

SYLLABUS

TIẾNG ANH 4 WONDERFUL WORLD

II. TOTAL DURATION: 140 periods x 35 minutes/ period (**4 periods/ week**)

No.	Description / Topic	Numbers of Periods
1	Unit 1: My Family and Friends	9
	Unit 2: My Home	9
	Unit 3: On the Farm	9
	Unit 4: Food and Drinks	9
	Unit 5: Leisure Time	9
	Unit 6: Outdoor Activities	9
	Unit 7: Jobs	9
	Unit 8: Technology	9
	Unit 9: Places in Town	9
	Unit 10: On Holiday	9
	Unit 11: Before Our Time	9
	Unit 12: Cool Places	
2	Review	24
3	End-of-term revision	4
4	End-of-term test	4
	TOTAL PERIODS	140

III. TEACHING MATERIALS

- Tiếng Anh 4 Wonderful World – Student’s Book Part 1, 2 (**SB1, SB2**)
- Tiếng Anh 4 Wonderful World – Workbook (**WB**)

IV. TEACHING RESOURCES

- Flashcards, Posters
- Ebook (SB, WB, Flashcards)
- Lesson plans & Powerpoint Presentations
- Story
- Testing and Assessment
- Online Homework
- Website:
wonderfulworld.vn
myschool.com.vn

IV. VALID: From September to May of every Year

V. SYLLABUS CONTENT

Week	Period	Unit / Topic	Language	Lesson objectives
1	1	Unit 1: My Family And Friends <i>Lesson 1</i> (SB1 - p.5, 6)	Vocabulary: <i>Father, mother, daughter, son, twins</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some family members ● To listen to and read simple introduction about one's family.
1	2	Unit 1: My Family And Friends <i>Lesson 1</i> (SB1 - p.7)	Review Vocabulary: <i>Father, mother, daughter, son, twins</i> <ul style="list-style-type: none"> ● Who is he/ she? - He's my father. - She's my mother. 	<ul style="list-style-type: none"> ● To review some family members ● To ask and answer questions about someone's family members
1	3	Unit 1: My Family And Friends <i>Lesson 2</i> (SB1 - p.8)	Vocabulary: <i>Clever, cute, kind, polite</i>	<ul style="list-style-type: none"> ● To identify some adjectives to describe someone's personalities
1	4	Unit 1: My Family And Friends <i>Lesson 2</i> (SB1 - p.9)	Review Vocabulary: <i>Clever, cute, kind, polite</i> <ul style="list-style-type: none"> ● My friend is cute and clever. ● Her twins are good and pretty. 	<ul style="list-style-type: none"> ● To review some adjectives to describe someone's personalities ● To describe someone's personalities
2	5	Unit 1: My Family And Friends <i>Lesson 2</i> (SB1 - p.10)	Review Vocabulary: <i>Clever, cute, kind, polite</i> <ul style="list-style-type: none"> ● My friend is cute and clever. ● Her twins are good and pretty. 	<ul style="list-style-type: none"> ● To review some adjectives to describe someone's personalities ● To review describing someone's personalities
2	6	Unit 1: My Family And Friends <i>Lesson 3</i> (SB1 - p.11)	Vocabulary: <i>Cheerful, friendly, hardworking, pleasant</i>	<ul style="list-style-type: none"> ● To identify some more adjectives to describe someone's personalities
2	7	Unit 1: My Family And Friends <i>Lesson 3</i> (SB1 - p.12)	Review Vocabulary: <i>Cheerful, friendly, hardworking, pleasant</i> <ul style="list-style-type: none"> ● What is your sister like? - She's hardworking and pleasant. ● What is his twin brother like? - He's naughty and cute. 	<ul style="list-style-type: none"> ● To review some adjectives to describe someone's personalities ● To ask and answer questions about someone's personalities
2	8	Unit 1: My Family And Friends	Pronunciation: <i>father</i> <i>son</i>	<ul style="list-style-type: none"> ● To pronounce sounds /ð/ and /ʌ/ correctly in isolation, words and in sentences

