

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN

MÔN TIẾNG ANH, KHỐI LỚP 6

Năm học 2026 – 2027

(Kèm theo Quyết định số: 147/QĐ-THCSLS. Ngày 21/08/2026 của Hiệu trưởng Trường THCS Lộc Sơn)

I. Đặc điểm tình hình

1. Số lớp: 8 ; Số học sinh: ...; Số học sinh học chuyên đề lựa chọn (nếu có):

2. Tình hình đội ngũ: Số giáo viên: 06; Trình độ đào tạo: Cao đẳng: Đại học: 06 ; Trên đại học:.....

Mức đạt chuẩn nghề nghiệp giáo viên ¹: Tốt: 01; Khá: 05; Đạt:.....; Chưa đạt:.....

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/thực hành	Ghi chú
1	Thiết bị âm thanh đa năng di động	2	Phát âm thanh phục vụ giờ học kỹ năng nghe - nói.	
2	Máy chiếu đa năng, smart TV	01/phòng học	Các tiết học Tiếng Anh	
3	Bộ học liệu điện tử hỗ trợ giáo viên	-01/ giáo viên	Giúp giáo viên xây dựng kế hoạch dạy học (giáo án) điện tử, chuẩn bị bài giảng điện tử, chuẩn bị các học liệu điện tử, chuẩn bị các bài tập, bài kiểm tra đánh giá phù hợp với chương trình môn học mới.	

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

STT	Tên phòng	Số lượng	Phạm vi và nội dung sử dụng	Ghi chú
1	Phòng học ngoại ngữ	02	- Học và thực hành kỹ năng sử dụng Tiếng Anh	

			- Tổ chức các hoạt động CLB	
2				
...				

II. Kế hoạch dạy học

1. Phân phối chương trình: Cả năm: 35 tuần x 3 tiết/ tuần = 105 tiết. (Học kì I: 18 tuần (54 tiết) /Học kì II: 17 tuần (51 tiết)

HỌC KỲ I: 3 tiết/ tuần x 18 tuần = 54 tiết.

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
1	INTRODUCTION – Tieng Anh 6 (Global success)	1	1.	INTRODUCTION	-Introduce about the English book 6 - The ways to learn English.	
2	UNIT 1: MY NEW SCHOOL				<i>By the end of the lesson students can</i>	
			2.	1. Getting started	- Get familiar with the topic about my new school	2.1.TC1a: Students interact with digital flashcards or interactive images on the smart TV/Projector to identify vocabulary(school things).
		3.	2.A closer Look 1	- Use vocabulary about School things and activities, Verbs (play, do, have, study) + Noun - Identify the Sounds: /a:/ and /ʌ /	1.1.TC1b: Students browse educational websites like <i>hoclieu.vn</i> or online dictionaries to check the pronunciation of new words.	
		4.	3.A closer Look 2	- use the Present simple tense and Adverbs of frequency	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.	
		2	5.	4.Communication	- Introducing someone	2.1.TC1a: Students use recording tools or digital classroom platforms (like Padlet or Google Classroom) to post and interact with recordings of their introductions.
			6.	5. Skills 1	- Read for general and specific information about schools	1.2.TC1a: Students compare the information about Sunrise or Dream

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
					- Talk about the type of pf schools one would like to go to	School in the text with similar school models found on educational websites.
		3	7.	6. Skills 2	- Listen for specific information about school activities - Write a paragraph about one's school	3.1.TC1a: Students type their 40-50 word paragraph using word processing software or digital collaborative tools.
			8.	7. Looking back - Project	- Design a dream school	Students use ChatGPT/Gemini to brainstorm school facilities (6.2.TC1b) and use Canva or PowerPoint to design the final project poster (5.3.TC1a).
					<i>By the end of the lesson students can</i>	
			9.	1.Getting started	- Get familiar with the topic My house	2.1.TC1a
3	Unit 2 MY HOUSE	4				Students interact with digital flashcards or interactive images on the smart TV/Projector to identify vocabulary
			10.	2. A closer look 1	- use vocabulary about types of houses, rooms and furniture - identify the sounds /s/ and /z/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			11.	3. A closer look 2	-Use Possessive case, Prepositions of place	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			12.	4. Communication	- Giving suggestions	2.1.TC1a. Students use digital classroom platforms (such as Padlet or Google Classroom) to upload their drawings and use recording tools to post a short audio description of their house for their peers to listen to and comment on.

