided speaking plan. For students with disabilities - Find 1–2 familiar place words in the reading with teacher's help. - Choose one correct detail about the place with teacher's help.	
31		Skills 2	1	Students will be able to: - listen for specific information about a person's neighbourhood; - complete notes about location, places, features, likes and dislikes;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- organize ideas into a clear paragraph about a neighbourhood; - write a guided paragraph using suitable vocabulary, comparatives and linking words. For students with disabilities - Listen and recognize 1–2 familiar place words with teacher’s help. - Copy one model sentence about a neighbourhood with teacher’s help.	
32		LB&Project	1	Students will be able to: - review vocabulary for places, directions and descriptive adjectives; - consolidate comparative adjectives and expressions for asking for and giving directions; - self-assess the language and skills learned in Unit 4; - design and present a map, poster or brochure about a neighbourhood. For students with disabilities - Match 2 place words with pictures with teacher’s help. - Copy or say one sentence for the neighbourhood project with teacher’s help.	NLS Codes: 1.1.TC1a, 3.1.TC1a AI Codes: 6.C3.1, 6.D1.1 Digital Competence (1.1.TC1a, 3.1.TC1a): Students search for map images and real locations of local landmarks on Google Maps to design a digital neighborhood guide/brochure. AI Competence (6.C3.1, 6.D1.1): Students use AI map navigation technologies to explore route options understanding how AI aids location discovery while making final choices independently.

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
33		Correction of The First Mid-Term Test	1	- Re-cognize what they have done, learnt are good or bad. - Correct the mistakes and get feedback. - Be aware of being hard-working and careful. For students with disabilities - Understand one part of the test and how to do the test	
34	Unit 5: Natural Wonders of Viet Nam (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about a trip to a natural place; - recognize and use words for natural features, landscapes and travel items; - identify information about well-known natural wonders of Viet Nam; - describe a natural place using short model sentences. For students with disabilities - Recognize 2 words for natural features or travel items with teacher's help. - Choose or copy one simple sentence about a natural wonder with teacher's help.	
35		A Closer Look 1	1	Students will be able to: - use lexical items for things in nature and items needed for a trip; - use common word combinations to describe natural places and travel preparations; - distinguish and pronounce the sounds /t/ and /d/ correctly in words and sentences;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- talk briefly about a natural place and things to take on a trip. For students with disabilities - Recognize and repeat 2 nature or travel words with teacher's help. - Repeat one word containing /t/ or /d/ after the teacher.	
36		A Closer Look 2	1	Students will be able to: - distinguish countable and uncountable nouns in familiar contexts; - use some, many, much, a few and a little with suitable nouns; - use must and mustn't to express rules, obligations and prohibitions; - complete and make simple sentences about travel preparations and rules at natural places. For students with disabilities - Recognize one countable or uncountable noun with teacher's help. - Choose or copy one simple sentence with some, must or mustn't with teacher's help.	
37		Communication	1	Students will be able to: - use suitable expressions to make, accept and change an appointment; - identify basic information and sections in a simple travel guide; - use must and mustn't to discuss what to prepare and what rules to follow on a trip;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- perform a short guided dialogue about planning a visit to a natural wonder. For students with disabilities - Repeat one appointment expression after the teacher. - Choose one travel item or rule with teacher's help.	
38		Skills 1	1	Students will be able to: - read texts about natural wonders for the main idea and specific information; - identify location, special features, activities, travel items and rules mentioned in the texts; - use context and learned vocabulary to answer comprehension questions; - give a short guided talk about a famous natural place and what visitors must or mustn't do there. For students with disabilities - Find 1–2 familiar nature words in the text with teacher's help. - Choose one correct fact or rule about a natural place with teacher's help.	
39		Skills 2	1	Students will be able to: - listen for specific information about a natural wonder, including location, features and activities; - complete notes or a table using key words from the recording; - organize a paragraph with a topic sentence and supporting details; - write a guided paragraph about a natural wonder	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				using descriptive vocabulary. For students with disabilities - Listen and recognize 1–2 familiar nature words with teacher’s help. - Copy one model sentence about a natural wonder with teacher’s help.	
40		LB&Project	1	Students will be able to: - review vocabulary for natural features, travel items and travel activities; - consolidate countable and uncountable nouns, quantifiers, must and mustn’t; - self-assess the language and skills learned in Unit 5; - prepare and present a poster or travel guide about a natural wonder. For students with disabilities - Match 2 nature or travel words with pictures with teacher’s help. - Copy or say one sentence for the natural-wonder project with teacher’s help.	NLS Codes: 1.2.TC1a, 3.1.TC1a AI Codes: 6.A1.3, 6.C1.2 • Digital Competence (1.2.TC1a, 3.1.TC1a): Students create a digital presentation/poster on a Vietnamese natural wonder using Canva/Google Slides, verifying image and geographic facts from trusted portals. • AI Competence (6.A1.3, 6.C1.2): Students verify AI-generated travel facts against official textbook and tourism sources, practicing human verification and understanding positive impacts of AI in tourism.
41	Unit 6: Our Tet Holiday (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about Tet; - recognize and use words for Tet activities,	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				decorations, food and customs; - identify what people do before and during Tet; - talk briefly about familiar Tet activities using model sentences. For students with disabilities - Recognize 2 words about Tet with teacher's help. - Choose or copy one simple sentence about a Tet activity with teacher's help.	
42		A Closer Look 1	1	Students will be able to: - use vocabulary for Tet things, activities, food and wishes; - use suitable verbs with common Tet nouns and phrases; - distinguish and pronounce the sounds /s/ and /ʃ/ correctly in words and sentences; - describe one or two Tet preparations using familiar vocabulary. For students with disabilities - Recognize and repeat 2 Tet words with teacher's help. - Repeat one word containing /s/ or /ʃ/ after the teacher.	
43		A Closer Look 2	1	Students will be able to: - recognize and use should and shouldn't to give advice about Tet behaviour and customs; - use some and any correctly in affirmative, negative and interrogative sentences; - ask and answer simple questions about Tet	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				preparations and things in the home; - complete and make short sentences in familiar Tet contexts. For students with disabilities - Recognize one sentence with should or shouldn't with teacher's help. - Choose or copy one simple sentence with some or any with teacher's help.	
44		Communication	1	Students will be able to: - use common New Year wishes and respond appropriately; - match wishes with suitable people and situations; - recognize selected New Year traditions in Viet Nam and other countries; - take part in a short guided exchange to give a New Year wish. For students with disabilities - Repeat one New Year wish after the teacher. - Choose one suitable wish for a familiar person with teacher's help.	
45		Skills 1	1	Students will be able to: - read short texts about New Year and Tet traditions for the main idea and specific information; - identify who performs particular activities and which traditions belong to each place; - compare selected New Year customs using information from the reading; - talk briefly about Tet activities and traditions in	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				their family. For students with disabilities - Find 1–2 familiar Tet words in the reading with teacher’s help. - Choose one correct Tet activity or tradition with teacher’s help.	
46		Skills 2	1	Students will be able to: - 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. For students with disabilities - Listen and recognize 1–2 Tet activities with teacher’s help. - Copy one model sentence about family Tet preparations with teacher’s help.	
47		LB&Project	1	Students will be able to: - 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.	NLS Codes: 2.1.TC1a, 3.2.TC1a AI Codes: 6.A3.1, 6.B1.1 • Digital Competence (2.1.TC1a, 3.2.TC1a): Students design and format a Digital Wish Card or E-booklet about Tet traditions using Canva, combining

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				For students with disabilities - 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.	images, greeting text, and decorative elements. • AI Competence (6.A3.1, 6.B1.1): Students use AI tools under teacher guidance to translate Tet wishes or generate card ideas, analyzing positive and negative aspects of AI in cultural communication..
48	REVIEW 2 (2 tiết)	Language	1	Students will be able to: - review pronunciation, vocabulary and grammar from Units 4–6; - consolidate language about neighbourhoods, natural wonders and Tet; - apply learned grammar in integrated language exercises; - identify areas that need further practice after the first-term test. For students with disabilities - Recognize 2 key words or one simple sentence from Units 4–6 with teacher's help. - Complete one simple matching or choosing task with teacher's help.	
49		Skills	1	Students will be able to: - review listening, speaking, reading and writing skills from Units 4–6; - locate key information in short familiar texts and recordings;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- respond orally to simple prompts about a place, trip or Tet; - complete a short guided writing task using learned language. For students with disabilities - Recognize 1–2 key words in a short skill task with teacher’s help. - Copy one simple model sentence with teacher’s help.	
50,51		REVISION		.- Practise listening and reading for specific information about topics from unit 7-9. - Practise writing correct sentences from clues. - Develop communication skills and creativity. - Be collaborative and supportive in pair work. - Actively join in class activities - Develop self-study skills For students with disabilities - Practice easy exercise and understand how to do the test about language	
52	(60 phút)	THE FIRST END TERM TEST (60’)	1	- Students can use words, phonics and grammatical structures learned in Units 1-6 - Students read/listen to detailed information and do exercises as required - Students write required sentences and write short sentences according to information or suggested questions - Students confidently do the test based on the content they have learned and the suggested matrix	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				For students with disabilities - Do an easy test about the simple languages and skills from unit 1-6.	
53		SPEAKING TEST	1	- Students can use words, phonics and grammatical structures learned in Units 1-6. - Introduce information about hobbies, teachers, schools, favorite subjects. - Use the learned language to speak on the topic. - Use flexible sentence structure to express what needs to be said in different ways. - Understand and answer factual questions. For students with disabilities - Speak some easy sentences.	
54		Test Correction	1	- Recognize what they have done, learnt are good or bad. - Correct the mistakes and get feedback. - Be aware of being hard-working and careful. For students with disabilities - Understand one part of the test and how to do the test, recognize their mistakes in the test	
55	Unit 7: Television (7 tiết)	Getting Started	1	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	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				model. For students with disabilities - Recognize 2 words for television programmes with teacher's help. - Choose or copy one simple sentence about television with teacher's help.	
56		A Closer Look 1	1	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. For students with disabilities - Recognize and repeat 2 television words with teacher's help. - Repeat one word containing /θ/ or /ð/ after the teacher.	
57		A Closer Look 2	1	Students will be able to: - recognize and use Wh-question words to ask for different kinds of information; - form and answer Wh-questions about television programmes and viewing habits; - use conjunctions and, but, so, because and although to connect ideas;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- combine short sentences and give simple reasons for television preferences. For students with disabilities - Recognize one Wh-question word with teacher's help. - Choose or copy one simple question or sentence with and/but/because with teacher's help.	
58		Communication	1	Students will be able to: - use everyday expressions to ask for and give information about television programmes; - ask and answer questions about programme type, channel, time and reason for watching; - express likes and dislikes and give a simple reason; - take part in a short guided television quiz or class survey. For students with disabilities - Answer one simple question about a favourite programme with teacher's help. - Repeat one model sentence giving a like or dislike with teacher's help.	
59		Skills 1	1	Students will be able to: - 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;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- talk about a favourite programme using information from a guide. For students with disabilities - Find 1–2 programme names or times in the guide with teacher’s help. - Choose one suitable television programme with teacher’s help.	
60		Skills 2	1	Students will be able to: - 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. For students with disabilities - Listen and recognize 1–2 familiar television words with teacher’s help. - Copy one model sentence about television-viewing habits with teacher’s help.	
61		LB&Project	1	Students will be able to: - review vocabulary for television programmes, people and viewing activities; - consolidate Wh-questions and conjunctions; - self-assess the language and skills learned in Unit 7; - conduct a simple class survey and present results about television-viewing habits.	NLS Codes: 1.2.TC1a, 3.1.TC1a AI Codes: 6.C1.MR3, 6.D1.1 • Digital Competence (1.2.TC1a, 3.1.TC1a): Students conduct a survey on class TV viewing habits using Google Forms, design a

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				For students with disabilities - Match 2 television words with pictures with teacher's help. - Copy or say one sentence for the television survey project with teacher's help.	digital poster summarizing favorite TV shows, and evaluate data accuracy. • AI Competence (6.C1.MR3, 6.D1.1): Students analyze how AI recommendation algorithms suggest TV programs, evaluating when automated recommendations are helpful versus when humans should decide independently.
62	Unit 8: Sport and Games (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about sports and exercise; - recognize and use words for sports, games, equipment and places; - identify what sports or games people play and how often they play them; - talk briefly about a favourite sport or game using a model. For students with disabilities - Recognize 2 words for sports or games with teacher's help. - Choose or copy one simple sentence about a sport with teacher's help.	
63		A Closer Look 1	1	Students will be able to: - use vocabulary for sports, games, equipment and sportspeople;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- 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. For students with disabilities - Recognize and repeat 2 sport words with teacher's help. - Match one sport with play, do or go with teacher's help.	
64		A Closer Look 2	1	Students will be able to: - 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. For students with disabilities - Recognize one past-simple verb with teacher's help. - Choose or copy one simple past sentence or imperative with teacher's help.	
65		Communication	1	Students will be able to: - use appropriate expressions to congratulate someone and respond to congratulations; - recognize situations in which congratulations are	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				suitable; - ask and answer simple questions about sports and games; - perform a short guided dialogue about a sports achievement. For students with disabilities - Repeat one congratulation expression after the teacher. - Choose one suitable response to congratulations with teacher's help.	
66		Skills 1	1	Students will be able to: - 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. For students with disabilities - Find 1–2 familiar football words or facts in the text with teacher's help. - Choose one correct fact about Pelé with teacher's help.	
67		Skills 2	1	Students will be able to: - listen for specific information about sports and game preferences and habits; - identify which activities Hai and Alice do, like or	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				dislike; - organize ideas about a favourite sport or game; - write a guided paragraph describing the sport/game, rules, frequency and reasons for liking it. For students with disabilities - 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		LB&Project	1	Students will be able to: - 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. For students with disabilities - Match 2 sport or game words with pictures with teacher’s help. - Copy or say one simple rule for the traditional-game project with teacher’s help.	NLS Codes: 2.4.TC1a, 3.1.TC1a AI Codes: 6.C2.1, 6.D2.1 • Digital Competence (2.4.TC1a, 3.1.TC1a): Students work in groups to create a digital poster / slide presentation about a favorite sport or sports star using Canva or Google Slides. • AI Competence (6.C2.1, 6.D2.1): Students distinguish between regular sports equipment and AI-assisted sports technology (smart fitness trackers), discussing the limits of AI versus human athletic skill.
69	Unit 9: Cities In The	Getting Started	1	Students will be able to: - understand the main idea and key details of the	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
	World (7 tiết)			opening conversation about cities and holiday photos; - recognize and use words for continents, countries, cities and famous landmarks; - identify cities and landmarks from simple clues or pictures; - talk briefly about a city they know, have visited or want to visit. For students with disabilities - Recognize 2 city or landmark words with teacher's help. - Choose or copy one simple sentence about a city with teacher's help.	
70		A Closer Look 1	1	Students will be able to: - use vocabulary for cities, countries, continents, landmarks and city features; - use adjectives to describe cities and famous places; - distinguish and pronounce the sounds /əʊ/ and /aʊ/ correctly in words and sentences; - complete short descriptions and identify cities from key information. For students with disabilities - Recognize and repeat 2 city or landmark words with teacher's help. - Repeat one word containing /əʊ/ or /aʊ/ after the teacher.	
71		A Closer Look 2	1	Students will be able to: - recognize and use possessive adjectives and possessive pronouns correctly;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- 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. For students with disabilities - Recognize one possessive adjective or pronoun with teacher's help. - Choose or copy one simple sentence showing ownership with teacher's help.	
72		Communication	1	Students will be able to: - 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. For students with disabilities - Repeat one exclamation with What after the teacher. - Match one famous landmark with its city or picture with teacher's help.	
73		Skills 1	1	Students will be able to: - read a holiday postcard for the main idea and specific information; - identify the writer, receiver, place, weather,	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				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. For students with disabilities - 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		Skills 2	1	Students will be able to: - 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. For students with disabilities - Listen and recognize 1–2 familiar city words with teacher’s help. - Copy one model sentence for a holiday postcard with teacher’s help.	
75		LB&Project	1	Students will be able to: - review vocabulary for cities, countries, continents and landmarks; - consolidate possessive adjectives, possessive pronouns and exclamations with What;	NLS Codes: 1.1.TC1a, 3.1.TC1a AI Codes: 6.A1.2, 6.C2.2 • Digital Competence

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- self-assess the language and skills learned in Unit 9; - research and present a simple project about a city in the world. For students with disabilities - 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.	(1.1.TC1a, 3.1.TC1a): Students search for images and travel information about a famous city in the world to design a digital postcard/poster using Canva or PowerPoint. • AI Competence (6.A1.2, 6.C2.2): Students use AI translation or travel assistance tools to summarize city highlights, understanding that AI assists human learning without replacing authentic exploration.
76	REVIEW 3 (2 tiết)	Language	1	Students will be able to: - 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. For students with disabilities - Recognize 2 familiar words from Units 7–9 with	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				teacher's help. - Complete one simple matching or multiple-choice task with teacher's help.	
77		Skills	1	Students will be able to: - review listening, speaking, reading and writing skills from Units 7–9; - listen and read for main ideas and specific information on familiar topics; - speak briefly about a television programme, sport or city using prompts; - write or complete a short guided paragraph or postcard using learned language. For students with disabilities - 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.	

STT	Tên bài học (1)	Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
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78	60 phút	THE SECOND MID-TERM TEST (60')	1	- 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. - Write complete sentences using words and grammar notes learnt in units 7-9. For students with disabilities - Do an easy test about the simple languages and skills from unit 7-9	
79	Unit 10: Our Houses In The Future (7 tiết)	Getting Started	1	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. For students with disabilities - 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.	
80		A Closer Look 1	1	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	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				future home; - recognize and pronounce stress correctly in common two-syllable words; - describe one future appliance and its function using a short model. For students with disabilities - Recognize and repeat 2 future-house or appliance words with teacher's help. - Clap or repeat the stress of one two-syllable word with teacher's help.	
81		A Closer Look 2	1	Students will be able to: - recognize and use will/won't to make predictions about the future; - form affirmative, negative and interrogative sentences with will; - use might/might not to express future possibilities; - make simple predictions about future houses and appliances. For students with disabilities - Recognize one sentence with will or might with teacher's help. - Choose or copy one simple future sentence with teacher's help.	
82		Communication	1	Students will be able to: - ask for and express opinions about future houses and appliances; - ask and answer questions using will and might; - complete a simple survey about dream houses and	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				future appliances; - report one classmate's ideas using short guided sentences. For students with disabilities - Answer one simple question about a future house with teacher's help. - Repeat or copy one model sentence with will or might with teacher's help.	
83		Skills 1	1	Students will be able to: - read descriptions of future houses for the main idea and specific information; - identify house type, location, rooms, appliances and special features; - compare information and match details with suitable houses or people; - talk about a dream house using a guided speaking plan. For students with disabilities - Find 1–2 familiar house or appliance words in the reading with teacher's help. - Choose one correct detail about a future house with teacher's help.	
84		Skills 2	1	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;	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- write a guided paragraph using will, might and suitable topic vocabulary. For students with disabilities - 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.	
85		LB&Project	1	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. For students with disabilities - 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.	NLS Codes: 3.1.TC1a, 5.2.TC1a AI Codes: 6.A2.1, 6.D2.2 • Digital Competence (3.1.TC1a, 5.2.TC1a): Students create a digital poster / presentation depicting a future smart house and its automated appliances using Canva or PowerPoint. • AI Competence (6.A2.1, 6.D2.2): Students explore AI smart home devices (smart lighting, voice assistants), proposing how humans and AI appliances collaborate to make life comfortable while maintaining human control.
86	(1 tiết)	Correction of the second mid-term test.	1	- Review the knowledge from Unit 7 to Unit 9 - Recognize and correct the mistakes to make sure the knowledge they have learnt in Unit 7, 8, 9. - Be aware of the mistakes to overcome them.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
		(60')		For students with disabilities - Understand one part of the test and how to do the test, recognize their mistakes in the test	
87	Unit 11: Our Greener World (7 tiết)	Getting Started	1	Students will be able to: - understand the main idea and key details of the opening conversation about a greener world; - recognize and use words and expressions related to environmental problems and green actions; - understand the meaning of reduce, reuse and recycle and identify examples of each action; - talk briefly about one action they can do to protect the environment. For students with disabilities - Recognize 2 words about the environment or the 3Rs with teacher's help. - Choose or copy one simple green action with teacher's help.	
88		A Closer Look 1	1	Students will be able to: - use vocabulary for materials, rubbish, environmental problems and the 3Rs; - classify familiar objects and actions under reduce, reuse or recycle; - recognize and practise natural rhythm in simple sentences; - make short sentences about green actions at home or school. For students with disabilities - Recognize and repeat 2 words about materials or the	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				3Rs with teacher's help. - Match one object or action with reduce, reuse or recycle with teacher's help.	
89		A Closer Look 2	1	Students will be able to: - 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. For students with disabilities - 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		Communication	1	Students will be able to: - 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. For students with disabilities - Repeat one simple warning after the teacher. - Choose one green answer in the survey with	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				teacher's help.	
91		Skills 1	1	Students will be able to: - 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. For students with disabilities - Find 1–2 familiar green words in the reading with teacher's help. - Choose one correct green tip with teacher's help.	
92		Skills 2	1	Students will be able to: - 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. For students with disabilities - Listen and recognize 1–2 familiar green actions with teacher's help. - Copy one model sentence about a green club with teacher's help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
93		LB&Project	1	Students will be able to: - review vocabulary for environmental 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. For students with disabilities - 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.	NLS Codes: 2.4.TC1a, 3.1.TC1a AI Codes: 6.B1.1, 6.D1.1 • Digital Competence (2.4.TC1a, 3.1.TC1a): Students collaborate in groups to design a '3Rs' digital infographic or poster on saving energy and recycling using Canva or Google Slides. • AI Competence (6.B1.1, 6.D1.1): Students identify situations where AI image recognition can assist waste sorting (AI trash sorters), evaluating environmental benefits and ethical usage.
94	Unit 12: Robots (7 tiết)	Getting Started	1	Students will be able to: - 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. For students with disabilities - Recognize 2 words for robots or robot tasks with teacher's help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- Choose or copy one simple sentence about what a robot can do with teacher's help.	
95		A Closer Look 1	1	Students will be able to: - use vocabulary for robot types, parts, abilities and everyday tasks; - use common verb–noun combinations to describe what robots do; - recognize and use suitable tones in statements; - complete and say short sentences about robot abilities. For students with disabilities - Recognize and repeat 2 robot words with teacher's help. - Repeat one simple statement with the teacher's intonation.	
96		A Closer Look 2	1	Students will be able to: - recognize and form superlative adjectives with short adjectives; - use the superlative to compare three or more robots or objects; - use will be able to and won't be able to to talk about future ability; - make simple predictions about what robots will be able to do. For students with disabilities - Recognize one superlative adjective with teacher's help.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- Choose or copy one simple sentence with will be able to with teacher's help.	
97		Communication	1	Students will be able to: - use expressions to give opinions about robots; - agree or disagree politely using simple 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. For students with disabilities - Repeat one opinion or agreement expression after the teacher. - Answer one simple question about a robot's ability with teacher's help.	
98		Skills 1	1	Students will be able to: - 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. For students with disabilities - 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.	

