PHÒNG GD&ĐT TÂN KỲ  **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**TRƯỜNG THCS TÂN AN Độc lập - Tự do - Hạnh phúc**

*Tân An, ngày 18 tháng 9 năm 2020*

**KẾ HOẠCH GIÁO DỤC MÔN TIẾNG ANH**

***Năm học 2020 - 2021***

***(Kèm theo Kế hoạch số 121 /KH-THCS, ngày 07 tháng 9 năm 2020 của Hiệu trưởng trường THCS Tân An)***

**A.Chương trình theo quy định**

**I. LỚP 6 ( HỆ 10 NĂM)**

**Cả năm 35 tuần (105 tiết)**

**HỌC KÌ I (18 tuần x 3 = 54 tiết)**

|  |  |  |  |  |  |  |  |  |
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| **TT** | **Bài/chủ đề** | | | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | **Ghi chú** |
|  |  | Getting started | | - Pronounce correctly the sounds /ʌ/ and /əʊ/ in isolation and in context.  - Distinguish the present simple and the present continuous  - Use appropriate questions when making new friends at a new school.  - Read and talk about school activities, subjects, and what Ss do at school.  - Get information about school activities through listening and write a webpage for their school, using correct punctuation. | 7 periods | Direct learning | 1 |  |
| A closer look 1 | | Direct learning | 2 |  |
| A closer look 2 | | Direct learning | 3 |  |
| Communication | | Direct learning | 4 |  |
| Skills 1 | | Direct learning | 5 |  |
| Skills 2 | | Direct learning | 6 |  |
| Looking back | | Direct learning | 7 |  |
| **2** | **UNIT 2: MY HOME** | Getting started | | - Pronounce correctly the sounds /z/, /s/ and /iz/ in isolation and in context  - Use There is/ There isn’t/ There are/ There aren’t correctly and appropriately.  - Describe houses, rooms and furniture.  - Do listening and reading exercises  -Write an e-mail to a friend. | 7 periods | Direct learning | 8 |  |
| A closer look 1 | | Direct learning | 9 |  |
| A closer look 2 | | Direct learning | 10 |  |
| Communication | | Direct learning | 11 |  |
| Skills 1 | | Direct learning | 12 |  |
| Skills 2 | | Direct learning | 13 |  |
| Looking back | | Direct learning | 14 |  |
| **3** | **UNIT 3: MY FRIENDS** | Getting started | | - Pronounce correctly the sounds /b/ and /p/ in isolation and in context; use vocabulary and structures about body parts and appearance.  - Use the present continuous to talk about future plans and arrangements  -Read and listen for specific and general information in texts including advertisements and emails.  - Write an entry for a magazine using notes  **-** Respect their friends | 7 periods | Direct learning | 15 |  |
| A closer look 1 | | Direct learning | 16 |  |
| A closer look 2 | | Direct learning | 17 |  |
| Communication | | Direct learning | 18 |  |
| Skills 1 | | Direct learning  Direct learning | 19 |  |
| Skills 2 | | 20 |  |
| Looking back | | Direct learning | 21 |  |
| **4** | **REVIEW 1** | Review 1: Language | | sts can revise the language they have studied since unit 1 to unit 3 | 2 periods | Direct learning | 22 |  |
| Review 2: Skills | | students can revise the skills they have practiced since unit 1 to unit 3 | Direct learning | 23 |  |
| **5** | **Test 45 minutes** | | | To test students’ remembering and understanding the knowledge that they have learnt. | 1 period | Multiple choice + essay | 24 |  |
| **6** | **UNIT 4: MY NEIBORHOOD** | Getting started | | - Pronounce correctly the sounds /i:/ and /I/ in isolation and in context; use vocabulary related to the topic “My neighborhood”  -Use adjectives to compare things.  - Talk about different places and show directions to these in a neighborhood. | 8 periods | Direct learning | 25 |  |
| A closer look 1 | | Direct learning | 26 |  |
| A closer look 2 | | Direct learning | 27 |  |
| **Test correction+ Test 15 mins** | | Give comments to students so that they know what they have done and improve their knowledge. | Direct learning | 28 |  |
| Communication | | - Read for specific and general information about good things and bad things in a neighborhood.  - Listen to get the information about directions to some places in a neighbourhood.  - Write about what they like or dislike about their neighboorhood | Direct learning | 29 |  |
| Skills 1 | | Direct learning | 30 |  |
| Skills 2 | | Direct learning | 31 |  |
| Looking back | | Direct learning | 32 |  |
| **7** | **UNIT 5: NATURAL WONDERS OF THE WORLD** | Getting started | | - Pronounce correctly the sounds /t/ and /st/ in isolation and in context; use vocabulary related to “travel item”  - Use comparative and superlative adjectives to describe things in nature.  - Use must and mustn’t to give orders and talk about and give travel advice.  - Do reading and listening exercises  write a travel guide entry about an | 7 periods | Direct learning | 33 |  |
| A closer look 1 | | Direct learning | 34 |  |
| A closer look 2 | | Direct learning | 35 |  |
| Communication | | Direct learning | 36 |  |
| Skills 1 | | Direct learning | 37 |  |
| Skills 2 | | Direct learning | 38 |  |
| Looking back | | Direct learning | 39 |  |
| **8** | **Review** | | | To test students students can revise the skills they have practiced since unit 4 &5 | 1 period | Direct learning | 40 |  |
| To test students students can revise the skills they have practiced since unit 4 &5 | 1 period | Multiple choice + essay | 41 |  |
|  | **Preparing the creative experience** | | | | | | 42 |  |
| **9** | **UNIT 6: OUR TET HOLIDAY** | Getting started | | -Pronounce correctly the sounds /t/ and /ʃ/ in isolation and in context; use vocabulary related to ‘Tet”  - Identify and practice the language of intentions (with will) and advice (with should / shouldn’t). | 7 periods | Direct learning | 43 |  |
| A closer look 1 | | Direct learning | 44 |  |
| A closer look 2 | | Direct learning | 45 |  |
| **10** |  | **Reporting the creative experience** | | |  |  | 46 |  |
| Skills 1 | | students can revise the skills they have practiced since unit 4 to unit 6 | Direct learning | 47 |  |
|  |  | Skills 2 | | - Be aware what they should do and shouldn’t do at Tet |  | Direct learning | 48 |  |
| **11** | **REVIEW 2** | | Looking back | - Get to know New Year practices in some other countries  - Do listening, reading exercises  -Sts can revise the language they have studied since unit 4 to unit 6 | 3 periods | Direct learning | 49 |  |
| Direct learning |  |  |
| Review 1: Language | Direct learning | 50 |  |
| Review 2: Skills | Direct learning | 51 |  |
|  |  | | Review | -Sts can revise the language they have studied. |  | Direct learning | 52 |  |
|  | **1st SEMESER TEST** | | | To test students’ remembering and understanding the knowledge that they have learnt. | 1 period | Multiple choice + essay | 53 |  |
| **13** | **Test correction** | | | Give comments to students so that they know what they have done and improve their knowledge. | 1 period | Direct learning | 54 |  |

**HỌC KÌ II (17 tuần x 3 = 51 tiết)**

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| **TT** | **Bài/chủ đề** | | | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | **Ghi chú** |
| **14** | **UNIT 7: TELEVISION** | | Getting started | - Pronounce correctly the sounds /θ/ and /ð/ in isolation and in context.  - Use Wh-questions correctly and appropriately.  **-** Talk about a favorite TV programmes.  - Do listening and reading exercises for specific information.  -Write about their favorite TV program. | 7 periods | Direct learning | 55 |  |
| A closer look 1 | Direct learning | 56 |  |
| A closer look 2 | Direct learning | 57 |  |
| Communication | Direct learning | 58 |  |
| Skills 1 | Direct learning | 59 |  |
| Skills 2 | Direct learning | 60 |  |
| Looking back | Direct learning | 61 |  |
| **15** | **UNIT 8: SPORTS AND GAMES** | | Getting started | - Pronounce correctly the sounds /eə/ and /iə/ in isolation and in context; use vocabulary and structures about the topic “Sports and Games”.  -Use the Past simple, use the Imperatives to tell Sb to do Sth or to give a direct order.  - Talk about famous sport events or famous sportspeople.  - Listen to get information about the sport(s)/ game(s) people play.  - Write a paragraph about the sport(s)/ game(s) they like. | 7 periods | Direct learning | 62 |  |
| A closer look 1 | Direct learning | 63 |  |
| A closer look 2 | Direct learning | 64 |  |
| Communication | Direct learning | 65 |  |
| Skills 1 | Direct learning | 66 |  |
| Skills 2 | Direct learning | 67 |  |
| Looking back | Direct learning | 68 |  |
| **16** | **UNIT 9:**  **CITIES OF THE WORLD** | | Getting started | - Pronounce the souds /əʊ/ and /ai/ correctly in isolation and in context; use the lexical items related to the topic ‘Cities of the World’.  - Identify landmarks in cities around the world and compare features of cities around the world  - Read for specific and general information in texts, including postcards, use the present perfect to talk about experiences.  -Listen for specific details including facts and figures.  - Write a holiday postcard. | 7 periods | Direct learning | 69 |  |
| A closer look 1 | Direct learning | 70 |  |
| A closer look 2 | Direct learning | 71 |  |
| Communication | Direct learning | 72 |  |
| Skills 1 | Direct learning | 73 |  |
| Skills 2 | Direct learning | 74 |  |
| Looking back | Direct learning | 75 |  |
| **17** | **REVIEW 3** | | Review 1: Language | students can revise the language they have studied  since unit 7 to unit 9 | 1 period | Direct learning | 76 |  |
| Review 2: Skills | students can revise the skills they have practiced  since unit 7 to unit 9 | Direct learning | 77 |  |
| **18** | **Test 45 minutes** | | | To test students’ remembering and understanding the knowledge that they have learnt. | 1 period | Multiple choice + essay | 78 |  |
| **19** | **UNIT 10: OUR HOUSES IN THE FUTURE** | | Getting started | - Pronounce correctly the sounds /dr/ and /tr/ in isolation and in context; Use the lexical items related to the topic “our houses in the future”  - Use will for the future and Modal verb MIGHT for a unsure possibility in the future.  - Make an interview, ask and answer about their future house. | 8 periods | Direct learning | 79 |  |
| A closer look 1 | Direct learning | 80 |  |
| A closer look 2 | Direct learning | 81 |  |
| **Test correction + Test 15 mins** | Give comments to students so that they know what they have done and improve their knowledge. | Direct learning | 82 |  |
| Communication | - Practice reading for specific information about future houses and appliances  - Talk about houses in the future(type, location, surroundings, appliances)  - Practice listening to get information about dream houses; Write about a dream house(type, location, surroundings, rooms, appliances. | Direct learning | 83 |  |
| Skills 1 | Direct learning | 84 |  |
| Skills 2 | Direct learning | 85 |  |
| Looking back | Direct learning | 86 |  |
| **20** | **UNIT 11: OUR GREENER WORLD** | | Getting started | -Pronounce the sounds /ɑ:/ and /æ/ correctly in isolation and in context; -Use the lexical items related to the topic “Our greener world”  - use conditional sentences – type 1 correctly and appropriately  **-** talk about ways to ‘go green’.  **-** read for specific information about tips on how to be ‘green’  Students can listen to get specific information about ways to make the school a “green’ place.  Students can review all what they have learnt in this unit | 7 periods | Direct learning | 87 |  |
| A closer look 1 | Direct learning | 88 |  |
| A closer look 2 | Direct learning | 89 |  |
| Communication | Direct learning | 90 |  |
| Skills 1 | Direct learning | 91 |  |
| Skills 2 | Direct learning | 92 |  |
| Looking back | Direct learning | 93 |  |
| **21** | **Review** | | | | 1 period | Direct learning | 94 |  |
| **22** | **Review+ Test 15 mins** | | | students can revise the language they have studied  since unit 10 to unit 10 | 1 period | Multiple choice + essay | 95 |  |
| **23** | **UNIT 12: ROBOTS** | | Getting started | -Students can know the key language and structures to be learnt in this unit.  - Pronounce correctly the sounds / ɔɪ/ and /aʊ/ in isolation and in context; Use the lexical items related to the topic “Robots”.  - Sts can use will be able to for future ability and could for past ability. | 8 periods | Direct learning | 96 |  |
| A closer look 1 | Direct learning | 97 |  |
| A closer look 2 | Direct learning | 98 |  |
|  |  |  |  |  |
| **24** | **REVIEW 4** | | Review 1: Language | students can revise the language they have studied since unit 10 to unit 12 | 1 period | At home | 99 |  |
| Review 2: Skills | Sts can revise the skills they have practiced since unit 10 to unit 12 | Direct learning | 100 |  |
| **25** |  | Communication | | - Students can talk and read for specific information about types of robots and their abilities or skills.  -Students can listen to get specific information about different options of what robots will be able to do in the future  - Students can review all what they have learnt in this unit |  | Direct learning | 101 |  |
| Skills 1 | | Direct learning | 102 |  |
| Skills 2 | | Direct learning | 103 |  |
| Looking back | | Direct learning | 104 |  |
| **26** | **The 2nd SEMESER TEST** | | | . To test students’ remembering and understanding the knowledge that they have learnt. | 1 period | Multiple choice + essay | 105 |  |