		<i>Lesson 3</i> (SB1 - p.13)	<ul style="list-style-type: none"> ● <i>He's my father.</i> ● <i>I'm his son.</i> 	
3	9	Unit 1: My Family And Friends <i>Fun time & Project</i> (SB1 - p.14)	<ul style="list-style-type: none"> ● Game: Unscramble the words ● Project: People around me 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 1 via some fun activities
3	10	Unit 2: My Home <i>Lesson 1</i> (SB1 - p.15, 16)	Vocabulary: <i>bowl, dining room, plate, spoon, table</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some house furniture ● To listen to and read a dialogue about house furniture
3	11	Unit 2: My Home <i>Lesson 1</i> (SB1 - p.17)	Review Vocabulary: <i>bowl, dining room, plate, spoon, table</i> <ul style="list-style-type: none"> ● Whose table is it? - It's their table. ● Whose plates are they? - They're our plates. 	<ul style="list-style-type: none"> ● To review some house furniture ● To ask and answer questions about someone's possession
3	12	Unit 2: My Home <i>Lesson 2</i> (SB1 - p.18)	Vocabulary: <i>Fridge, rug, sink, sofa</i>	<ul style="list-style-type: none"> ● To identify some more house furniture
4	13	Unit 2: My Home <i>Lesson 2</i> (SB1 - p.19)	Review Vocabulary: <i>Fridge, rug, sink, sofa</i> <ul style="list-style-type: none"> ● Where is the rug? - It's in front of the sofa. ● Where are the books? - They're behind the sofa. 	<ul style="list-style-type: none"> ● To review some house furniture ● To ask and answer questions about location of some house furniture
4	14	Unit 2: My Home <i>Lesson 2</i> (SB1 - p.20)	Review Vocabulary: <i>Fridge, rug, sink, sofa</i> <ul style="list-style-type: none"> ● Where is the rug? - It's in front of the sofa. ● Where are the books? - They're behind the sofa. 	<ul style="list-style-type: none"> ● To review some house furniture ● To review asking and answering questions about location of some house furniture via some further practice activities
4	15	Unit 2: My Home <i>Lesson 3</i> (SB1 - p.21)	Vocabulary: <i>Bookshelf, floor, toy box, messy, tidy</i>	<ul style="list-style-type: none"> ● To identify some more house furniture ● To identify 2 adjectives to describe your house
4	16	Unit 2: My Home <i>Lesson 3</i> (SB1 - p.22)	Review Vocabulary: <i>Bookshelf, floor, toy box, messy, tidy</i> <ul style="list-style-type: none"> ● How is his room? - It's messy. 	<ul style="list-style-type: none"> ● To review some house furniture and 2 adjectives to describe your house

			<ul style="list-style-type: none"> How is his room? - It's messy. 	<ul style="list-style-type: none"> To ask and answer questions about condition of your house or house furniture (messy/ tidy)
5	17	Unit 2: My Home <i>Lesson 3</i> (SB1 - p.23)	Pronunciation: <i>bookshelf</i> <i>dining room</i> <i>rug</i> <ul style="list-style-type: none"> We've got a big dining room, a new bookshelf and a new rug in our room. 	<ul style="list-style-type: none"> To pronounce sounds /u/, /r/ and /n/ correctly in isolation, words and in sentences
5	18	Unit 2: My Home <i>Fun time & Project</i> (SB1 - p.24)	<ul style="list-style-type: none"> Game: Unscramble the words Project: My dream room 	<ul style="list-style-type: none"> To review all target vocabulary and structures of Unit 2 via some fun activities
5	19	Review 1 (Unit 1, 2) <i>Part 1</i> (SB1 - p.25)	<ul style="list-style-type: none"> Review all target vocabulary and sentence patterns in unit 1 (My Family and Friends) 	
5	20	Review 1 (Unit 1, 2) <i>Part 2</i> (SB1 - p.26)	<ul style="list-style-type: none"> Review all target vocabulary and sentence patterns in unit 2 (My Home) 	
6	21	Review 1 (Unit 1, 2) <i>Part 3 - Video</i> (SB1 - p.27)	<ul style="list-style-type: none"> Watch a video about a house and family members Do some listening comprehension exercises while and after watching the video 	
6	22	Review 1 (Unit 1, 2) <i>Part 4</i> (SB1 - p.28)	<ul style="list-style-type: none"> Review all target vocabulary and sentence patterns in unit 1 and 2 via some fun activities 	
6	23	Unit 3: On The Farm <i>Lesson 1</i> (SB1 - p.29, 30)	Vocabulary: <i>Chicken, cow, goat, horse, sheep</i>	<ul style="list-style-type: none"> To introduce and engage students to the topic of the unit To identify some farm animals To listen to and read a dialogue about some farm animals
6	24	Unit 3: On The Farm <i>Lesson 1</i> (SB1 - p.31)	Review Vocabulary: <i>Chicken, cow, goat, horse, sheep</i> <ul style="list-style-type: none"> We've got some chickens. 	<ul style="list-style-type: none"> To review some farm animals To talk about some farm animals someone has got
7	25	Unit 3: On The Farm <i>Lesson 2</i> (SB1 - p.32)	Vocabulary: <i>Hands, fur, legs, tail, wings</i>	<ul style="list-style-type: none"> To identify some body parts of animals

7	26	Unit 3: On The Farm <i>Lesson 2</i> (SB1 - p.33)	Review Vocabulary: <i>Hands, fur, legs, tail, wings</i> ● The horses haven't got wings. ● The cows haven't got hands.	<ul style="list-style-type: none"> ● To review some body parts of animals ● To describe body parts of some farm animals
7	27	Unit 3: On The Farm <i>Lesson 2</i> (SB1 - p.34)	Review Vocabulary: <i>Hands, fur, legs, tail, wings</i> ● The horses haven't got wings. ● The cows haven't got hands.	<ul style="list-style-type: none"> ● To review some body parts of animals ● To describe body parts of some farm animals
7	28	Unit 3: On The Farm <i>Lesson 3</i> (SB1 - p.35)	Vocabulary: <i>animals, field, fruit, plants</i>	<ul style="list-style-type: none"> ● To identify some things on a farm
8	29	Unit 3: On The Farm <i>Lesson 3</i> (SB1 - p.36)	Review Vocabulary: <i>animals, field, fruit, plants</i> ● Have you got animals on the farm? - Yes, we have. ● Have you got fruit trees in the field? - No, we haven't.	<ul style="list-style-type: none"> ● To review some things on a farm ● To ask and answer questions about whether someone has a certain thing on the farm
8	30	Unit 3: On The Farm <i>Lesson 3</i> (SB1 - p.37)	Pronunciation: <i>h</i> ands <i>h</i> orse ● A horse hasn't got hands.	<ul style="list-style-type: none"> ● To pronounce sounds /æ/ /h/ correctly in isolation, words and in sentences
8	31	Unit 3: On The Farm <i>Fun time and project</i> (SB1 - p.38)	<ul style="list-style-type: none"> ● Game: Find and circle ● Project: My dream farm 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 3 via some fun activities
8	32	Unit 4: Food and Drinks <i>Lesson 1</i> (SB1 - p.39, 40)	Vocabulary: <i>an egg, an orange, a sandwich, spaghetti, vegetables</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some food items ● To listen to and read a dialogue about a canteen worker and some students at school
9	33	Unit 4: Food and Drinks <i>Lesson 1</i> (SB1 - p.41)	Review Vocabulary: <i>an egg, an orange, a sandwich, spaghetti, vegetables</i> ● Would you like a sandwich? - Yes, please. ● Would you like some vegetables? - No, thanks.	<ul style="list-style-type: none"> ● To review some food items ● To ask and answer questions about whether someone would like a certain food