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
		5	13	5. Skills 1	-Read for specific information about rooms and furniture -Describe houses, rooms and furniture	1.2.TC1a. Students browse educational websites or virtual travel platforms to compare the information in the text (Tiger Room, room count, etc.) with real digital images or 3D tours of the hotel. This helps students verify the reliability of the information they read.
			14	6. Skills 2	-Listen for specific information about someone's house -Write an email to a friend describing a house	2.2.TC1a: Students use an email platform (padlet/Google classroom) to draft and send their email describing their house to a pen friend, practicing formal digital communication
			15	7. Looking back - Project	- Design a strange house and talk about it	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
		<i>By the end of the lesson students can:</i>				
4	UNIT 3: MY FRIENDS	6	16	1. Getting started	- Get familiar with the topic My friends	2.1.TC1a: Uses digital flashcards or interactive images on a Smart TV/Projector for students to identify body parts and vocabulary

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
			17	2. A closer look 1	-use vocabulary about Body parts and appearance, Personality adjectives -identify the sounds: /b/ and /p /	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			18	3. A closer look 2	Use the Present continuous	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
		7	19	4. Communication	- Asking about appearance and personality	2.1.TC1a: students use recording tools or digital classroom platforms (e.g., Padlet, Google Classroom) to post and interact with audio recordings of their dialogues about best friends.
			20	5. Skills 1	- Read for specific information about friends and summer camps -Talk about friends and summer camps	1.2.TC1a: Students browse digital sources like Gemini/NotebookLMto compare the summer camp information in the text with real-world summer camp models found on educational websites to verify details.
			21	6. Skills 2	-Listen for specific information about best friends -Write a diary entry about best friends	3.1.TC1a: Students type their diary entry about their best friend using word processing software or digital collaborative tools: Microsoft word, google docs, padlet, canva, powerpoint
		8	22	7. Looking back - Project	- Make a presentation about How to make a class yearbook	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
	UNIT 5: NATURAL WONDERS OF VIET NAM		27	2. A closer look 1	- Use vocabulary about places in a neighbourhood - Identify the sounds: /I/ and /i: /	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
		10	28	3.A closer look 2	- Comparative adjectives: smaller, more expensive ...	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			29	4. Communication	-Asking for giving directions	2.1.TC1a: students create a digital audio guide for a city district (e.g., District 1, HCMC) and use recording tools to present their work to the class
			30	5.Skills 1	- Read for specific information about a neighborhood. -Talk about a neighborhood	1.2.TC1a: students browse digital sources (e.g., Google Earth or virtual maps) to compare the neighborhood features in Khang's blog with real-world landmarks to verify accuracy
		11	31	6.Skills 2	-Listen for specific information about a neighborhood -Write a paragraph to describe a neighborhood	3.1.TC1a: students type their descriptive paragraph about their neighborhood (~50 words) using word processing software (e.g., Google Docs or MS Word)
			32	7.Looking back - Project	- Make a map of a neighborhood	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking.

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
						+ use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
					<i>By the end of the lesson students can</i>	
			33	1.Getting started	- Get familiar with the topic Natural wonders of Viet Nam	2.1.TC1a: Teacher uses a Smart TV/Projector to show natural wonders to activate students' prior
		12	34	2. A closer look 1	-Use Vocabulary about Things in nature, Travel items - Identify the sounds: /t/ /d/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			35	3.A closer look 2	-Use Countable and Uncountable nouns; Modal verb: <i>must / mustn't</i>	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			36	4. Communication	Making and accepting appointments	2.1.TC1a: students use digital recording tools to record and share their short conversations about making and accepting appointments.
		13	37	5. Skills 1	-Read for general and specific information about natural wonders -Talk about famous places, and what you must/ mustn't do there	1.2.TC1a: students browse digital sources (e.g., virtual tours or educational travel sites) to compare reading text information about Ha Long Bay or Mui Ne with real-world digital