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
99		Skills 2	1	Students will be able to: - listen for specific information about different robots and what they can do; - complete notes about robot names, types, abilities and preferences; - organize ideas about a robot they would like to have; - write a guided paragraph describing the robot and the tasks it could do. For students with disabilities - Listen and recognize 1–2 robot abilities with teacher’s help. - Copy one model sentence about a robot they would like with teacher’s help.	
100		LB&Project	1	Students will be able to: - review vocabulary for robots, abilities and everyday tasks; - consolidate short-adjective superlatives, future ability and expressions for opinions; - self-assess the language and skills learned in Unit 12; - design and present a poster, model or slide about an ideal robot. For students with disabilities - Match 2 robot words or tasks with pictures with teacher’s help. - Copy or say one sentence for the ideal-robot project with teacher’s help.	NLS Codes: 3.1.TC1a, 3.4.TC1a AI Codes: 6.C1.1, 6.D2.1 • Digital Competence (3.1.TC1a, 3.4.TC1a): Students design a digital presentation / drawing of a multi-functional robot for school or home using Canva or Scratch visual blocks. • AI Competence (6.C1.1, 6.D2.1): Students explain the basic structure of AI robots (sensors as eyes/ears, algorithms as brains) and analyze the fundamental

STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
					limits of robots compared to human feelings and ethics..
101	REVIEW 4 (2 tiết)	Language	1	Students will be able to: - review pronunciation, vocabulary and grammar from Units 10–12; - consolidate language about future houses, environmental protection and robots; - apply learned grammar accurately in integrated language exercises; - identify language areas that need further practice. For students with disabilities - Recognize 2 key words or one simple sentence from Units 10–12 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
102		Skills	1	Students will be able to: - review listening, speaking, reading and writing skills from Units 10–12; - locate key information in short familiar texts and recordings; - respond orally to simple prompts about a future house, green action or robot; - complete a short guided writing task using learned language. For students with disabilities - Recognize 1–2 key words in a short skill task with teacher’s help.	

103 104		REVISION	- Practise listening and reading for specific information about topics from unit 7-9. - Practise writing correct sentences from clues. - Develop communication skills and creativity. - Be collaborative and supportive in pair work. - Actively join in class activities - Develop self-study skills For students with disabilities Practice easy exercise and understand how to do the test about language	
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STT	Tên bài học (1)		Số tiết (2)	Yêu cầu cần đạt (3)	Digital competence development & AI (4)
				- Copy one simple model sentence with teacher's help.	
105	60 phút	THE SECOND END-TERM TEST (60')	1	- Demonstrate understanding of key language and skills in the end-term test; - Recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - Read and listen for relevant information on familiar topics; - Complete suitable writing tasks according to the test requirements. For students with disabilities - Recognize 1–2 familiar words or simple instructions with teacher's help. - Complete simple multiple-choice, matching or copying tasks with teacher's help.	

2.2. Chuyên đề lựa chọn: (đối với cấp trung học phổ thông)

2.3. Kiểm tra, đánh giá định kỳ:

Bài kiểm tra đánh giá	Thời gian	Thời điểm	Yêu cầu cần đạt	Hình thức
The Mid- first term test	60 minutes	Tuần 9 Tiết 25	- 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. For students with disabilities - Recognize simple instructions and 1–2 familiar words with teacher’s help. - Complete suitable simplified choosing, matching or copying tasks with teacher’s help.	<i>Test sheets / Speaking test</i>
The First term test	60 minutes	Tuần 18 Tiết 53	- Use words and phrases related to the topic in Units: 1-6 - Use grammar notes learnt in Units: 1-6. - Read and listen for general and specific information. - Write complete sentences using words and grammar notes learnt in Units: 1-6. - Using pictures to talk about them and role play / interview about the contents from U1 to U6, talk about personal information For students with disabilities - Recognize simple instructions and 1–2 familiar words with teacher’s help. - Complete suitable simplified choosing, matching or copying tasks with teacher’s help.	<i>Test sheets and speaking test</i>
The Mid-second term test	60 minutes	Tuần 26 Tiết 78	- 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	<i>Test sheets and speaking</i>

			- Write complete sentences using words and grammar notes learnt in Units: 7-9. For students with disabilities - Recognize simple instructions and 1–2 familiar words with teacher’s help. - Complete suitable simplified choosing, matching or copying tasks with teacher’s help.	
The second term test	60 minutes	Tuần 35 Tiết 105	- 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. - Write complete sentences using words and grammar notes learnt in Units: 7-12. - Using the pictures to talk about them and role play / interview about the contents from U7 to U12, talk about personal information For students with disabilities - Recognize simple instructions and 1–2 familiar words with teacher’s help. - Complete suitable simplified choosing, matching or copying tasks with teacher’s help.	<i>Test sheets and speaking test</i>

3. Chuyên đề lựa chọn: (đối với cấp trung học phổ thông)

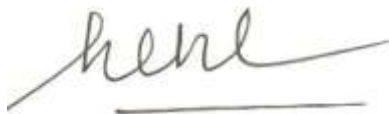
STT	Chuyên đề (1)	Số tiết (2)	Yêu cầu cần đạt (3)
1			

4. Các nội dung khác:

- Dạy bồi dưỡng, phụ đạo theo sự phân công
- Tham gia các hoạt động của tổ, trường và cấp trên tổ chức

TỔ TRƯỞNG

(Ký và ghi rõ họ tên)

A handwritten signature in black ink, appearing to read 'hehl', written over a horizontal line.

Hồ Thị Huỳnh Trang

Thăng Điện, ngày tháng 9 năm 2026

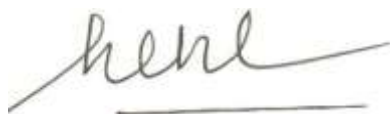
HIỆU TRƯỞNG

(Ký và ghi rõ họ tên)

Trần Đăng Quý

KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN**Năm học 2026 – 2027****Khối lớp 6: Số học sinh: 557**

STT	Chủ đề	Yêu cầu cần đạt	Số tiết	Thời điểm	Địa điểm	Chủ trì	Phối hợp	Điều kiện thực hiện
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Hướng dẫn HS thi ioe trực tuyến	Tăng khả năng phản xạ thực hành Tiếng Anh trên máy tính, nâng cao các kỹ năng nghe, nói, đọc, viết.	2-3	Hàng tuần	Hội trường	GV tiếng Anh	Mời GVCN	Theo chỉ tiêu của trường

*(1) Tên chủ đề tham quan, cắm trại, sinh hoạt tập thể, câu lạc bộ, hoạt động phục vụ cộng đồng.**(2) Yêu cầu (mức độ) cần đạt của hoạt động giáo dục đối với các đối tượng tham gia.**(3) Số tiết được sử dụng để thực hiện hoạt động.**(4) Thời điểm thực hiện hoạt động (tuần/tháng/năm).**Thăng Diên, ngày.....tháng 9 năm 2026***TỔ TRƯỞNG***(Ký và ghi rõ họ tên)*


Hồ Thị Huỳnh Trang

HIỆU TRƯỞNG*(Ký và ghi rõ họ tên)*

Trần Đăng Quý

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)

PHỤ LỤC I

TRƯỜNG THCS PHAN BỘI CHÂU
TỔ: TIẾNG ANH-GDTC-NGHỆ THUẬT

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

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC: TIẾNG ANH - KHỐI LỚP 7- Năm học
2026 – 2027

1. Đặc điểm tình hình

1.1. Số lớp: 13; Số học sinh: **554;** Số học sinh học chuyên đề lựa chọn (nếu có): không.

1.2. Tình hình đội ngũ: Số giáo viên: **12;** Trình độ đào tạo: Cao đẳng: **0/;** Đại học: **12;** Trên đại học: Không

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: **12;** Khá:; Đạt:; Chưa đạt:

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/ thực hành	Ghi chú
1	Smart TV	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 - 4	Sử dụng để trình chiếu nội dung bài học và trình bày sản phẩm.
2	Laptop/ Computer	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	- Sử dụng soạn KHDH và dạy Power Point trực tiếp trên lớp. - Khai thác Sách mềm, ứng dụng AI...
3	Mobile phone & Bluetooth Speaker	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	Sử dụng trong các tiết học Getting started, Communication, skills1, ôn tập, kiểm tra
4	Phần mềm zoom, canva Zalo, Google Meet,...	01 bộ/ lớp	Looking Back & Project from Unit 1 to 12	Học sinh sử dụng các phần mềm để thực hiện, trao đổi, xây dựng nội, trình bày sản phẩm học tập, dự án học tập.

1.4. 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
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1	Phòng dạy phụ đạo và bồi dưỡng HS	3	Sử dụng để tổ chức phụ đạo và bồi dưỡng HS	
2	Phòng SHCM	1	Sử dụng để sinh hoạt chuyên môn, chuyên đề	

2. Kế hoạch dạy học

2.1. Phân phối chương trình:

Tuần (1)	Chủ đề/ Bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
1	INTRODUC TION	1	1	Students will be able to: - become familiar with the structure, symbols, sections and learning resources of the English 7 - Global Success coursebook; - understand basic classroom rules, common classroom instructions and ways of using the coursebook and workbook; - identify the twelve unit topics and the 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. For students with disabilities - Recognize 1-2 common classroom instructions with teacher's help. Point to or copy the names of 1-2 parts of the English 7 coursebook with teacher's help.	
	UNIT 1: HOBBIES	7	2 Getting started	- complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about hobbies and hobby activities using the lesson model. For students with disabilities - Recognize 2 hobby words from pictures with teacher's help.	

				Choose or copy a simple sentence such as “I like gardening.” with teacher’s help.	
			3 A closer look 1	Students will be able to: - use words and action verbs used to name and describe hobbies; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /ə/ and /ɜ:/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 hobby words with teacher’s help. Circle one word with the target sound and copy it with teacher’s help.	
2			4 A closer look 2	Students will be able to: - recognize the form, meaning and use of the present simple to describe regular hobby activities, habits and facts; - complete controlled grammar exercises and identify the correct form in context; make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about hobbies and hobby activities. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher’s help. Complete or copy a simple sentence such as “I like gardening.” with teacher’s help.	
			5	Students will be able to:	

			Communicati on	- express likes and dislikes and ask about another person's hobby; - listen to and identify useful everyday expressions in short dialogues; - discuss hobby activities and the benefits they can bring; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about hobbies and hobby activities with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
			6 Skills 1	Students will be able to: - read for the main idea and specific information in Phong's blog about gardening, including its activities and benefits; - use context to understand selected words and complete comprehension tasks; - talk about a hobby, how often it is practised and why it is useful or enjoyable; organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about hobbies and hobby activities with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
3			7 Skills 2	Students will be able to: - listen for the main idea and specific information in an interview about Trang's dollhouse hobby and identify specific details; - complete multiple-choice, true/false or gap-filling tasks from the recording;	

				- select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words about a personal hobby using a clear set of guiding questions. For students with disabilities - Listen for 1-2 familiar hobby words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "I like gardening." with teacher's help.	
			8 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to hobbies and hobby activities; - review the unit pronunciation focus and the present simple to describe regular hobby activities, habits and facts; - complete self-check exercises and correct common language mistakes; design and present a poster about a hobby, its main activities and benefits, using appropriate language and teamwork. For students with disabilities - Review and match 2 hobby words with pictures with teacher's help. Copy or present a simple sentence such as "I like gardening." as part of the project with teacher's help.	NLS Codes: 3.1. TC1a, 3.2. TC1a AI Code: 7.B3.1 • Digital Competence (3.1.TC1a, 3.2.TC1a): Students design and edit a digital poster or slide deck (using Canva/Google Slides) to present personal hobbies, logically combining text, visuals, and graphics. AI Competence (7.B3.1): Students use AI Chatbots responsibly under teacher guidance to brainstorm project presentation ideas

					and transparently declare AI usage in their final product.
	UNIT 2: HEALTHY LIVING	7	9 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about healthy living and identify health-related activities and problems; - recognize and use introductory vocabulary related to healthy habits, healthy activities and common health problems; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about healthy habits, healthy activities and common health problems using the lesson model. For students with disabilities - Recognize 2 health words from pictures with teacher's help. Choose or copy a simple sentence such as “Drink more water.” with teacher's help.	
4			10 A closer look 1	Students will be able to: - use words and phrases for healthy activities, body care and common health problems; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /f/ and /v/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 health words with teacher's help.	

				Circle one word with the target sound and copy it with teacher's help.	
			11 A closer look 2	Students will be able to: - recognize the form, meaning and use of simple sentences by identifying and using an appropriate subject and verb; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about healthy habits, healthy activities and common health problems. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. - Complete or copy a simple sentence such as "Drink more water." with teacher's help.	
			12 Communication	Students will be able to: - ask about a health problem and give simple, suitable advice; listen to and identify useful everyday expressions in short dialogues; - identify and discuss tips that help Japanese people live long, healthy lives; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about healthy habits, healthy activities and common health problems with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
5			13 Skills 1	Students will be able to:	

				- read for the main idea and specific information in a text about acne, its causes and useful advice for teenagers; - use context to understand selected words and complete comprehension tasks; - talk about common health problems and recommend practical ways to stay healthy; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about healthy habits, healthy activities and common health problems with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
			14 Skills 2	Students will be able to: - listen for the main idea and specific information in a talk about healthy habits and identify actions that help people avoid viruses; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words giving advice on how to avoid viruses and stay healthy. For students with disabilities - Listen for 1-2 familiar health words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "Drink more water." with teacher's help.	
			15 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to healthy habits, healthy activities and common health problems;	NLS Codes: 2.1.TC1a, 4.3.TC1a AI Code: 7.A1.2

				- review the unit pronunciation focus and simple sentences by identifying and using an appropriate subject and verb; - complete self-check exercises and correct common language mistakes; - create and present a poster about one bad habit and practical tips for changing it, using appropriate language and teamwork. For students with disabilities - Review and match 2 health words with pictures with teacher's help. Copy or present a simple sentence such as "Drink more water." as part of the project with teacher's help.	• Digital Competence (2.1.TC1a, 4.3.TC1a): Students present digital posters on healthy habits, evaluate peer designs based on clarity, and practice screen-time/posture health management. AI Competence (7.A1.2): Students verify health advice generated by AI against reliable medical sources, explaining the necessity of human verification before applying AI suggestions.
6	UNIT 3: COMMUNITY SERVICE		16 Getting started	- understand the main idea and key details of the opening conversation about community service and identify the volunteer activities mentioned; - recognize and use introductory vocabulary related to community activities and volunteer work; - complete comprehension, matching and gap-filling tasks using information from the conversation;	

				- ask and answer one or two simple questions about community activities and volunteer work using the lesson model. For students with disabilities - Recognize 2 community-service words from pictures with teacher's help. Choose or copy a simple sentence such as "We planted trees." with teacher's help.	
			17 A closer look 1	Students will be able to: - use words and verb phrases for helping people, protecting the environment and doing volunteer work; - classify, match and complete words or phrases accurately in familiar contexts; - pronounce the final -ed endings /t/, /d/ and /ɪd/ correctly; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 community-service words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
			18 A closer look 2	Students will be able to: - recognize the form, meaning and use of the past simple to describe completed community activities in the past; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about community activities and volunteer work. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help.	

				Complete or copy a simple sentence such as “We planted trees.” with teacher’s help.	
7			19 Communication	Students will be able to: - give and respond to compliments politely and naturally; - listen to and identify useful everyday expressions in short dialogues; - discuss volunteer projects for teenagers, their benefits and suitable participants; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about community activities and volunteer work with teacher’s help. Repeat or complete one short dialogue line with teacher’s help.	
			20 Skills 1	Students will be able to: - read for the main idea and specific information in a text about school community projects and match students with suitable volunteer activities; - use context to understand selected words and complete comprehension tasks; - choose a community project, explain the choice and report the group’s ideas; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about community activities and volunteer work with teacher’s help. Choose one correct answer and say one short sentence from a model with teacher’s help.	
			21 Skills 2	Students will be able to:	

				- listen for the main idea and specific information in Tom and Linda talking about their community activities last summer and identify specific information; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write an email of about 70 words describing school community activities completed last summer. For students with disabilities - Listen for 1-2 familiar community-service words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as “We planted trees.” with teacher's help.	
8			22 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to community activities and volunteer work; - review the unit pronunciation focus and the past simple to describe completed community activities in the past; - complete self-check exercises and correct common language mistakes; - identify an environmental problem in the neighbourhood and present a practical “Green Neighbourhood” solution, using appropriate language and teamwork. For students with disabilities - Review and match 2 community-service words with pictures with teacher's help. Copy or present a simple sentence such as “We planted trees.” as part of the project with teacher's help.	NLS Codes: 2.1. TC1a, 2.4. TC1a AI Code: 7.D1.1 • Digital Competence (2.1. TC1a, 2.4. TC1a): Students collaborate in groups to design digital slides/posters on environmental issues and present 'Green Neighbourhood' solutions. AI Competence (7.D1.1): Students

					propose ideas on how AI tools (e.g., image-recognition AI for trash classification) could support local environmental protection.
	REVIEW 1	2	23 Language	Students will be able to: - review key vocabulary from Units 1-3 concerning hobbies and hobby activities, healthy habits, healthy activities and common health problems, community activities and volunteer work; - review the pronunciation features taught in the three units and identify target sounds or word stress; - consolidate the main grammar points and everyday language through varied exercises; - identify personal learning gaps and correct common vocabulary and grammar errors. For students with disabilities - Recognize 2 familiar words from the reviewed units with teacher's help. - Complete one matching or choosing task and copy one correct sentence with teacher's help.	
			24 Skills	Students will be able to: - apply language from Units 1-3 in integrated listening, reading, speaking and writing tasks; - listen and read for main ideas and specific information in familiar topic-based texts; - exchange information in a short guided conversation using suitable vocabulary and structures; - complete a short guided writing task with clear content, organization and basic accuracy.	

				For students with disabilities - Listen or read and identify 1-2 familiar key words with teacher's help. Choose one correct answer and copy one short model sentence with teacher's help.	
9	THE FIRST MID-TERM TEST	1	25 Mid-term Test	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 1-3; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. Complete simplified multiple-choice or copying tasks with teacher's help.	
	UNIT 4: MUSIC AND ARTS	4	26 Getting started	Students will be able to: - understand the main idea and key details of the conversation about music and arts and identify the artistic activities and preferences mentioned; - recognize and use introductory vocabulary related to music, art forms, artists and musical instruments; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about music, art forms, artists and musical instruments using the lesson model. For students with disabilities	

				Recognize 2 music and art words from pictures with teacher's help. - Choose or copy a simple sentence such as "I prefer folk music." with teacher's help.	
			27 A closer look 1	Students will be able to: - use words and phrases for music, art forms, performers, artworks and musical instruments; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /ʃ/ and /ʒ/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 music and art words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
10			28 A closer look 2	Students will be able to: - recognize the form, meaning and use of like, different from and (not) as ... as to compare people, things and artistic activities; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about music, art forms, artists and musical instruments. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help.	