9	34	Unit 4: Food and Drinks <i>Lesson 2</i> (SB1 - p.42)	Vocabulary: <i>a cookie, a cupcake, pizza, a piece of pizza</i>	<ul style="list-style-type: none"> ● To identify some more food items ● To listen to and read a dialogue about food
9	35	Unit 4: Food and Drinks <i>Lesson 2</i> (SB1 - p.43)	Review Vocabulary: <i>a cookie, a cupcake, pizza, a piece of pizza</i> <i>Numbers 21 - 29</i> <ul style="list-style-type: none"> ● How many pieces of pizza have you got? - I've got twenty-one pieces of pizza. ● How many cupcakes has he got? - He's got twenty-six. 	<ul style="list-style-type: none"> ● To review some food items ● To identify numbers 21 - 29 ● To ask and answer questions about the number of food items someone wants for his/her party
9	36	Unit 4: Food and Drinks <i>Lesson 2</i> (SB1 - p.44)	Review Vocabulary: <i>a cookie, a cupcake, pizza, a piece of pizza</i> <i>Numbers 21 - 29</i> <ul style="list-style-type: none"> ● How many pieces of pizza have you got? - I've got twenty-one pieces of pizza. ● How many cupcakes has he got? - He's got twenty-six. 	<ul style="list-style-type: none"> ● To review some food items ● To review numbers 21 - 29 ● To review asking and answering questions about the number of food items someone has got
10	37	Unit 4: Food and Drinks <i>Lesson 3</i> (SB1 - p.45)	Vocabulary: <i>bubble tea, soft drink, lemonade, nuts, yoghurt</i>	<ul style="list-style-type: none"> ● To identify some more food and drink items ● To listen to and read a message about food and drinks
10	38	Unit 4: Food and Drinks <i>Lesson 3</i> (SB1 - p.46)	Review Vocabulary: <i>bubble tea, soft drink, lemonade, nuts, yoghurt</i> <ul style="list-style-type: none"> ● What's your favourite food? - My favourite food is yoghurt. ● What's your favourite drink? - My favourite drink is lemonade. 	<ul style="list-style-type: none"> ● To review some more food and drink items ● To ask and answer questions about someone's favourite food or drink
10	39	Unit 4: Food and Drinks <i>Lesson 3</i> (SB1 - p.47)	Pronunciation: <i>lemonade</i> <i>pizza</i> <ul style="list-style-type: none"> ● I've got a piece of pizza, a sandwich and lemonade for my lunch. 	<ul style="list-style-type: none"> ● To pronounce sounds /l/ /p/ correctly in isolation, words and in sentences
10	40	Unit 4: Food and Drinks <i>Fun time and project</i> (SB1 - p.48)	<ul style="list-style-type: none"> ● Game: Do the crossword ● Project: Food for a class party 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 4 via some fun activities

11	41	Review 2 - Part 1 (SB1 - p.49)	● Review vocabulary and sentence patterns learned in unit 3
11	42	Review 2 - Part 2 (SB1 - p.50)	● Review vocabulary and sentence patterns learned in unit 4
11	43	Review 2 <i>Part 3 - video</i> (SB1 - p.51)	● Watch a video about food and drinks ● Do some listening comprehension exercises while and after watching the video
11	44	Review 2 - Part 4 (SB1 - p.52)	● Practice describing a magical animal
12	45	Unit 5: Leisure time <i>Lesson 1</i> (SB1 - p.53, 54)	Vocabulary: <i>cloudy, snowy, stormy, windy</i> ● To introduce and engage students to the topic of the unit ● To identify some weather phenomena ● To listen to and read a dialogue about the weather
12	46	Unit 5: Leisure time <i>Lesson 1</i> (SB1 - p.55)	Review Vocabulary: <i>cloudy, snowy, stormy, windy</i> ● What's the weather like today? - It's windy. ● What's the weather like in winter? - It's cold and snowy.
12	47	Unit 5: Leisure time <i>Lesson 2</i> (SB1 - p.56)	Vocabulary: <i>jump rope, play hide-and-seek, play on the seesaw, ride a horse</i> ● To identify some leisure activities ● To listen to and read a dialogue about leisure activities
12	48	Unit 5: Leisure time <i>Lesson 2</i> (SB1 - p.57)	Review Vocabulary: <i>jump rope, play hide-and-seek, play on the seesaw, ride a horse</i> ● What is she doing? - She's jumping rope. ● What are they doing? - They're playing basketball.
13	49	Unit 5: Leisure time <i>Lesson 2</i> (SB1 - p.58)	Review Vocabulary: <i>jump rope, play hide-and-seek, play on the seesaw, ride a horse</i> ● What is she doing? - She's jumping rope. ● What are they doing? - They're playing basketball.
13	50	Unit 5: Leisure time <i>Lesson 3</i> (SB1 - p.59)	Vocabulary: <i>play board games, play video games, read a comic book, watch a film</i> ● To identify some more leisure activities