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
6	UNIT 6: OUR TET HOLIDAY					images to verify details: Chat GPT/Gemini
			38	6. Skills 2	- Listen for specific information about a natural wonder -Write a paragraph about natural wonder	3.1.TC1a: Students type their descriptive paragraph using digital processing software (e.g., Google Docs)
			39	7. Looking back - Project	- Design and present a dream destination	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
		14			<i>By the end of the unit students can</i>	
			40	1.Getting started	Get familiar with the topic <i>Our tet Holiday</i>	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector for students to identify Tet vocabulary (e.g., <i>lucky money, peach blossoms</i>)
			41	2. A closer look 1	-Use vocabulary about Things and activities at Tet -Identify the sounds: /s/ and /j/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			42	3.A closer look 2	-Use: Should / Should for advice; Some / any for amount	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn,

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
						loigiai hay.com, Vietjack.com. ... to get information about the topic and self-study.
		15	43	4.Communication	-Saying New Year's wishes	2.1.TC1a: students use digital recording tools to record and share their New Year wishes with the class via a digital platform like Google Studio Ai
			44	5. Skills 1	-Read for general and specific information about New Year's practices -Talk about what children should / shouldn't do at Tet	1.2.TC1a: students browse digital sources to compare Tet practices in Viet Nam with New Year celebrations in the USA and China to verify the reliability of the reading text
			45	6. Skills 2	- Listen for general and specific information about preparation for Tet -Write an email about what people should / shouldn't do at Tet	3.1.TC1a: students draft their email to a pen-friend about Tet preparations using word processing software (e.g., Google Docs) or an email platform.
7	REVIEW 2	16	46	7. Looking back - Project	-Write and present the wishes at Tet	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
			47	1. Review 2.1 Language	Consolidate : - Words about: My neighbourhood, Natural wonders of Viet Nam, Our Tet holiday	2.1.TC1a Students use digital flashcard apps (e.g., Quizlet) to review words related to

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
					- Sounds: /t/, /d/, /s/, /ʃ/, /l/ and /i:/ - Modal verb: Should/ shouldn't; Must/ Mustn't	food, drink, and neighborhood landmarks.
			48	2. Review 2.2 Skills	- Read for general and specific information about wonders - Speak: talk about places - Listen for specific information - Write a paragraph to describe a place you live	2.1.TC1a: Students use digital mapping tools (e.g., Google Maps or Google Earth) to show the location and describe the features of the place they are discussing. 3.1.TC1a: Students type their paragraph describing a place using word processing software (e.g., MS Word or Google Docs), applying basic text formatting such as bolding and alignment.
8	REVISION AND FINAL TERM TEST	17	49	REVISION		2.1.TC1a: use a digital classroom platform (e.g., Padlet), 2.1.TC1a: interactive digital quiz (e.g., Kahoot or Quizizz). For Task 2, students use online dictionaries to listen to and verify the /a:/, /ʌ/, /s/, and /z/ sounds. 1.1.TC1b Students access educational portals (e.g. supplementary interactive exercises on the 6.2.TC1a: Students are encouraged to use AI tools (ChatGPT or Gemini) to generate three additional practice sentences for the "must/mustn't" or "should/shouldn't" structures
			50	Oral test	- Answer some personal questions from the examiner. - Make a conversation about the topic given by examiner with a partner	
			51	Written test	-Do a test about skills given by education department.	
9	OUR GOOD EATING HABITS	18	52	STEAM	- Understand the nutritional components of a balanced diet and the	1. <u>Digital competence Objectives</u>

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
					importance of good eating habits for maintaining health. - Explore the role of technology in promoting healthy eating habits, including food tracking apps, nutritional labels, and online resources.	<i>Develop the ability for Digital Content Creation, and Communication & Collaboration.</i> Students know how to create digital content with specific concepts and collaborate using digital technology. 2.1. TC1a (Developing Digital Content): Able to identify ways to create and edit content with a specific concept. 3.2. TC1a (Integrating and Reworking Digital Content): Able to discuss ways to modify, refine, and improve content. 2.4. TC1a (Interacting through Digital Technology): Able to perform clear and regular interactions. 2. Key Products Virtual booth/Website (digital booth) introducing eating habits. Digital Poster/Flyer about the healthy meals (designed using Canva). 3. Suggested Tools 2.1. TC1a: Identify ways to create and edit content with a specific concept. 3.2. TC1a: Discuss ways to modify, refine, and improve content. 6.2. TC1a: Able to select clearly defined digital tools and technologies for collaborative processes. 4. Assessment Methods Product Assessment (Poster/Virtual booth) based on the criteria: Creativity, Language Accuracy, and Visual Presentation. Assessment based on the criteria of creativity, language accuracy,
			53	STEAM	-Design a healthy meal plan based on recommended daily nutrient intake, considering portion control and variety. -Create a visual project (e.g., food pyramid, healthy meal poster, or digital infographic) to represent good eating habits.	
			54	STEAM	-Calculate the nutritional values (calories, fats, proteins, carbohydrates) in meals and understand portion sizes. -present their Healthy Meal Plans or Infographics to the class.	