				- Complete or copy a simple sentence such as “I prefer folk music.” with teacher’s help.	
			29 Communication	Students will be able to: - express and ask about preferences for types of music and art; - listen to and identify useful everyday expressions in short dialogues; - compare music and arts learning at different schools using the target comparison structures; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about music, art forms, artists and musical instruments with teacher’s help. Repeat or complete one short dialogue line with teacher’s help.	
			30 Skills 1	Students will be able to: - read for the main idea and specific information in an email about a school musical performance and identify its time, activities and participants; - use context to understand selected words and complete comprehension tasks; - plan and describe a musical performance for Teachers’ Day; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about music, art forms, artists and musical instruments with teacher’s help. Choose one correct answer and say one short sentence from a model with teacher’s help.	
11			31	Students will be able to:	

			Skills 2	- listen for the main idea and specific information in a talk about street painting and identify the main idea and specific details; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a letter inviting someone to a street painting festival using suitable event information. For students with disabilities - Listen for 1-2 familiar music and art words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "I prefer folk music." with teacher's help.	
			32 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to music, art forms, artists and musical instruments; - review the unit pronunciation focus and like, different from and (not) as ... as to compare people, things and artistic activities; - complete self-check exercises and correct common language mistakes; - plan a music show, make an invitation including its name, time, place and activities, and present it to the class, using appropriate language and teamwork. For students with disabilities - Review and match 2 music and art words with pictures with teacher's help. Copy or present a simple sentence such as "I prefer folk music." as part of the project with teacher's help.	NLS Codes: 2.1.TC1a, 3.1.TC1a AI Code: 7.D2.1 • Digital Competence (2.1.TC1a, 3.1.TC1a): Students design and present an E-Gallery / digital invitation poster for a music performance using Canva or PowerPoint. AI Competence (7.D2.1): Students work in small groups

					to plan a creative digital arts project, leveraging AI tools to outline event schedules and generate design concepts.
			33 Test correction	Students will be able to: - check answers and understand the assessment requirements for content from Units 1-3; - identify errors in pronunciation, vocabulary, grammar, listening, reading and writing tasks; - explain or follow the correct solution and revise the related language point; - record common mistakes and use teacher feedback to improve later performance. For students with disabilities - Identify one correct answer with teacher's help. Copy one corrected word or sentence with teacher's help.	
12	UNIT 5: FOOD & DRINK	7	34 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about food and drink and identify dishes, ingredients and quantities; Urecognize and use introductory vocabulary related to food, drinks, ingredients, recipes and eating habits; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about food, drinks, ingredients, recipes and eating habits using the lesson model. For students with disabilities	
			35	Students will be able to:	

			A closer look 1	- use words and phrases for food, drinks, ingredients, cooking actions and units of quantity; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /b/ and /ɔ:/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 food and drink words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
			36 A closer look 2	- Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "There is some rice." with teacher's help.	
13			37 Communication	Students will be able to: - ask for and give information about food, drinks, quantities and prices in everyday situations; - listen to and identify useful everyday expressions in short dialogues; - talk about typical dishes and eating habits in Viet Nam and other places; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about food, drinks, ingredients, recipes and eating habits with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
			38	Students will be able to:	

			Skills 1	- read for the main idea and specific information in Phong's blog about pho, including its main ingredients, serving times and popularity; - use context to understand selected words and complete comprehension tasks; - describe a popular food or drink in the local area, its ingredients and when people have it; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about food, drinks, ingredients, recipes and eating habits with teacher's help. - Choose one correct answer and say one short sentence from a model with teacher's help.	
			39 Skills 2	Students will be able to: - listen for the main idea and specific information in Minh talking about eating habits in his area and identify food, drink and meal information; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words about eating habits in the local area. For students with disabilities - Listen for 1-2 familiar food and drink words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "There is some rice." with teacher's help.	
14			40 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to food, drinks, ingredients, recipes and eating habits;	NLS Codes: 1.2.TC1a,

				- review the unit pronunciation focus and some, any, a lot of/lots of, much and many; ask questions with How much and How many; - complete self-check exercises and correct common language mistakes; design and present a poster about the eating habits of an area or a foreign country, using appropriate language and teamwork. For students with disabilities - Review and match 2 food and drink words with pictures with teacher's help. Copy or present a simple sentence such as "There is some rice." as part of the project with teacher's help.	5.2.TC1a AI Code: 7.A1.1 • Digital Competence (1.2.TC1a, 5.2.TC1a): Students design a digital survey (via Google Forms) on eating habits and use spreadsheet tools (Excel/Google Sheets) to process data and chart results. AI Competence (7.A1.1): Students evaluate AI-suggested recipes and nutrition plans, explaining why human judgment is essential to ensure nutritional balance and cultural authenticity.
	UNIT 6: A VISIT TO A SCHOOL		41 Getting started	Students will be able to: - understand the main idea and key details of the conversation about a school visit and identify school places, activities and timetable information; - recognize and use introductory vocabulary related to school facilities, school activities, subjects and school visits;	

				- complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about school facilities, school activities, subjects and school visits using the lesson model. For students with disabilities - Recognize 2 school words from pictures with teacher's help. Choose or copy a simple sentence such as “The library is at school.” with teacher's help.	
			42 A closer look 1	Students will be able to: - use words and phrases for school facilities, school activities and people at school; classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /tʃ/ and /dʒ/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 school words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
15			43 A closer look 2	Students will be able to: - recognize the form, meaning and use of the prepositions in, on and at to express time and place accurately; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson;	

				- use the target grammar to produce short sentences about school facilities, school activities, subjects and school visits. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "The library is at school." with teacher's help.	
			44 Communication	dialogues; - discuss school rules, school activities and features of a school students would like to visit; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about school facilities, school activities, subjects and school visits with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
			45 Skills 1	Students will be able to: - read for the main idea and specific information in a passage about Quoc Hoc - Hue, including its history, students and modern facilities; - use context to understand selected words and complete comprehension tasks; - introduce a school using its full name, location, students and facilities; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities	

				- Recognize 2 key words in the reading about school facilities, school activities, subjects and school visits with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
16			46 Skills 2	information about outdoor activities at school and identify main and specific details; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words about an outdoor school activity. For students with disabilities - Listen for 1-2 familiar school words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "The library is at school." with teacher's help.	
			47 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to school facilities, school activities, subjects and school visits; - review the unit pronunciation focus and the prepositions in, on and at to express time and place accurately; - complete self-check exercises and correct common language mistakes; - search for a school students would like to visit, prepare a poster with key facts and present it to the class, using appropriate language and teamwork. For students with disabilities - Review and match 2 school words with pictures with teacher's help.	NLS Codes:1.2.TC1a, 5.2.TC1a AI Code: 7.A3.1 • Digital Competence (1.2.TC1a, 5.2.TC1a): Students research a school they would like to visit, organize key facts, and present digital

				Copy or present a simple sentence such as “The library is at school.” as part of the project with teacher’s help.	slides/posters on class platforms. AI Competence (7.A3.1): Students distinguish between automated AI translation/search tasks and human decision-making when selecting which school features to showcase.
	REVIEW 2	1	48 Language	Students will be able to: - review key vocabulary from Units 4-6 concerning music, art forms, artists and musical instruments, food, drinks, ingredients, recipes and eating habits, school facilities, school activities, subjects and school visits; - review the pronunciation features taught in the three units and identify target sounds or word stress; - consolidate the main grammar points and everyday language through varied exercises; - identify personal learning gaps and correct common vocabulary and grammar errors. For students with disabilities - Recognize 2 familiar words from the reviewed units with teacher’s help. Complete one matching or choosing task and copy one correct sentence with teacher’s help.	
17		1	49 Skills	Students will be able to: - apply language from Units 4-6 in integrated listening, reading, speaking and writing tasks;	

				- listen and read for main ideas and specific information in familiar topic-based texts; - exchange information in a short guided conversation using suitable vocabulary and structures; - complete a short guided writing task with clear content, organization and basic accuracy. For students with disabilities - Listen or read and identify 1-2 familiar key words with teacher's help. Choose one correct answer and copy one short model sentence with teacher's help.	
	REVISION	1	50 Vocabulary + Grammar	Students will be able to: - systematically review pronunciation, vocabulary, grammar and everyday language from Units 1-6; - practise pronunciation, vocabulary and grammar in formats similar to the scheduled assessment; - apply suitable strategies for reading instructions, managing time and checking answers; - recognize errors, explain corrections and complete additional practice independently. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. Complete one simplified choosing, matching or copying task with teacher's help.	
	REVISION	1	51 Revision	Students will be able to: - systematically review pronunciation, vocabulary, grammar and everyday language from Units 1-6; - practise language and integrated skills in formats similar to the scheduled assessment; - apply suitable strategies for reading instructions, managing time and checking answers;	

				- recognize errors, explain corrections and complete additional practice independently. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete one simplified choosing, matching or copying task with teacher's help.	
18	REVISION		52 Revision	Students will be able to: - systematically review pronunciation, vocabulary, grammar and everyday language from Units 1-6; - practise language and integrated skills in formats similar to the scheduled assessment; - apply suitable strategies for reading instructions, managing time and checking answers; - recognize errors, explain corrections and complete additional practice independently. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete one simplified choosing, matching or copying task with teacher's help.	
	THE FIRST TERM TEST (60 minutes)		53 The first end-term test	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 1-6; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities	

				- Recognize 1-2 familiar words or simple instructions with teacher's help. Complete simplified multiple-choice or copying tasks with teacher's help.	
	TEST CORRECTION	1	54 Test correction	Students will be able to: - check answers and understand the assessment requirements for content from Units 1-6; - identify errors in pronunciation, vocabulary, grammar, listening, reading and writing tasks; - explain or follow the correct solution and revise the related language point; - record common mistakes and use teacher feedback to improve later performance. For students with disabilities - Identify one correct answer with teacher's help. Copy one corrected word or sentence with teacher's help.	
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	UNIT 7: TRAFFIC		55 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about travelling to school and identify means of transport and traffic information; - recognize and use introductory vocabulary related to means of transport, road signs, traffic rules and traffic problems; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about means of transport, road signs, traffic rules and traffic problems using the lesson model. For students with disabilities - Recognize 2 traffic words and signs from pictures with teacher's help. - Choose or copy a simple sentence such as "You should stop." with teacher's help.	

			56 A closer look 1	Students will be able to: - use words and phrases for means of transport, road users and common traffic signs; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /aɪ/ and /eɪ/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 traffic words and signs with teacher's help. - Circle one word with the target sound and copy it with teacher's help.	
			57 A closer look 2	Students will be able to: - recognize the form, meaning and use of it to indicate distance and should/shouldn't to give advice about road safety; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about means of transport, road signs, traffic rules and traffic problems. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. - Complete or copy a simple sentence such as "You should stop." with teacher's help.	
			58 Communication	Students will be able to: - ask and answer about means of transport, distances and safe travel; - listen to and identify useful everyday expressions in short	

				dialogues; - interpret familiar road signs and discuss appropriate behaviour on the road; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about means of transport, road signs, traffic rules and traffic problems with teacher's help. - Repeat or complete one short dialogue line with teacher's help.	
			59 Skills 1	Students will be able to: - read for the main idea and specific information in a text about road-safety rules for pedestrians, cyclists and passengers; - use context to understand selected words and complete comprehension tasks; - identify safe and unsafe road behaviour and explain suitable traffic rules; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about means of transport, road signs, traffic rules and traffic problems with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	

			60 Skills 2	Students will be able to: - listen for the main idea and specific information in a description of an unusual traffic situation and identify specific details; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; write a paragraph of about 70 words about traffic problems in the local town or city. For students with disabilities - Listen for 1-2 familiar traffic words and signs and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "You should stop." with teacher's help.	
21			61 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to means of transport, road signs, traffic rules and traffic problems; - review the unit pronunciation focus and it to indicate distance and should/shouldn't to give advice about road safety; - complete self-check exercises and correct common language mistakes; - collect four traffic signs seen near school, explain their meanings and present them to the class, using appropriate language and teamwork. For students with disabilities - Review and match 2 traffic words and signs with pictures with teacher's help. Copy or present a simple sentence such as "You should stop." as part of the project with teacher's help.	NLS Codes: 3.1.TC1a, 3.3.TC1a AI Code: 7.B2.1 • Digital Competence (3.1.TC1a, 3.3.TC1a): Students create and present a digital poster/infographic about local traffic signs using Canva/PowerPoint, citing image sources accurately. AI Competence (7.B2.1): Students apply ethical criteria to evaluate AI

					applications in traffic management (smart traffic lights, speed cameras) to ensure safety and fairness.
	UNIT 8: FILMS	7	62 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about films and identify film types, characters and opinions; - recognize and use introductory vocabulary related to types of films, film characters, film reviews and opinions; complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about types of films, film characters, film reviews and opinions using the lesson model. For students with disabilities - Recognize 2 film words from pictures with teacher's help. Choose or copy a simple sentence such as "It is a comedy." with teacher's help.	
			63 A closer look 1	Students will be able to: - use words and adjectives for film types, characters, plots and viewers' reactions; - classify, match and complete words or phrases accurately in familiar contexts; - distinguish and pronounce the sounds /ɪə/ and /eə/ correctly in words and sentences; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 film words with teacher's help.	

				Circle one word with the target sound and copy it with teacher's help.	
22			64 A closer look 2	Students will be able to: - recognize the form, meaning and use of although/though and however to connect contrasting ideas about films; - complete controlled grammar exercises and identify the correct form in context; make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about types of films, film characters, film reviews and opinions. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "It is a comedy." with teacher's help.	
			65 Communication	Students will be able to: - ask for and express opinions about a film using suitable everyday expressions; - listen to and identify useful everyday expressions in short dialogues; - discuss favourite films, actors, characters and reasons for recommending a film; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about types of films, film characters, film reviews and opinions with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
			66 Skills 1	Students will be able to:	

				- read for the main idea and specific information in a film review and identify information about the type, plot, actors and reviewer's opinion; - use context to understand selected words and complete comprehension tasks; talk about a film using its title, type, main characters, plot and personal opinion; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about types of films, film characters, film reviews and opinions with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
23			67 Skills 2	Students will be able to: - listen for the main idea and specific information in information about a film or film event and identify the main idea and specific details; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a short film review using an appropriate outline and contrasting linkers. For students with disabilities - Listen for 1-2 familiar film words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "It is a comedy." with teacher's help.	
			68	Students will be able to:	NLS Codes: 3.1.TC1a,

			Looking back & Project	- review and consolidate vocabulary related to types of films, film characters, film reviews and opinions; - review the unit pronunciation focus and although/though and however to connect contrasting ideas about films; complete self-check exercises and correct common language mistakes; - design and present a poster about a favourite film and vote for the most effective poster, using appropriate language and teamwork. For students with disabilities - Review and match 2 film words with pictures with teacher's help. Copy or present a simple sentence such as "It is a comedy." as part of the project with teacher's help.	3.3.TC1a AI Code: 7.B3.1 • Digital Competence (3.1.TC1a, 3.3.TC1a): Students design and present a digital film poster combining accurate English movie reviews, visuals, and proper source citations. AI Competence (7.B3.1): Students use AI Chatbots to outline movie summaries and declare AI assistance transparently in their final project poster.
		7	69 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about a festival and identify its time, place and main activities; - recognize and use introductory vocabulary related to festivals, festival activities, symbols and celebrations; - complete comprehension, matching and gap-filling tasks using information from the conversation;	

	UNIT 9: FESTIVALS AROUND THE WORLD			- ask and answer one or two simple questions about festivals, festival activities, symbols and celebrations using the lesson model. For students with disabilities - Recognize 2 festival words from pictures with teacher's help. Choose or copy a simple sentence such as "The festival is in January." with teacher's help.	
24			70 A closer look 1	Students will be able to: - use words and phrases for festivals, celebrations, costumes, symbols and festival activities; classify, match and complete words or phrases accurately in familiar contexts; - recognize and pronounce the correct stress in common two-syllable words; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 festival words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
			71 A closer look 2	Students will be able to: - recognize the form, meaning and use of Yes/No questions to ask for information about festivals and celebrations; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about festivals, festival activities, symbols and celebrations. For students with disabilities	

				- Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "The festival is in January." with teacher's help.	
			72 Communicati on	Students will be able to: - use everyday expressions to ask for and give information about festival activities; - listen to and identify useful everyday expressions in short dialogues; - explain common festival symbols and their meanings; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about festivals, festival activities, symbols and celebrations with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
25			73 Skills 1	Students will be able to: - read for the main idea and specific information in an email about the Twins Day Festival and identify its events and participants; - use context to understand selected words and complete comprehension tasks; - ask and answer about a festival attended and report a partner's experience; - organize ideas in a simple note table and present them clearly to a partner or the class.	

				For students with disabilities - Recognize 2 key words in the reading about festivals, festival activities, symbols and celebrations with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
			74 Skills 2	Students will be able to: - listen for the main idea and specific information in Mark describing how his family celebrates a festival and identify specific information; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write an email of about 70 words describing a festival regularly celebrated by the family. For students with disabilities - Listen for 1-2 familiar festival words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "The festival is in January." with teacher's help.	
			75 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to festivals, festival activities, symbols and celebrations; - review the unit pronunciation focus and Yes/No questions to ask for information about festivals and celebrations; - complete self-check exercises and correct common language mistakes; - research a festival, organise information about its name, time, place and activities, and present it visually, using appropriate language and teamwork.	NLS Codes: 3.1.TC1a, 3.3.TC1a AI Code: 7.A3.2 • Digital Competence (3.1.TC1a, 3.3.TC1a): Students create a digital comparison poster or infographic about world festivals, incorporating visual

				For students with disabilities - Review and match 2 festival words with pictures with teacher's help. Copy or present a simple sentence such as "The festival is in January." as part of the project with teacher's help.	elements and citing sources. AI Competence (7.A3.2): Students explain why human cultural understanding and emotional appreciation are necessary when researching traditional festivals, preventing total reliance on AI summaries.
26	REVIEW 3	1	76 Language	Students will be able to: - Review key vocabulary from Units 7-9 concerning means of transport, road signs, traffic rules and traffic problems, types of films, film characters, film reviews and opinions, festivals, festival activities, symbols and celebrations; - review the pronunciation features taught in the three units and identify target sounds or word stress; - consolidate the main grammar points and everyday language through varied exercises; - identify personal learning gaps and correct common vocabulary and grammar errors. For students with disabilities - Recognize 2 familiar words from the reviewed units with teacher's help. Complete one matching or choosing task and copy one correct sentence with teacher's help.	
		1	77 Skills	Students will be able to: - apply language from Units 7-9 in integrated listening, reading, speaking and writing tasks;	

				- listen and read for main ideas and specific information in familiar topic-based texts; - exchange information in a short guided conversation using suitable vocabulary and structures; - complete a short guided writing task with clear content, organization and basic accuracy. For students with disabilities - Listen or read and identify 1-2 familiar key words with teacher's help. Choose one correct answer and copy one short model sentence with teacher's help.	
	THE SECOND MID-TERM TEST		78 Mid-term Test	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 7-9; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. Complete simplified multiple-choice or copying tasks with teacher's help.	
27	UNIT 10: ENERGY SOURCES		79 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about energy sources and identify renewable and non-renewable examples;	

				- recognize and use introductory vocabulary related to renewable and non-renewable energy sources and energy saving; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about renewable and non-renewable energy sources and energy saving using the lesson model. For students with disabilities - Recognize 2 energy words from pictures with teacher's help. Choose or copy a simple sentence such as "Turn off the lights." with teacher's help.	
			80 A closer look 1	Students will be able to: - use words and phrases for energy sources, their uses, advantages and disadvantages; - classify, match and complete words or phrases accurately in familiar contexts; - recognize and pronounce the correct stress in common three-syllable words; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 energy words with teacher's help. Circle one word with the target sound and copy it with teacher's help.	
			81 A closer look 2	Students will be able to: - recognize the form, meaning and use of the present continuous to describe future arrangements and planned actions;	

				complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about renewable and non-renewable energy sources and energy saving. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "Turn off the lights." with teacher's help.	
28			82 Communicati on	Students will be able to: - ask for clarification and explain unfamiliar phrases connected with energy sources; - listen to and identify useful everyday expressions in short dialogues; - conduct and report a simple survey about personal energy-saving habits; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about renewable and non-renewable energy sources and energy saving with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
			83 Skills 1	Students will be able to: - read for the main idea and specific information in a text comparing renewable and non-renewable energy sources and identify their benefits and limitations;	

				- use context to understand selected words and complete comprehension tasks; - discuss the advantages and disadvantages of different energy sources; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about renewable and non-renewable energy sources and energy saving with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
			84 Skills 2	Students will be able to: - listen for the main idea and specific information in a class discussion about ways to save energy at home and identify specific suggestions; complete multiple-choice, true/false or gap-filling tasks	
29			85 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to renewable and non-renewable energy sources and energy saving; - review the unit pronunciation focus and the present continuous to describe future arrangements and planned actions; - complete self-check exercises and correct common language mistakes; - prepare and present practical energy-saving tips for the school or home, using appropriate language and teamwork. For students with disabilities - Review and match 2 energy words with pictures with teacher's help. Copy or present a simple sentence such as "Turn off the lights." as part of the project with teacher's help.	NLS Codes: 3.1.TC1a, 3.2.TC1a AI Code: 7.D1.1 • Digital Competence (3.1.TC1a, 3.2.TC1a): Students design a digital infographic on saving energy at school/home, integrating survey results, charts, and energy-saving solutions. AI Competence (7.D1.1): Students

					identify energy waste issues at school and explore how AI smart energy management systems could optimize energy consumption.
	TEST CORRECTION		86 Correction	Students will be able to: - check answers and understand the assessment requirements for content from Units 7-9; identify errors in pronunciation, vocabulary, grammar, listening, reading and writing tasks; - explain or follow the correct solution and revise the related language point; - record common mistakes and use teacher feedback to improve later performance. For students with disabilities - Identify one correct answer with teacher's help. Copy one corrected word or sentence with teacher's help.	
	UNIT 11: TRAVELLING IN THE FUTURE		87 Getting started	Students will be able to: - understand the main idea and key details of the conversation about future modes of travel and identify features of hyperloops and teleporters; - recognize and use introductory vocabulary related to future means of transport and their features; - complete comprehension, matching and gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about future means of transport and their features using the lesson model. For students with disabilities - Recognize 2 future transport words from pictures with teacher's help.	