				<ul style="list-style-type: none"> ● To listen to and read a dialogue about leisure activities
13	51	Unit 5: Leisure time <i>Lesson 3</i> (SB1 - p.60)	Review Vocabulary: <i>play board games, play video games, read a comic book, watch a film</i> <ul style="list-style-type: none"> ● Where are they playing video games? - In the living room. 	<ul style="list-style-type: none"> ● To review some more leisure activities ● To ask and answer questions about where someone is doing a certain thing
13	52	Unit 5: Leisure time <i>Lesson 3</i> (SB1 - p.61)	Pronunciation: <i>jump</i> <i>think</i> <ul style="list-style-type: none"> ● <i>She's jumping rope.</i> ● <i>She's thinking about her friends.</i> 	<ul style="list-style-type: none"> ● To pronounce sounds /dʒ/ /θ/ correctly in isolation, words and in sentences
14	53	Unit 5: Leisure time <i>Fun time and Project</i> (SB1 - p.62)	<ul style="list-style-type: none"> ● Game: Unscramble the words ● Project: A wonderful day 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 5 via some fun activities
14	54	Unit 6: Outdoor Activities <i>Lesson 1</i> (SB1 - p.63, 64)	Vocabulary: <i>mountain, go fishing, ice-skate, play ice hockey, ski</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some outdoor activities ● To listen to and read a dialogue about outdoor activities
14	55	Unit 6: Outdoor Activities <i>Lesson 1</i> (SB1 - p.65)	Review Vocabulary: <i>mountain, go fishing, ice-skate, play ice hockey, ski</i> <ul style="list-style-type: none"> ● What can we do on the mountain? - We can ski on the mountain. ● What can we do in the park? - We can ride a bike in the park. 	<ul style="list-style-type: none"> ● To review some outdoor activities ● To ask and answer questions about what someone can do at a certain place
14	56	Unit 6: Outdoor Activities <i>Lesson 2</i> (SB1 - p.66)	Vocabulary: <i>Go camping, make a campfire, pitch a tent, walk the dog</i>	<ul style="list-style-type: none"> ● To identify some more outdoor activities ● To listen to and read a dialogue about outdoor activities
15	57	Unit 6: Outdoor Activities <i>Lesson 2</i> (SB1 - p.67)	Review Vocabulary: <i>Go camping, make a fire, pitch a tent, walk the dog</i>	<ul style="list-style-type: none"> ● To review some more outdoor activities ● To talk about what someone can or can't do at a certain place

			<ul style="list-style-type: none"> ● We can go camping on the mountain, but we can't go swimming. 	
15	58	Unit 6: Outdoor Activities <i>Lesson 2</i> (SB1 - p.68)	Review Vocabulary: <i>Go camping, make a fire, pitch a tent, walk the dog</i> <ul style="list-style-type: none"> ● We can go camping on the mountain, but we can't go swimming. 	<ul style="list-style-type: none"> ● To review some more outdoor activities ● To review talking about what someone can or can't do at a certain place
15	59	Unit 6: Outdoor Activities <i>Lesson 3</i> (SB1 - p.69)	Vocabulary: <i>beach, forest, go hiking, have a picnic</i>	<ul style="list-style-type: none"> ● To identify some more outdoor activities and 2 natural places ● To listen to and read a dialogue about outdoor activities
15	60	Unit 6: Outdoor Activities <i>Lesson 3</i> (SB1 - p.70)	Review Vocabulary: <i>beach, forest, go hiking, have a picnic</i> <ul style="list-style-type: none"> ● We can have a picnic in the park today because it's warm. ● We can't go hiking on the mountain today because it's snowy. 	<ul style="list-style-type: none"> ● To identify some more outdoor activities and 2 natural places ● To talk about what someone can or can't do because of the weather
16	61	Unit 6: Outdoor Activities <i>Lesson 3</i> (SB1 - p.71)	Pronunciation: <i>go</i> <i>ski</i> <ul style="list-style-type: none"> ● <i>I can go camping. I can ski, too.</i> 	<ul style="list-style-type: none"> ● To pronounce sounds /g/ /sk/ correctly in isolation, words and in sentences
16	62	Unit 6: Outdoor Activities <i>Funtime and Project</i> (SB1 - p.72)	<ul style="list-style-type: none"> ● Game: Match ● Project: Your weekend 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 6 via some fun activities
16	63	Review 3 <i>Part 1</i> (SB1 - p.73)	<ul style="list-style-type: none"> ● Review vocabulary and sentence patterns learned in unit 5 	
16	64	Review 3 <i>Part 2</i> (SB1 - p.74)	<ul style="list-style-type: none"> ● Review vocabulary and sentence patterns learned in unit 6 	
17	65	Review 3 <i>Part 3 – video</i> (SB1 - p.75)	<ul style="list-style-type: none"> ● Watch a video about what people doing outside ● Do some listening comprehension exercises while and after watching the video 	
17	66	Review 3 <i>Part 4</i> (SB1 - p.76)	<ul style="list-style-type: none"> ● Practice describing clothes and toys 	
17	67	End-of-semester review	<ul style="list-style-type: none"> ● Review vocabulary and grammar learned from unit 1 to 6 	