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**II. LỚP 6(Cũ)**

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**Cả năm 35 tuần (105 tiết)**

**HỌC KÌ I (18 tuần x 3 = 54 tiết)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tuần** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Tiết**  **PPCT** | **Ghi chú** | |
| **1** |  |  |  |  |  | |
| Hướng dẫn học/ Kiểm tra đầu năm | Know some classroom language used in the class | 1 tiết | 1 |  | |
| **Unit 1: Greetings** |  | **5 tiết** |  | | |
| A 1, 2, 3, 4 | know the way to greet friendly and introduce their name. Count from 0 to 5 | 1 tiết | 2 |  | |
| **2** | A 5, 6, 7, 8 | greet using “How are you?” and “I’m fine, thanks”. Count from 6 to 10 | 1 tiết | 3 |  | |
| B 1, 2, 3, 4, (5), 6 | greet people formally in the morning, afternoon, evening and say goodbye | 1 tiết | 4 |  | |
| C 1, 2, (5) | count from 1 to 20 | 1 tiết | 5 |  | |
| **3** | C 3, 4, 6 | ask and answer about age | 1 tiết | 6 |  | |
| **Unit** **2: At School** | | **(5tiết)** |  | |  |
| A 1,2, (3), 4 | know the meanings of classroom imperatives to understand the teacher’s commands | 1 tiết | 7 |  | |
| B 1, (2) ,3 | Question and answer to talk about name and the places you live | 1 tiết | 8 |  | |
| **4** | B 4, 5, 6 | get further practice in personal information | 1 tiết | 9 |  | |
| C 1 | Talk about people and things at school using “This/ That” | 1 tiết | 10 |  | |
| C 2, 3, 4 | identify places, people and objects  Talk about things in classroom using “This/ That” | 1 tiết | 11 |  | |
| **5** | **Unit** **3: At Home** |  | **(5 tiết)** |  | | |
| A 1,2 | Talk about things in the house using “Wh” questions with This/ That, These/ Those and living room vocabulary | 1 tiết | 12 |  | |
| A 3, 4, (5) | Talk about family members | 1 tiết | 13 |  | |
| B 1,2 | use number 21 – 100 and pronunciation of plural nouns (/s/,/z/,/iz/) to count things in the classroom | 1 tiết | 14 |  | |
| **6** | B 3, 4, (5), 6 | use “How many...are there?” questions and further practice in numbers to talk about things in the classroom, the living room and the family | 1 tiết | 15 |  | |
| C 1, 2, (3) ,4 | understand the text about a family for details and talk about jobs | 1 tiết | 16 |  | |
| **Unit** **4: Big or Small?** |  | **(5 tiết)** |  | | |
| A1,2 | read a description of a school and practice in possessive "s" to talk about possession | 1 tiết | 17 |  | |
| A 3, 4, (5), 6 | read the text bout school and get further practice in numbers and school vocabulary | 1 tiết | 18 |  | |
| **8** | B1, 2, 3, 4, 5, 6 | read the dialogue about school to understand for details  practice "Which" questions to talk about school  practice ordinal numbers | 1 tiết | 19 |  | |
| C1, 2, 3 | use present simple tense in positive statements to talk about habitual actions | 1 tiết | 20 |  | |
| C 4, 5, 6, 7, 8 | tell the time | 1 tiết | 21 |  | |
|  | **Grammar Practice** | Review some knowledge in unit 1, 2 | 1 tiết | 22 |  | |
|  | **Grammar Practice** | Review some knowledge in unit, 3,4 | 1 tiết | 23 |  | |
|  | **Kiểm tra (1 tiết)** | Use knowledge they learned in Unit 1,2,3,4 to do the written test 1 | 1 tiết | 24 |  | |
| **9** | **Correction +15’** | Ss to know how good their English is and mistakes they often make during doing the test 1 | 1 tiết | 25 |  | |
| **Unit 5: Things I do** |  | **(5 tiết)** |  | | |
| A 1, 2 | talk about daily routines using simple present tense. | 1 tiết | 26 |  | |
| A 3, 4 | get further practice in talking about daily routines using simple present tense | 1 tiết | 27 |  | |
| **10** | A 5, 6, 7 | use simple present tense in yes/ no questions and short answers to talk about routine | 1 tiết | 27 |  | |
| B 1, 2, 3, 4 | use simple present tense to talk about their routine. | 1 tiết | 28 |  | |
| C 1, 2, 3, 4 | use day of week vocabulary with “has/doesn’t have” to talk about the weekly timetable | 1 tiết | 29 |  | |
| **11** | **Grammar Practice** | Review some knowledge in unit 4,5 | 1 tiết | 30 |  | |
| **Grammar Practice** | Review some knowledge in unit | 1 tiết | 31 |  | |
| **Unit** **6: Places** |  | **(5 tiết)** |  | | |
| A 1, 2, 3 | understand the text about where Thuy lives for details and practice country vocabulary | 1 tiết | 32 |  | |
| A 4, 5, 6,7 | use town and country vocabulary to describe places where they live | 1 tiết | 33 |  | |
| **12** | B 1, 2, 3, (4), 5 | read a text about where Minh lives to understand town vocabulary and prepositions of place | 1 tiết | 34 |  | |
| C 1,2 | use more prepositions of place to describe the position of a house | 1 tiết | 35 |  | |
| C 3, 4, (5), 6 | Describe a street using Where is/ are questions and answer with vocabulary and prepositions of place | 1 tiết | 36 |  | |
| **Unit** **7: Your House** |  | **(5 tiết)** |  | | |
| A 1, (2) | listen to a dialogue and read a letter about a house to understand the detail | 1 tiết | 37 |  | |
| A 3, (4), 5, (6), 7 | know the facilities vocabulary with “Is there a / Are there any…..” and short answers to describe the town | 1 tiết | 38 |  | |
| **14** | B 1, 2, 3, 4 | Read a text about Ba’s and Chi’s houses to understand the differences between town and country | 1 tiết | 39 |  | |
| C 1, 3 .Kông dạy C2 (P.79) | use Simple Present with “How” questions and “by car/ bike/ train….” to talk about transportation | 1 tiết | 40 |  | |
| C 4, (5) ,6 | understand a text about Hoang’s daily routine for further practice in Simple Present habitual actions | 1 tiết | 41 |  | |
| **15** | **Review +15’** | Ss know how good their English is and mistakes they often make during doing the test 2 | 1 tiết | 42 |  | |
| **Unit** **8: Out and About** |  | **(5 tiết)** |  | | |
|  | |  |  | | |  |
| A 1, 2,3 | use the Present Progressive to talk about actions happening now | 1 tiết | 43 |  | |
| A4, (5), 6, 7 | get further practice in the Present Progressive “Wh” questions with him / her / them to talk about actions happening now | 1 tiết | 44 |  | |
| **16** | **Grammar Practice** | Review some knowledge in unit 6,7,8 | 1 tiết | 45 |  | |
| Review for the First Semester | Review some main points of knowledge they learned in the first term to prepare for the first semester test | 1 tiết | 46 |  | |
| Review for the First Semester | Review | 1 tiết | 47 |  | |
| Test (First semester) | Use knowledge they learned from unit 1 to 8 to do the first semester test | 1 tiết | 48 |  | |
| **17** | B 1, 2, (3) ,4 | read a picture story about a truck driver to understand the main ideas and details | 1 tiết | 49 |  | |
| C 1, 2 | use Can/ Can’t statements and traffic vocabulary to talk about what you are allowed and not allowed to do on the road | 1 tiết | 50 |  | |
| C 3, 4, 5, 6  - C3 (P.90): không dạy 4 câu đầu | read a text about Road Signs to understand Must and Mustn’t for obligation/ prohibition | 1 tiết | 51 |  | |
| **18** | Test correction+15’ | Ss know how good their English is and mistakes they often make during doing the first semester test | 1 tiết | 52 |  | |
| Revision | Review some main points of knowledge they learned in the first term | 1 tiết | 53 |  | |
| Revision | Review some main points of knowledge they learned in the first term | 1 tiết | 54 |  | |
|  |  |  |  |  | | |
| **HỌC KỲ II** | | | | | | |
|  | **Unit** **9: The Body** |  | **5 tiết** |  | | |
| **19** | A1,2 | use some nouns to talk about parts of the body | 1 tiết | 55 |  | |
| A 3, 4, 5, (6) ,7 | use adjectives to describe Physical Appearance. | 1 tiết | 56 |  | |
| B1, 2, 3 | Describe faces and features using face vocabulary and adjectives of  color. | 1 tiết | 57 |  | |
| **20** | B4 | understand the text of people description for details. | 1 tiết | 58 |  | |
| B 5, (6) ,7 | get further practice in Body vocabulary to describe people. | 1 tiết | 59 |  | |
| **Unit** **10: Staying Healthy** |  | **5 tiết** |  | | |
| A1,2,6 | to talk about how we feel using adjectives of Physical State. | 1 tiết | 60 |  | |
| **21** | A3,4,5, (7) | read a dialogue to recognize Polite offers and requests with “What would you like?” and “I’d like some …./ a…. /to….” | 1 tiết | 61 |  | |
| B1, 2, 3 | use some, any with there is, there are, positive, negative and Y/ N questions to talk about Food and Drink | 1 tiết | 62 |  | |
| B4, 5, 6 | use uncountable and plural Food and Drink nouns, Polite Requests “I’d like some……” and polite Offers “What would you like? | 1 tiết | 63 |  | |
| **22** | C1, 2, | talk about Favorite food and Drink to contrast “Would you like ….?” with “Do you like……….?” | 1 tiết | 64 |  | |
| C 3, 4, 5 | Practice about faverite food and drink | 1Tiết | 65 |  | |
| **Unit 11: What do You Eat?** |  |  |  | | |
| A1 | use quantifiers (a kilo of….etc)and Containers (a bottle of …ect) to talk about things people buy at the store. | 1 tiết | 66 |  | |
| **23** | A2 | listen for specific information about quantities for food shopping | 1 tiết | 67 |  | |
| A3, 4, 5 | listen for specific information about quantities for food shopping | 1 tiết | 68 |  | |
| B1, 4 | get further practice in Offers and Requests for Food and Drink, using some, any, a, an | 1 tiết | 69 |  | |
| **24** | B2, 3, 5, 6 | talk about prices for Food and Drink with “How much is it?” | 1 tiết | 70 |  | |
| **25** |  |  |  |  |  | |
| **Unit 12: Sports and Pastimes** |  |  |  | | |
| A1, 2, 3 | describe sporting activities and pastimes | 1 tiết | 71 |  | |
| A 4, 5, 6 | describe sporting activities and pastimes | 1 tiết | 72 |  | |
| **26** | B1, 2, 3 | Ask and answer about sporting activities and pastimes | 1 tiết | 73 |  | |
| B 4, 5, 6 | use “how often….” And adverbs of frequency “once, twice, three times…” | 1 tiết | 74 |  | |
| C1, 2, 3,4 | use Adverbs of frequency with “How often…..” question | 1 tiết | 75 |  | |
| **27** | C5, 6, 7 | use Adverbs of frequency with “How often…..” question. | 1 tiết | 76 |  | |
| **Grammar Practice** | Review some knowledge in unit 9,10 | 1 tiết | 77 |  | |
| **Reviews** | Review some knowledge in unit10,11 | 1 tiết | 78 |  | |
| **Kiểm tra** | Use knowledge they learned in Unit 9, 10, 11 to do the written test 3 | 1 tiết | 79 |  | |
| **Correction +15’** | know how good their English is and mistakes they often make during doing the test 3 | 1 tiết | 80 |  | |
| **Unit** **13: Activities and Seasons** |  | **4 tiết** |  | | |
| A1,2,3 | describe, ask and answer about the weather | 1 tiết | 81 |  | |
| **28** | A4,5 | use “When” clauses in positive statements  ask and answer about the weather | 1 tiết | 82 |  | |
| B1 | Talk about what they do in each season | 1 tiết | 83 |  | |
| B2,3 | write activities they do in each season | 1 tiết | 84 |  | |
| **29** | **Unit** **14: Making Plans** |  | **5 tiết** |  | | |
| A1, 2, 3 | talk about vacation plans | 1 tiết | 85 |  | |
| A4, 5, 6 | write about their vacation plans | 1 tiết | 86 |  | |
| B1, 2, 3, 4 | talk and write about their free time plans | 1 tiết | 87 |  | |
| **30** | B 5, 6, 7 | listen and understand the dialogue about free time plans | 1 tiết | 88 |  | |
| C1,2, 3, 4 | make suggestions and responding | 1 tiết | 89 |  | |
| **Grammar practice** | Review some knowledge in unit 12,13,14 | 1 tiết | 90 |  | |
| **Unit 15: Countries** |  | **6 tiết** |  | | |
| A1, 2, 3 | know about Countries, Nationalities, languages vocabulary  ask and answer about Countries, Nationalities and languages | 1 tiết | 91 |  | |
| A 4, 5, 6, 7 | ask and answer about Countries, Nationalities and languages  ask and answer about Countries, Nationalities and languages | 1 tiết | 92 |  | |
| **33** | B1,2 | use comparative and superlatives of one syllable adjective | 1 tiết | 93 |  | |
| B3,4,5 | ask and answer about state dimensions  make comparisons | 1 tiết | 94 |  | |
| C1,2 | describe natural features | 1 tiết | 95 |  | |
| **34** | C3,4 | describe natural features | 1 tiết | 96 |  | |
| **Unit** **16: Man and the Environment** | |  |  | | |  |
| A1,2,3, 6  - Không dạy A4, A5 (P.168) | identify quantities of Food | 1 tiết | 97 |  | |
| B(3), 4, 5, 7  - Không dạy B6 (P. 172) | read the text for details | 1 tiết | 98 |  | |
| **35** | **Grammar Practice** | Review some knowledge in unit 15, 16 | 1 tiết | 99 |  | |
| **Revision+15’** | Ss know how good their English is and mistakes they often make during doing the test 4 | 1 tiết | 100 |  | |
| **Revision** | Review some main points of knowledge they learned in the first term to prepare for the second semester test | 1 tiết | 101 |  | |
| **Revision** | Review some main points of knowledge they learned in the first term to prepare for the second semester test | 1 tiết | 102 |  | |
| **The second term Test** | Use nowledge they learned from unit 9 to 15 to do the first semester test | 1 tiết | 103 |  | |
| Test correction | Ss know how good their English is and mistakes they often make during doing the second term test | 1 tiết | 104 |  | |
| Revision | Review some main points of knowledge they learned in the second term | 1 tiết | 105 |  | |