Id	Topics	Week	Period	Lessons	Learning Target	Digital Competencies
						collaboration skills, and safe, responsible online behavior.

HỌC KỲ II: 3 tiết/ tuần x 17 tuần = 51 tiết (Từ tiết 55 – 105)

Id	Topics	Week	Period	Lessons	Learning target	Digital competencies
10	UNIT 7: TELEVISION				<i>By the end of the unit students can</i>	
		19	55	1. Lesson 1: Getting started	- Get familiar with the topic Television	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector to help students identify types of TV programmes and vocabulary (e.g., <i>talent show, comedy</i>)
			56	2. Lesson 2: A closer look 1	- use vocabulary about TV programmes - Identify the Sounds: /θ/ and /ð/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			57	3. Lesson 3: A closer look 2	- Wh- questions - Conjunctions in compound Sentences: <i>and, but, so</i>	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.

		20	58	4. Lesson 4: Communication	-Asking for and giving information about TV programmes	2.1.TC1a: students use digital recording tools to record their pair-work conversations about their favorite TV programmes and share them via a digital classroom platform like Padlet.
			59	5. Lesson 5: Skills 1	- Read for general and specific information about a TV guide - Talk about a favourite TV programme	1.2.TC1a: students browse digital sources (e.g., online TV guides or Discovery Channel website) to compare the reading text information with real-world digital data to verify accuracy.
			60	6. Lesson 6: Skills 2	- Listen for specific information about different TV programmes - Write a paragraph about TV-viewing habits	3.1.TC1a: students type their paragraph about TV-viewing habits (~50 words) using word processing software (e.g., Google Docs or MS Word)
		21	61	7. Lesson 7- Looking back - Project	-Interview friends: How important is TV to you?	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.

11	UNIT 8: SPORTS AND GAMES	22			<i>By the end of the unit students can</i>	
			62	1.Lesson 1: Getting started	- Get familiar with the topic Sports and games	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector to help students identify sports like karate and gym equipment.
			63	2. Lesson 2: A closer look 1	- use vocabulary about Sports and games - identify the sounds: /e/ and /æ/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			64	3. Lesson 3: A closer look 2	- Past simple - Imperatives	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			65	4.Lesson4: Communication	- Expressing and responding to congratulations	2.1.TC1a: students use digital recording tools to record and share their conversations on a classroom platform
			66	5. Lesson 5: Skills 1	- Read for general and specific information about favourite sports stars - Talk about famous sportspeople	1.2.TC1a: students browse digital sources (e.g., sports news sites or Wikipedia) to compare information about Pelé in the text with real-world digital facts to verify his achievements.

12	UNIT 9: CITIES OF THE WORLD	23	67	6. Lesson 6: Skills 2	- Listen for general and pecific information about sport(s)/ game(s) - Write a paragraph about sport/ game	3.1.TC1a: students type their 40-50 word paragraph about their favorite sport using word processing software (e.g., Google Docs or MS Word)
			68	7. Lesson 7- Looking back - Project	- Talk about a traditional game	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
					<i>By the end of the unit students can</i>	
	UNIT 9: CITIES OF THE WORLD	24	69	1. Lesson 1: Getting started	- Get familiar with the topic Cities of the world	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector to help students identify cities and landmarks like the Sydney Opera House
			70	2. Lesson 2: A closer look 1	- use vocabulary about Cities and landmarks -Identify the sounds: /əʊ/ and /aʊ/	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com,