17	68	End-of-semester review	● Get familiar with end-of-semester test format	
18	69	End-of-semester test	● Do the end-of-semester test.	
18	70	End-of-semester test	● Correct the end-of-semester test.	
18	71	Unit 7: Jobs <i>Lesson 1</i> (SB2 - p.5, 6)	Vocabulary: <i>chef, doctor, farmer, photographer, vet</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some jobs
18	72	Unit 7: Jobs <i>Lesson 1</i> (SB2 - p.7)	Review Vocabulary: <i>chef, doctor, farmer, photographer, vet</i> <ul style="list-style-type: none"> ● What does he do? - He's a farmer. ● What does she do? - She's a photographer. 	<ul style="list-style-type: none"> ● To review some jobs ● To ask and answer questions about someone's job
19	73	Unit 7: Jobs <i>Lesson 2</i> (SB2 - p.8)	Vocabulary: <i>In a hospital, in a restaurant, in a studio, in a clinic</i>	<ul style="list-style-type: none"> ● To identify places of work ● To listen to and read a dialogue about someone's job
19	74	Unit 7: Jobs <i>Lesson 2</i> (SB2 - p.9)	Review Vocabulary: <i>In a hospital, in a restaurant, in a studio, in a clinic</i> <ul style="list-style-type: none"> ● Where does he work? - He works in a restaurant. ● Where does she work? - She works in the field. 	<ul style="list-style-type: none"> ● To review some places of work ● To ask and answer questions about where someone works
19	75	Unit 7: Jobs <i>Lesson 2</i> (SB2 - p.10)	Review Vocabulary: <i>In a hospital, in a restaurant, in a studio, in a clinic</i> <ul style="list-style-type: none"> ● Where does he work? - He works in a restaurant. ● Where does she work? - She works in the field. 	<ul style="list-style-type: none"> ● To review some places of work ● To review asking and answering questions about where someone works
19	76	Unit 7: Jobs <i>Lesson 3</i> (SB2 - p.11)	Vocabulary: <i>Firefighter, feed animals, put out fires, take care of</i>	<ul style="list-style-type: none"> ● To identify some more jobs ● To listen to and read a dialoue about someone's job
20	77	Unit 7: Jobs <i>Lesson 3</i> (SB2 - p.12)	Review Vocabulary: <i>Firefighter, feed animals, put out fires, take care of</i> <ul style="list-style-type: none"> ● What does a vet do? - A vet takes care of animals. 	<ul style="list-style-type: none"> ● To review some more jobs ● To ask and answer questions about someone's jobs
20	78	Unit 7: Jobs <i>Lesson 3</i> (SB2 - p.13)	Pronunciation: <i>hand</i> <i>horse</i> <ul style="list-style-type: none"> ● A doctor takes care of people. 	<ul style="list-style-type: none"> ● To pronounce sounds /æ/ /h/ correctly in isolation, words and in sentences

20	79	Unit 7: Jobs <i>Fun time and project (SB2 - p.14)</i>	<ul style="list-style-type: none"> ● Game: Guess the jobs ● Project: My dream job 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 7 via some fun activities
20	80	Unit 8: Technology <i>Lesson 1 (SB2 - p.15, 16)</i>	Vocabulary: <i>smartphone, make phone calls, make videos, write emails</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic ● To identify some functions of a smartphone ● To practice listening to and reading a dialogue about functions of a smartphone
21	81	Unit 8: Technology <i>Lesson 1 (SB2 - p.17)</i>	Review Vocabulary: <i>smartphone, make phone calls, make videos, write emails</i> <ul style="list-style-type: none"> ● She sometimes makes videos on her smartphone. ● He always learns English on his computer. 	<ul style="list-style-type: none"> ● To review some functions of a smartphone ● To talk about what someone does with a smartphone every day
21	82	Unit 8: Technology <i>Lesson 2 (SB2 - p.18)</i>	Vocabulary: <i>use the tablet, surf the internet, work in groups, work in pairs</i>	<ul style="list-style-type: none"> ● To identify some activities in class using technology ● To practice listening to and reading a dialogue about some activities in class using technology
21	83	Unit 8: Technology <i>Lesson 2 (SB2 - p.19)</i>	Review Vocabulary: <i>use the tablet, surf the internet, work in groups, work in pairs</i> <ul style="list-style-type: none"> ● Teacher, can we use the tablet? - Yes, you can. ● Teacher, can we surf the internet? - No, you can't. 	<ul style="list-style-type: none"> ● To review some activities in class using technology ● To ask for permission in class
21	84	Unit 8: Technology <i>Lesson 2 (SB2 - p.20)</i>	Review Vocabulary: <i>use the tablet, surf the internet, work in groups, work in pairs</i> <ul style="list-style-type: none"> ● Teacher, can we use the tablet? - Yes, you can. ● Teacher, can we surf the internet? - No, you can't. 	<ul style="list-style-type: none"> ● To review some activities in class using technology ● To review asking for permission in class
22	85	Unit 8: Technology <i>Lesson 3 (SB2 - p.21)</i>	Vocabulary: <i>Change the password, use the computer lab, use the projector, use the speaker</i>	<ul style="list-style-type: none"> ● To identify some activities in class using technology ● To practice listening and reading a dialogue about activities in class using technology