**III. LỚP 7 (HỆ 7 NĂM)**

**Cả năm 35 tuần (105 tiết)**

**HỌC KÌ I (18 tuần x 3 = 54 tiết)**

| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | **Ghi chú** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **Giới thiệu chương trình** | To revise the knowledge of English 6 about vocabulary and grammar points. | 1 period | Direct learning | 1 |  |
| 2 | **Unit 1: Back to school**  **A 1,4** | Ss will be able to: - greet others and introduce about oneself  - Introduce about new friend , the way to greet others  Speaking, reading,listening | 5 period | Direct learning | 2 |  |
|  | **A 2** | - Ss will be able to read the short passage about Hoa  - Ss can aks and answer some questions about Hoa.  - Remember some more newwords.  Speaking,Reading |  | Direct learning | 3 |  |
|  | **A3,5(6)** | Ss will be able to practice listening and speaking skill  Listening and speaking |  | Direct learning | 4 |  |
|  | **B 1,2(3)** | Ss will be able to ask and answer about personal information  - Introduce a new friend in the class  Speaking, Writing |  | Direct learning | 5 |  |
|  | **B 4,5,6,(7)** | the students will be able to ask and answer about distances.  - Ss talk about the distance from my house to other places  - Ss can listen about the distance from this place to other places  Speaking, Listening |  | Direct learning | 6 |  |
| 3 | **Unit 2: Personal Information**  **A 1,2,3** | - Ss will be able to ask for and give telephone numbers  - Listen and write the telephone number  Listening, speaking | 6 period | Direct learning | 7 |  |
|  | **A4** | - Ss will be able to understand future simple tense  - Ss understand the way to use “will” to reach action is performed in the future  - Review the way to call to somebody  speaking, writing |  | Direct learning | 8 |  |
|  | **A 5,6,(7)** | ss will be able to learn the simple future tense "will", "WH" questions and answers.  Writing,reading |  | Direct learning | 9 |  |
|  | **B1,2,3** | Ss will be able to:   * + Remember, write and speak about ordinal numbers, months and the dates of the months fluently.   + Ask and answer about the dates of their birthdays and friends’ birthdays   listening, speaking |  | Direct learning | 10 |  |
|  | **B4,(5)** | Ss will be able to:  - Ask and answer about personal information  - Use the future to talk about happen action  - Understand and answer the question about the dialogue  - Write a student registration form  reading, speaking |  | Direct learning | 11 |  |
|  | **B6,7,(8),(9)** | Ss will be able to:  - Reading, pronuncing words of the text correctly and answer the teacher's suggestions - Review the future tense  - Write an invitation card for a birthday party in English.  Reading and writing |  | Direct learning | 12 |  |
| 4 | **Unit 3: At home**  **A1** | Ss will be able to use the exclamations by giving compliments and complaints , they will learn about the things in the bathroom and the kitchen.  Listening, reading | 5 period | Direct learning | 13 |  |
|  | **A 2,(4)** | - Giving compliments with “what a /an + adj + noun !”  - Making complaints with “What a /an + adj + noun!”.  - Describe the preposition of the furniture in the living room  Speaking ,writing |  | Direct learning | 14 |  |
|  | **B1** | -After the lesson,students can be able to talk about the work and ask aand anser about family, job).  Listening, reading. |  | Direct learning | 15 |  |
|  | **B2,3,4** | Ss will be able to:  - Talk about the job  - Listen to the tape in order to know the information then complete the forms.  Listening, reading |  | Direct learning | 16 |  |
|  | **B5,(6)** | Ss will be able to:  - use comparatives and superatives of irregular adjectives and long adjectives.  - Reading the dialogue and answer the questions  Listening, reading |  | Direct learning | 17 |  |
| 5 | **Unit 4: At school**  **A 1,2,3** | By the end of the lesson, students will be able to:  - review the way of speaking the time and some subjects at school.  - Ss will practice listening for details about subjects and time at school.  - Review present simpple tense  Speaking, Listening | 5 period | Direct learning | 18 |  |
|  | **A4,5** | Ss can speak to each other about the schedule and practice the present progressive tense and present simple tense |  | Direct learning | 19 |  |
|  | **A 6,(7)** | By the end of the lesson , the students will be able to: - Read and understand about school in USA  - Talk about the difference between schools in the USA and Viet Nam.  Reading |  | Direct learning | 20 |  |
|  | **B1,2** | By the end of of the lesson: - The student knows the types of books in schools - Use prepositions to say about the place of books in the library  reading,speaking |  | Direct learning | 21 |  |
|  | **B3,4,(5)** | By the end of the lesson, the students will be able to:  - know the information about one of the world’s largest libraries thoughe the text.  - They will library vocabulary.  Listening, reading. |  | Direct learning | 22 |  |
| 6 | **Language focus 1** | By the end of the lesson ss will be able to do exercises in order to review the structures and grammar which they have been learnt from unit 1 to unit 3 .  writing | 1 period | Direct learning | 23 |  |
|  | **Reviews** | By the end of the lesson ss will be able to do exercises in order to review the structures and grammar which they have been learnt from unit 4 to unit 35. |  |  | 24 |  |
| 7 | **Written test** | Stundents will be able to:  - check understanding about the structures and vocabulary that they have learnt from Unit 1 to Unit 3.  Listening, writing,reading | 1 period | Direct learning | 25 |  |
| 8 | **Correct the test** | Ss will be able to know about the common mistakes and their knowledge, from that they will know how to improve their knowledge of English.  Writing,Listening | 1period | Direct learning | 26 |  |
| 9 | **Unit 5: Work and play**  **A1,4** | After the lesson, the students will be able to:  - describe the work of a student at school.  - Ask and answer about the school  Listening, Reading | 5 period | Direct learning | 27 |  |
|  | **A2,(3)** | the students will be able to:  - Reading for details about Ba’s activities at school and at home.  - Practice the present simple tense  Reading |  | Direct learning | 28 |  |
|  | **A 5,(6),(7)** | By the end of the lesson , Ss will be able to speak about subjects at school, what they study in each subject.  **-** Practice listening skill  Listening, reading |  | Direct learning | 29 |  |
|  | **B1,2** | By the end of the lesson, Ss will be able to know about activities at recess.  - Describe activities at recess in the picture or at school  They will practice reading and listening skills  Reading,listening |  | Direct learning | 30 |  |
|  | **B 3,(4,5)** | Ss will be able to know more about activities at recess at school  - Reading comprehension and talk the difference between activities at recess in Vietnam and in American  Reading,Writing |  | Direct learning | 31 |  |
| 9 | **Unit 6: After school**  **A 1** | Ss will be able to speak about activities after school and give the invitation, the requests and respond to request  Listening, Reading,Writing | 6 period | Direct learning | 32 |  |
|  | **A 2,(5)** | Ss will be able to use adverbs of frequency with the present simple tense for after school activities  Speaking |  | Direct learning | 33 |  |
|  | **A 3,4** | , Ss will be able to read a text for details about pastime activities  ***-*** Listen to get information about after-school activities  Reading |  | Direct learning | 34 |  |
|  | **B1** | Ss will be able to make/give suggestions and accept or refuse the suggestions…  Listening , speaking |  | Direct learning | 35 |  |
|  | **B2** | Ss will be able to know a magazine survery about the most popular activities of American teenagees and ger further practice in leisure vocabulary  Reading |  | Direct learning | 36 |  |
|  | **B 3,(4,5)** | Ss will able to:  - Arrange an appointment  - Continue praticing the invitation.  - Practice the dialogue  Reading, speaking |  | Direct learning | 37 |  |
| 10 | **Language focus 2** | Ss will review the know ledge which have been learnt from unit 4 to unit 6 such as : The present continuons tense , time and subjects….  Writing | 1 period | Direct learning | 38 |  |
| 11 | **Reviews** | Ss will review the know all the knowledge which they have learnt | 1 pẻiod |  | 38 |  |
|  |  |  |  |  |  |  |
| 12 | **Unit 7: The world of work**  **A1** | Ss will be able to:  - read about Hoa’s academic work  - retell about their academic work  Reading,listening | 5period | Direct learning | 39 |  |
|  | **A 2,3** | Ss will be bale to compare American students’vacations and Vietnamese students’ vacations. Praticing reading and listening skills  reading,listening |  | Direct learning | 40 |  |
|  | **A 4** | Ss will be able to:  - Read the passage about Hoa and and answer the questions a,b,c,d  - Compare the time to study between you and Hoa  Reading |  | Direct learning | 41 |  |
|  | **B1** | Ss will be able to:  - understand the life of farmers in American  - understand new words in business theme, rest of American families  - Practice asking and answering in simple present tense  Listening,speaking,writing |  | Direct learning | 42 |  |
|  | **B2,3,4,(5)** | Students will be able to:  - Know the work of Vietnamese farmers  - Read and look for information fill  - Listen about the job and fill the information  - Comparative with fewer, less and more.  Reading,,Writing |  |  | 43 |  |
| 13 | **Unit 8: Places**  **A 1,2** | Ss will be able to ask and answer the way to the places.  Speaking, Listening | 5 period | Direct learning | 44 |  |
|  | **A3** | students will be able to:  - Ask for and give directions to the places  - Use the prepositions of place .  Speaking, Listening |  | Direct learning | 45 |  |
|  | **A 4,5** | Ss will be able to practice asking and answering about distances between two places with “ How far …”  Speaking, listening |  | Direct learning | 46 |  |
|  | **B1,5** | Ss will be able to ask and answer the price at the post office  Listening, reading |  | Direct learning | 47 |  |
|  | **B2,3,4** | Ss will be able to:  Ask and answer about reason with question “Why”  Practice the dialogue  Practice exercise questions to buy items at the post office  Reading, listening |  | Direct learning | 48 |  |
|  | **Revision** | Ss will review the knowledge which they have learnt from unit 1 to unit 3. From that they will aplly them to do the test well .  writing | 1period | Direct learning | 49 |  |
| 14 | **Revision** | Ss will review the knowledge which they have learnt from unit 1 to unit 3. From that they will aplly them to do the test well .  writing | 1 period | Direct learning | 50 |  |
|  | **Revision** | Ss will review the knowledge which they have learnt from unit 4 to unit 8. From that they will aplly them to do the test well .  **-**writing |  | Direct learning | 51 |  |
|  | **Revision** | By the end of the lesson , Ss will beable to practice doing some exercises  writing |  | Direct learning | 52 |  |