				Choose or copy a simple sentence such as “It will be fast.” with teacher’s help.	
30			88 A closer look 1	Students will be able to: - use words and phrases for future vehicles and verbs used with different means of transport; - classify, match and complete words or phrases accurately in familiar contexts; - identify stressed content words and use suitable sentence stress when speaking; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 future transport words with teacher’s help. Circle one word with the target sound and copy it with teacher’s help.	
			89 A closer look 2	Students will be able to: - recognize the form, meaning and use of will/won’t for future predictions and possessive pronouns to avoid repetition; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about future means of transport and their features. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher’s help. Complete or copy a simple sentence such as “It will be fast.” with teacher’s help.	
			90	Students will be able to:	

			Communicati on	- make predictions about future travelling and respond with degrees of certainty; - listen to and identify useful everyday expressions in short dialogues; - compare future means of transport and justify which one is suitable for travelling to school; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about future means of transport and their features with teacher's help. Repeat or complete one short dialogue line with teacher's help.	
31			91 Skills 1	Students will be able to: - read for the main idea and specific information in a passage about Roadrunner driverless cars and complete a fact file with specific details; - use context to understand selected words and complete comprehension tasks; - discuss whether driverless cars will become popular and give reasons; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about future means of transport and their features with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
			92 Skills 2	Students will be able to:	

				- listen for the main idea and specific information in a talk about future means of transport and identify their main features and advantages; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words describing the advantages of a future means of transport. For students with disabilities Listen for 1-2 familiar future transport words and choose a picture or answer with teacher's help. - Complete and copy a simple sentence such as "It will be fast." with teacher's help.	
			93 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to future means of transport and their features; - review the unit pronunciation focus and will/won't for future predictions and possessive pronouns to avoid repetition; - complete self-check exercises and correct common language mistakes; - imagine and draw a future means of transport, describe its features and present it to the class, using appropriate language and teamwork. For students with disabilities - Review and match 2 future transport words with pictures with teacher's help. Copy or present a simple sentence such as "It will be fast." as part of the project with teacher's help.	NLS Codes: 3.1.TC1a, 4.1.TC1a AI Code: 7.D2.1 • Digital Competence (3.1.TC1a, 4.1.TC1a): Students create and present a 3D digital model/drawing or poster of a future vehicle, following device safety guidelines during creation. AI Competence (7.D2.1): Students work in groups to plan a future transport project, designing

					interaction scenarios for AI-driven autonomous vehicles.
32	UNIT 12: ENGLISH- SPEAKING COUNTRIES		94 Getting started	Students will be able to: - understand the main idea and key details of the conversation about a holiday in Australia and identify information about countries, capitals and attractions; - recognize and use introductory vocabulary related to people, places, cultures and attractions in English-speaking countries; - complete comprehension, matching and gap-filling tasks using information from the conversation; ask and answer one or two simple questions about people, places, cultures and attractions in English-speaking countries using the lesson model. For students with disabilities - Recognize 2 country and place words from pictures with teacher's help. Choose or copy a simple sentence such as "Australia is an island country." with teacher's help.	
			95 A closer look 1	Students will be able to: - use words and phrases for landscapes, people, cultural features and famous places in English-speaking countries; - classify, match and complete words or phrases accurately in familiar contexts; - use appropriate rising or falling intonation in different types of questions; - use selected vocabulary in two or three short spoken or written sentences. For students with disabilities - Listen, point to and repeat 2 country and place words with teacher's help.	

				Circle one word with the target sound and copy it with teacher's help.	
			96 A closer look 2	Students will be able to: - recognize the form, meaning and use of a/an and the accurately with singular nouns, unique places, countries, rivers and famous attractions; - complete controlled grammar exercises and identify the correct form in context; - make affirmative, negative or question forms as required by the lesson; use the target grammar to produce short sentences about people, places, cultures and attractions in English-speaking countries. For students with disabilities - Choose the correct word or form in 2 simple sentences with teacher's help. Complete or copy a simple sentence such as "Australia is an island country." with teacher's help.	
33			97 Communication	Students will be able to: - express amazement and respond appropriately when learning interesting facts; - listen to and identify useful everyday expressions in short dialogues; - share and check facts about English-speaking countries and their cultures; - take part in a short pair or group exchange and report one relevant idea. For students with disabilities - Recognize 1-2 key expressions about people, places, cultures and attractions in English-speaking countries with teacher's help.	

				Repeat or complete one short dialogue line with teacher's help.	
			98 Skills 1	Students will be able to: - read for the main idea and specific information in a passage about New Zealand and identify its geography, nature, people and attractions; - use context to understand selected words and complete comprehension tasks; prepare and present a short introduction to Scotland or another English-speaking country; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Recognize 2 key words in the reading about people, places, cultures and attractions in English-speaking countries with teacher's help. Choose one correct answer and say one short sentence from a model with teacher's help.	
			99 Skills 2	Students will be able to: - listen for the main idea and specific information in a tour guide describing the schedule of a one-day tour around London and identify times and activities; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a diary entry of about 70 words about a London tour. For students with disabilities - Listen for 1-2 familiar country and place words and choose a picture or answer with teacher's help. Complete and copy a simple sentence such as "Australia is an island country." with teacher's help.	

34			100 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to people, places, cultures and attractions in English-speaking countries; review the unit pronunciation focus and a/an and the accurately with singular nouns, unique places, countries, rivers and famous attractions; - complete self-check exercises and correct common language mistakes; - research a place in an English-speaking country, design an informative poster and present it to the class, using appropriate language and teamwork. For students with disabilities - Review and match 2 country and place words with pictures with teacher's help. Copy or present a simple sentence such as "Australia is an island country." as part of the project with teacher's help.	NLS Codes: 1.1.TC1a, 3.1.TC1a1.1.TC1a, 3.1.TC1a AI Code: 7.B3.1 • Digital Competence (3.1.TC1a, 3.2.TC1a): Students research landmarks and culture of an English-speaking country from approved web sources, designing an informative digital poster with source credits. AI Competence (7.B3.1): Students demonstrate ethical AI usage by declaring AI tool assistance in gathering country facts and verifying all AI outputs against official travel/geography portals.
		2	101 Language	Students will be able to: - review key vocabulary from Units 10-12 concerning renewable and non-renewable energy sources and energy saving, future means of transport and their features, people, places, cultures and attractions in English-speaking countries;	

	REVIEW 4			- review the pronunciation features taught in the three units and identify target sounds or word stress; - consolidate the main grammar points and everyday language through varied exercises; - identify personal learning gaps and correct common vocabulary and grammar errors. For students with disabilities - Recognize 2 familiar words from the reviewed units with teacher's help. Complete one matching or choosing task and copy one	
			102 Skills	Students will be able to: - apply language from Units 10-12 in integrated listening, reading, speaking and writing tasks; - listen and read for main ideas and specific information in familiar topic-based texts; - exchange information in a short guided conversation using suitable vocabulary and structures; - complete a short guided writing task with clear content, organization and basic accuracy. For students with disabilities - Listen or read and identify 1-2 familiar key words with teacher's help. Choose one correct answer and copy one short model sentence with teacher's help.	
35	Revision of Units 7,8,9,10,11,12	1	103 Revision	Students will be able to: Revise all knowledge(vocabulary & grammar) of Units 7,8,9,10,11,12 and prepare for The 2nd Term Test. Practice skills again and prepare for The 2nd Term Test. For students with disabilities review some basic vocabulary and main grammar points and prepare for The 2nd Term Test.	
		1	104	Students will be able to:	

	THE SECOND END-TERM TEST		The second end-term test	- apply pronunciation, vocabulary, grammar and language functions learned in Units 7-12; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. Complete simplified multiple-choice or copying tasks with teacher's help.	
	TEST CORRECTION		105 Correction	Students will be able to: - check answers and understand the assessment requirements for content from Units 7-12; - identify errors in pronunciation, vocabulary, grammar, listening, reading and writing tasks; - explain or follow the correct solution and revise the related language point; - record common mistakes and use teacher feedback to improve later performance. For students with disabilities - Identify one correct answer with teacher's help. Copy one corrected word or sentence with teacher's help.	

2.2. Kiểm tra, đánh giá định kỳ

Bài kiểm tra, đánh giá (1)	Thời gian làm bài kiểm tra (2)	Thời điểm tổ chức kiểm tra (3)	Yêu cầu cần đạt (4)	Hình thức (5)
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Giữa học kì I	Tuần 9	60 phút	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 1-3; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete simplified multiple-choice or copying tasks with teacher's help.	4 skills
Cuối học kì I	Tuần 17	60 phút	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 1-6; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete simplified multiple-choice or copying tasks with teacher's help.	4 skills

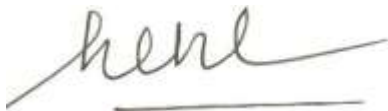
Giữa học kì II	Tuần 26	60 phút	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 7-9; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete simplified multiple-choice or copying tasks with teacher's help.	4 skills
Cuối học kì II	Tuần 34	60 phút	Students will be able to: - apply pronunciation, vocabulary, grammar and language functions learned in Units 7-12; - listen and read for main ideas and specific information in familiar topic-based texts; - complete objective and short-answer tasks accurately and independently; - produce a short guided written response appropriate to the assessment requirements. For students with disabilities - Recognize 1-2 familiar words or simple instructions with teacher's help. - Complete simplified multiple-choice or copying tasks with teacher's help.	4 skills

3. Chuyên đề lựa chọn: (đối với cấp trung học phổ thông)

STT	Chuyên đề (1)	Số tiết (2)	Yêu cầu cần đạt (3)
1			

- 4. Các nội dung khác:**
- Dạy bồi dưỡng, phụ đạo theo sự phân công.
 - Tham gia các hoạt động của tổ, trường và cấp trên tổ chức.

TỔ TRƯỞNG
(Ký và ghi rõ họ tên)



Hồ Thị Huỳnh Trang

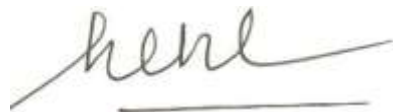
Thăng Diên, ngày tháng 9 năm 2026

HIỆU TRƯỞNG
(Ký và ghi rõ họ tên)

Trần Đăng Quý

KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN**Năm học 2026 – 2027****Khối lớp 7: Số học sinh: 554**

STT	Chủ đề	Yêu cầu cần đạt	Số tiết	Thời điểm	Địa điểm	Chủ trì	Phối hợp	Điều kiện thực hiện
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Hướng dẫn HS thi IOE trực tuyến	Tăng khả năng phản xạ thực hành Tiếng Anh trên máy tính, nâng cao các kỹ năng nghe, nói, đọc, viết.	2-3	Hàng tuần	Hội trường	GV tiếng Anh	Mời GVCN	Theo chỉ tiêu của trường

*(1) Tên chủ đề tham quan, cắm trại, sinh hoạt tập thể, câu lạc bộ, hoạt động phục vụ cộng đồng.**(2) Yêu cầu (mức độ) cần đạt của hoạt động giáo dục đối với các đối tượng tham gia.**(3) Số tiết được sử dụng để thực hiện hoạt động.**(4) Thời điểm thực hiện hoạt động (tuần/tháng/năm).**Thăng Điền, ngày ...tháng 9 năm 2026***TỔ TRƯỞNG***(Ký và ghi rõ họ tên)*

Hồ Thị Huỳnh Trang**HIỆU TRƯỞNG***(Ký và ghi rõ họ tên)***Trần Đăng Quý**

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 PHAN BỘI CHÂU
TỔ: TIẾNG ANH-GDTC-NGHỆ THUẬT

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

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC: TIẾNG ANH - KHỐI LỚP 8
Năm học 2026 – 2027

1. Đặc điểm tình hình

1.1. Số lớp: 16; Số học sinh: **634;** Số học sinh học chuyên đề lựa chọn (nếu có): không.

1.2. Tình hình đội ngũ: Số giáo viên: **12;** Trình độ đào tạo: Cao đẳng: **0/;** Đại học: **12;** Trên đại học: Không

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: **12;** Khá:; Đạt:; Chưa đạt:

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/ thực hành	Ghi chú
1	Smart TV	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 - 4	Sử dụng để trình chiếu nội dung bài học và trình bày sản phẩm.
2	Laptop/ Computer	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	- Sử dụng soạn KHDH và dạy Power Point trực tiếp trên lớp. - Khai thác Sách mềm, ứng dụng AI...
3	Mobile phone & Bluetooth Speaker	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	Sử dụng trong các tiết học Getting started, Communication, skills1, ôn tập, kiểm tra
4	Phần mềm zoom, canva Zalo, Google Meet,...	01 bộ/ lớp	Looking Back & Project from Unit 1 to 12	Học sinh sử dụng các phần mềm để thực hiện, trao đổi, xây dựng nội, trình bày sản phẩm học tập, dự án học tập.

1.4. 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
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1	Phòng dạy phụ đạo và bồi dưỡng HS	3	Sử dụng để tổ chức phụ đạo và bồi dưỡng HS	
2	Phòng SHCM	1	Sử dụng để sinh hoạt chuyên môn, chuyên đề	

2. Kế hoạch dạy học:

2.1. Phân phối chương trình:

TT (1)	Chủ đề/ Bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (4)	Digital competence development (5)
1	INTRODUCTION	1	1	Students will be able to: - become familiar with the structure, symbols, sections and learning resources of the English 8 - Global Success coursebook; - understand classroom rules, common classroom instructions and ways of using the coursebook, workbook and digital resources; - identify the twelve-unit topics and the language skills to be developed during the school year; - set simple learning goals and use suitable strategies to learn vocabulary, pronunciation, grammar and the four language skills. For students with disabilities - 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.	

	UNIT 1: LEISURE TIME	7	2 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about leisure time; - recognize and use introductory vocabulary related to leisure activities such as doing puzzles, doing DIY, playing sport, messaging friends and surfing the net; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about leisure time using the lesson model. By the end of the lesson, students can: - recognize and say 3 words or phrases about leisure activities: knitting kit, DIY and puzzles, with teacher's help. - complete 3 simple sentences about the conversation by choosing words from a word bank. - match at least 3 leisure activities with the correct pictures. - ask and answer one simple question about free time using a sentence frame, with teacher's help.	
			3 A closer look 1	Students will be able to: - use words and phrases related to leisure activities such as doing puzzles, doing DIY, playing sport, messaging friends and surfing the net in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the sounds /ʊ/ and /u:/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about leisure time. For students with disabilities: - recognize and say 3 expressions about likes with teacher's help. - complete at least 3 sentences with the correct words: fond, interested, keen, into, or about. - complete one short sentence about their own likes or dislikes.	

				- listen and repeat at least 3 words with /ʊ/ and 3 words with /u:/. - identify the sounds /ʊ/ and /u:/ in one simple sentence with teacher's help.	
2			4 A closer look 2	Students will be able to: - recognize the form, meaning and use of verbs of liking and disliking followed by gerunds or to-infinitives; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about leisure time. For students with disabilities - recognize 2 verbs of liking and disliking: like, love with teacher's help. - choose the correct verb form in at least 2 sentences about leisure activities. - complete one sentence about what they like or dislike doing.	
			5 Communication	Students will be able to: - use useful everyday English to invite a friend and accept or refuse an invitation politely; - listen to and identify key expressions in short model dialogues; - exchange ideas about leisure time in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - recognize and repeat 2 invitation patterns: “Would you like to ...?” and “Do you fancy ...?”, with teacher's help.	

				- read a short text and complete 1-2 items in a table about teen leisure activities around the world.	
			6 Skills 1	Students will be able to: - read for the main idea and specific information in a text about teenagers' leisure activities and their benefits; - use context to understand selected words and complete comprehension tasks; - talk about favourite leisure activities and reasons for doing them using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - ask and answer 2 simple questions about leisure activities with family members.	

3			7 Skills 2 Students will be able to: - listen for the main idea and specific information about students talking about how they spend their free time; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a paragraph about a leisure activity they like with suitable vocabulary and sentence patterns.	
			By the end of the lesson, students can: - recognize 1-2 familiar leisure with teacher's help. - listen and choose the correct answer for at least 1-2 questions about Mark's leisure activities. copy one model sentence for the writing task with teacher's help.	

			8 Looking back & Project Students will be able to: - review and consolidate vocabulary related to leisure time; - review the unit pronunciation focus and grammar point: verbs of liking and disliking followed by gerunds or to-infinitives; - complete self-check exercises and correct. - common language mistakes; - design and present a poster or slide about a leisure activity and its benefits using appropriate language and teamwork. For students with disabilities - review and write at least 2 leisure activity words from Unit 1, with teacher's help. - write or copy 2 complete sentences about leisure activities. - Copy or say one simple sentence for the project with teacher's help.	3.1TC2a; 8.A1.2 - Students are able to design a Poster / Slides/ videos about favorite leisure activities: Create digital content (Poster/Slides) using IT tools; recognize risks of AI dependency.
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	UNIT 2: LIFE IN THE COUNTRYSID E	7	9 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about life in the countryside; - recognize and use introductory vocabulary related to country life, farm work, scenery, people and daily activities in villages; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about life in the countryside using the lesson model. For students with disabilities - recognize and say 2 words or phrases about countryside life with teacher's help. - match at least 2 countryside activities with pictures and ask or answer one short question about a picture.	
4			10 A closer look 1	Students will be able to: - use lexical items related to city facilities, urban problems, lifestyle, services and city adjectives in meaningful contexts; - complete vocabulary tasks and make short sentences connected with city life; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of city life.	

				For students with disabilities - recognize and say 2 words about the countryside with teacher's help. - choose the correct word in at least 2 sentences about farm work and rural scenes. - listen and repeat at least 2 words with /ə/ and 2 words with /ɪ/.	
			11 A closer look 2	- Students will be able to: - recognize the form, meaning and use of comparative forms of adverbs to compare ways of doing things; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about life in the countryside. For students with disabilities - recognize the comparative forms of at least 2 adverbs with teacher's help. - write or choose the comparative form of 2 adverbs from a table. - ask and answer one short question using a comparative adverb, with teacher's help.	
			12 Communication	- Students will be able to: - use useful everyday English to express and respond to opinions about country life; - listen to and identify key expressions in short model dialogues;	

				For students with disabilities - recognize and repeat one compliment pattern: “What a beautiful ...!” with teacher's help. - read selected information about Duong Lam and Hollum and tick at least 2 correct boxes. - say 1-2 similarities or differences between the two villages using simple words.	
5			13 Skills 1	- Students will be able to: - read for the main idea and specific information in a text about different aspects of life in the countryside; - use context to understand selected words and complete comprehension tasks; - talk about a village or town and what people do there using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - recognize and say 2 words from the reading with teacher's help. - name 2 things in a countryside picture, such as paddy fields, cattle. - read selected parts of the text and choose T or F for at least 2 statements.	

			14 Skills 2	- Students will be able to: - listen for the main idea and specific information about people's opinions about life in the countryside; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline;	
				- write a paragraph about what they like or dislike about life in the countryside with suitable vocabulary and sentence patterns. For students with disabilities - recognize and say 2 words or phrases about life in the countryside with teacher's help. - listen and choose the correct answer for at least 1-2 questions about someone's opinion of the countryside. - complete or copy 2 simple sentences to form a short paragraph about life in the countryside.	

			15 Looking back & Project	- Students will be able to: - review and consolidate vocabulary related to life in the countryside; - review the unit pronunciation focus and grammar point: comparative forms of adverbs to compare ways of doing things; - complete self-check exercises and correct common language mistakes; - design and present a poster introducing a village in Viet Nam or another country using appropriate language and teamwork. For students with disabilities - review and write at least 2 phrases about countryside activities, with teacher's help. - complete 2 sentences with comparative adverbs. - find and correct 2 simple mistakes in comparative adverbs.	1.1TC2a; 8.D1.1 - Students are able to introduce scenery & life in Vietnamese countryside: Search for rural information and images online; use AI to prompt writing ideas.
6	UNIT 3: TEENAGERS	7	16 Getting started	Students will be able to: - review and consolidate vocabulary related to teenagers; - review the unit pronunciation focus and grammar point: simple sentences and compound sentences with suitable connectors; - complete self-check exercises and correct common language mistakes; - design and present a teen support poster or presentation about healthy teen habits using appropriate language and teamwork.	