22	86	Unit 8: Technology <i>Lesson 3</i> (SB2 - p.22)	Review Vocabulary: <i>Change the password, use the computer lab, use the projector, use the speaker</i> ● Who can use the computer lab? - Teachers and students can. ● Who can change the password? - Teachers can.	<ul style="list-style-type: none"> ● To review some activities in class using technology ● To ask and answer questions about who can use a certain technology device in class
22	87	Unit 8: Technology <i>Lesson 3</i> (SB2 - p.23)	Pronunciation: <i>email</i> <i>use</i> ● <i>Who can use emails?</i>	<ul style="list-style-type: none"> ● To pronounce sounds /m/ /z/ correctly in isolation, words and in sentences
22	88	Unit 8: Technology <i>Fun time and project</i> (SB2 - p.24)	<ul style="list-style-type: none"> ● Game: Match ● Project: Dos and Don'ts at school 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 8 via some fun activities
23	89	Review 4 - Part 1 (SB2 - p.25)	● Review vocabulary and sentence patterns learned in unit 7 (Jobs)	
23	90	Review 4 - Part 2 (SB2 - p.26)	● Review vocabulary and sentence patterns learned in unit 8 (Technology)	
23	91	Review 4 <i>Part 3 – video</i> (SB2 - p.27)	<ul style="list-style-type: none"> ● Watch a video about a photographer ● Do some listening comprehension exercises while and after watching the video 	
23	92	Review 4 - Part 4 (SB2 - p.28)	● Practice asking and answering about one's ability	
24	93	Unit 9: Places in Town <i>Lesson 1</i> (SB2 - p.29, 30))	Vocabulary: <i>Bookshop, fountain, restaurant, street, train station</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic ● To identify some places in town/ city ● To practice listening to a conversation about places in town
24	94	Unit 9: Places in Town <i>Lesson 1</i> (SB2 - p.31)	Review Vocabulary: <i>Bookshop, fountain, restaurant, street, train station</i> ● Is the fountain in front of or behind the restaurant? - It's in front of the restaurant. ● Is the train station on Elizabeth street or on Green street? - It's on Elizabeth street.	<ul style="list-style-type: none"> ● To review some places in town/ city ● To ask and answer questions about location of a certain place
24	95	Unit 9: Places in Town <i>Lesson 2</i>	Vocabulary: <i>Bus stop, post office, shopping centre, supermarket</i>	<ul style="list-style-type: none"> ● To identify some more places in town

		(SB2 - p.32)		<ul style="list-style-type: none"> ● To practice listening to a conversation asking and answering about places.
24	96	Unit 9: Places in Town <i>Lesson 2</i> (SB2 - p.33)	Review Vocabulary: <i>Bus stop, post office, shopping centre, supermarket</i> <ul style="list-style-type: none"> ● Where do we go shopping? - We go shopping at the supermarket. 	<ul style="list-style-type: none"> ● To review some more places in town ● To ask and answer questions about where someone do something
25	97	Unit 9: Places in Town <i>Lesson 2</i> (SB2 - p.34)	Review Vocabulary: <i>Bus stop, post office, shopping centre, supermarket</i> <ul style="list-style-type: none"> ● Where do we go shopping? - We go shopping at the supermarket. 	<ul style="list-style-type: none"> ● To review some more places in town ● To review asking and answering questions about where someone do something
25	98	Unit 9: Places in Town <i>Lesson 3</i> (SB2 - p.35)	Vocabulary: <i>Cross the road, go straight, turn left, turn right</i>	<ul style="list-style-type: none"> ● To identify some directions ● To practice listening to and reading a dialogue about directions
25	99	Unit 9: Places in Town <i>Lesson 3</i> (SB2 - p.36)	Review Vocabulary: <i>Cross the road, go straight, turn left, turn right</i> <ul style="list-style-type: none"> ● How do we go to the cinema? - Go straight on High Street and then turn right. The cinema is opposite the pool. 	<ul style="list-style-type: none"> ● To review some directions ● To ask and answer questions about directions ● To practice giving directions
25	100	Unit 9: Places in Town <i>Lesson 3</i> (SB2 - p.37)	Stress <i>'centre</i> <i>'fountain</i> <ul style="list-style-type: none"> ● <i>We're in the shopping centre.</i> 	<ul style="list-style-type: none"> ● To practice correct stress of two-syllable words
26	101	Unit 9: Places in Town <i>Fun time and project</i> (SB2 - p.38)	<ul style="list-style-type: none"> ● Game: Find and circle ● Project: Your street 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 9 via some fun activities
26	102	Unit 10: On holiday <i>Lesson 1</i> (SB2 - p.39, 40)	Vocabulary: <i>bay, hill, island, national park</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some places on holiday ● To practice listening to and reading a talk about holiday
26	103	Unit 10: On holiday <i>Lesson 1</i> (SB2 - p.41)	Review Vocabulary: <i>bay, hill, island, national park</i> <ul style="list-style-type: none"> ● Which place would you like to visit on holiday? 	<ul style="list-style-type: none"> ● To review some places on holiday