| 15 | **The first semester test** | students will be able to:  - develop 3 skills: Listening, reading and writing.  - check understanding about the structures and vocabulary that they have learnt from Unit 4 to Unit 6.  Listening,writing | 1 period | Direct learning | 53 |  |
|  | **Correct the test** | Ss will be able to know about the common mistakes and their knowledge, from that they will know how to improve their knowledge of English.:  reading, writing | 1 period | Direct learning | 54 |  |
| **HOC KY II** | | | | | | |
| 16 | **Unit 9: At home and away**  **A 1** | Ss will be able to:  - understand the past simple tense.  - They will know about some of the irregular verbs and regular verbs.  - Use past simple tense to tell about happened events  Listening , speaking | 5 period | Direct learning | 55 |  |
|  | **A 2,3** | By the end of the lesson, students will be able to:  - Tell the story about the Robinsons’s trip to Tri Nguyen Aquarium.  - Ask and anwser the happened events in the past  - Listen and find information to choose the correct sentense  Reading and listening |  | Direct learning | 56 |  |
|  | **A 4,(5)** | By the end of the lesson, students will be able to:  - Read comprehension about Ba’s diary and correct the false information  - Practice the past simple tense and compare with presenr simple and future  : Reading |  | Direct learning | 57 |  |
|  | **B 1,2** | the students will be able to:  - talk about the neighbor  - practice the past simple tense in negative and interrogative forms and short answers to talk about past activities.  Listening and speaking |  | Direct learning | 58 |  |
|  | **B 3,4** | Ss will read the text for details to understand Hoa’s sewing work and further practice in WH- questions to talk about past activities Practice present simple tense  Reading |  | Direct learning | 59 |  |
| 17 | **Language focus 3** | Ss will practice the past simple tense , prepositions of places , “ How much “ “ How far “ to talk about the price and distance , comparatives with more , less and fewer.  writing | 1period | Direct learning | 60 |  |
| 18 | **Unit 10: health and hygience**  **A 1** | Ss will read a letter to understand the details about Hoa and her family.  - Remember happened activities  - Review the simple present to talk about habit and daily work  Reading | 5 period | Direct learning | 61 |  |
|  | **A 2,3** | Ss will be able to:  - Listen and arrange the picture in correct order.  - List the activities dairy of Hoa  - Ask and answer the activities dairy of Nam and yourself  - Practice listening and speaking skills .  Listening, speaking |  | Direct learning | 61 |  |
|  | **A 4** | Ss will be able to write a letter to reply and talk about the routine and hygiene.  Practice writing skill.  Writing |  | Direct learning | 62 |  |
|  | **B 1,2, (5)** | Ss will be able to:  -Know the news to tell about toothache in dentist’s room.  - Review past simple to retell happened actions.  - Answer the questions about doctor Lai.  ?  Listening |  | Direct learnin | 63 |  |
|  | **B 3,4,(6)** | Ss will be able to:  -review some new words  -Read and find the word summary the actiions happened in dentist’s room  -Practice question “Why”  Reading |  | Direct learning | 64 |  |
| 19 | **Unit 11:Keep fit, stay healthy**  **A1** | **I. Objective:** By the end of the lesson, Ss will be able to:  - understand something when they were checked up the healthy.  - nurse’s language use when having the students follow these steps while medicals check -up  Reading , speaking | 5 period | Direct learning | 65 |  |
|  | **A2** | By the end of the lesson, Ss will listen for  Listening |  | Direct learning | 66 |  |
|  | **A3** | Ss will be able to: ask and answer about personal information  Writing |  | Direct learning | 67 |  |
|  | **B1,(2)** | Ss will be able to:  - Ask and asnwer questios about sickness  - Know more new words  Listening, reading |  | Direct learning | 68 |  |
|  | **B 4,(5)** | Ss will be able to understand the symptoms of the common cold and the cues to prevent it. Practice readind skill.  Reading |  | Direct learning | 69 |  |
| 20 | **Reviews** | Ss will review the knowledge which they have learnt from unit 10 to unit 11. From that they will aplly them to do the test well .  **-**writing |  | Direct learning | 70 |  |
| 20 | **Unit 12: Let’s eat**  **A1,2** | , Ss will be able to talk about the food.  - Express to like or dislike dishes, food.  Listening, reading | 5 period | Direct learning | 71 |  |
|  | **A3(a),5** | Ss will be able to:  - Know a meal cooking process  - Write the menu for a meal - Know how to instruct cooking  - Remember more some vocabulary  Reading |  |  | 72 |  |
|  | **B1,2** | Ss will be able to know why Ba had to go to the doctor’s and the reason which caused Ba’s stomachache.  Listening, speaking |  | Direct learning | 73 |  |
|  | **B 2,3** | Ss can know how is the balanceed diet.  Reading,writing |  | Direct learning | 74 |  |
|  | **A 4+B4,5** | Ss will be able to know about a balanced diet . Listen to a text for details and further practice in food vocabulary. They continue to practice listening skill. They will know what they should do to have a healthy lifestyle.  Reading, listening,writing |  | Direct learning | 75 |  |
| 21 | **Language focus 4** | ss review and practice past simple, Indefinite quantifiers, Too and Either, So and Neither and Imperatives.  do grammar exercises | 1period | Direct learning | 76 |  |
|  | **Reviews** | ss review and practice | 1period | Direct learning | 77 |  |
| 22 | **Written test** | students will be able to check understanding about the structures and vocabulary that students have learnt from Unit 9 to Unit 11.  reading, writing, listening | 1period | Direct learning | 78 |  |
|  | **Correct the test** | Ss will be able to know about mistakes from that they will know how to improve their knowledge of English. | 1period | Direct learning | 79 |  |
| 23 | **Unit 13: Activities**  **A 1,(2)** | Ss will be able to:  - Know about the ten most popular sports which teenagers in the USA usually play.  - Talk about the popullar sports which Vietnameses teenagers like  reading, listening | 5 period | Direct learning | 80 |  |
|  | **A 3,(5)** | Ss will be able to know how to use adjectives with noun and adverbs with verb talking about sport.  speaking, reading,listening |  | Direct learning | 81 |  |
|  | **A4.(6)** | Ss understand walking and advantage of this sport.  reading, practice the words about sports |  | Direct learning | 82 |  |
|  | **B1,2** | The students will cotinue to practice about the topic of sports and in modal verbs  listen,reading,speaking |  | Direct learning | 83 |  |
|  | **B 3,(4,5)** | Ss will know about a new sport and they continue to practice with modal verbs .  Practice reading skill.  reading the text |  | Direct learning | 84 |  |
| 24 | **Unit 14: Freetime Fun**  **A1** | - Students talk about activities  -To talk about hobby  To talk about programs on TV  Reading,Listening | 5 period | Direct learning | 85 |  |
|  | **A2+test 15’** | After the lesson:  - Students can express and respond to invitations - Express preferences about the choice of entertainment programs  speaking |  | Direct learning | 86 |  |
| 25 | **A3,(4)** | - Students will be able to understand the development of television in Viet Nam  reading |  | Direct learning | 87 |  |
|  | **B1,2** | - Students can talk about the television abd TV programs.  - Ask and express the choice  reading, listening, speaking |  | Direct learning | 88 |  |
|  | **B3,4** | - the students will understand about popular TV programs for viewers and teenagers.  - Know more new words  reading , writing |  | Direct learning | 89 |  |
| 27 | **Unit 15: Going out**  **A 1** | the students will be able to give the advice and respond for not doing something such as: playing video games. They will talk about video games and disadvantages of playing video games.  Listening, reading | 5 period | Direct learning | 90 |  |
|  | **A 2,(3)** | Students will be able to understand video games and some disadvantages of playing video games.  Reading |  | Direct learning | 91 |  |
|  | **B1,2** | Students will be able to know about life in the city and life in the country.  Listen and reading |  | Direct learning | 92 |  |
|  | **B3** | students will be able to talk about favorite activeties in the evening  Reading,listening |  | Direct learning | 93 |  |
|  | **B4,(5)** | students will be able to practice listening  Listening |  | Direct learning | 94 |  |
| 28 | **Unit 16: People and places**  **A 1,2** | Students will be able to talk about the countries and the capitalin Asia  - Review adverb frequency  Reading,listening, speaking | 5 period | Direct learning | 95 |  |
|  | **A3,4** | - After the lesson, Ss listen and get information  - Students play role of the pilot  - Students get more information about other places*:*  Reading, listening |  | Direct learning | 96 |  |
|  | **B1** | Students will be able to talk about Vo Nguyen Giap and a historic place  - To name the historic sites associated with knowledge of the characters learn sinhvaf associated with sites that  Reading,listening |  | Direct learning | 97 |  |
|  | **B2,(3)** | students will be able to talk about xfamous characters in thre fields: science, sports, literature, music....  - Know more vocabulary  Reading, speaking |  | Direct learning | 98 |  |
|  | **B 4,5** | students will be able to know about 2 famous people:*Thomas Edison*, an American inventor and *Hans Christian Andersen*, a Danish author.  Reading, listening |  | Direct learning | 99 |  |
| 29 | **Language focus 5** | Ss will be able to review the grammartical structures and the vocabulary that they learnt in the second semester of grade 7 .  -To drill Ss reading, writing, and listening skills.  reading, writing, and listening | 1 period | Direct learning | 100 |  |
| 30 | **Revision** | -After the lesson Ss will be able to review the grammartical structures and the vocabulary that they learnt in grade 7 .  reading, writing, and listening | 2 period | Direct learning | 101 |  |
|  | **Revision** | -After the lesson Ss will be able to review the grammartical structures and the vocabulary that they learnt in grade 7 .  reading, writing, and listening | 3period | Direct learning | 102 |  |
|  | **Revision** | **-**By the end of the lesson , students will be able to do some grammar exercises  -They will have a better skills doing written test  reading, writing, and listening |  | Direct learning | 103 |  |
| 31 | **The test for semester 2** | Students will be able to do some kinds of exercises  -The teacher can check student’s knowledge from unit 9 to unit 16.:  reading, writing, listening | 1 period | Direct learning | 104 |  |
|  | **Correct the test** | Ss will be able to know about mistakes from that they will know how to improve their knowledge of English.  Listening, writing,reading | 1period | Direct learning | 105 |  |