				For students with disabilities - recognize and say 2 words about teenagers with teacher's help. - tick T or F for at least 2 simple statements about the conversation, with teacher's help. - match at least 2 words or phrases with the correct picture. - ask and answer 1-2 simple questions about social media, pressure, or school clubs using sentence frames.	
			17 A closer look 1	Students will be able to: - use words and phrases related to teen activities, social media, school clubs, pressure and problems teenagers face in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the sounds /ʊə/ and /ɔɪ/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about teenagers. For students with disabilities - recognize and say 2 verbs or phrases about using social media with teacher's help. - complete at least 2 sentences with the correct social-media verbs. - listen and repeat at least 2 words with /ʊə/ and 3 words with /ɔɪ/.	

			18 A closer look 2 Students will be able to: - recognize the form, meaning and use of simple sentences and compound sentences with suitable connectors; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about teenagers. For students with disabilities - recognize simple sentences and compound sentences in 2 examples, with teacher's help. - write S or C for at least 2 sentences. - choose the correct connector in at least 2 sentences with teacher's help.	
7			19 Communication Students will be able to: - use useful everyday English to make a conversation about teen activities and social media habits; - listen to and identify key expressions in short model dialogues; - exchange ideas about teenagers in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - recognize and repeat 2 request patterns: "Can you ... please?" and "Could you ... please?", with teacher's help. - read selected forum posts and match one teenager with their social-media activities. - ask and answer one simple questions about what	

				social media a teenager uses and why.	
			20 Skills 1	- Students will be able to: - read for the main idea and specific information in a text about teenagers' activities, school clubs and social media posts; - use context to understand selected words and complete comprehension tasks; - talk about clubs, online activities and how teenagers spend their time using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - ask and answer 2 simple questions about a school club using a table with teacher's help.	
			21 Skills 2	Students will be able to: - listen for the main idea and specific information about teenagers talking about their activities and problems; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a short paragraph or notice about teen activities and ways to manage pressure with suitable vocabulary and sentence patterns. For students with disabilities - recognize and say 2 words about teen pressure with	

			teacher's help. - complete or copy 2 simple sentences to form a short paragraph about stress and solutions.	
8		22	Looking back & Project Students will be able to: - review and consolidate vocabulary related to teenagers; - review the unit pronunciation focus and grammar point: simple sentences and compound sentences with suitable connectors; - complete self-check exercises and correct common language mistakes; - design and present a teen support poster or presentation about healthy teen habits using appropriate language and teamwork. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	2.1TC2a; 8.A2.1 - Students are able to survey on teen stress / School clubs; Create online survey forms (Google Forms) and protect participants' personal data.
	REVIEW 1	2	23	
			Language Students will be able to: - review pronunciation, vocabulary and grammar from the three previous units; - complete language practice tasks accurately and explain simple choices; - identify common mistakes and improve language use before tests. For students with disabilities - recognize and repeat selected sounds from Units 1-3: /ʊ/, /u:/, /ə/, /ɪ/, /ʊə/, and /ɔɪ/, with teacher's help.	

				- complete 2 simple grammar items about verbs of liking/disliking, comparative adverbs, or compound sentences.	
			24 Skills	- Students will be able to: - practise reading, speaking, listening and writing skills using topics from the three previous units; - complete exam-type tasks with suitable strategies; - organize short notes and produce a guided spoken or written response. For students with disabilities - 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.	

9	THE 1ST MID-TERM 60-MINUTE TEST	1	25 Mid-term Test	Students will be able to: - demonstrate understanding of key language and skills in the mid-term test; - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - read and listen for relevant information on familiar topics; - complete suitable writing tasks according to the test requirements. - For students with disabilities - Complete supported test tasks according to the approved adjustment. - Read/listen to simple instructions and choose or copy answers with teacher's help when allowed.	
	UNIT 4: ETHNIC GROUPS OF VIET NAM	4	26 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about ethnic groups of Viet Nam; - recognize and use introductory vocabulary related to people, costumes, houses, festivals, musical instruments and cultural activities of ethnic groups; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about ethnic groups of Viet Nam using the lesson model.	

				For students with disabilities - recognize and say 2 words or phrases about ethnic groups with teacher's help. - answer at least 2 simple questions about the conversation by choosing from two options. - match at least 2 pictures with the correct words or phrases from the conversation.	
10			27 A closer look 1	Students will be able to: - use words and phrases related to people, costumes, houses, festivals, musical instruments and cultural activities of ethnic groups in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the sounds /k/ and /g/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about ethnic groups of Viet Nam. For students with disabilities - recognize and say 2 words or phrases about ethnic life: wooden statue, Rong house, weaving, bamboo flute, and gong, with teacher's help. - match at least 2 pictures with the correct words or phrases. - listen and repeat one word with /k/ and 3 words with /g/.	

			28 A closer look 2	Students will be able to: - recognize the form, meaning and use of Yes/No questions and Wh-questions to ask for information about people and culture; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about ethnic groups of Viet Nam.	
				For students with disabilities - change 2 simple sentences into Yes/No questions with teacher's help. - identify at least 2 countable nouns and 2 uncountable nouns from the lesson. - choose a, many, a few, a little, or much for 2 simple sentences.	

			29 Communi- cation Students will be able to: - use useful everyday English to ask for and give information about ethnic groups politely; - listen to and identify key expressions in short model dialogues; - exchange ideas about ethnic groups of Viet Nam in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - Repeat one useful expression after the teacher. - answer at least 2 quiz questions about ethnic groups by choosing A, B, or C with teacher's help.	
	UNIT 4: ETHNIC GROUPS OF VIET NAM	3	30 Skills 1 Students will be able to: - read for the main idea and specific information in a text about a text about an ethnic group in Viet Nam; - use context to understand selected words and complete comprehension tasks; - talk about features of ethnic groups, costumes, houses and traditions using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class.	
			For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - complete 2-3 blanks about stilt houses with words from the text. - ask and answer 2 simple questions about their home using a sentence frame.	

			31 Skills 2 Students will be able to: - listen for specific information related to remembering the past; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph describing a past event or memory; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
12			32 Looking back & Students will be able to: - review and consolidate vocabulary related to ethnic groups of Viet Nam; - review the unit pronunciation focus and grammar point: Yes/No questions and Wh-questions to ask for information about people and culture;	1.2.TC2a; 3.1.TC2b; 8.B2.1 - Students are able to present a virtual museum exhibit slide or

3			Project	- complete self-check exercises and correct common language mistakes; - design and present a digital poster introducing an ethnic group of Viet Nam using appropriate language and teamwork. For students with disabilities - complete 2 simple sentences with familiar Unit 4 vocabulary. - write or arrange 2 Yes/No or Wh-questions from clues. - correct 2 simple grammar mistakes about nouns or quantifiers. - - present one small part of the E-Museum project by naming the ethnic group, house, costume, or cultural item.	infographic about an ethnic group, include source notes for pictures/information, and give respectful feedback on another group's product; avoid misleading AI content.
	Test correction	1	33 Test correction	Students will be able to: - identify errors made in the first mid-term test and understand why the answers are incorrect; - review the relevant vocabulary, grammar and skills connected with common errors; - correct incorrect answers using teacher guidance and textbook evidence; - apply corrected knowledge in one similar practice task. For students with disabilities - Identify one correct answer with teacher's help. - Copy one corrected word or sentence with teacher's help.	
		7	34	Students will be able to:	

	UNIT 5: OUR CUSTOMS AND TRADITIONS		Getting started - use words and phrases related to customs, traditions, festivals, family practices and community activities in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the sounds /n/ and /ŋ/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about customs and traditions. For students with disabilities - recognize and say 3 words or phrases about Tet customs with teacher's help. - listen to selected lines and identify that Trang and Elena are talking about Tet customs and traditions. - choose T or F for at least 3 statements about the conversation with teacher's help.	
			35 A closer look 1 Students will be able to: - use words and phrases related to customs, traditions, festivals, family practices and community activities in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the sounds /n/ and /ŋ/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about customs and traditions. For students with disabilities - recognize and say 3 phrases about customs and traditions with teacher's help. - choose the correct option for at least 3 sentences about	

				customs and traditions. - complete 2 sentences with words or phrases from the box - listen and repeat 2 words with /n/ and 3 words with /ŋ/.	
13			36 A closer look 2	Students will be able to: - recognize the form, meaning and use of articles a, an and the and should/shouldn't for advice about customs; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about customs and traditions. For students with disabilities - recognize the articles a, an, the, and zero article with teacher's help. - choose the correct article in at least 3 sentences. - find and correct 2 simple article mistakes.	
			37 Communication	Students will be able to: - use useful everyday English to ask about and explain customs or traditions; - listen to and identify key expressions in short model dialogues; - exchange ideas about customs and traditions in pairs or groups; - report one relevant idea to the class using clear and polite language.	

14				For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			38 Skills 1	Students will be able to: - read for the main idea and specific information in a text about customs and traditions in Viet Nam and other places; - use context to understand selected words and complete comprehension tasks; - talk about family or local customs and traditions using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - recognize and say 3 words from the reading: release, contestant, and family bonding, with teacher's help. - answer 2 simple questions about the festival picture. - read selected parts of the text and choose at least 2 correct answers.	
			39 Skills 2	Students will be able to: - listen for the main idea and specific information in Minh talking about eating habits in his area and identify food, drink and meal information; - complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline;	

				- write a paragraph of about 70 words about eating habits in the local area. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			40 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to customs and traditions; - review the unit pronunciation focus and grammar point: articles a, an and the and should/shouldn’t for advice about customs; - complete self-check exercises and correct common language mistakes; - design and present a presentation about an interesting custom or tradition using appropriate language and teamwork. For students with disabilities - review and choose at least 4 words or phrases about customs and traditions, with teacher's help. - fill in 2 blanks with the correct word form. - complete 2 sentences or text gaps with a, an, the, or zero article. - show one part of the group Culture Wiki product, such as a title, a picture, or one custom. - say 1-2 short presentation sentences with teacher's help.	2.2TC2a; 6.2TC2a - Students are able to introduce local customs / traditional festivals: Use AI Chatbots to suggest English essay structures and share digital products.

	UNIT 6: LIFESTYLES	7	41 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about lifestyles; - recognize and use introductory vocabulary related to lifestyles, habits, food, houses and ways of living in different communities; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about lifestyles using the lesson model. For students with disabilities - recognize and say 2 words or phrases about lifestyles: with teacher's help. - complete 2-3 simple items in the table about lifestyle differences by choosing from a word bank. - match at least 2 lifestyle words with pictures: street food, pizza, online learning, and greeting.	
15			42 A closer look 1	Students will be able to: - use words and phrases related to lifestyles, habits, food, houses and ways of living in different communities in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the consonant clusters /br/ and /pr/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about lifestyles.	

				For students with disabilities - recognize and say 3 lifestyle words or phrases with teacher's help. - complete at least 2 simple sentences with the correct lifestyle words from the box. - choose the correct answer for 2-3 sentences about lifestyles. - listen and repeat at least 2 words containing /br/ and 2 words containing /pr/.	
			43 A closer look 2	Students will be able to: - recognize the form, meaning and use of the future simple and the first conditional to talk about future lifestyle changes; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about lifestyles. For students with disabilities - choose will or won't to complete 3 short dialogues about future possibilities, with teacher's help. - arrange or copy 2 simple future-simple sentences. - complete 2 first-conditional sentences using the correct tense of the verbs. - choose if or unless in 2 simple sentences.	
			44 Communication	Students will be able to: - use useful everyday English to give and respond to lifestyle information and opinions; - listen to and identify key expressions in short model dialogues;	

				- exchange ideas about lifestyles in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - recognize and repeat 2 expressions of certainty: Sure and Yes, certainly, with teacher's help. - practise one short dialogue to express certainty. - answer 2 simple quiz questions about cuisines around the world.	
16			45 Skills 1	Students will be able to: - read for the main idea and specific information in a text about lifestyles in different places and communities; - use context to understand selected words and complete comprehension tasks; - talk about differences between modern and traditional lifestyles using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			46 Skills 2	Students will be able to: - listen for the main idea and specific information in information about outdoor activities at school and identify main and specific details;	

			- complete multiple-choice, true/false or gap-filling tasks from the recording; - select and organize relevant ideas using the given writing outline; - write a paragraph of about 70 words about an outdoor school activity. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
		47 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to lifestyles; - review the unit pronunciation focus and grammar point: the future simple and the first conditional to talk about future lifestyle changes; - complete self-check exercises and correct common language mistakes; - design and present a comparison poster about lifestyles now and in the past using appropriate language and teamwork. For students with disabilities - match at least 2 lifestyle words or phrases with their meanings, with teacher's help.. - complete 2 sentences using the correct tense of the verbs in brackets. - Copy or say one simple sentence for the project with teacher’s help.	5.2.TC2a; 4.3TC2a; 8.A1.2 - Students are able to create and present a Lifestyle Survey infographic/poster from chart results, cite the survey source, and give respectful feedback on another group's product; Identify digital health risks and the risk of AI reducing critical & creative thinking.

17	REVIEW 2	2	48 Language	- Students will be able to: - revise key vocabulary, grammar, pronunciation and skills from the tested units; - practise common test tasks and apply suitable test-taking strategies; - identify areas for further self-study before the assessment. For students with disabilities - Recognize 2 familiar words or one simple sentence from Units 4–6 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
			49 Skills	Students will be able to: - revise key vocabulary, grammar, pronunciation and skills from the tested units; - practise common test tasks and apply suitable test-taking strategies; - identify areas for further self-study before the assessment. For students with disabilities - Recognize 1–2 key words in a short skill task with teacher’s help. - Copy one simple model sentence with teacher’s help.	

18	REVISION FOR THE FIRST TERM TEST	1	50 REVISION	Students will be able to: - revise key vocabulary, grammar, pronunciation and skills from the tested units; - practise common test tasks and apply suitable test-taking strategies; - identify areas for further self-study before the assessment. For students with disabilities Recognize 1–2 key words in a short skill task with teacher’s help. - Copy one simple model sentence with teacher’s help.	
		1	51, 52 REVISION	Students will be able to: - revise key vocabulary, grammar, pronunciation and skills from the tested units; - practise common test tasks and apply suitable test-taking strategies; - identify areas for further self-study before the assessment.	
				For students with disabilities Recognize 2 familiar words or one simple sentence from Units 4–6 with teacher’s help. Complete one simple matching or choosing task with teacher’s help.	

	THE FIRST TERM TEST	1	53 The First end-term Test	- complete listening, reading, writing and language-use tasks independently; - follow test rules and manage time appropriately. For students with disabilities - Complete supported test tasks according to the approved adjustment. - Read/listen to simple instructions and choose or copy answers with teacher's help when allowed.	
	CORRECTING THE FIRST TERM TEST	1	54 Correction	- Students will be able to: - understand the test results and common errors; - correct selected vocabulary, grammar, reading, listening and writing mistakes; - set simple goals for improving later learning.	

				For students with disabilities - Look at 1-2 corrected answers with teacher's help. - Copy one correct sentence from the test with teacher's help.	
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HỌC KÌ II

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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19	UNIT 7: ENVIRONMENTAL PROTECTION	7	55 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about environmental protection; - recognize and use introductory vocabulary related to environmental problems, endangered species, pollution and ways to protect nature; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about environmental protection using the lesson model. For students with disabilities - recognize and say 3 words or phrases about Tet customs with teacher's help. - choose T or F for at least 2 statements about the conversation with teacher's help. - match at least 2 Tet phrases with the correct pictures.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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			56 A closer look 1	Students will be able to: - use words and phrases related to environmental problems, endangered species, pollution and ways to protect nature in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the consonant clusters /bl/ and /kl/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about environmental protection. For students with disabilities - choose the correct option for at least 2 sentences about customs and traditions. - complete 2 sentences with words or phrases from the box. - listen and repeat 3 words with /n/ and 2 words with /ŋ/.	
			57 A closer look 2	Students will be able to: - recognize the form, meaning and use of complex sentences with adverb clauses to explain causes, purposes and results; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about environmental protection.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				For students with disabilities - recognize the articles a, an, the, and zero article with teacher's help. - choose the correct article in at least 3 sentences. - find and correct 2 simple article mistakes. - complete 2 gaps in a short text with the, a/an, or zero article.	
20			58 Communication	Students will be able to: - use useful everyday English to give warnings, suggestions and encouragement to protect the environment; - listen to and identify key expressions in short model dialogues; - exchange ideas about environmental protection in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			59 Skills 1	Students will be able to: - read for the main idea and specific information in a text about endangered species and environmental protection actions; - use context to understand selected words and complete comprehension tasks; - talk about ways to protect the environment and reduce pollution using notes and sentence frames;	

				- organize ideas in a simple note table and present them clearly to a partner or the class.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	

			60 Skills 2 Students will be able to: - recognize and say 4 words or phrases about Ok Om Bok Festival: moon, offering, float, and boat race, with teacher's help. - listen and fill in at least 2-3 blanks about the Ok Om Bok Festival. - listen again and choose T or F for at least 3 statements. - sort 3 pieces of advice into the correct column. - complete or copy 4 simple sentences to form a short advice email. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				- Copy one model sentence for the writing task with teacher’s help.	

21			61 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to environmental protection; - review the unit pronunciation focus and grammar point: complex sentences with adverb clauses to explain causes, purposes and results; - complete self-check exercises and correct common language mistakes; - design and present a campaign poster or infographic about protecting the environment using appropriate language and teamwork. For students with disabilities - review and choose at least 4 words or phrases about customs and traditions, with teacher's help. - fill in 3 blanks with the correct word form. - complete 3 sentences or text gaps with a, an, the, or zero article. - show one part of the group Culture Wiki product, such as a title, a picture, or one custom. - say 1-2 short presentation sentences with teacher's help.	3.1.TC2a; 1.1.TC2a; 4.4TC2a; 8.D1.1 - Students create and present a Green E-Poster using Canva or PowerPoint: Action plan / Notice for environmental protection include teacher-approved images, IT impact.
	UNIT 8: SHOPPING	7	62 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about shopping; - recognize and use introductory vocabulary related to shops, products, prices, shopping habits and online shopping; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about shopping using the lesson model.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - recognize and say 3 words or phrases about lifestyles with teacher's help. - complete 2-3 simple items in the table about lifestyle differences by choosing from a word bank. - match at least 2 lifestyle words with pictures.	
			63 A closer look 1	- Students will be able to: - use words and phrases related to shops, products, prices, shopping habits and online shopping in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce the consonant clusters /sp/ and /st/ correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about shopping. For students with disabilities:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				- complete at least 2 simple sentences with the correct lifestyle words from the box. - choose the correct answer for 2 sentences about lifestyles. - listen and repeat at least 2 words containing /br/ and 3 words containing /pr/.	
22			64 A closer look 2	- Students will be able to: - recognize the form, meaning and use of adverbs of frequency and the present simple for timetables, schedules or planned events; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about shopping. - For students with disabilities - choose will or won't to complete 2 short dialogues about future possibilities, with teacher's help. - arrange or copy 2 simple future-simple sentences. - complete 2 first-conditional sentences using the correct tense of the verbs.	

			65 Communication	- Students will be able to: - use useful everyday English to ask for and give information when shopping; - listen to and identify key expressions in short model dialogues; - exchange ideas about shopping in pairs or groups; - report one relevant idea to the class using clear and polite language.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	

			66 Skills 1	Students will be able to: - read for the main idea and specific information in a text about shopping places and reasons for shopping; - use context to understand selected words and complete comprehension tasks; - talk about shopping habits and ways to save money using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	
			67	Students will be able to:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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23			Skills 2 - listen for the main idea and specific information about online shopping and shopping experiences; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a paragraph introducing a shop or describing shopping habits with suitable vocabulary and sentence patterns. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			68 Looking back & Project - Students will be able to: - review and consolidate vocabulary related to shopping; - review the unit pronunciation focus and grammar point: adverbs of frequency and the present simple for timetables, schedules or planned events; - complete self-check exercises and correct common language mistakes; - design and present a poster or slide about a dream shopping place using appropriate language and teamwork.	2.1.TC2a; 5.2.TC2A; 8.A2.1 - Students create and present a Digital Leaflet / Poster for a School Fair stall using Canva or PowerPoint, include clear product information and use images responsibly; understand AI ad targeting.