						Vietjack.com. ... to get information about the topic and self-study.
			71	3. Lesson 3: A closer look 2	- Possessive adjectives - Possessive pronouns	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			72	4. Lesson 4: Communication	- Expressing exclamations with <i>What</i>	2.1.TC1a: the teacher uses an online quiz platform (e.g., Quizizz or Kahoot) for the "Lucky Number" game to identify landmarks like the Eiffel Tower
		25	73	5. Lesson 5: Skills 1	- Read for general and specific information about a holiday and postcard; - Talk about a city	1.2.TC1a: students browse digital sources (e.g., virtual tours of London or Google Earth) to compare reading text information about London landmarks with real-world digital data to verify accuracy
			74	6. Lesson 6: Skills 2	- Listen for specific information about a description of a city - Write a holiday postcard	3.1.TC1a: students type their 50-word postcard about a holiday in a city using word processing software (e.g., Google Docs or MS Word) or a digital collaborative platform like Padlet
			75	7. Lesson 7- Looking back - Project	- Make a report about a journey and present it to the class	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about

						any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
13	REVIEW 3 AND TEST	26	76	1. Review Language	3:	1. Pronunciation: Sounds:/θ/ and /ð/, /e/ and /æ/, /əʊ/ and /aʊ/ 2. Vocabulary: Television, Sports and games, Cities of the world 3. Grammar: - Conjunctions in compound Sentences: <i>and, but, so</i> Past simple Imperatives 1. Reading: Read for specific information about strange sports 2. Speaking: interview classmate about their likes
			77			3. Listening: Listen for general information about Singapore 4. Writing: Write a paragraph the visit 2.1.TC1a: Teacher uses an interactive digital summary board (e.g., Padlet or a digital mind map) where groups collaborate to categorize vocabulary and grammar from Units 7, 8, and 9 1.1.TC1b: Students use online dictionaries (e.g., Cambridge or Oxford) to listen to and verify the specific sounds /θ/, /ð/, /e/, /æ/, /əʊ/, and /aʊ/ for the words in Task 1 1.2.TC1a: students browse digital media (e.g., YouTube or educational blogs) to see these sports in action and verify the text's accuracy. 3.1.TC1a: Students type their 50-word paragraph about Mark's visit to India using word processing software (e.g., Google

				2. Review 3: Skills		Docs or MS Word), focusing on basic digital formatting
14	Mid – term test		78	The Mid-Term Test	- Contents of the test + Listening (2,5pts): 2 topics + Language (2.5pts): 10 options (pronunciation:02; lexicon: 08) + Reading (2,5pts): 2 topics + Writing (2,5pts): - Writing 1: Rewrite - Writing 2: Write a paragraph about a topic given with cues	
14	UNIT 10: OUR HOUSES IN THE FUTURE				<i>By the end of the unit, students can</i>	
		27	79	1. Lesson 1: Getting started	- Get familiar with the topic Our house in the future	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector to help students identify house types (UFO house, skyscraper) and appliances
			80	2. Lesson 2: A closer look 1	- Use vocabulary about Types of houses and appliances in the house - Identify Stress in two- syllable words	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
		28	81	3. Lesson 3: A closer look 2	- Future simple - <i>Might</i> for future possibility	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get

						information about the topic and self-study.
			82	4. Lesson 4: Communication	- Expressing surprise	2.1.TC1a: students use digital recording tools to capture their dialogues and share them via a classroom platform like Padlet
			83	5. Lesson 5: Skills 1	- Read for specific information about houses and appliances in the future - - Talk about different houses in the future	1.2.TC1a: students browse digital sources (e.g., videos of "smart homes" or hi-tech appliance blogs) to compare reading text information with real-world digital prototypes to verify accuracy
		29	84	6. Lesson 6: Skills 2	- Listen for specific information about dream houses - Write a paragraph about a dream house	3.1.TC1a: students type their 50-word paragraph about their dream house using word processing software (e.g., Google Docs or MS Word)
			85	7. Lesson 7- Looking back - Project	Make a project about future appliances	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.

					<i>By the end of the unit, students can</i>	
16	UNIT 11: OUR GREEN WORLD		86	1. Lesson 1: Getting started	Get familiar with the topic Our green world	2.1.TC1a: eacher uses digital flashcards or interactive images on a Smart TV/Projector to help students identify vocabulary like <i>reusable, plastic bag, and recycle</i>
		30	87	2. Lesson 2: A closer look 1	- Use vocabulary about things that can be reduced and recycled - Identify the Rhythm in sentences	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			88	3. Lesson 3: A closer look 2	- Articles - First conditional	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
			89	4. Lesson 4: Communication	- Giving warning	2.1.TC1a: students use digital recording tools to record their dialogues and share them on a classroom platform like Padlet .
		31	90	5. Lesson 5: Skills 1	- Read for general and specific information about ways to go green - Talk about tips for going green	1.2.TC1a: students browse digital sources (e.g., environmental blogs or school websites) to compare the reading text's tips for a "greener