**IV.LỚP 7** *(Hệ 10 năm).* Tổng cả năm 105 tiết.

*Học kì I: 18 tuần: 3 tiết/ tuần = 54 tiết.*

*Học kì II: 18 tuần: 3 tiết/ tuần = 54 tiết.*

**HỌC KÌ I**

| **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIT 1: MY HOBBIES** | **By the end of this unit, Ss can:** • pronounce the sounds /ə/ and /ɜ:/ correctly in isolation and in context • use lexical items related to hobbies • use the present simple, the future simple and verbs of liking + V*-ing* correctly and appropriately • describe and give opinions about hobbies • read for specific information about an unusual hobby • listen to get specific information about a hobby • write a paragraph about a classmate’s hobby | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 1 | Lesson 1: Getting started |  |
| 2 | Lesson 2: A closer look 1 |  |
| 3 | Lesson 3: A closer look 2 |  |
| 4 | Lesson 4: Communication |  |
| 5 | Lesson 5: Skills 1 |  |
| 6 | Lesson 6: Skills 2 |  |
| 7 | Lesson 7: Looking back |  |
| **UNIT 2: HEALTH** | **By the end of this unit, Ss can:** • pronounce the sounds /f/ and /v/ correctly • use lexical items related to health issues • use imperatives with *more* and *less* • form compound sentences and use them correctly • talk about health issues and give advice on healthy living • listen to get specific information about health problems and advice • write a reply giving advice to someone with a health problem | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 8 | Lesson 1: Getting started |  |
| 9 | Lesson 2: A closer look 1 |  |
| 10 | Lesson 3: A closer look 2 |  |
| 11 | Lesson 4: Communication |  |
| 12 | Lesson 5: Skills 1 |  |
| 13 | Lesson 6: Skills 2 |  |
| 14 | Lesson 7: Looking back |  |
| **UNIT 3: COMMUNITY SERVICES** | **By the end of this unit, Ss can:** • pronounce words containing the sounds /g/ and /k/ in isolation and in context • use lexical items related to community service and volunteer work • understand the difference between the past simple and the present perfect • use the time expressions that go with the past simple and the present perfect • read for specific information about community service and volunteer work • listen for specific information about volunteer work • write a paragraph about volunteer work | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 15 | Lesson 1: Getting started |  |
| 16 | Lesson 2: A closer look 1 |  |
| 17 | Lesson 3: A closer look 2 |  |
| 18 | Lesson 4: Communication |  |
| 19 | Lesson 5: Skills 1 |  |
| 20 | Lesson 6: Skills 2 |  |
| 21 | Lesson 7: Looking back |  |
| **Review 1** | - Revise the language they have studied since unit 1 to unit 3  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class | 22 | **Language + Test 15 minutes** |  |
| 23 | **Skills** |  |
| **Review** | - Revise the language they have studied since unit 1 to unit 3  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class | 24 | **Review** |  |
| **WRITTEN TEST 1** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 25 | **WRITTEN TEST 1** |  |
| **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience… | 1period | In class: individual, class | 26 | **TEST CORRECTION** |  |
| **UNIT 4: MUSIC AND ARTS** | **By the end of this unit, Ss can:** • pronounce the sounds /ʃ/ and /ʒ/ correctly in isolation and in context • use lexical items related to the topic ‘Music and Arts’ • use comparisons: *(not) as … as; the same as* ; *different from* • express agreement using *too* and *either* • use some combinations: *draw/ paint a picture, play the guitar* … • read for specific information about traditional arts • talk/ sing or do other activities related to music and arts • listen to get information about an artist • write an informal letter of invitation | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 27 | Lesson 1: Getting started |  |
| 28 | Lesson 2: A closer look 1 |  |
| 29 | Lesson 3: A closer look 2 |  |
| 30 | Lesson 4: Communication |  |
| 31 | Lesson 5: Skills 1 |  |
| 32 | Lesson 6: Skills 2 |  |
| 33 | Lesson 7: Looking back |  |
| **UNIT 5: VIETNAMESE FOOD AND DRINK** | **By the end of this unit, Ss can:** • pronounce the sounds /ɒ/ and /ɔ:/ correctly in isolation and in context • use lexical items related to the topic ‘Vietnamese Food and Drink’ • distinguish countable nouns and uncountable nouns • read for specific information about *pho*, a popular food in Viet Nam • use *a/an*, *some* and *any* to talk about quantity • use *How much* and *How many* to ask about quantity • talk about different types of Vietnamese food, drink, and recipes • listen for specific information about different traditional foods • write about some popular foods or drinks | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 34 | Lesson 1: Getting started |  |
| 35 | Lesson 2: A closer look 1 |  |
| 36 | Lesson 3: A closer look 2 |  |
| 37 | Lesson 4: Communication |  |
| 38 | Lesson 5: Skills 1 |  |
| 39 | Lesson 6: Skills 2 |  |
| 40 | Lesson 7: Looking back |  |
| **REVIEW** | - Revise the language they have studied from unit 4 to unit 5  - Practice language skills. | 1period | In class: individual, pair work, group work, class | 41 | **REVIEW + Test 15 minutes** |  |
| **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM** | By the end of this unit, Ss can: • pronounce the two sounds /tʃ/ and /dʒ/ correctly in isolation and in context • use lexical items related to historic places and things, and arrangements for a trip • use the passive voice to emphasise actions or events • read a passage for specific information about the first university in Viet Nam • listen for specific information about a famous teacher • write a short passage about a historic place | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 42 | Lesson 1: Getting started |  |
| 43 | Lesson 2: A closer look 1 |  |
| 44 | Lesson 3: A closer look 2 |  |
| 45 | Lesson 4: Communication |  |
| 46 | Lesson 5: Skills 1 |  |
| 47 | Lesson 6: Skills 2 |  |
| 48 | Lesson 7: Looking back |  |
| **REVIEW 2** | - Revise the language they have studied in the first term  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class | 49 | **Lesson 1: Language** |  |
| 50 | **Lesson 2: Skills** |
| **REVIEW FOR THE 1st TERM TEST** | - Revise the language they have studied in the first term  - Practice language skills. | 1period | In class: individual, pair work, group work, class | 51 | **REVIEW FOR THE 1st TERM TEST** |  |
| **REVIEW FOR THE 1st TERM TEST** | - Revise the language they have studied in the first term  - Practice language skills. | 1period | In class: individual, pair work, group work, class | 52 | **REVIEW FOR THE 1st TERM TEST** |  |
| **1ST TERM TEST** | Apply what they’ve learned to do the test. | 1 period | Evaluate through the test  In class: individual | 53 | **1ST TERM TEST** |  |
| **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience… | 1period | In class: individual, class | 54 | **TEST CORRECTION** |  |

**HỌC KÌ II LỚP 7:** *(17 tuần: 3 tiết/ tuần = 51 tiết)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** |  | | | **Tiết** | **Ghi chú** |
| **UNIT 7: TRAFFIC** | **By the end of this unit, Ss can:** • pronounce the sounds /e/ and /eɪ/ correctly in isolation and in context • use lexical items related to the topic ‘Traffic’ • use ‘it’ for distances • use ‘used to’ to talk about past habits or states • know the meaning of some road signs • read for specific information about traffic rules/ laws • talk about obeying traffic rules/ laws, and how to use the road safely • listen to get information about traffic problems in big cities • write a paragraph about traffic problems in a city/ an area | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 55 | | | Lesson 1: Getting started |  |
| 56 | | Lesson 2: A closer look 1 | |  |
| 57 | | Lesson 3: A closer look 2 | |  |
| 58 | | Lesson 4: Communication | |  |
| 59 | | Lesson 5: Skills 1 | |  |
| 60 | | Lesson 6 : Skills 2 | |  |
| 61 | Lesson 7: Looking back | | |  |
| **UNIT 8: FILMS** | **By the end of this unit, Ss can:** • pronounce correctly the –*ed* ending in verbs • use lexical items related to the topic ‘Films’ • know the meaning and how to use –*ing* and –*ed* adjectives • use *although, despite*/ *in spite of* to express contrast between two pieces of information in the same sentence • use *however* and *nevertheless* to express contrast between two sentences • read for specific information about someone’s review of his/ her favourite film • talk about a film (its plot, main characters, cast, etc.) • listen for specific information about someone’s favourite film star • write a review of a film | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 62 | Lesson 1: Getting started | | |  |
| 63 | Lesson 2 : A closer look 1 | | |  |
| 64 | Lesson 3: A closer look 2 | | |  |
| 65 | Lesson 4: Communication | | |  |
| 66 | Lesson 5: Skills 1 | | |  |
| 67 | Lesson 6: Skills 2 | | |  |
| 68 | Lesson 7: Looking back | | |  |
| **UNIT 9: FESTIVALS AROUND THE WORLD** | **By the end of this unit, Ss can:** • pronounce two-syllable words with correct stress in isolation and in context • use lexical items related to the topic 'Festivals around the world’ • use adverbial phrases correctly and appropriately • make and answer *H/ Wh*-questions correctly • ask about and describe different festivals • read for specific information about an unusual festival • listen to get specific information about a music festival • write a description of a festival they attended | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 69 | Lesson 1: Getting started | | |  |
| 70 | Lesson 2 : A closer look 1 | | |  |
| 71 | Lesson 3: A closer look 2 | | |  |
| 72 | Lesson 4: Communication | | |  |
| 73 | Lesson 5: Skills 1 | | |  |
| 74 | Lesson 6 : Skills 2 | | |  |
| 75 | Lesson: Looking back | | |  |
| **Review 3** | - Revise the language they have studied since unit 7 to unit 9  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class | 76 | Lesson1:Language + Test 15’ | | |  |
| **77** | Lesson 2: Skills | | |  |
| **Review** | - Revise the language they have studied since unit 7 to unit 9  - Practice language skills. | 1 periods | In class: individual, pair work, group work, class | 78 | **Review** | | |  |
| **WRITTEN TEST 3** | - Apply what they’ve learned to do the test. | 1period | In class: individual.  Evaluate through the test | 79 | **WRITTEN TEST 3** | | |  |
| **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience… | 1period | In class: individual, class | 80 | **TEST CORRECTION** | | |  |
| **UNIT 10: SOURCES OF ENERGY** | **By the end of this unit, Ss can:** • pronounce three-syllable words correctly • use lexical items related to sources of energy • use the future continuous tense and future simple passive • talk about the advantages and disadvantages of different sources of energy • read a passage about renewable and non-renewable energy • listen to a passage of a new source of energy • write a short passage about how to save energy | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 81 | Lesson 1: Getting started | | |  |
| 82 | Lesson 2: A closer look 1 | | |  |
| 83 | Lesson 3: A closer look 2 | | |  |
| 84 | Lesson 4: Communication | | |  |
| 85 | Lesson 5: Skills 1 | | |  |
| 86 | Lesson 6: Skills 2 | | |  |
| 87 | Lesson 7: Looking back & project | | |  |
| **UNIT 11: TRAVELLING IN THE FUTURE** | **By the end of this unit, Ss can:** • appropriately use rising and falling intonation for Yes-No and Wh-questions • use lexical items related to future means of transport and movement • understand the difference between facts and opinions • use *will* for future prediction • use possessive pronouns • read for specific information about the inventions of future means of transport • listen for specific information about a future means of transport • write a paragraph about future means of transport | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 88 | Lesson 1: Getting started | | |  |
| 89 | Lesson 2: A closer look 1 | | |  |
| 90 | Lesson 3: A closer look 2 | | |  |
| 91 | Lesson 4: Communication | | |  |
| 92 | Lesson 5: Skills 1 | | |  |
| 93 | Lesson 6: Skills 2 | | |  |
| 94 | Lesson 7: Looking back & project | | |  |
| **REVIEW** | - Revise the language they have studied since unit 10 to unit 11  - Practice language skills. | 1period | In class: individual, pair work, group work, class | 95 | **REVIEW + Test 15’** | | |  |
| **UNIT 12: AN OVERCROWDED WORLD** | **By the end of this unit, Ss can:** • mark the stress on two- and three-syllable words and pronounce them correctly • use lexical items related to the topic "An overcrowded world" • use comparisions of quantifiers with *more, less/ fewer* • make tag questions • read for specific information about the population explosion • talk about the disadvantages of being in an overcrowded place • listen for specific information in a film review • write a short passage about the population growth of an area | 7 periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,  coorperation  organization,  or pronunciation ect | 96 | Lesson 1: Getting started | | |  |
| 97 | Lesson 2: A closer look 1 | | |  |
| 98 | Lesson 3: A closer look 2 | | |  |
| 99 | Lesson 4: Communication | | |  |
| 100 | Lesson 5: Skills 1 | | |  |
| 101 | Lesson 6: Skills 2 | | |  |
|  | In class: individual, pair work, group work, class | 102 | Lesson 7: Looking back | | |  |
| REVIEW 4 | - Revise the language they have studied in the first term  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class | 103 | Language | | |  |
| 104 | skill | | |  |
| THE SECOND TERM TEST | Apply what they’ve learned to do the 1st term test. | 1period | In class: individual.  Evaluate through the test  In class: individual, class | 105 | **The 2nd term examination** | | |  |

**LỚP 8 HỆ 7 NĂM**

**Cả năm học: 35 tuần x 3 = 105 tiết**

**Học kì I: 18 tuần x 3 = 54 tiết**

**Học kì II: 17 tuần = 51 tiết**

| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | **Unit 1**  **MY FRIENDS** | - Introduction people  - Respond to introduction  - Describe people  - Write about oneself and about other people  - Use the simple tensse and  Present simple to talk about the general truths  - (not) adjective + enough + to-infinitive | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 1  2  3  4  5 | 1-5  Lesson 1: Getting started....  Lesson 2: Speak + LF 3,4  Lesson 3: Listen + LF 1,2  Lesson 4: Read  Lesson 5: Write |  |
| 2 | **Unit 2**  **MAKING ARRANGEMENTS** | - Talk about intentions  - Use the telephone to make and confirm arrangements  - Take a telephone message  - Talk about intentions with *be going to*  - Adverbs of places | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 6  7  8  9  10 | 6-10  Lesson 1: Getting started....  Lesson 2: Speak + LF 3  Lesson 3: Listen + LF 1,2  Lesson 4: Read  Lesson 5: Write – Bỏ phần 3 (P.24) |  |
| 3 | **Unit 3**  **AT HOME** | - Describe places  - Describe situations  - Ask for and give reasons  - Write a description of a room  - Reflexive pronouns  - Modals : Must, have to, ought to  - Why -Because | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking – answering. | 11  12  13  14  15  16 | 11-16  Lesson 1: Getting started....  Lesson 2: Speak  Lesson 3: Listen  Lesson 4: Read  Lesson 5: Write  Lesson 6: Language focus |  |
| 4 | **Review** | Help students to consolidate the language and grammar from unit 1 to unit 3 | 1Period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 17 | Review + test 15’ |  |
| 5 | **Unit 4**  **OUR PAST** | - Talk about past events  - Express feelings  - Write a short imaginary story  - Past simple tense.  - used to  - Prepositions of time: in, on, at, after, before, between. | 5Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 18  19  20  21  22 | 18-22  Lesson 1: Getting started....  Lesson 2: Speak + LF 4  Lesson 3: Listen + LF 1,2,3  Lesson 4: Read  Lesson 5: Write |  |
| 6 | **Review** | Help students to consolidate the language and grammar from unit 1 to unit 3 | 2Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 23  24 | 23-24  Review  Review |  |
| 7 | **WRITTEN TEST** | The language and grammar contents from unit 1 to unit 3. | 1Period | In class: individual.  Evaluate through the test | 25 | **WRITTEN TEST** |  |
| 8 | **Test correction** | - The details of the test papers. | 1Period | In class: individual.  Evaluate through asking-answering | 26 | **Test correction** |  |
| 9 | **Unit 5**  **STUDY HABITS** | - Give instructions and advice  - Express obligation  - Write a letter to a friend  - Adverbs of manner  - Modal: should  - Command, request and advice in reported speech. | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 27  28  29    30  31  32 | 27-32  Lesson 1: Getting started....  Lesson 2: Speak + Listen  Lesson 3: Read 1 : Text & Exercise 1  Lesson 4: Read 2 : Text & Ex 2  Lesson 5: Write  Lesson 6: Language focus 1,3,4- Bỏ LF 2 ( P.52) |  |
| 10 | **Unit 6**  **THE YOUNG PIONEER CLUB** | - Talk about the future  - Ask for favors and offer assistance  - Write a letter telling about a future plan  - Present simple with future meaning.  - Gerunds.  - Modals: may, can, could | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 33  34  35  36  37 | 33 – 37  Lesson 1: Getting started....  Lesson 2: Speak + Listen  Lesson 3: Read  Lesson 4: Write  Lesson 5: Language focus |  |
| 11 | **Review** | Help students to consolidate the language and grammar from unit 4 to unit 6 | 1Period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 38 | **Review + ( Test 15 minutes)** |  |
| 12 | **Unit 7**  **MY NEIGHBORHOOD** | - Make comparisons  - Ask for information and assistance  - Write a community notice  - Present perfect with **for** and **since**  - Comparison with like, (not) as … as, (not) the same as, different from … | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 39  40  41  42  43 | 39 - 43  Lesson 1: Getting started....  Lesson 2: Speak + LF 1,4  Lesson 3: Listen + LF 2,3,5  Lesson 4: Read  Lesson 5: Write |  |
| 13 | **Unit 8**  **COUNTRY LIFE AND CITY LIFE** | - Talk about differences  - Talk about future events and changes  - Present progressive  + to talk about the future  + to show changes with **get** and **become**  - Comparative and superlative adjectives. | 5  Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 44  45  46  47  48 | 44 – 48  Lesson 1: Getting started....  Lesson 2: Speak + LF 3,4,5  Lesson 3: Listen + LF 1,2  Lesson 4: Read  Lesson 5: Write |  |
| 14 | Revision for the first semester test | - The language and grammar contents from unit 1 to unit 8. | 4Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 49  50  51  52 | 49 -52  Review for the first semester 1  Review for the first semester 2  Review for the first semester 3  Review for the first semester 3 |  |
| 15 | THE FIRST SEMESTER TEST | The language and grammar contents from unit 1 to unit 8. | 1Period | In class: individual  Evaluate through the test | 53 | THE FIRST SEMESTER TEST |  |
| 16 | **Test correction** | The details of the test papers. | 1Period | In class: individual.  Evaluate through asking-answering | 54 | Test correction |  |