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				support. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	
	UNIT 9: NATURAL DISASTER	7	69 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about natural disasters; - recognize and use introductory vocabulary related to natural disasters, damage, warnings, rescue work and emergency kits; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about natural disasters using the lesson model. For students with disabilities - Recognize 2 words related to natural disasters;with teacher's help. - Choose or copy one simple sentence about world Englishes with teacher's help.	
			70	Students will be able to:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
24			A closer look 1	pronounce word stress in words ending in -al and -ous correctly in words and short sentences; use selected vocabulary in two or three short spoken or written sentences about natural disasters. For students with disabilities - recognize and say 2 words or phrases with teacher's help. - label at least 2 pictures related to natural disasters. - listen and repeat at least 2 words ending in -al and words ending in -ous. - mark or clap the stress in 2 selected words with teacher's help.	
			71 A closer look 2	Students will be able to: - recognize the form, meaning and use of the past continuous to describe actions happening at a specific time in the past; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about natural disasters. For students with disabilities	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
25				- Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			72 Communication	Students will be able to: - use useful everyday English to give and respond to warnings or emergency instructions; - listen to and identify key expressions in short model dialogues; - exchange ideas about natural disasters in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			73 Skills 1	Students will be able to: - read for the main idea and specific information in a text about natural disasters and their effects on people and places; - use context to understand selected words and complete comprehension tasks; - talk about what people should do before, during and after a disaster using notes and sentence frames;	

			- organize ideas in a simple note table and present them clearly to a partner or the class.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	

			74 Skills 2	- Students will be able to: - listen for the main idea and specific information about news or reports about a natural disaster; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a short news report or paragraph about a natural disaster with suitable vocabulary and sentence patterns. Listen and recognize 1–2 familiar words with teacher’s help.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				- Copy one model sentence for the writing task with teacher’s help.	

			75 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to natural disasters; - review the unit pronunciation focus and grammar point: the past continuous to describe actions happening at a specific time in the past; - complete self-check exercises and correct common language mistakes; - design and present an emergency-preparation poster or disaster safety guide using appropriate language and teamwork. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	1.1 TC2a; 8.C1.1 - Students are able to create a - poster about natural disaster response skills: Search disaster warnings; learn how AI reads/views data for weather forecasting.
26	REVIEW 3	2	76 Language	- Students will be able to: - review pronunciation, vocabulary and grammar from the three previous units; - complete language practice tasks accurately and explain simple choices; - identify common mistakes and improve language use before tests.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				For students with disabilities - Recognize 2 familiar words from Units 7–9 with teacher’s help. - Complete one simple matching or multiple-choice task with teacher’s help.	
			77 Skills	Students will be able to: - practise reading, speaking, listening and writing skills using topics from the three previous units; - complete exam-type tasks with suitable strategies; - organize short notes and produce a guided spoken or written response. For students with disabilities - 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.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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	THE SECOND MID-TERM TEST	1	78 2nd Mid-term Test	Students will be able to: - demonstrate their understanding of vocabulary, grammar, pronunciation and skills from the tested units; - complete listening, reading, writing and language-use tasks independently; - follow test rules and manage time appropriately. For students with disabilities - Complete supported test tasks according to the approved adjustment. - Read/listen to simple instructions and choose or copy answers with teacher's help when allowed.	
27	UNIT 10: COMMUNICATION IN THE FUTURE	7	79 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about energy sources and identify renewable and non-renewable examples; - recognize and use introductory vocabulary related to renewable and non-renewable energy sources and energy saving; Students will be able to: - understand the main idea and key details of the opening conversation about communication in the future; - recognize and use introductory vocabulary related to communication technology, online meetings, holograms, emojis and future devices; - complete comprehension, matching or gap-	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				filling tasks using information from the conversation; - ask and answer one or two simple questions about communication in the future using the lesson model. For students with disabilities - recognize and say 3 communication words with teacher's help. - circle the correct answer for at least 2 questions about the conversation. - match at least 2 communication words or phrases with the correct pictures.	
		7	80 A closer look 1	Students will be able to: - use words and phrases related to communication technology, online meetings, holograms, emojis and future devices in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce stress in words ending in -ese and -ee correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about communication in the future. For students with disabilities - recognize and say 2 words or phrases with teacher's help. - label at least 2 pictures with communication technology words. - complete 2 simple sentences using words from the lesson. - listen and repeat at least 2 words ending in -ese and 3 words ending in -ee.	

		7	81 A closer	- recognize the form, meaning and use of prepositions of place and time and possessive pronouns in communication contexts; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about communication in the future.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
			look 2	For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	

28		7	82 Communication	Students will be able to: - use useful everyday English to ask for clarification and express ideas about future communication; - listen to and identify key expressions in short model dialogues; - exchange ideas about communication in the future in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - recognize and repeat 2 polite interruption expressions: “Sorry for interrupting, but ...” and “Hold on. Can you repeat that, please?”, with teacher's help.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				- practise one short dialogue to interrupt politely. - answer one question about emojis or one future means of communication. - ask and answer one simple question about a future communication tool.	

	UNIT 10: SCIENCE AND TECHNOLOG Y	7	83 Skills 1	Students will be able to: - read for the main idea and specific information in a text about future means of communication and how people may use them; - use context to understand selected words and complete comprehension tasks; - talk about a future communication device or method using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	
		7	84	Students will be able to:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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29			Skills 2 - listen for the main idea and specific information about predictions about future communication; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; write a paragraph describing a means of communication in the future with suitable vocabulary and sentence patterns. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
		7	85 Looking back & Project Students will be able to: - review and consolidate vocabulary related to communication in the future; - review the unit pronunciation focus and grammar point: prepositions of place and time and possessive pronouns in communication contexts; - complete self-check exercises and correct common language mistakes; - design and present a poster or model of a communication device in 2050 using appropriate language and teamwork. For students with disabilities - review and write at least 2 shopping words or phrases from Unit 8, with teacher's help. - complete 2 sentences with suitable adverbs of frequency.	3.1.TC2b; 4.2.TC2a; 8.B2.1 - Students are able to present their Time Capsule 2050 Vlog / digital poster, demonstrate basic editing or design choices and give respectful feedback to another group; Use AI Chatbots safely to generate ideas, check content, protect personal data.

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				- use the correct tense or verb form in at least 2 sentences about shopping schedules. - Copy or say one simple sentence for the project with teacher's help.	
	THE SECOND MID TERM TEST CORRECTION	1	86 Test correction	Students will be able to: - identify errors made in the second mid-term test and understand why the answers are incorrect; - review the relevant vocabulary, grammar and skills connected with common errors; - correct incorrect answers using teacher guidance and textbook evidence; - apply corrected knowledge in one similar practice task. For students with disabilities - Identify one correct answer with teacher's help. - Copy one corrected word or sentence with teacher's help.	
		7	87	Students will be able to:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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	UNIT 11: SCIENCE AND TECHNOLOGY		Getting started	- understand the main idea and key details of the opening conversation about science and technology; - recognize and use introductory vocabulary related to science, inventions, robots, technology and scientific achievements; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about science and technology using the lesson model. For students with disabilities - Recognize 2 words related to science and technology with teacher's help. - Choose or copy one simple sentence about electronic devices with teacher's help.	
30			88 A closer look 1	Students will be able to: - use lexical items related to electronic devices, functions, apps, online activities, screen time and safe use in meaningful contexts; - complete vocabulary tasks and make short sentences connected with electronic devices; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				or ideas in the topic of electronic devices. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - label at least 2 pictures with science and technology words. - complete 2 simple sentences with words from the lesson.	
			89 A closer look 2	Students will be able to: - recognize the form, meaning and use of reported speech for statements; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about science and technology. For students with disabilities - recognize direct speech and reported speech in 2 simple examples, with teacher's help. - complete 3 reported sentences using the correct verb form. - choose 2-3 correct time or place expressions in reported speech.	
			90 Communication	Students will be able to: - use useful everyday English to talk about inventions and respond to news about science and technology; - listen to and identify key expressions in short model dialogues; - exchange ideas about science and technology in pairs or groups;	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
31			91 Skills 1	Students will be able to: - read for the main idea and specific information in a text about science and technology inventions and their uses; - use context to understand selected words and complete comprehension tasks; - talk about advantages and problems of inventions or robots using notes and sentence frames; - organize ideas in a simple note table and present them clearly to a partner or the class. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				- Choose one correct picture, detail or answer from the reading with teacher's help.	
			92 Skills 2	Students will be able to: listen for the main idea and specific information about talks or interviews about robots and technology; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a paragraph about the benefits or problems of a scientific invention with suitable vocabulary and sentence patterns. For students with disabilities - Listen and recognize 1–2 familiar words with teacher's help. - Copy one model sentence for the writing task with teacher's help.	
			93 Looking back & Project	- Students will be able to: - review and consolidate vocabulary related to science and technology; - review the unit pronunciation focus and grammar point: reported speech for statements; - complete self-check exercises and correct common language mistakes; - design and present an invention poster or presentation about a useful device using appropriate language and teamwork.	3.2TC2a; 8.A1.1 Students are able to debate: "Can Robots/AI replace teachers at school?": Analyze areas where AI should not replace humans (teachers' emotional understanding).

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital device-use guide or review using clear language and visual support. For students with disabilities - complete 2 vocabulary items related to science and technology. - find and correct 1-2 simple reported-speech mistakes. - rewrite 1-2 simple sentences using reported speech.	
32	UNIT 12: LIFE ON OTHER PLANETS	7	94 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about life on other planets; - recognize and use introductory vocabulary related to planets, aliens, UFOs, space travel and living conditions on other planets; - complete comprehension, matching or gap-filling tasks using information from the conversation; - ask and answer one or two simple questions about life on other planets using the lesson model.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - recognize and say 3 words: alien ; spaceship and planet, with teacher's help.. - choose T or F for at least 2 statements about the conversation. - complete or copy 2 words related to life on other planets.	
			95 A closer look 1	Students will be able to: - use words and phrases related to planets, aliens, UFOs, space travel and living conditions on other planets in meaningful contexts; - classify, match and complete words or phrases accurately in familiar exercises; - pronounce intonation for making lists correctly in words and short sentences; - use selected vocabulary in two or three short spoken or written sentences about life on other planets. For students with disabilities - recognize and say 4 planet names: Earth, Mars, Venus and Jupiter, with teacher's help. - match at least 3 outer-space words with pictures. - complete 2-3 simple sentences with words from the lesson.	

			96 A closer look 2	- Students will be able to: - recognize the form, meaning and use of reported speech for questions; - complete controlled grammar exercises and identify the correct forms in context; - make affirmative, negative or question forms as required by the lesson; - use the target grammar to produce short sentences about life on other planets.	
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TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				choices; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - recognize direct questions and reported questions in 2 simple examples, with teacher's help. - choose the correct word/phrase for at least 2 reported questions. - put 1-2 reported questions in the correct order using word cards. - change 1 direct question into a reported question using a frame.	

33			97 Communication	Students will be able to: - use useful everyday English to ask and answer questions about space and life on other planets; - listen to and identify key expressions in short model dialogues; - exchange ideas about life on other planets in pairs or groups; - report one relevant idea to the class using clear and polite language. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			98	Students will be able to:	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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			Skills 1 - recognize and say 5 words: liquid, temperature, atmosphere, gravity and habitable, with teacher's help. - match at least 3 highlighted words with their meanings. - answer at least 2 reading questions about planets that can support life. - tick 3 conditions needed for human life on a planet. - say one condition a planet needs to support life. For students with disabilities - Recognize 2 words related to space word from pictures with teacher's help. - Choose or copy a simple sentence such as "Mars is a planet." with teacher's help.	
			99 Skills 2 Students will be able to: - listen for the main idea and specific information about space travel or a report about other planets; - complete multiple-choice, true/false, table or gap-filling tasks from the recording; - select and organize relevant ideas using the given outline; - write a paragraph or story about life on another planet with suitable vocabulary and sentence patterns. For students with disabilities - Listen and recognize 1–2 familiar words with teacher's	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				help. - Copy one model sentence for the writing task with teacher's help.	
34			100 Looking back & Project	Students will be able to: - review and consolidate vocabulary related to life on other planets; - review the unit pronunciation focus and grammar point: reported speech for questions; - complete self-check exercises and correct common language mistakes; - design and present a poster introducing an imaginary planet or alien world using appropriate language and teamwork. For students with disabilities - complete at least 3 vocabulary items about outer space. - rewrite 1-2 simple reported questions using a sentence frame. - find and correct 1 simple grammar mistake. - Copy or say one simple sentence for the project with teacher's help.	3.1TC2a; 8.D2.1 Students are able to design an imaginary planet & its living creatures: Use GenAI tools to generate images of planets/creatures based on English prompts.
	REVIEW 4	2	101 Language	- Students will be able to: - review pronunciation, vocabulary and grammar from the three previous units; - complete language practice tasks accurately and explain simple choices; - identify common mistakes and improve language use before tests.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
				For students with disabilities - Review 2-3 familiar words from the previous units with teacher's help. - Choose or copy one correct answer in a simple sentence with teacher's help.	
			102 Skills	- Students will be able to: - practise reading, speaking, listening and writing skills using topics from the three previous units; - complete exam-type tasks with suitable strategies; - organize short notes and produce a guided spoken or written response. For students with disabilities - Listen or read for 1-2 familiar words with teacher's help. - Choose one answer or copy one simple sentence with teacher's help.	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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35	REVISION FOR THE SECOND TERM TEST	2	103 REVISION	Students will be able to: - review pronunciation, vocabulary and grammar from Units 10–12; - use vocabulary about the Earth, electronic devices and careers in familiar tasks; - consolidate non-defining relative clauses, advice structures and adverbial clauses; - complete language exercises in formats similar to the second end-term test. For students with disabilities - Recognize 2 familiar words from Units 10–12 with teacher's help. - Complete one simple matching or choosing task with teacher's help.	
			104 REVISION	Students will be able to: - review listening, speaking, reading and writing skills from Units 4–6; - listen and read for main ideas and specific details about the Earth, electronic devices and careers ; - give short guided talks using learned vocabulary and structures; - complete a guided paragraph or short text on one of the	

TT (1)	Chủ đề/ bài học (2)	Số tiết (3)	Thứ tự tiết (4)	Yêu cầu cần đạt (5)	Digital competence development & AI (6)
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				reviewed topics. For students with disabilities - 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.	
	THE SECOND END-TERM TEST	1	105 The second end-term Test	- Students will be able to: - demonstrate their understanding of vocabulary, grammar, pronunciation and skills from the tested units; - complete listening, reading, writing and language-use tasks independently; - follow test rules and manage time appropriately. For students with disabilities - Complete supported test tasks according to the approved adjustment. - Read/listen to simple instructions and choose or copy answers with teacher’s help when allowed.	

2. Chuyên đề lựa chọn: (đối với cấp trung học phổ thông)

STT	Chuyên đề (1)	Số tiết (2)	Yêu cầu cần đạt (3)
1			

3. Kiểm tra, đánh giá định kỳ:

Bài kiểm tra đánh giá	Thời gian	Thời điểm	Yêu cầu cần đạt	Hình thức
Giữa Học kỳ 1	60 phút	Tuần 9 Tiết 26	- HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 1,2,3 - HS đọc/ nghe thông tin chi tiết và làm các bài tập theo yêu cầu - HS viết câu theo yêu cầu và viết đoạn văn ngắn theo thông tin hoặc câu hỏi gợi ý - HS tự tin làm bài dựa vào nội dung đã học và ma trận gợi ý * <u>HS KTHHN</u> - HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 1,2,3 - HS tự tin làm bài dựa vào nội dung đã học	- Viết
Cuối Học kỳ 1	60 phút	Tuần 18 Tiết 53, 54	- HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 1,2,3,4,5,6 - HS đọc/ nghe thông tin chi tiết và làm các bài tập theo yêu cầu - HS viết câu theo yêu cầu và viết đoạn văn ngắn theo thông tin hoặc câu hỏi gợi ý - HS thực hành nói: giới thiệu bản thân, trả lời câu hỏi về chủ đề bốc thăm và interview - HS tự tin làm bài dựa vào nội dung đã học và ma trận gợi ý * <u>HS KTHHN</u> - HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 1,2,3,4,5,6 - HS thực hành nói: giới thiệu bản thân, trả lời câu hỏi về chủ đề. - HS tự tin làm bài dựa vào nội dung đã học	- Viết - Thực hành nói

Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 79	- HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 7, 8, 9 - HS đọc/ nghe thông tin chi tiết và làm các bài tập theo yêu cầu - HS viết câu theo yêu cầu và viết đoạn văn ngắn theo thông tin hoặc câu hỏi gợi ý - HS tự tin làm bài dựa vào nội dung đã học và ma trận gợi ý * * <u>HS KTHHN</u> - HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 7, 8, 9 - HS tự tin làm bài dựa vào nội dung đã học	- Viết
Cuối Học kỳ 2	60 phút	Tuần 35 Tiết 104, 105	- HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 7, 8, 9, 10, 11, 12 - HS đọc/ nghe thông tin chi tiết và làm các bài tập theo yêu cầu - HS viết câu theo yêu cầu và viết đoạn văn ngắn theo thông tin hoặc câu hỏi gợi ý - HS thực hành nói: giới thiệu bản thân, trả lời câu hỏi về chủ đề bốc thăm và interview - HS tự tin làm bài dựa vào nội dung đã học và ma trận gợi ý * <u>HS KTHHN</u> - HS có thể sử dụng được các từ, ngữ âm và cấu trúc ngữ pháp đã học ở Unit 7, 8, 9, 10, 11, 12 - HS thực hành nói: giới thiệu bản thân, trả lời câu hỏi về chủ đề. - HS tự tin làm bài dựa vào nội dung đã học	- Viết - Thực hành nói

4. Các nội dung khác

4.1. Bồi dưỡng học sinh giỏi, học sinh năng khiếu:

STT (1)	Nội dung	Số tiết (3)	Thời điểm (4)	Yêu cầu cần đạt (5)	Thiết bị dạy học	Địa điểm dạy học
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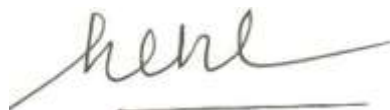
	(2)				(6)	(7)
1	HSG 8	3 tiết/ tuần	Bắt đầu từ đầu HKII	- Luyện cho HS các kỹ năng nghe, nói, đọc, viết, và bài tập ngữ pháp trong chương trình 8 - Mở rộng bài tập nâng cao về đọc hiểu, ngữ pháp trong chương trình 8	- In bài giao cho HS - Máy tính, loa, ti vi	Phòng học tại trường

4.2. Phụ đạo học sinh yếu kém:

STT (1)	Nội dung (2)	Số tiết (3)	Thời điểm (4)	Yêu cầu cần đạt (5)	Thiết bị dạy học (6)	Địa điểm dạy học (7)
1	Phụ đạo HS 8	2 tiết/ tuần	Bắt đầu khi nhà trường có kế hoạch	- HS có thể hiểu được nội dung GV đã dạy và làm được 1 số bài tập theo yêu cầu hoặc trả lời 1 số câu hỏi	Bảng, phấn, ti vi	Tại trường

TỔ TRƯỞNG

(Ký và ghi rõ họ tên)



Hồ Thị Huỳnh Trang

Thăng Diên, ngày tháng 9 năm 2026

HIỆU TRƯỞNG

(Ký và ghi rõ họ tên)

Trần Đăng Quý

KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN**PHỤ LỤC II****Năm học 2026 – 2027****Khối lớp 8: Số học sinh: 589**

STT	Chủ đề	Yêu cầu cần đạt	Số tiết	Thời điểm	Địa điểm	Chủ trì	Phối hợp	Điều kiện thực hiện
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Hướng dẫn HS thi IOE trực tuyến	Tăng khả năng phản xạ thực hành Tiếng Anh trên máy tính, nâng cao các kỹ năng nghe, nói, đọc, viết.	2-3	Hàng tuần	Hội trường	GV tiếng Anh	Mời GVCN	Theo chỉ tiêu của trường

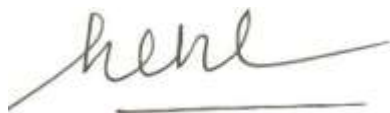
(1) Tên chủ đề tham quan, cắm trại, sinh hoạt tập thể, câu lạc bộ, hoạt động phục vụ cộng đồng.

(2) Yêu cầu (mức độ) cần đạt của hoạt động giáo dục đối với các đối tượng tham gia.

(3) Số tiết được sử dụng để thực hiện hoạt động.

(4) Thời điểm thực hiện hoạt động (tuần/tháng/năm).

TỔ TRƯỞNG
(Ký và ghi rõ họ tên)



Hồ Thị Huỳnh Trang

Thăng Điền, ngày tháng 9 năm 2026
HIỆU TRƯỞNG
(Ký và ghi rõ họ tên)

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 PHAN BỘI CHÂU
TỔ: TIẾNG ANH-GDTC-NGHỆ THUẬT

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

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC: TIẾNG ANH - KHỐI LỚP 9
Năm học 2026 – 2027

1. Đặc điểm tình hình

1.1. Số lớp: 16; Số học sinh: **634;** Số học sinh học chuyên đề lựa chọn (nếu có): không.

1.2. Tình hình đội ngũ: Số giáo viên: **12;** Trình độ đào tạo: Cao đẳng: **0/;** Đại học: **12;** Trên đại học: Không

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: **12;** Khá:; Đạt:; Chưa đạt:

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/ thực hành	Ghi chú
1	Smart TV	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 - 4	Sử dụng để trình chiếu nội dung bài học và trình bày sản phẩm.
2	Laptop/ Computer	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	- Sử dụng soạn KHDH và dạy Power Point trực tiếp trên lớp. - Khai thác Sách mềm, ứng dụng AI...
3	Mobile phone & Bluetooth Speaker	01 bộ/ lớp	From Unit 1 to Unit 12, Review 1 – 4	Sử dụng trong các tiết học Getting started, Communication, skills1, ôn tập, kiểm tra
4	Phần mềm zoom, canva Zalo, Google Meet,...	01 bộ/ lớp	Looking Back & Project from Unit 1 to 12	Học sinh sử dụng các phần mềm để thực hiện, trao đổi, xây dựng nội, trình bày sản phẩm học tập, dự án học tập.