						school" with real-world digital examples
			91	6. Lesson 6: Skills 2	- Listen for details about ideas for a green club - Write a paragraph about ideas for a green club	3.1.TC1a: students type their 50–60 word paragraph about ideas for a green club using word processing software (e.g., Google Docs or MS Word)
			92	7. Lesson 7- Looking back - Project	- Creative ideas about reducing old things	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic. + use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
17	UNIT 12: ROBOTS				<i>By the end of the unit, students can</i>	
		32	93	1. Lesson 1: Getting started	- Get familiar with the topic Robots	2.1.TC1a: teacher uses digital flashcards or interactive images on a Smart TV/Projector to introduce robot vocabulary like <i>repair, broken, and useful</i> .
			94	2. Lesson 2: A closer look 1	- Use vocabulary about daily activities - Identify Tones in statements	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com,

18	REVIEW 4					Vietjack.com. ... to get information about the topic and self-study.
			95	3. Lesson 3: A closer look 2	- Superlative adjectives: short adjectives	1.1.TC1b Students can browse to some websites as: Hệ sinh thái học liệu số -hoclieu.vn, loigiaihay.com, Vietjack.com. ... to get information about the topic and self-study.
		33	96	4. Lesson 4: Communication	- Expressing agreement and disagreement	2.1.TC1a: students use a digital classroom platform (e.g., Padlet or Mentimeter) to post their opinions on the given statements about robots
			97	Review 4: Language	1. Pronunciation: - Word stress 2. Vocabularies about our house 3. Grammar: - Comparative and superlative of adjectives -Articles -Might for future possibility	2.1.TC1a: teacher provides a digital collaborative board (e.g., Padlet or a shared Google Jamboard) where groups summarize vocabulary and grammar from Units 10-12 1.1.TC1b: students use online dictionaries to verify the stress patterns and tones for the words <i>robot, repair, energy, and reuse</i> 2.1.TC1a: uses an interactive digital quiz (e.g., Quizizz or Kahoot) to check student answers on superlative adjectives, articles, and conditionals

			98	Review 4: Skills	1. Reading: Read for specific information about houses in the future 2. Speaking: talk about houses in the future 3. Listening: Listen and tick what people from the Youth Eco-Parliament advise us to do for our environment 4. Writing: Write a paragraph about what we should do to improve the environment	1.2.TC1a: students browse digital sources (e.g., tech blogs or YouTube) to see real-world examples of "UFO houses" or "smart homes" to verify the ideas in the text 6.2.TC1a: students use AI tools (ChatGPT/Gemini) to brainstorm unique features or Canva to present a visual sketch of their house 3.1.TC1a: students type their 50-60 word paragraph about environmental improvement using word processing software (e.g., Google Docs or MS Word) or a digital classroom platform
19	THE 2ND FINAL TERM TEST	34	99	REVISION	- Guide students how to prepare for the test (oral and written test) - Help sts to consolidate all language and skills they have learnt from unit 7-12	2.1.TC1a: teacher provides a digital collaborative board (e.g., Padlet or a shared Google Jamboard) where groups summarize vocabulary and grammar from Units 7-12
			100	REVISION	- Guide students how to prepare for the test (oral and written test) - Help sts to consolidate all language and skills they have learnt from unit 7-12.	2.1.TC1a: teacher provides a digital collaborative board (e.g., Padlet or a shared Google Jamboard) where groups summarize vocabulary and grammar from Units 7-12 2.1.TC1a: uses an interactive digital quiz (e.g., Quizizz or

						Kahoot) to check student answers on vocabularies and grammar.
			101	Oral Test	- Answer some personal questions from the examiner. - Make a conversation about the topic given by examiner with a partner	
			102	Written Test	-Do a test about skills given by education department.	
20	UNIT 12: ROBOTS	35	103	5. Lesson 5. Skills 1	-Read for specific information about an international robot show -Talk about what robots can do	1.2.TC1a: students browse digital sources (e.g., tech news or YouTube) to compare the robot types in the text (Home, Worker, Space) with real-world robotic prototypes to verify details
			104	6.Lesson 6. Skills 2	- Listen for specific information about what robots can do -Write a paragraph about a robot one would like to have	3.1.TC1a: students type their 50–60 word paragraph about their desired robot using word processing software (e.g., Google Docs or MS Word)
			105	7. Lesson 7. Looking back - Project	-Draw a robot and present the design	6.2.TC1a - Students can use Chatgpt and Gemini to get explanations about any problem of the topic effectively. 5.3.TC1a - Students can + use Canva to make flashcards of Vocabulary, a poster of the Topic.