**Hoc Ky 2**

| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 17 | **Unit 9**  **A FIRST-AID COURSE** | - Make and respond to offers, promises and requests  - Give instructions  - Write a thank-you note  - in order to, so as to  - Simple future.  - Modal will to make requests, offers and promises | 5Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 55  56  57  58  59 | 55 – 59  Lesson 1: Getting started....  Lesson 2: Speak + Listen Lesson 4: Read  Lesson 5: Write  Language Focus |  |
| 18 | **Unit 10**  **RECYCLING** | - Give and respond to instructions  - Talk about feelings  - Write a set of instructions  - Passive forms.  - Adjectives followed by:  + an infinitive  + a noun clause. | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 60  61  62  63  64  65 | 60-65  Lesson 1: Getting started....  Lesson 2: Speak + Listen  Lesson 3: Read 1 : Text & Exercise 1  Lesson 4: Read 2 : Text & Ex2  Lesson 5: Write  Lesson 6: Language focus |  |
| 19 | **Unit 11**  **TRAVELING AROUND VIETNAM** | - Express interest  - Make and respond to a formal requests  - Make suggestions  - Completea narrative  - Participle ed and ing  - Request with:  + Would/ Do you mind if …?  + Would/ Do you mind + V.ing? | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 66  67  68  69  70  71 | 66-71  Lesson 1: Getting started....  Lesson 2: Speak + Listen Lesson 3: Read 1 : Text & Exercise 1  Lesson 5: Read 2 : Text & Exercise 2  Lesson 6: Write  Language Focus |  |
| 20 | **Review** | The language and grammar contents from unit 9 to unit 11. | 1Period | In class: individual, pair work, group work, class | 72 | **Review + ( Test 15 minutes)** |  |
| 21 | **Unit 12**  **A VACATION ABROAD** | - Make plans  - Make, accept and decline invitations  - Ask and answer about the weather  - Write a postcard  - Past progressive.  - Past progressive with when, while.  - Past progressive with always. | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 73  74  75  76  77  78 | 75-80  Lesson 1: Getting started....  Lesson 2: Speak  Lesson 3: Listen  Lesson 4: Read  Lesson 5: Write  Lesson 6: Language focus |  |
|  | **Review** | The language and grammar contents from unit 9 to unit 11. | 2 Periods | In class: individual, pair work, group work, class | 79  80 | Review  Review |  |
| 19 | **WRITTEN TEST 3** | The language and grammar contents from unit 9 to unit 11. | 1Period | In class: individual.  Evaluate through the test | 81 | **WRITTEN TEST 3** |  |
| 20 | **Test corretion** | The details of the test papers | 1Period | Kiểm tra 15 phút/Dạy học tập trung | 82 | Test corretion |  |
| 22 | **Unit 13**  **FESTIVALS** | - Ask for explanation of events  - Give an account of something  - Write a paragraph about what was done  - Passive form: be + P2.  - Compound words.  - Reported speech. | 6 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 83  84  85  86  87  88 | 83-88  Lesson 1: Getting started....  Lesson 2: Speak  Lesson 3: Listen  Lesson 4: Read  Lesson 5: Write  Lesson 6: Language focus |  |
| 23 | **Unit 14**  **WONDERS OF THE WORLD** | - Seek information  - Recognize and complete a questionaire  - Write a letter to a friend  - Passive form.  - Indirect question with if and whether. | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 89  90  91  92  93 | 89-93  Lesson 1: Getting started....  Lesson 2: Speak + LF 3,4  Lesson 3: Listen + LF 1,2  Lesson 4: Read  Lesson 5: Write |  |
| 24 | **Review** | The language and grammar contents from unit 12 to unit 14. | 1Period | In class: individual, pair work, group work, class | 94 | **Review + ( Test 15 minutes)**Review |  |
| 25 | **Unit 15 COMPUTERS** | - Express opinion  - Agree and disagree  - Complete a flow chart  - Write a set of instruction  - Comparison of present perfect and past simple.  - Present perfect with **yet** and **already** | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 95  96  97  98  99 | 95-99  Lesson 1: Getting started....  Lesson 2: Speak + LF 1,3  Lesson 3: Listen( Unit 16) + LF 2,4  Lesson 4: Read  Lesson 5: Write |  |
| 28 | **Revision** | - The language and grammar contents from unit 9 to unit 15. | 4 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 100  101  102  103 | 100-103  Review 1  Review 2  Review 3  Review 4 |  |
| 29 | **THE SECOND SEMESTER TEST** | The language and grammar contents from unit 9 to unit 15. | 1Period | In class: individual.  Evaluate through the test | 104 | **THE SECOND SEMESTER TEST** |  |
| 30 | **Test correction** | - The details of the test papers. | 1Period | In class: individual.  Evaluate through asking-answering | 105 | **Test correction** |  |

**LỚP 8 sách hệ 10 năm**

*Cả năm: 35 tuần = 105 tiết*

*Học kỳ I: 18 tuần = 54 tiết*

*Học kỳ II: 17 tuần = 51 tiết*

**HỌC KỲ I LỚP 8**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| 1 | **UNIT 1:**  **LEISURE ACTIVITIES** | Understand new words and structures related to the topic “leisure activities” in the dialogue  --Use the lexical items related to leisure activities  - Pronounce /br/ and /pr/  Understand new grammar :  +Verbs of liking +gerunds +Verbs of liking +to –infinitive  - Do listening and reading exercises  -Write to discuss an opinion about leisure activities | 7periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 1  2  3  4  5  6  7 | 1-7  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4: Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback & project |  |
| 2 | **UNIT 2:**  **LIFE IN THE COUNTRYSIDE** | -Use the lexical items related to the topic of life in the countryside  -Pronounce /bl/ and /cl/  -Review comparative forms of adjectives and adverbs .  - Do listening and reading exercises  -Talk about what they ke or dislike about life in the countryside  -Write a short paragraph about changes in the countryside | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 8  9  10  11  12  13  14 | 8-14  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 3 | **UNIT 3:**  **PEOPLES OF VIETNAM** | - Pronounce correctly the sounds /sk/, sp/ and /st/.  -Get acquainted with the topic about ethnic groups of Viet Nam  -Review: + Articles ( a, an, the)  + All types of questions and question words  - Describe and give opinions about peoples of VN.  - Do listening and reading exercises  - Talk about our own ethnic group  -- Write a paragraph about how to cook a traditional dish | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 15  16  17  18  19  20  21 | 15-21  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 4 | **REVIEW 1** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills. | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 22  23 | Lesson 1: Language +  test 15 minutes  Leson 2: Skills |  |
| 5 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills. | 1 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 24 | Review |  |
| 6 | **WRITTEN**  **TEST (1)** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 25 | **WRITTEN**  **TEST (1)** |  |
| 7 | **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | 26 | **Test Correction** |  |
| 8 | **UNIT 4: OUR CUSTOMS AND TRADITIONS** | - Get some information about our customs and traditions  - Pronounce correctly the sounds /spr/ and /str/ in isolation and in context; use vocabulary related to the topic .  - Review : + “should and shouldn’t” to express advice  + “have to” to express obligation or necessity  - Describe the table manners in the UK and compare with those in VN  - Do listening and reading exercises  - Write a paragraph about a traditional dance  - Use action verbs to talk about a traditional dance | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 27  28  29  30  31  32  33 | 27-33  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 9 | **UNIT 5: FESTIVALS IN VIETNAM** | - Stress correctly multi-syllable words with –ion and –ian endings  - Use the lexical items related to the topic “festivals in Viet Nam”  - Write compound sentences using conjunctions: and, but, or, yet, so and conjunctive adverbs: however, nevertheless, moreover, therefore, otherwise  - Write complex sentences using subordinators: because, if, when, while, although, even though  - Read for specific information about festivals  - Talk about a festival  - listen for specific information about a Festival.  - write about the festival they like or have been to | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 34  35  36  37  38  39  40 | 34-40  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback & project |  |
| 10 | **REVIEW**  15-minute test | - Revise the language they have studied  since unit 4 to unit 5  - Practice language skills. | 1 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 41 | **REVIEW**  15-minute test |  |
| 13 | **UNIT 6:**  **FOLK TALES** | - Use the lexical items related to the topic ‘Folk Tales’  - Use an exclamatory sentence with the correct intonation  - Use the past continuous tense correctly  - Distinguish between the past continuous tense and the simple past tense  - talk about a legend/ folk tale / fairy tale/ fable ( its plot. Main characters,etc)  - read for specific information in a fairy tale  - listen for specific information in a fairy tale  - write a narrative of legend / folk tale/ fairy tale/ fable. | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 42  43  44  45  46  47  48 | 42-48  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback & project |  |
| 14 | **REVIEW 2** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 49  50 | Leson 1: Language  Leson 2: Skills |  |
|  | **REVIEW FOR THE FIRST SEMESTER TEST** | - Revise the language they have studied  since unit 1 to unit 6  - Practice language skills | 2 periods | In class: individual, pair work, group work, class  Evaluate through doing exercise, asking - answering, | 51-  52 | REVIEW FOR THE FIRST SEMESTER TEST |  |
| 15 | **THE FIRST SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 53 | **THE FIRST SEMESTER WRITTEN TEST** |  |
| 16 | **THE FIRST SEMESTER WRITTEN TEST**  **CORRECTION** | - Give comments to encourage the students to study hard.  - Discuss the ways to improve the test score. | 1 period | - In class: individual, pair work, group work, class | 54 | **THE FIRST SEMESTER WRITTEN TEST**  **CORRECTION** |  |