1.4. 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
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1	Phòng dạy phụ đạo và bồi dưỡng HS	3	Sử dụng để tổ chức phụ đạo và bồi dưỡng HS	
2	Phòng SHCM	1	Sử dụng để sinh hoạt chuyên môn, chuyên đề	

2. Kế hoạch dạy học:

2.1. Phân phối chương trình:

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

TT	Chủ đề/ Bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
1	INTRODUCTION	1	1	Students will be able to: - become familiar with the structure, symbols, sections and learning resources of the English 9 – Global Success coursebook; - understand classroom rules, learning routines and ways of using the textbook, workbook and digital learning resources; - identify the main themes, skills, language areas and assessment forms in Grade 9 English; - set personal learning goals and choose suitable strategies for vocabulary, grammar, pronunciation and the four skills. For students with disabilities - 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.	
	UNIT 1: LOCAL COMMUNITY	7	2 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about local community; - recognize and use initial vocabulary related to suburbs, facilities, craft villages, community places and relationships with neighbours;	1.1.TC2b; 5.2.TC2b: - Students use Google Search with simple filters to find authentic information, images and source links about a local

2				- identify the main communication situation and language focus of Unit 1; - talk briefly about local community using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to local community with teacher's help. - Choose or copy one simple sentence about local community with teacher's help.	product; then they organise the data in Google Sheets/MS Excel and identify at least one advantage and one disadvantage of the product. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			3 A closer look 1	Students will be able to: - use lexical items related to suburbs, facilities, craft villages, community places and relationships with neighbours in meaningful contexts; - complete vocabulary tasks and make short sentences connected with local community; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of local community. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			4 A closer look 2	Students will be able to: - recognize the form, meaning and use of question words before to-infinitives and phrasal verbs; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about local community; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities	

3				- Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			5 Communication	Students will be able to: - use everyday English expressions for asking for and giving information or advice about places and services in a community; - ask and answer questions related to local community in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			6 Skills 1	Students will be able to: - read texts about local facilities, community life and things people can do in their area for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about local community; - talk about local community using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			7 Skills 2	Students will be able to: - listen for specific information related to local community;	

				- complete notes, tables or short answers using key information from the recording; - organize ideas for a guided paragraph or short text about a local community; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			8 Looking back & Project	Students will be able to: - review and use vocabulary related to suburbs, facilities, craft villages, community places and relationships with neighbours; - consolidate question words before to-infinitives and phrasal verbs and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital local-community guide/poster using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	1.1.TC2b; 3.1.TC2a; 5.2.TC2b: - Students present the final Local Community Products project using a digital poster/slide and spreadsheet data, showing sources and explaining pros/cons.
	UNIT 2: CITY LIFE	7	9 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about city life; - recognize and use initial vocabulary related to city facilities, urban problems, lifestyle, services and city adjectives; - identify the main communication situation and language focus of Unit 2; - talk briefly about city life using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to city life with teacher’s help.	1.2.TC2a; 3.1.TC2a: - Students use search keywords and simple filters to find reliable information about current city problems. - Students collect source links in a shared Google Doc and plan an E-Newsletter / multimedia article about a future city.

				- Choose or copy one simple sentence about city life with teacher's help.	Use AI apps (Chatgpt, Google flow, capcut) to create a video related to the dialogue.
4			10 A closer look 1	Students will be able to: - use lexical items related to city facilities, urban problems, lifestyle, services and city adjectives in meaningful contexts; - complete vocabulary tasks and make short sentences connected with city life; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of city life. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			11 A closer look 2	Students will be able to: - recognize the form, meaning and use of double comparatives and phrasal verbs related to city life; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about city life; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			12 Communication	Students will be able to: - use everyday English expressions for expressing opinions and preferences about living in a city; - ask and answer questions related to city life in pairs or groups;	

				- use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
5			13 Skills 1	Students will be able to: - read texts about city life, city attractions, advantages and difficulties for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about city life; - talk about city life using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			14 Skills 2	Students will be able to: - listen for specific information related to city life; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph comparing life in cities and other places; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher's help. - Copy one model sentence for the writing task with teacher's help.	
			15	Students will be able to:	1.2.TC2a; 3.1.TC2a;

			Looking back & Project	- review and use vocabulary related to city facilities, urban problems, lifestyle, services and city adjectives; - consolidate double comparatives and phrasal verbs related to city life and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a city-life comparison infographic or poster using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	3.2.TC2a: - Students finalize a Canva E-Newsletter or Google Sites article about "A City in the Future". - Students include evaluated sources, images, captions, city problems, future solutions and a short presentation script. (Chatgpt, Canva,...)
6	UNIT 3: HEALTHY LIVING FOR TEENS	7	16 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about healthy living for teens; - recognize and use initial vocabulary related to teen health problems, healthy habits, stress, exercise, sleep and diet; - identify the main communication situation and language focus of Unit 3; - talk briefly about healthy living for teens using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to healthy living for teens with teacher's help. - Choose or copy one simple sentence about healthy living for teens with teacher's help.	1.1.TC1a: 4.3.TC2a: - Students understand how to protect their mental and physical health by managing online screen time (avoiding gaming and social media addiction) using Digital Wellbeing resources. 2.5.TC2a: - Students participate in constructive online discussions via Google Classroom or Zalo to analyze real-life situations and propose solutions for a well-balanced lifestyle. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			17	Students will be able to:	

7			A closer look 1 - use lexical items related to teen health problems, healthy habits, stress, exercise, sleep and diet in meaningful contexts; - complete vocabulary tasks and make short sentences connected with healthy living for teens; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of healthy living for teens. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			18 A closer look 2 Students will be able to: - recognize the form, meaning and use of modal verbs in first conditional sentences; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about healthy living for teens; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			19 Communication Students will be able to: - use everyday English expressions for giving and responding to health advice for teenagers; - ask and answer questions related to healthy living for teens in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work.	

				For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			20 Skills 1	Students will be able to: - read texts about teen health, lifestyle choices and ways to stay healthy for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about healthy living for teens; - talk about healthy living for teens using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			21 Skills 2	Students will be able to: - listen for specific information related to healthy living for teens; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph or advice text about healthy habits for teens; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher's help. - Copy one model sentence for the writing task with teacher's help.	

8			22 Looking back & Project	Students will be able to: - review and use vocabulary related to teen health problems, healthy habits, stress, exercise, sleep and diet; - consolidate modal verbs in first conditional sentences and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital healthy-living campaign product using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	4.3.TC2a: Students understand how to protect their mental and physical health by managing online screen time. 2.5.TC2a: - Students participate in constructive online discussions via Google Classroom or Zalo to analyze real-life situations and propose solutions for a well-balanced lifestyle. - Students use ChatGPT, Canva, Powerpoint to design slides for their presentation.
	REVIEW 1	2	23 Languages	Students will be able to: - review pronunciation, vocabulary and grammar from Units 1–3; - use language about local community, city life and healthy living in familiar tasks; - consolidate question words before to-infinitives, phrasal verbs, double comparatives and first conditional sentences with modal verbs; - complete review exercises in formats similar to the mid-term test. For students with disabilities - Recognize 2 familiar words from Units 1–3 with teacher's help. - Complete one simple matching or multiple-choice task with teacher's help.	

			24 Skills Students will be able to: - review listening, speaking, reading and writing skills from Units 1–3; - listen and read for main ideas and specific information in familiar topics; - speak briefly about community, city life or teen health using prompts; - write or complete a short guided text using learned vocabulary and structures. For students with disabilities - 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.	
9	THE 1ST MID-TERM 60-MINUTE TEST	1	25 Mid-term Test Students will be able to: - demonstrate understanding of key language and skills in the mid-term test; - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - read and listen for relevant information on familiar topics; - complete suitable writing tasks according to the test requirements. For students with disabilities - Recognize 1–2 familiar words or simple instructions with teacher’s help. - Complete simple multiple-choice, matching or copying tasks with teacher’s help.	
	UNIT 4: REMEMBERING THE PAST	4	26 Getting started Students will be able to: - understand the main idea and key details of the opening conversation about remembering the past; - recognize and use initial vocabulary related to life in the past, old objects, childhood memories, traditions and past activities; - identify the main communication situation and language focus of Unit 4; - talk briefly about remembering the past using model	3.3.TC2a: - Students design a multimedia video or slide presentation about local history. They simulate historical contexts using basic AI text/image generation tools, while strictly adhering to

				sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to remembering the past with teacher's help. - Choose or copy one simple sentence about remembering the past with teacher's help.	copyright education (learning how to properly cite AI-generated content versus authentic historical photos from the internet). <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
10			27 A closer look 1	Students will be able to: - use lexical items related to life in the past, old objects, childhood memories, traditions and past activities in meaningful contexts; - complete vocabulary tasks and make short sentences connected with remembering the past; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of remembering the past. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			28 A closer look 2	Students will be able to: - recognize the form, meaning and use of the past continuous and wish + past simple; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about remembering the past; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help.	

				- Choose or copy one correct form in a short sentence with teacher's help.	
			29 Communication	Students will be able to: - use everyday English expressions for talking about memories and expressing wishes about the past; - ask and answer questions related to remembering the past in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
	UNIT 4: REMEMBERING THE PAST	3	30 Skills 1	Students will be able to: - read texts about past ways of life, memories and changes over time for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about remembering the past; - talk about remembering the past using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			31 Skills 2	Students will be able to: - listen for specific information related to remembering the past; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph describing a past event or	

				memory; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
12			32 Looking back & Project	Students will be able to: - review and use vocabulary related to life in the past, old objects, childhood memories, traditions and past activities; - consolidate the past continuous and wish + past simple and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital then-and-now timeline using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	3.2.TC2a: Students use digital mind-mapping tools (Mindmeister) to logically organize historical information and brainstorm ideas for writing tasks. . 3.3.TC2a: Students design a multimedia video or slide presentation about local history. They simulate historical contexts using basic AI text/image generation tools, while strictly adhering to copyright education - Students use ChatGPT, Canva, Powerpoint to design slides for their presentation.
	Test correction	1	33 Test correction	Students will be able to: - identify errors made in the first mid-term test and understand why the answers are incorrect; - review the relevant vocabulary, grammar and skills connected with common errors; - correct incorrect answers using teacher guidance and	

				textbook evidence; - apply corrected knowledge in one similar practice task. For students with disabilities - Identify one correct answer with teacher's help. - Copy one corrected word or sentence with teacher's help.	
	UNIT 5: OUR EXPERIENCES	7	34 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about our experiences; - recognize and use initial vocabulary related to life experiences, feelings, activities, events and personal stories; - identify the main communication situation and language focus of Unit 5; - talk briefly about our experiences using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to our experiences with teacher's help. - Choose or copy one simple sentence about our experiences with teacher's help.	1.2.TC2a: Students use advanced Google Search filters to retrieve authentic travel reviews and data 5.2.TC2b: Students design a digital survey (using Google Forms) to solve the problem of collecting data efficiently. They then use spreadsheet software (Google Sheets/Excel) to analyze the class's experience data and generate visual charts for their final presentation. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			35 A closer look 1	Students will be able to: - use lexical items related to life experiences, feelings, activities, events and personal stories in meaningful contexts; - complete vocabulary tasks and make short sentences connected with our experiences; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of our experiences.	

				For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
13			36 A closer look 2	Students will be able to: - recognize the form, meaning and use of the present perfect for experiences; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about our experiences; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			37 Communication	Students will be able to: - use everyday English expressions for sharing experiences and responding to good or bad experiences; - ask and answer questions related to our experiences in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			38 Skills 1	Students will be able to: - read texts about memorable experiences and personal stories for the main idea and specific information; - identify key words, details, evidence and useful expressions	

				in the reading text; - use information from the reading to answer questions and complete tasks about our experiences; - talk about our experiences using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	
14			39 Skills 2	Students will be able to: - listen for specific information related to our experiences; - complete notes, tables or short answers using key information from the recording; - organize ideas for a guided text about a memorable experience; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			40 Looking back & Project	Students will be able to: - review and use vocabulary related to life experiences, feelings, activities, events and personal stories; - consolidate the present perfect for experiences and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital experience album/storyboard using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	1.2.TC2a: Students use advanced Google Search filters to retrieve authentic travel reviews and data (e.g., TripAdvisor, travel blogs) to enrich their descriptions of memorable experiences. - Students use ChatGPT, Canva, Powerpoint to design slides for their presentation.

	UNIT 6: VIETNAMESE LIFESTYLES: THEN AND NOW	7	41 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about Vietnamese lifestyles then and now; - recognize and use initial vocabulary related to traditional and modern lifestyles, family life, customs, work, study and community activities; - identify the main communication situation and language focus of Unit 6; - talk briefly about Vietnamese lifestyles then and now using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to Vietnamese lifestyles then and now with teacher's help. - Choose or copy one simple sentence about Vietnamese lifestyles then and now with teacher's help.	1.2.TC2a; 5.2.TC2b: Students develop skills to use digital libraries and academic search engines (e.g., Google Scholar) to retrieve authentic historical data. They solve data comparison problems using spreadsheet tools to contrast lifestyles across generations. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
15			42 A closer look 1	Students will be able to: - use lexical items related to traditional and modern lifestyles, family life, customs, work, study and community activities in meaningful contexts; - complete vocabulary tasks and make short sentences connected with Vietnamese lifestyles then and now; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of Vietnamese lifestyles then and now. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			43 A closer look 2	Students will be able to: - recognize the form, meaning and use of verbs followed by to-infinitives and verbs followed by V-ing; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about Vietnamese	

16				lifestyles then and now; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			44 Communication	Students will be able to: - use everyday English expressions for describing changes in lifestyles and giving opinions about them; - ask and answer questions related to Vietnamese lifestyles then and now in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			45 Skills 1	Students will be able to: - read texts comparing Vietnamese lifestyles in the past and at present for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about Vietnamese lifestyles then and now; - talk about Vietnamese lifestyles then and now using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	

			46 Skills 2 Students will be able to: - listen for specific information related to Vietnamese lifestyles then and now; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph comparing lifestyles then and now; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			47 Looking back & Project Students will be able to: - review and use vocabulary related to traditional and modern lifestyles, family life, customs, work, study and community activities; - consolidate verbs followed by to-infinitives and verbs followed by V-ing and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital lifestyle comparison presentation using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	1.2.TC2a; 3.1.TC2a; 5.2.TC2b: Students present a poster/slide deck based on interview data, digital archive evidence and a Google Sheets comparison chart. - Students can use ChatGPT, Canva to design slides for their presentation.
17	REVIEW 2	2	48 Language Students will be able to: - review pronunciation, vocabulary and grammar from Units 4–6; - consolidate language about the past, experiences and Vietnamese lifestyles; - apply the past continuous, wish + past simple, the present perfect and verb patterns in integrated exercises;	

				- identify areas that need further practice after the first-term test. For students with disabilities - Recognize 2 familiar words or one simple sentence from Units 4–6 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
			49 Skills	Students will be able to: - review listening, speaking, reading and writing skills from Units 4–6; - locate key information in short familiar texts and recordings; - respond orally to simple prompts about memories, experiences or lifestyles; - complete a short guided writing task using learned language. For students with disabilities - Recognize 1–2 key words in a short skill task with teacher’s help. - Copy one simple model sentence with teacher’s help.	
18	REVISION FOR THE FIRST TERM TEST	1	50 Skills	Students will be able to: - review listening, speaking, reading and writing skills from Units 4–6; - listen and read for main ideas and specific details about past memories, experiences and lifestyles; - give short guided talks using learned vocabulary and structures; - complete a guided paragraph or short text on one of the reviewed topics. For students with disabilities - 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.	
		1	51, 52 Vocab + Grammar	Students will be able to: - review pronunciation, vocabulary and grammar from Units 4–6; - use vocabulary about the past, experiences and lifestyles in	

				familiar tasks; - consolidate the past continuous, wish + past simple, the present perfect and verb patterns; - complete language exercises in formats similar to the first-term test. For students with disabilities - Recognize 2 familiar words from Units 4–6 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
	THE FIRST TERM TEST	1	53 The First end-term Test	Students will be able to: - demonstrate understanding of key language and skills in the end-term test; - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - read and listen for relevant information on familiar topics; - complete suitable writing tasks according to the test requirements. For students with disabilities - Recognize 1–2 familiar words or simple instructions with teacher’s help. - Complete simple multiple-choice, matching or copying tasks with teacher’s help.	
	CORRECTING THE FIRST TERM TEST	1	54 Correction	Students will be able to: - identify errors made in the first-term test and understand why the answers are incorrect; - review the relevant vocabulary, grammar and skills connected with common errors; - correct incorrect answers using teacher guidance and textbook evidence; - apply corrected knowledge in one similar practice task. For students with disabilities - Identify one correct answer with teacher’s help. - Copy one corrected word or sentence with teacher’s help.	

HỌC KÌ II

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
19	UNIT 7: NATURAL WONDERS OF THE WORLD	7	55 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about natural wonders of the world; - recognize and use initial vocabulary related to natural wonders, landscapes, geographical features, travel activities and descriptions; - identify the main communication situation and language focus of Unit 7; - talk briefly about natural wonders of the world using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to natural wonders of the world with teacher's help. - Choose or copy one simple sentence about natural wonders of the world with teacher's help.	1.1.TC2b; 1.2.TC2a; 3.1.TC1a: Students identify digital information needs for a natural wonder, search for reliable images/facts, and plan a Canva travel brochure with proper image citations. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			56 A closer look 1	Students will be able to: - use lexical items related to natural wonders, landscapes, geographical features, travel activities and descriptions in meaningful contexts; - complete vocabulary tasks and make short sentences connected with natural wonders of the world; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of natural wonders of the world. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese	

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20				meaning with teacher's help.	
			57 A closer look 2	Students will be able to: - recognize the form, meaning and use of reported Yes/No questions; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about natural wonders of the world; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			58 Communication	Students will be able to: - use everyday English expressions for asking for and giving information about natural wonders; - ask and answer questions related to natural wonders of the world in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			59 Skills 1	Students will be able to: - read texts about famous natural wonders and their features for the main idea and specific information;	

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21				- identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about natural wonders of the world; - talk about natural wonders of the world using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	
			60 Skills 2	Students will be able to: - listen for specific information related to natural wonders of the world; - complete notes, tables or short answers using key information from the recording; - organize ideas for a short description or travel note about a natural wonder; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			61 Looking back & Project	Students will be able to: - review and use vocabulary related to natural wonders, landscapes, geographical features, travel activities and descriptions; - consolidate reported Yes/No questions and the communication skills learned in the unit; - self-assess what they have learned and identify	3.1.TC1a; 3.3.TC2a; 2.4.TC2a: Students present their Canva digital brochure, explain image/source citations, and use a rubric to assess content, design, language, and digital ethics. - Students can use ChatGPT, Canva,

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				what needs more practice; - complete and present a digital natural-wonder presentation using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	Powerpoint to design slides for their presentation.
	UNIT 8: TOURISM	7	62 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about tourism; - recognize and use initial vocabulary related to tourist attractions, tourism services, travel problems, tourism jobs and responsible travel; - identify the main communication situation and language focus of Unit 8; - talk briefly about tourism using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to tourism with teacher's help. - Choose or copy one simple sentence about tourism with teacher's help.	1.2.TC2a; 5.2.TC2b: - Students use travel apps, Google Maps and reliable tourism websites to identify destinations, accommodation, transport and activities for a two-day trip. - Students collect simple digital evidence such as route screenshots, review notes, budget tables and source links for images used in their project. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			63 A closer look 1	Students will be able to: - use lexical items related to tourist attractions, tourism services, travel problems, tourism jobs and responsible travel in meaningful contexts; - complete vocabulary tasks and make short sentences connected with tourism; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places,	

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				activities or ideas in the topic of tourism. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
22			64 A closer look 2	Students will be able to: - recognize the form, meaning and use of relative pronouns and relative clauses in tourist information; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about tourism; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			65 Communication	Students will be able to: - use everyday English expressions for asking for travel information, giving recommendations and discussing tourism choices; - ask and answer questions related to tourism in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher.	