						+ use Google AI studio with Live function to practice Speaking. + use Powerpoint, Gamma, Video creator apps to make a presentation of the Topic.
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2. Kiểm tra, đánh giá định kỳ: (điều chỉnh theo lịch của trường và phòng giáo dục)

Bài kiểm tra, đánh giá	Thời gian	Thời điểm	Yêu cầu cần đạt		Hình thức
			Kỹ năng ngôn ngữ	Kiến thức ngôn ngữ	
Giữa Học kỳ 1	60 phút	Tuần 9 - tiết 25	Nghe - Nghe và nhận biết âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ngắn và đơn giản khác nhau. - Nghe hiểu các chỉ dẫn ngắn, đơn giản sử dụng trong các hoạt động học tập trong lớp học. - Nghe hiểu nội dung chính, nội dung tương đối chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 80 - 100 từ về các chủ đề trong Chương trình; nghe hiểu được nội dung chính các câu chuyện đơn giản về các chủ đề quen thuộc. Nói	Ngữ âm Nguyên âm đơn, nguyên âm đôi, phụ âm, tổ hợp phụ âm, trọng âm từ, trọng âm câu, nhịp điệu và ngữ điệu	Trắc nghiệm
Cuối Học kỳ 1	60 phút	Tuần 17 - tiết 50,51		Từ vựng Các từ liên quan đến chủ điểm, chủ đề của lớp 6.	Trắc nghiệm

Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 78	Phát âm các âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ngắn và đơn giản khác nhau. - Nói các chỉ dẫn ngắn, đơn giản sử dụng trong lớp học; những câu đơn giản, liên ý về các chủ đề quen thuộc (có gợi ý). - Hỏi và trả lời ngắn gọn về các chủ đề trong Chương trình như nhà trường, bạn bè, lễ hội, danh lam thắng cảnh, ... - Trình bày có chuẩn bị trước và có gợi ý các dự án về các chủ đề trong Chương trình. Độc Độc hiểu nội dung chính, nội dung tương đối chi tiết các đoạn hội thoại, độc thoại đơn 34 giản về các chủ đề trong Chương trình. - Đọc hiểu nội dung chính các thư cá nhân, thông báo, đoạn văn ngắn, đơn giản khoảng 100 - 120 từ thuộc phạm vi các chủ đề quen thuộc (có thể có một số từ, cấu trúc mới). Viết Viết (có hướng dẫn) một đoạn văn ngắn, đơn giản khoảng 40 - 60 từ về các chủ đề trong Chương trình. - Viết thư, bưu thiếp, tin nhắn hoặc ghi chép cá nhân ngắn, đơn giản liên quan đến nhu cầu giao tiếp hằng ngày trong phạm vi các chủ đề trong Chương trình.	Ngữ pháp Thì hiện tại đơn (củng cố và mở rộng) Thì hiện tại tiếp diễn (củng cố và mở rộng) Thì tương lai đơn (củng cố và mở rộng) Thì quá khứ đơn (củng cố và mở rộng) Câu đơn Câu ghép Động từ tình thái: <i>should/shouldn't, might</i> Câu hỏi có từ để hỏi Câu hỏi nghi vấn (<i>Yes/No question</i>) Câu mệnh lệnh: khẳng định/phủ định Danh từ: đếm được/không đếm được Tính từ Tính từ so sánh tương đối và tuyệt đối Sở hữu cách Đại từ sở hữu: <i>mine, yours, ...</i> Lượng từ không xác định: <i>some, any, ...</i> Giới từ chỉ vị trí, thời gian, ... Trạng từ chỉ tần suất Liên từ: <i>because, ...</i> Mạo từ: <i>a/an, the</i> Câu điều kiện (loại 1)	Hỏi-đáp,
Cuối Học kỳ 2	60 phút	Tuần 34 Tiết 101-102			Trắc nghiệm, tự luận

III. Các nội dung khác (nếu có):

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TỔ TRƯỞNG

....., ngày tháng năm 20...

HIỆU TRƯỞNG