**HỌC KÌ II LỚP 8**

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| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| 17 | **UNIT 7: POLLUTION** | - Pronounce the words ending in –ic ans –al correctly in isolation and in context  - Use the lexical items related to the topic" Pollution"  - Use conditional sentences type 1,2 correctly and appropriately to describe pollution  - Use words and phrases showing cause/effect relationships to describe pollution  - Read for general and specific information about water pollution  - Talk about the causes and effects of water pollution as well as ways to reduce it  - Listen to get specific information about thermal pollution  - Write about the cause and effects of one pollution type | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 55  56  57  58  59  60  61 | 55-61  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 18 | **UNIT 8: ENGLISH SPEAKING COUNTRIES** | - Pronounce the words ending in –ese and –ee correctly in isolation and in context  - Use the lexical items related to the topic of people and places in English speaking countries  - Use the present simple to talk about future activities  - Read for specific information about the attraction of a country.  - Talk about interesting facts of a country  - Listen for specific information about a day trip to an amazing town.  - Write a description of a schedule for a visit or a tour. . | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 62  63  64  65  66  67  68 | 62-68  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 19 | **UNIT 9: NATURAL DISASTERS** | - Pronounce words endingin –log and –graphy correctly in insolation and in context  - Use the lexical items related to the topic ‘ Natural disasters’  - Use past perfect tense to talk about an action before a started time or another action in the past  - Read for specific information about a Natural disaster in a news report.  - talk about a Natural disaster and what to do when it happens.  - Listen to get specific information about a Natural disaster in a news report.  - Write a news report on a Natural disaster. | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 69  70  71  72  73  74  75 | 69-75  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 20 | **REVIEW 3** | - Revise the language they have studied  since unit 7 to unit 9  - Practice language skills | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 76  77 | Lesson 1:Language + Test 15 minutes  Lesson 2: Skills |  |
| 21 | **REVIEW** | - Revise the language they have studied  since unit 7 to unit 9  - Practice language skills | 1 period | In class: individual, pair work, group work, class | 78 | **REVIEW** |  |
| 22 | **WRITTEN TEST (3)** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 79 | **WRITTEN TEST (3)** |  |
| 23 | **TEST**  **CORRECTION** | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | 80 | **TEST**  **CORRECTION** |  |
| 24 | **UNIT 10:**  **COMMUNICATION** | Pronounce the words ending -ity and -itive in solatiuon and in context  - Use the lexical items related to the topic ‘ Communication’  - Use some verbs that are followed by to - Infinitive  - Read for general and specific information about communication in the future.  - Talk about communication now and in the future.  - Listen for general and specific information about netiquette.  - Write an email using netiquette. | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 81  82  83  84  85  86  87 | 81-87  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Looking back |  |
| 25 | **UNIT 11: SCIENCE AND TECHNOLOGY** | **-** Pronounce words with the prefix un- and im- correctly in isolation and in context  - Use the lexical items related to science and technology  - Use the future simple and future continuous to talk about science and technology in the future  - Use direct speech and indirect speech to report what people say or tell  - Read for specific information about the role of science and technology in the future  - Talk about the roles of science and technology  - Listen for specific information about how science and technology solve some problemsin the future  - Write to express agreement and disagrement about the roles of science and technology | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 88  89  90  91  92  93  94 | 88-94  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Lookingback |  |
| 26 | **UNIT 12:**  **LIFE ON OTHER PLANETS** | **-** use the lexical items related to the topic “Life on other planets”  - pronounce correctly the words ending in -ful or –less in isolation and in context  - use modal verbs: may, might.  - use reported speech.  - read for general and specific information about life on other planets.  - talk about what life may be like on other planets.  - listen for specific information about aliens  **-** describe an aliens | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 95  96  97  98  99  100  101 | 95-101  Lesson 1: Getting stared  Lesson 2: A closer look 1  Lesson 3: A closer look 2  Lesson 4:Communication  Lesson 5: Skill 1  Lesson 6: Skill 2  Lesson 7: Looking back |  |
| **27** | **REVIEW** | Students can revise the language they have studied  since unit 10 to unit 12  Students can revise the skillsthey have practised  since unit 10 to unit 12 | 3 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 102  103 | Lesson 1: Language  Lesson 2: Skill |  |
| 28 | **Review** | - Revise the language they have studied  since unit 7 to unit 12 | 1 period | In class: individual, pair work, group work, class  Evaluate through doing exercise | 104 | **Review + Test 15’** |  |
| 29 | **THE SECOND SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 105 | 105  **THE SECOND SEMESTER WRITTEN TEST** |  |

**LỚP 9 ( HỆ 7 NĂM)**

*Cả năm: 35 tuần = 70 tiết*

*Học kỳ I: 18 tuần = 36 tiết*

*Học kỳ II: 17 tuần = 34 tiết*

**HỌC KỲ I**

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| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| 1 | **UNIT 1 :**  **A VISIT FROM A PENPAL** | **Speaking**  - Make and respond to introductions  **Listening**  Listen to a dialogue of 100-120 words for general or specific information  **Reading**  Read a passage about Malaysia for general or specific information  **Writing**  - Write a letter from outline.  **Grammar:**  - Tenses: past simple, past simple with *wish*   - *Used to*  **Vocabulary**:  - Words to describe the geography of a country: climate, population, religions, languages, social customs, habits | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect. | 1  2  3  4  5 | 1-5  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 2,3  Lesson 3: Listen & Language focus 1  Lesson 4: Read  Lesson 5: Write |  |
| 2 | **UNIT 2:**  **CLOTHING** | **Speaking**  - Ask and respond to questions on personal preferences  **Listening**  Listen to a monologue 100-120 words for general or specific information  **Reading**  Read a passage about *Jeans* for general or specific information  **Writing**  - Write an argument letter with a frame using suggested ideas or word cues  **Grammar:**  - Tenses: present perfect   - The passive  **Vocabulary**:  - Words about clothing: types/ styles, colours,     fashions, material, designs | 6 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 6  7  8  9  10 | 6-10  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak +Listen  Lesson 3: Read  Lesson 4: Write  Lesson 5: Language focus |  |
| 3 | **UNIT 3:**  **A TRIP TO THE COUNTRYSIDE** | **Speaking**  - Ask for and give information about the geography    of one’s home country  - Talk about a picnic in the country  - Describe directions / locations  **Listening**  Listen to a monologue of 100-120 words for general or specific information  **Reading**  Read a passage about an exchange student for general or specific information  **Writing**  - Write a passage about a picnic in the country  **Grammar:**  - Modals: could, would.  - Prepositions of time  - Adverb clauses of result: So  **Vocabulary**:  - Words to describe the country/ a trip to the country: natural landscapes, location, direction, outing activities. | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 11  12  13  14  15 | 11-15  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 1,4  Lesson 3: Listen & Language focus 2,3  Lesson 4: Read  Lesson 5: Write |  |
| 4 | **REVIEW** | Review what Ss have learnt from unit 1 to unit 3 | 2 periods | In class | 16- 17 | **REVIEW**  **REVIEW + Test 15’** |  |
| 5 | **WRITTEN**  **TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 18 | **WRITTEN**  **TEST** |  |
| 6 | **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience… | 1period | In class: individual | 19 | **TEST CORRECTION** |  |
| 7 | **UNIT4 : LEARNING A FOREIGN LANGUAGE** | **Speaking**  - Ask for and give information about language study /    language courses  - Express opinions / preferences  - Talk about methods of study  **Listening**  Listen to a dialogues with in 100-120 words for general or specific information  **Reading**  Read some advertisements about English class for general or specific information  **Writing**  Write a letter of enquiry within 80-100 words following a model and an outline given  **Grammar:**  - Direct and reported speech  - Reported questions, *here* and *now* words with    reported speech  - Modal verbs with *if*  **Vocabulary:**  - Words to describe school settings, study     courses, school life  - Words to talk about language study: timetables, courses, subjects, ways of learning, learning activities | 6 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 20  21  22  23  24  25 | 20-25  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak  Lesson 3: Listen  Lesson 4: Read  Lesson 5: Write  Lesson 6: Language focus |  |
| 8 | **UNIT 5: THE MEDIA** | **Speaking**  - Ask for and give opinions  - Express agreement and disagreement  - Talk about the development and the use of the media, especially the Internet  **Listening**  Listen to  a dialogue of 100-120 words for general or specific information  **Reading**  Read a passage about the forum on the Internet for general or specific information  **Writing**  Write a passage to express opinions based on a model and guidelines given within 80-100 words  **Grammar:**  - Tag questions  - Gerunds after some verbs: *like, love, enjoy, dislike, hate, …*  **Vocabulary:**  - Words to talk about the media: history,     development, different uses  - Words to express opinions about the media: like, dislike, advantages, disadvantages | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 26  27  28  29  30 | 26-30  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 2  Lesson 3: Listen & Language focus 1,3,4  Lesson 4: Read  Lesson 5: Write |  |
| 9 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 1 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 31 | Review |  |
| 10 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 1 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 32 | Review |  |
| 11 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 1 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 33 | Review + Test 15’ |  |
| 12 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 1 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 34 | Review |  |
| 13 | **THE FIRST SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 35 | 35  THE FIRST SEMESTER WRITTEN TEST |  |
| 14 | **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience… | 1period | In class: individual | 36 | **TEST CORRECTION** |  |

**HỌC KÌ II**

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| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| 1 | **UNIT 6:**  **THE ENVIRONMENT** | **Speaking**  - Ask for and give reasons  - Persuade  - Talk about the problems of environment pollution  and solutions to the problems  **Listening**  Listen to a monologue for general or specific information  **Reading**  Read a poem about the environment for general or specific information  **Writing**  - Write a letter of complaint of 80-100 words using frame and idea cues  **Grammar:**  - Conditional sentences:  type 1  - Adjective + *that* clause  - Adverb clauses of reason: *as, because*  **Vocabulary:**  - Words to talk about the environment around students' life: problems, conservation activities, solutions, activities to protect the environment | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 37  38  39  40  41 | 37-41  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 2,4  Lesson 3: Listen & Language focus 1,3,5  Lesson 4: Read  Lesson 5: Write |  |
| 2 | **UNIT 7:**  **SAVING ENERGY** | **Speaking**  - Make and respond to suggestions  - Talk about the problems of energy waste and solutions to the problems  **Listening**  Listen to a monologue for general or specific information  **Reading**  Read a passage about saving energys for general or specific information  **Writing**  -Write a speech of 80-100 words based on suggested frame and idea cues  **Grammar:**  - Connectives: *and, but, because, or, so,*  *therefore, however*  - Phrasal verbs  *- Suggest +*verb*-ing*  *- Suggest (that)+*subject*+ should*  **Vocabulary:**  - Words to talk about energy waste problems    around students’life and solutions to save energy | 5 Periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 42  43  44  45  46 | 42-46  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 2,3  Lesson 3: Listen & Language focus 1  Lesson 4: Read  Lesson 5: Write |  |
| 3 | **UNIT 8: CELEBRATIONS** | **Speaking**  - Give and respond to compliments  - Describe events  - Talk about popular celebrations in Viet Nam and in    other countries  - Express opinions on different events  **Listening**  Listen to a song for general or specific information  **Reading**  Read passages about the fathers on Father/ s Day for general or specific information  **Writing**  Write a letter to a pen pal within 80-100 words based on a suggested outline and ideas cues  **Grammar:**  - Adverb clauses of concession: *although / though*  - Relative pronouns and relative clauses (defining and non-defining)  **Vocabulary:**  - Words to describe popular celebrations in different countries: *Tet, Easter, Christmas, Mid-Autumn Festival, Wedding, Passover, Father’s Day, …*  - Words to express compliments, feelings and opinions on related topics | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 47  48  49  50  51 | 47-51  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 1  Lesson 3: Listen & Language focus 2,3,4  Lesson 4: Read  Lesson 5: Write |  |
| 4 | **REVIEW** | - Consolidate from unit 1 to unit 4 | 1 period | In class: | 52 | **REVIEW + TEST 15’** |  |
| 5 | **WRITTEN**  **TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 53 | **WRITTEN**  **TEST** |  |
| **6** | **WRITTEN TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | 54 | **Correct the test** |  |
| 7 | **UNIT 9: NATURAL DISASTERS** | **Speaking**  - Make predictions  - Talk about the weather forecast  - Describe events  **Listening**  Listen to  a monologue general or specific information  **Reading**  Read a passage about natural disasters for general or specific information  **Writing**  - Write a story of 80-100 words based on picture/ word cues or prompts  **Grammar:**  - Relative pronouns  - Relative clauses (defining and non-defining)  **Vocabulary:**  - Words to talk about natural disasters: *earthquakes, tidal waves, typhoons, volcanoes, tornadoes, snow storms, …*  - Words to talk about the weather forecast and preparations for natural disasters | 5 period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 55  56  57  58  59 | 55-59  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 1,2  Lesson 3: Listen & Language focus 3,4  Lesson 4: Read  Lesson 5: Write |  |
| 8 | **UNIT 10:**  **LIFE ON OTHER PLANETS** | **Speaking**  - Talk about assumptions  - Talk about possibility  - Name and describe natural disasters  **Listening**  Listen to  a monologue general or specific information  **Reading**  Read a passage about a space trip for general or specific information  **Writing**  - Write an exposition of 80-100 words based on prompts  **Grammar:**  - Modal: *may / might*  *-* Conditional sentences: type 1 and type 2  **Vocabulary:**  - Words to talk about life on other planets  - Words to describe UFOs and other alien events on the Earth and other planets | 5 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 60  61  62  63  64 | 60-64  Lesson 1: Getting stared & Listen and read  Lesson 2: Speak & Language focus 1,2  Lesson 3: Listen & Language focus 3,4  Lesson 4: Read (Không dạy Bài tập a (P.87))  Lesson 5: Write |  |
| 9 | **REVIEW** | - Revise the language they have studied  since unit 1 to unit 3  - Practice language skills | 4 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect | 65  66  67  68 | **REVIEW**  **REVIEW**  **REVIEW**  **REVIEW** |  |
| 10 | **THE SECOND SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 69 | **THE SECOND SEMESTER WRITTEN TEST** |  |
| 11 | **TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | 70 | **TEST CORRECTION** |  |