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23				- Answer one very simple question using a word or short phrase with teacher's help.	
			66 Skills 1	Students will be able to: - read texts about tourism, tours, travel experiences and responsible tourism for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about tourism; - talk about tourism using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			67 Skills 2	Students will be able to: - listen for specific information related to tourism; - complete notes, tables or short answers using key information from the recording; - organize ideas for a travel itinerary, review or paragraph about tourism; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher's help. - Copy one model sentence for the writing task with teacher's help.	
			68 Looking back &	Students will be able to: - review and use vocabulary related to tourist	2.4.TC2a; 5.2.TC2b: - Students create a two-day trip plan

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24	UNIT 9: WORLD ENGLISHES	7	Project	attractions, tourism services, travel problems, tourism jobs and responsible travel; - consolidate relative pronouns and relative clauses in tourist information and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital travel itinerary or tourism brochure using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	using Canva, PowerPoint, Google Docs or a similar tool, including pictures, tables and source links. - Students present their digital product and evaluate it using criteria for content accuracy, digital evidence, language and presentation.
			69 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about world Englishes; - recognize and use initial vocabulary related to varieties of English, accents, communication problems and language learning; - identify the main communication situation and language focus of Unit 9; - talk briefly about world Englishes using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to world Englishes with teacher's help. - Choose or copy one simple sentence about world Englishes with teacher's help.	1.1.TC2a; 1.2.TC2a; 2.4.TC2a: - Students use online dictionaries and reliable websites to check differences between British English and American English vocabulary. - Students start the project by searching for a country where English is used, saving source links and planning a digital poster/slideshow collaboratively. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
			70 A closer look 1	Students will be able to: - use lexical items related to varieties of English, accents, communication problems and language	

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				learning in meaningful contexts; - complete vocabulary tasks and make short sentences connected with world Englishes; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of world Englishes. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			71 A closer look 2	Students will be able to: - recognize the form, meaning and use of defining relative clauses; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about world Englishes; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			72 Communication	Students will be able to: - use everyday English expressions for checking understanding, asking for clarification and discussing English varieties; - ask and answer questions related to world Englishes in pairs or groups; - use suitable vocabulary, expressions and	

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				interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
25			73 Skills 1	Students will be able to: - read texts about English as a global language and varieties of English for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about world Englishes; - talk about world Englishes using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			74 Skills 2	Students will be able to: - listen for specific information related to world Englishes; - complete notes, tables or short answers using key information from the recording; - organize ideas for a short text about learning English or a variety of English; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities	

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				- Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			75 Looking back & Project	Students will be able to: - review and use vocabulary related to varieties of English, accents, communication problems and language learning; - consolidate defining relative clauses and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital World Englishes fact file or mini podcast using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	2.4.TC2a; 5.2.TC2b: - Students create a digital poster/slideshow about English around the world using Canva, PowerPoint, Google Slides or similar tools. - Students include verified facts, source links, image citations and a simple rubric-based self/peer evaluation.
26	REVIEW 3	2	76 Language	Students will be able to: - review pronunciation, vocabulary and grammar from Units 7–9; - use language about natural wonders, tourism and World Englishes in familiar exercises; - consolidate reported Yes/No questions, relative pronouns and defining relative clauses; - complete review tasks in formats similar to the second mid-term test. For students with disabilities - Recognize 2 familiar words from Units 7–9 with teacher’s help. - Complete one simple matching or multiple-	

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				choice task with teacher's help.	
			77 Skills	Students will be able to: - review listening, speaking, reading and writing skills from Units 7–9; - listen and read for main ideas and specific details on familiar topics; - speak briefly about a natural wonder, a tour or English varieties using prompts; - write or complete a short guided paragraph, travel note or fact file using learned language. For students with disabilities - 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.	
	THE SECOND MID-TERM TEST	1	78 2nd Mid-term Test	Students will be able to: - demonstrate understanding of key language and skills in the mid-term test; - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - read and listen for relevant information on familiar topics; - complete suitable writing tasks according to the test requirements. For students with disabilities - Recognize 1–2 familiar words or simple instructions with teacher's help. - Complete simple multiple-choice, matching or copying tasks with teacher's help.	
27	UNIT 10: PLANET EARTH	7	79 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about Planet Earth;	3.1.TC2a; 2.3.TC2b: - Students understand the steps to create a digital infographic about

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				- recognize and use initial vocabulary related to the Earth, environment, natural processes, environmental problems and protection actions; - identify the main communication situation and language focus of Unit 10; - talk briefly about Planet Earth using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to Planet Earth with teacher's help. - Choose or copy one simple sentence about Planet Earth with teacher's help.	ecosystems using Canva/Piktochart/PowerPoint. - Students recognise that digital platforms can be used responsibly to raise awareness of habitat protection and avoid spreading misinformation. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>
		7	80 A closer look 1	Students will be able to: - use lexical items related to the Earth, environment, natural processes, environmental problems and protection actions in meaningful contexts; - complete vocabulary tasks and make short sentences connected with Planet Earth; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of Planet Earth. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
		7	81 A closer look 2	Students will be able to: - recognize the form, meaning and use of non-defining relative clauses; - complete grammar exercises accurately in controlled and semi-controlled contexts;	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				- use the target grammar to talk or write about Planet Earth; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
28		7	82 Communication	Students will be able to: - use everyday English expressions for expressing concern, surprise and ideas about protecting the Earth; - ask and answer questions related to Planet Earth in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
	UNIT 10: PLANET EARTH	7	83 Skills 1	Students will be able to: - read texts about Planet Earth, environmental issues and ways to protect nature for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				questions and complete tasks about Planet Earth; - talk about Planet Earth using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher’s help. - Choose one correct picture, detail or answer from the reading with teacher’s help.	
29		7	84 Skills 2	Students will be able to: - listen for specific information related to Planet Earth; - complete notes, tables or short answers using key information from the recording; - organize ideas for a paragraph about an environmental problem or protection action; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
		7	85 Looking back & Project	Students will be able to: - review and use vocabulary related to the Earth, environment, natural processes, environmental problems and protection actions; - consolidate non-defining relative clauses and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital Planet Earth protection poster/video using clear language and visual support.	3.1.TC2a; 2.3.TC2b; 5.2.TC2b: - Students present a digital infographic about ecosystem protection with source links and image citations. - Students can use ChatGPT, Canva, Powerpoint to design slides for their presentation. - Students use a rubric to evaluate content accuracy, digital evidence, design and presentation skills.

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				For students with disabilities - Match 2 familiar words with pictures with teacher's help. - Copy or say one simple sentence for the project with teacher's help.	
	THE SECOND MID TERM TEST CORRECTION	1	86 Test correction	Students will be able to: - identify errors made in the second mid-term test and understand why the answers are incorrect; - review the relevant vocabulary, grammar and skills connected with common errors; - correct incorrect answers using teacher guidance and textbook evidence; - apply corrected knowledge in one similar practice task. For students with disabilities - Identify one correct answer with teacher's help. - Copy one corrected word or sentence with teacher's help.	
	UNIT 11: ELECTRONIC DEVICES	7	87 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about electronic devices; - recognize and use initial vocabulary related to electronic devices, functions, apps, online activities, screen time and safe use; - identify the main communication situation and language focus of Unit 11; - talk briefly about electronic devices using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to electronic devices with teacher's help. - Choose or copy one simple sentence about electronic devices with teacher's help.	(3.1.TC2a; 2.3.TC2b: - Students identify features of electronic devices and plan a digital leaflet with safe, cited images. <i>Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.</i>

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
30			88 A closer look 1	Students will be able to: - use lexical items related to electronic devices, functions, apps, online activities, screen time and safe use in meaningful contexts; - complete vocabulary tasks and make short sentences connected with electronic devices; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of electronic devices. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			89 A closer look 2	Students will be able to: - recognize the form, meaning and use of suggest / advise / recommend + V-ing or a clause with should; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about electronic devices; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
			90 Communication	Students will be able to: - use everyday English expressions for giving	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				advice and recommendations about using electronic devices; - ask and answer questions related to electronic devices in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
31			91 Skills 1	Students will be able to: - read texts about devices, benefits, problems and responsible use of technology for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about electronic devices; - talk about electronic devices using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	
			92 Skills 2	Students will be able to: - listen for specific information related to electronic devices; - complete notes, tables or short answers using key information from the recording;	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				- organize ideas for a set of advice or a paragraph about using electronic devices wisely; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
			93 Looking back & Project	Students will be able to: - review and use vocabulary related to electronic devices, functions, apps, online activities, screen time and safe use; - consolidate suggest / advise / recommend + V-ing or a clause with should and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital device-use guide or review using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	3.1.TC2a; 2.3.TC2b; 4.1.TC2a: Students analyze a digital leaflet, cite sources and present safe-use advice. - Students can use ChatGPT, Canva, Powerpoint to design slides for presenting.
32	UNIT 12: CAREER CHOICES	7	94 Getting started	Students will be able to: - understand the main idea and key details of the opening conversation about career choices; - recognize and use initial vocabulary related to jobs, careers, skills, career paths, qualifications and future plans; - identify the main communication situation and language focus of Unit 12;	1.1.TC1a: - Use search engines to find 2–3 images or basic facts about career choices. 4.2.TC1a: - Know what personal information should not be shared online when discussing the topic.

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				- talk briefly about career choices using model sentences and suitable pronunciation. For students with disabilities - Recognize 2 words related to career choices with teacher's help. - Choose or copy one simple sentence about career choices with teacher's help.	Use AI apps (ChatGPT, Google Flow, CapCut) to create a video related to the dialogue.
			95 A closer look 1	Students will be able to: - use lexical items related to jobs, careers, skills, career paths, qualifications and future plans in meaningful contexts; - complete vocabulary tasks and make short sentences connected with career choices; - recognize and practise the pronunciation focus of the lesson in words and short sentences; - apply new words to describe people, places, activities or ideas in the topic of career choices. For students with disabilities - Recognize and repeat 2 topic words with teacher's help. - Match one word with a picture or Vietnamese meaning with teacher's help.	
			96 A closer look 2	Students will be able to: - recognize the form, meaning and use of adverbial clauses of concession, result and reason; - complete grammar exercises accurately in controlled and semi-controlled contexts; - use the target grammar to talk or write about career choices; - notice common grammar mistakes and correct them with teacher guidance. For students with disabilities - Recognize one simple sentence using the target	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				grammar with teacher's help. - Choose or copy one correct form in a short sentence with teacher's help.	
33			97 Communication	Students will be able to: - use everyday English expressions for discussing jobs, skills and future career plans; - ask and answer questions related to career choices in pairs or groups; - use suitable vocabulary, expressions and interaction strategies in a short guided dialogue; - show cooperation, confidence and politeness in pair work and group work. For students with disabilities - Repeat one useful expression after the teacher. - Answer one very simple question using a word or short phrase with teacher's help.	
			98 Skills 1	Students will be able to: - read texts about jobs, career paths, qualifications and work skills for the main idea and specific information; - identify key words, details, evidence and useful expressions in the reading text; - use information from the reading to answer questions and complete tasks about career choices; - talk about career choices using a simple speaking plan and learned vocabulary. For students with disabilities - Find 1–2 familiar words in the reading text with teacher's help. - Choose one correct picture, detail or answer from the reading with teacher's help.	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
			99 Skills 2	Students will be able to: - listen for specific information related to career choices; - complete notes, tables or short answers using key information from the recording; - organize ideas for a guided paragraph, career profile or simple CV-like text; - write a guided text with appropriate vocabulary, grammar, spelling and punctuation. For students with disabilities - Listen and recognize 1–2 familiar words with teacher’s help. - Copy one model sentence for the writing task with teacher’s help.	
34			100 Looking back & Project	Students will be able to: - review and use vocabulary related to jobs, careers, skills, career paths, qualifications and future plans; - consolidate adverbial clauses of concession, result and reason and the communication skills learned in the unit; - self-assess what they have learned and identify what needs more practice; - complete and present a digital career profile/poster using clear language and visual support. For students with disabilities - Match 2 familiar words with pictures with teacher’s help. - Copy or say one simple sentence for the project with teacher’s help.	3.1.TC2a; 5.4.TC2a: Students can create, edit and present their Digital Portfolio using Google Sites/Canva and discuss how to protect their digital identity
			REVIEW 4	2	101 Language

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
35				from Units 10–12; - consolidate language about Planet Earth, electronic devices and career choices; - apply non-defining relative clauses, advice structures and adverbial clauses in integrated exercises; - identify areas that need further practice before finishing the course. For students with disabilities - Recognize 2 familiar words from Units 10–12 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
			102 Skills	Students will be able to: - review listening, speaking, reading and writing skills from Units 10–12; - locate key information in short texts and recordings about familiar topics; - respond orally to prompts about the Earth, devices or careers; - complete a guided writing task using learned vocabulary and grammar. For students with disabilities - Recognize 1–2 key words in a short skill task with teacher’s help. - Copy one simple model sentence with teacher’s help.	
	REVISION FOR THE SECOND TERM TEST	2	103 Vocab + Grammar	Students will be able to: - review pronunciation, vocabulary and grammar from Units 10–12; - use vocabulary about the Earth, electronic devices and careers in familiar tasks; - consolidate non-defining relative clauses, advice	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				structures and adverbial clauses; - complete language exercises in formats similar to the second end-term test. For students with disabilities - Recognize 2 familiar words from Units 10–12 with teacher’s help. - Complete one simple matching or choosing task with teacher’s help.	
			104 Skills	Students will be able to: - review listening, speaking, reading and writing skills from Units 4–6; - listen and read for main ideas and specific details about the Earth, electronic devices and careers ; - give short guided talks using learned vocabulary and structures; - complete a guided paragraph or short text on one of the reviewed topics. For students with disabilities - 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.	
	THE SECOND END-TERM TEST	1	105 The second end-term Test	Students will be able to: - demonstrate understanding of key language and skills in the end-term test; - recognize and use learned pronunciation, vocabulary and grammar in controlled tasks; - read and listen for relevant information on familiar topics; - complete suitable writing tasks according to the test requirements. For students with disabilities	

TT	Chủ đề/ bài học	Số tiết	Thứ tự tiết	Yêu cầu cần đạt	Digital competence development (Phát triển năng lực số)
				- Recognize 1–2 familiar words or simple instructions with teacher’s help. - Complete simple multiple-choice, matching or copying tasks with teacher’s help.	

2. Kiểm tra, đánh giá định kỳ:

Bài kiểm tra, đánh giá	Thời gian	Thời điểm	Yêu cầu cần đạt	Hình thức
Giữa Học kỳ 1	60’	Tuần 9 Sau Review 1	1. Về kiến thức: - Vận dụng các kiến thức, kỹ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 1,2,3, tình huống văn nói, từ đồng nghĩa, từ trái nghĩa. - Đánh giá năng lực, phẩm chất của học sinh. - Điều chỉnh phương pháp, kỹ thuật dạy học của giáo viên. 2. Về năng lực: - Rèn luyện kỹ năng trả lời câu hỏi, kỹ năng làm bài, trình bày những kiến thức có liên quan. 3. Về phẩm chất: - Nghiêm túc trong kiểm tra. - Cần thận khi phân tích câu hỏi, lựa chọn kiến thức có liên quan để trả lời câu hỏi. * <u>HS KTHN</u> - Vận dụng các kiến thức, kỹ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 1,2,3.	Viết trên giấy (Kiểm tra viết kết hợp tự luận và trắc nghiệm).

Cuối học kỳ 1	60'	Tuần 18 Sau Review 2 1. Về kiến thức: - Vận dụng các kiến thức, kỹ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 4,5,6, tình huống văn nói, từ đồng nghĩa, từ trái nghĩa. - Đánh giá năng lực, phẩm chất của học sinh. - Điều chỉnh phương pháp, kỹ thuật dạy học của giáo viên. 2. Về năng lực: Rèn luyện kỹ năng trả lời câu hỏi, kỹ năng làm bài, trình bày những kiến thức có liên quan. 3. Về phẩm chất: Nghiêm túc trong kiểm tra. - Cần thận khi phân tích câu hỏi, lựa chọn kiến thức có liên quan để trả lời câu hỏi. * <u>HS KTHN</u> - Vận dụng các kiến thức, kỹ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 4,5,6.	Viết trên giấy (Kiểm tra viết kết hợp tự luận và trắc nghiệm).
Giữa học kỳ 2	60'	Tuần 27 Sau Review 3 1. Về kiến thức: - Vận dụng các kiến thức, kỹ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 7,8,9, tình huống văn nói, từ đồng nghĩa, từ trái nghĩa. - Đánh giá năng lực, phẩm chất của học sinh. - Điều chỉnh phương pháp, kỹ thuật dạy học của giáo viên. 2. Về năng lực: - Rèn luyện kỹ năng trả lời câu hỏi, kỹ năng làm bài,	Viết trên giấy (Kiểm tra viết kết hợp tự luận và trắc nghiệm).

			trình bày những kiến thức có liên quan. 3. Về phẩm chất: - Nghiêm túc trong kiểm tra. - Cần thận khi phân tích câu hỏi, lựa chọn kiến thức có liên quan để trả lời câu hỏi. * HS KTHHN - Vận dụng các kiến thức, kĩ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 7,8,9.	
Cuối học kỳ 2	60'	Tuần 35 Sau Review 4	1. Về kiến thức: - Vận dụng các kiến thức, kĩ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong Unit 10,11,12, tình huống văn nói, từ đồng nghĩa, từ trái nghĩa. - Đánh giá năng lực, phẩm chất của học sinh. - Điều chỉnh phương pháp, kĩ thuật dạy học của giáo viên. 2. Về năng lực: - Rèn luyện kỹ năng trả lời câu hỏi, kỹ năng làm bài, trình bày những kiến thức có liên quan. 3. Về phẩm chất: - Nghiêm túc trong kiểm tra. - Cần thận khi phân tích câu hỏi, lựa chọn kiến thức có liên quan để trả lời câu hỏi. * HS KTHHN - Vận dụng các kiến thức, kĩ năng có được vào làm bài trắc nghiệm gồm các dạng: phát âm, trọng âm, ngữ pháp, tìm lỗi sai, đọc hiểu tìm từ thích hợp cho sẵn điền vào đoạn văn, đọc hiểu chọn ý phù hợp với câu hỏi, trắc nghiệm các dạng ngữ pháp đã học trong	Viết trên giấy (Kiểm tra viết kết hợp tự luận và trắc nghiệm).

3. Chuyên đề lựa chọn: (đối với cấp trung học phổ thông)

STT	Chuyên đề (1)	Số tiết (2)	Yêu cầu cần đạt (3)
1			

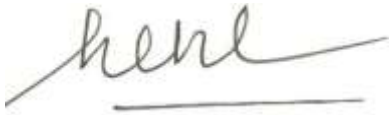
4. Các nội dung khác:**4.1. Bồi dưỡng học sinh giỏi, học sinh năng khiếu:**

STT (1)	Nội dung (2)	Số tiết (3)	Thời điểm (4)	Yêu cầu cần đạt (5)	Thiết bị dạy học (6)	Địa điểm dạy học (7)
1	HSG 9	2 tiết/ tuần	Bắt đầu tháng 09/2026 – Học sinh dự thi cấp thành phố	- Luyện cho HS các kỹ năng nghe, nói, đọc, viết, và bài tập ngữ pháp trong chương trình THCS nâng cao - Mở rộng bài tập nâng cao về đọc hiểu, ngữ pháp trong chương trình THCS	- In bài giao cho HS - Máy tính, loa, ti vi	Phòng học tại trường

4.2. Phụ đạo học sinh yếu kém:

STT (1)	Nội dung (2)	Số tiết (3)	Thời điểm (4)	Yêu cầu cần đạt (5)	Thiết bị dạy học (6)	Địa điểm dạy học (7)
1	Phụ đạo HS 9	2 tiết/ tuần	- Bắt đầu tháng .../2027 – Học sinh thi tuyển vào lớp 10. - Theo TKB phân công hàng tuần	- HS có thể hiểu được nội dung GV đã dạy và làm được 1 số bài tập theo yêu cầu hoặc trả lời 1 số câu hỏi	Bảng, phấn, ti vi	Tại trường

TỔ TRƯỞNG CHUYÊN MÔN
(Ký và ghi rõ họ tên)



Hồ Thị Huỳnh Trang

Thăng Điền, ngày tháng 9 năm 2026
HIỆU TRƯỞNG
(Ký và ghi rõ họ tên và đóng dấu)

KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN

PHỤ LỤC II

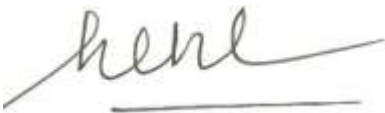
Năm học 2026 – 2027

Khối lớp 9: Số học sinh: 634

STT	Chủ đề		Yêu cầu cần đạt	Số tiết	Thời điểm	Địa điểm	Chủ trì	Phối hợp	Điều kiện thực hiện
	(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Tài năng Tiếng Anh		Học sinh nói về các chủ đề đã học bằng Tiếng Anh.	3	Tháng 12	Hội trường	Nhóm tiếng Anh	Các thành viên tổ TIẾNG ANH- GVCN	Theo chi tiêu nội bộ

TỔ TRƯỞNG

(Ký và ghi rõ họ tên)



Hồ Thị Huỳnh Trang

Thăng Điền, ngày tháng 9 năm 2026

HIỆU TRƯỞNG

(Ký và ghi rõ họ tên và đóng dấu)

Trần Đăng Quý