			- I'd like to visit Gargano National Park.	<ul style="list-style-type: none"> ● To ask and answer questions about which place someone would like to visit on holiday
26	104	Unit 10: On holiday <i>Lesson 2</i> (SB2 - p.42)	Vocabulary: <i>eat seafood, make a sandcastle, go sightseeing, row a boat</i>	<ul style="list-style-type: none"> ● To identify some activities on holiday ● To listen to and read a dialogue about activities on holiday
27	105	Unit 10: On holiday <i>Lesson 2</i> (SB2 - p.43)	Review Vocabulary: <i>eat seafood, make a sandcastle, go sightseeing, row a boat</i> <ul style="list-style-type: none"> ● What do you like doing on holiday? - I like going to the beach and eating seafood.	<ul style="list-style-type: none"> ● To review some activities on holiday ● To ask and answer questions about what someone likes doing on holiday
27	106	Unit 10: On holiday <i>Lesson 2</i> (SB2 - p.44)	Review Vocabulary: <i>eat seafood, make a sandcastle, go sightseeing, row a boat</i> <ul style="list-style-type: none"> ● What do you like doing on holiday? - I like going to the beach and eating seafood.	<ul style="list-style-type: none"> ● To review some activities on holiday ● To review asking and answering questions about what someone likes doing on holiday
27	107	Unit 10: On holiday <i>Lesson 3</i> (SB2 - p.45)	Vocabulary: <i>Buy presents, make a postcard, stay in a hotel, write a diary</i>	<ul style="list-style-type: none"> ● To identify some more holiday activities ● To practice listening to and reading a longer text about holiday activities
27	108	Unit 10: On holiday <i>Lesson 3</i> (SB2 - p.46)	Review Vocabulary: <i>Buy presents, make a postcard, stay in a hotel, write a diary</i> <ul style="list-style-type: none"> ● I like flying to new places on holiday but I don't like going to the airport. 	<ul style="list-style-type: none"> ● To review some more holiday activities ● To talk about what someone likes or dislike doing on holiday
28	109	Unit 10: On holiday <i>Lesson 3</i> (SB2 - p.47)	Pronunciation: <i>holiday</i> <i>airport</i> <ul style="list-style-type: none"> ● I like going sightseeing on holiday. 	<ul style="list-style-type: none"> ● To pronounce sounds / ɒ / / ɔː / correctly in isolation, words and in sentences
28	110	Unit 10: On holiday <i>Fun time and project</i> (SB2 - p.48)	<ul style="list-style-type: none"> ● Game: Match ● Project: Your travel plan 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 10 via some fun activities
28	111	Review 5 - Part 1 (SB2 - p.49)	<ul style="list-style-type: none"> ● Review vocabulary and sentence patterns learned in unit 9 	

28	112	Review 5 - Part 2 (SB2 - p.50)	● Review vocabulary and sentence patterns learned in unit 10	
29	113	Review 5 Part 3 – video (SB2 - p.51)	<ul style="list-style-type: none"> ● Watch a video about a trip ● Do some listening comprehension exercises while and after watching the video 	
29	114	Review 5 - Part 4 (SB2 - p.52)	● Practice asking and answering a place someone would like to visit on holiday	
29	115	Unit 11: Before Our Time <i>Lesson 1</i> (SB2 - p.53, 54)	Vocabulary: <i>Yesterday, last week, last month, last year</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some past time
29	116	Unit 11: Before Our Time <i>Lesson 1</i> (SB2 - p.55)	Review Vocabulary: <i>yesterday, last week, last month, last year</i> <ul style="list-style-type: none"> ● I was at the museum last week. ● He was at the shopping centre yesterday. ● They were at the restaurant last month. 	<ul style="list-style-type: none"> ● To review some past time ● To talk about where someone was in the past
30	117	Unit 11: Before Our Time <i>Lesson 2</i> (SB2 - p.56)	Vocabulary: <i>dinosaur, huge, scary, strong</i>	<ul style="list-style-type: none"> ● To identify a dinosaur and some adjectives to describe it ● To listen to and read a dialogue about a dinosaur
30	118	Unit 11: Before Our Time <i>Lesson 2</i> (SB2 - p.57)	Review Vocabulary: <i>dinosaur, huge, scary, strong</i> <ul style="list-style-type: none"> ● T. rex was a strong dinosaur. ● They were scary dinosaurs. 	<ul style="list-style-type: none"> ● To review a dinosaur and some adjectives to describe it ● To describe some dinosaurs (affirmative form)
30	119	Unit 11: Before Our Time <i>Lesson 2</i> (SB2 - p.58)	Review Vocabulary: <i>dinosaur, huge, scary, strong</i> <ul style="list-style-type: none"> ● T. rex was a strong dinosaur. ● They were scary dinosaurs. 	<ul style="list-style-type: none"> ● To review a dinosaur and some adjectives to describe it ● To review describing some dinosaurs
30	120	Unit 11: Before Our Time <i>Lesson 3</i> (SB2 - p.59)	Vocabulary: <i>cave, dinosaur bones, Early People, mammoth</i>	<ul style="list-style-type: none"> ● To identify some things in the past (before our time) ● To practice listening to and reading a dialogue about Early People
31	121	Unit 11: Before Our Time <i>Lesson 3</i> (SB2 - p.60)	Review Vocabulary: <i>cave, dinosaur bones, Early People, mammoth</i> <ul style="list-style-type: none"> ● The dinosaur wasn't small. ● Early People weren't tall. 	<ul style="list-style-type: none"> ● To review some things in the past (before our time) ● To talk about things in the past before our time (negative form)
31	122	Unit 11: Before Our Time <i>Lesson 3</i> (SB2 - p.61)	Pronunciation: <i>mamm^oth</i> <i>str^ong</i> <ul style="list-style-type: none"> ● Mammoths were strong. 	<ul style="list-style-type: none"> ● To pronounce sounds / ə / / ŋ / correctly in isolation, words and in sentences