**TIẾNG ANH 9 ( HỆ 10 NĂM)**

*Cả năm: 35 tuần = 105 tiết*

*Học kỳ I: 18 tuần = 54 tiết*

*Học kỳ II: 17 tuần = 51 tiết*

**HỌC KÌ I LỚP 9**

| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | | **Ghi chú** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | **Unit 1:** LEISURE ACTIVITIES | By the end of this unit, students can:  - use the lexical items related to traditional crafts and places of interest in an area  - say sentences with correct stress on content words  - write complex sentences with different dependent clauses  - use some common phrasal verbs correctly and appropriately  - read for general and specific information about a traditional craft village  - discuss local traditional crafts, their benefits and challenges  - listen for specific information about places of interest in an area  - write an email to give information about places of interest in an area and things to do there | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **1**  **2**  **3**  **4**  **5**  **6**  **7** | **Period 1 – 7**  -Lesson 1:  GETTING STARTED  *-*Lesson 2: CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT | |  |
| 2 | **Unit 2:**  CITY LIFE | - use the lexical items related to city life  - identify in which situations to stress pronouns in sentences and say these sentences correctly use adjectives, and comparison of adjectives and adverbs correctly  - use common phrasal verbs correctly and appropriately read for specific information about the features of cities talk about important features of a city  - listen for specific information about some problems of city life  - write a paragraph about the disadvantages / drawbacks of city life | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **8**  **9**  **10**  **11**  **12**  **13**  **14** | | Period 8 - 14  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 3 | **Unit 3:**  TEEN STRESS AND PRESSURE | - use the lexical items related to changes in adolescence  - identify in which situations to stress the verb be in sentences and say these sentences correctly  - use reported speech with confidence  - use question words before to-infinitive  - read for general and specific information about a helpline service for teens in Viet Nam  - talk about teen stress and pressure and how to cope with them  - listen for general and specific information about the work of an advice columnist  - write a short note to ask for advice and to give advice | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **15**  **16**  **17**  **18**  **19**  **20**  **21** | | Period 15 - 21  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 4 | REVIEW 1 | - Review the language and skills Ss have learnt in Units 1, 2, and 3.  - Help Ss to recall the language and encourage them to contribute as much as possible. | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **22**  **23** | | Period 22- 23  Lesson 1: LANGUAGE  Lesson 2: SKILLS |  |
| 5 | REVIEW | - Review the language and skills Ss have learnt in Units 1, 2, and 3.  - Help Ss to recall the language and encourage them to contribute as much as possible. | 1 period | In class: individual, pair work, group work, class | 24 | | Review + TEST 15 MINUTES |  |
| 6 | WRITTEN TEST (1) | - Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | 25 | | -WRITTEN TEST (1) |  |
| 7 | TEST CORRECTION | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | **26** | | TEST CORRECTION |  |
| 8 | Unit 4:  LIFE IN THE PAST | - use the lexical items related to life in the past  - identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly  - use used/didn’t use + to-infinitive to talk about past practices  - express wishes for the present  - read for specific information about children’s pastimes in the past  - make comments on or express opinions about facts in the past  - listen for specific information about school life in the past  - write a description of how children in the past studied without technology | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect.. | **27**  **28**  **29**  **30**  **31**  **32**  **33** | | Period 27 - 33  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK |  |
| 9 | **TNST** | Help students form the following copetenences:  + Helping sts have capacity( ability) of operation and organization.  + Helping Ss have the capacity of organizing and managing their life.  ( love, self- control, and responsibility)  + Helping sts have capacity of perceiving and positizing.  + Helping sts have capacity of choosing their career in the future.  + Helping sts have ability of self studying, self exploring and creating.  + Helping sts have ability of aesthetic (art) physical, physical, communication and cooperation. | 2 Periods | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,coorperation  organization,  or pronunciation ect.. | **34** | | PREPARE THE CREATIVE EXPERIENCE: THE WONDERS OF VIET NAM |  |
| 10 | Unit 5: WONDERS OF VIET NAM | - use the lexical items to describe wonders of Viet Nam  - identify in which situations to stress short words (a, of, or, etc.) in sentences and say these  sentences correctly  - use the impersonal passive and the verb suggest +V-ing/clause with should  - read for specific information about a man-made wonder of Viet Nam  - talk about man-made wonders of Viet Nam and how to protect and preserve them  - listen for specific information about a natural wonder of Viet Nam  - write an article describing a wonder of Viet Nam | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **35**  **36**  **37**  **38**  **39**    **40**  41 | | **Period 35 - 41**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 11 | **TNST** | Help students form the following copetenences:  + Helping sts have capacity( ability) of operation and organization.  + Helping sts have the capacity of organizing and managing their life.  ( love, self- control, and responsibility)  + Helping sts have capacity of perceiving and positizing.  + Helping sts have capacity of choosing their career in the future.  + Helping sts have ability of self studying, self exploring and creating.  + Helping sts have ability of aesthetic (art) physical, physical, communication and cooperation.  + Helping students understand more a bout wonders of Viet Nam and gain eveluable natural culture in roder to preserve and conserve natural wonders |  | - In class: individual, pair work, group work, class  - Outdoor activities  Evaluate through chatting, asking – answering, presentation, through students’ work, ,coorperation  organization,  or pronunciation ect | **42** | | REPORTING THE CREATIVE EXPERIENT: THE WONDERS OF VIET NAM |  |
| 12 | Unit 6:  VIET NAM: THEN AND NOW | - use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present  - identify in which situations to stress all the words in sentences and say these sentences  correctly  - use the past perfect correctly  - use the structure adj + to-infinitive and adj + that-clause correctly  - read for general and specific information about the tram system in Ha Noi then and now  - talk about changes in transport in the neighbourhood and express opinions about these  changes  - listen for general and specific information about life in an extended family  - write about some qualities a person needs to get along in an extended family | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **43**  **44**  **45**  **46**  **47**  **48**  **49** | | **Period 43 - 49**  Period 43 - Lesson 1:  *GETTING STARTED*  Period 44 - Lesson 2 : CLOSER LOOK 1  Period 45 - Lesson 3: A CLOSER LOOK 2  Period 46 - Lesson 4:  COMMUNICATION  Period 47 - Lesson 5: SKILLS 1  Period 48 - Lesson 6: SKILLS 2  Period 49 - Lesson 7: LOOKING BACK |  |
| 13 | **REVIEW 2** | - revise the language Ss have learnt and the skills they have practised in Units 1-6. | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, , ect... | **50**  **51** | | Lesson 1: Language  Lesson 2: Skills |  |
| 14 | **REVIEW** | - revise the language Ss have learnt and the skills they have practised in Units 1-6. | 1period | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, , ect... | **52** | | Review + Test 15’ |  |
| 15 | **THE FIRST SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | **53** | | **THE FIRST SEMESTER WRITTEN TEST** |  |
| 16 | THE FIRST SEMESTERTEST CORRECTION | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | **54** | | THE FIRST SEMESTER TEST CORRECTION |  |

**HỌC KÌ II LỚP 9**

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| **TT** | **Bài/chủ đề** | **Yêu cầu cần đạt** | **Thời lượng dạy học** | **Hình thức tổ chức dạy học/hình thức kiểm tra đánh giá** | **Tiết** | | **Ghi chú** |
| 16 | **Unit 7: RECIPES AND EATING HABITS** | - use the lexical items related to dishes and ways of preparing and cooking food  - ask statement questions with the correct intonation  - use some quantifiers correctly  - write and use conditional sentences type 1 with modal verbs  - read for general and specific information about the eating habits of Japanese people  - talk about the eating habits of Vietnamese people  - listen for detailed and specific information about teenagers’ eating habits  - write about the eating habits of a classmate | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **55**  **56**  **57**  **58**  **58**  **60**  **61** | **Period 55 - 61**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 17 | **Unit 8: TOURISM** | - use the lexical items related to tourism  - identify tones in asking for information and ask questions for information with the  correct intonation  - use common compound nouns correctly  - use a, an, the and zero article correctly and appropriately  - read for general and specific information about a tourist attraction  - talk about their choices of holiday  - listen for specific information about the benefits of tourism to an area/country  - write a paragraph about the negative effects of tourism on an area/country | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **62**  **63**  **64**  **65**  **66**  **67**  **68** | **Period 62 - 68**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK |  |
| 18 | **Unit 9:**  **ENGLISH IN THE WORLD** | - use the lexical items related to languages language use and learning  - identify the correct tones for new and known  information and say sentences with the orrect intonation  - use conditional sentences type 2 correctly appropriately  - use relative clauses correctly and opriately  - read for general and specific information bout English as a means of international communication  - talk about experiences in learning and using English  - listen for general and specific information some students’experiences in learning  using languages  - write a paragraph about the uses of English in everyday life | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **69**  **70**  **71**  **72**  **73**  **74**  **75** | **Period 69 - 75**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 19 | **REVIEW** | - review the language and skills Ss have learnt in Units 7 - 9.  - Help Ss to recall the language and encourage them to contribute as much as possible. | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **76**  77 | **Period 76- 77**  Lesson 1: LANGUAGE  Lesson 2: SKILS |  |
| 20 | **REVIEW** | - review the language and skills Ss have learnt in Units 7 - 9.  - Help Ss to recall the language and encourage them to contribute as much as possible. | 1 period | In class | **78** | **Review**+ TEST 15 MINUTES |  |
| 21 | **WRITTEN TEST** | - Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | **79** | **WRITTEN TEST** |  |
| 22 | **WRITTEN TEST CORRECTION** | - Consolidate the knowledge in the test, draw experience.. | 1 period | In class: individual.  Evaluate through asking-answering | **80** | **WRITTEN TEST CORRECTION** |  |
| 23 | **Unit 10:**  **SPACE TRAVEL** | - use the lexical items related to astronomy and space travel  - identify continuing or finishing tones and say sentences with the correct intonation  - use the past simple and the past perfect with confidence  - use defining relative clauses correctly and appropriately  - read for specific information about two famous astronauts’ space travel  - talk about space travel history and life on a space station  - listen for general and specific information about some space tourism services  - write a short paragraph using advertising language | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **81**  **82**  **83**  **84**  **85**  **86**  **87** | **Period 81 - 87**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK & PROJECT |  |
| 24 | **Unit 11:**  **CHANGING ROLES IN SOCIETY** | - use the lexical items related to the changing roles in society  - identify the rising or falling tones in agreement and disagreement sentences and say the sentences correctly  - use the future passive correctly  - recognise non-defining relative clauses and use them correctly  - read for specific information about the changing roles of women in society and its effects  - talk about roles in the future  - listen for specific information about the changes that women in Kenya are going through  - write about the roles of teenagers in the future | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **88**  **89**  **90**  **91**  **92**  **93**  **94** | **Period 88 - 94**  - Lesson 1:  GETTING STARTED  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION + TEST 15 MINUTES  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK |  |
| 25 | **Unit 12:**  **MY FUTURE CAREER** | - use the lexical items related to jobs and careers  - identify in which situations to use high tones and say sentences with the correct high tone  - use the structures Verb + to-infinitive / Verb +-ing correctly  - read for general and specific information about choosing a career  - talk about choosing future jobs and reasons or these choices  - listen for general and specific information about choosing future jobs and reasons for  choices  - write about the qualities one needs to be able to do a certain job | 7 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **95**  **96**  **97**  **98**  **99**  **100**  **101** | **Period 95- 101**  - Lesson 1:  *GETTING STARTED*  - Lesson 2 : CLOSER LOOK 1  - Lesson 3: A CLOSER LOOK 2  - Lesson 4:  COMMUNICATION  - Lesson 5: SKILLS 1  - Lesson 6: SKILLS 2  - Lesson 7: LOOKING BACK |  |
| 26 | **REVIEW** | - revise the language Ss have learnt and the skills they have practised in Units 7-12  - Ask Ss to recall what they have learnt in terms of language and skills. | 2 periods | In class: individual, pair work, group work, class  Evaluate through chatting, asking - answering, checking old lesson, through students’ work, pronunciation, ect... | **102**  **103** | lANGUAGE  SKILLS |  |
| 27 | **REVIEW** | - revise the language Ss have learnt and the skills they have practised in Units 7-12  - Ask Ss to recall what they have learnt in terms of language and skills. | 1 periods | In class: individual, pair work, group work, class | **104** | **REVIEW** |  |
| 28 | **THE SECOND SEMESTER WRITTEN TEST** | Apply what they’ve learned to do the test. | 1 period | In class: individual.  Evaluate through the test | **105** | **THE SECOND SEMESTER WRITTEN TEST** |  |

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| **PHÊ DUYỆT CỦA PHÒNG GD&ĐT**  **P.TRƯỞNG PHÒNG**  **Phạm Tân Phương** | **HIỆU TRƯỞNG**  **Nguyễn Mạnh Hùng** |