31	123	Unit 11: Before Our Time <i>Fun time and project</i> (SB2 - p.62)	<ul style="list-style-type: none"> ● Game: Find and circle ● Project: Before our time 	<ul style="list-style-type: none"> ● To review all target vocabulary and structures of Unit 11 via some fun activities
31	124	Unit 12: Cool Places <i>Lesson 1</i> (SB2 - p.63, 64))	Vocabulary: <i>Bridge, castle, temple, tower, village</i>	<ul style="list-style-type: none"> ● To introduce and engage students to the topic of the unit ● To identify some cool places ● To practice listening to and reading a dialogue about cool places
32	125	Unit 12: Cool Places <i>Lesson 1</i> (SB2 - p.65)	Review Vocabulary: <i>Bridge, castle, temple, tower, village</i> <ul style="list-style-type: none"> ● Were you at the bridge yesterday? - Yes, we were. ● Was she in the village last week? - No, she wasn't. 	<ul style="list-style-type: none"> ● To review some cool places ● To ask and answer questions about whether someone was in a place in the past
32	126	Unit 12: Cool Places <i>Lesson 2</i> (SB2 - p.66)	Vocabulary: <i>America, Egypt, England, Turkey, Vietnam</i>	<ul style="list-style-type: none"> ● To identify some countries in the world ● To listen to and understand a dialogue about some countries in the world
32	127	Unit 12: Cool Places <i>Lesson 2</i> (SB2 - p.67)	Review Vocabulary: <i>America, Egypt, England, Turkey, Vietnam</i> <ul style="list-style-type: none"> ● Where was he last week? - He was in Egypt. 	<ul style="list-style-type: none"> ● To review some countries in the world ● To ask and answer questions about where someone was in the past
32	128	Unit 12: Cool Places <i>Lesson 2</i> (SB2 - p.68)	Review Vocabulary: <i>America, Egypt, England, Turkey, Vietnam</i> <ul style="list-style-type: none"> ● Where was he last week? - He was in Egypt. 	<ul style="list-style-type: none"> ● To review some countries in the world ● To review asking and answering questions about where someone was in the past
33	129	Unit 12: Cool Places <i>Lesson 3</i> (SB 2 - p.69)	Vocabulary: <i>Awesome, boring, exciting, wonderful</i>	<ul style="list-style-type: none"> ● To identify some adjectives to describe a trip ● To practice listening to and reading a dialogue about a trip
33	130	Unit 12: Cool Places <i>Lesson 3</i>	Review Vocabulary: <i>awesome, boring, exciting, wonderful</i>	<ul style="list-style-type: none"> ● To review some adjectives to describe a trip

		(SB2 - p.70)	<ul style="list-style-type: none"> How was your trip to America last week? - It was interesting. 	<ul style="list-style-type: none"> To ask and answer questions about someone's trip
33	131	Unit 12: Cool Places <i>Lesson 3</i> (SB2 - p.71)	Pronunciation: <i>village</i> <i>Turkey</i> <ul style="list-style-type: none"> <i>We were in an old village in Turkey last week.</i> 	<ul style="list-style-type: none"> To pronounce sounds /v/ /3:/ correctly in isolation, words and in sentences
33	132	Unit 12: Cool Places <i>Fun time and project</i> (SB2 - p.72)	<ul style="list-style-type: none"> Game: Look and match Project: My cool trip 	<ul style="list-style-type: none"> To review all target vocabulary and structures of Unit 12 via some fun activities
34	133	Review 6 Part 1 (SB2 – p.73)	<ul style="list-style-type: none"> Review all target vocabulary and structures in unit 11 	
	134	Review 6 Part 2 (SB2 – p.74)	<ul style="list-style-type: none"> Review all target vocabulary and structures in unit 12 	
	135	Review 6 Part 3 – video (SB2 – p.75)	<ul style="list-style-type: none"> Watch a video about cool places Do some listening comprehension exercises while and after watching the video 	
	136	Review 6 - Part 4 (SB2 – p.76)	<ul style="list-style-type: none"> Practice asking and answering about one's favourite season. 	
35	137	End-of-semester review	<ul style="list-style-type: none"> Review all target vocabulary and structures from unit 6 – 12 	
	138	End-of-semester review	<ul style="list-style-type: none"> Get familiar with end-of-semester test format. 	
	139	End-of-semester test	<ul style="list-style-type: none"> Do the end-of-semester test. 	
	140	End-of-semester test	<ul style="list-style-type: none"> Correct the end-of-semester test. 	

Chủ biên

Nguyễn Thu Lệ Hằng