

**TRƯỜNG TRUNG HỌC CƠ SỞ HÌM LAM
TỔ NGOẠI NGỮ - HGD**

**KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC/ HOẠT ĐỘNG GIÁO DỤC
MÔN: TIẾNG ANH**

NĂM HỌC 2025 – 2026

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC / HOẠT ĐỘNG GIÁO DỤC: TIẾNG ANH, KHỐI LỚP: 6
Năm học 2025 – 2026

(Kèm theo kế hoạch giáo dục số 207 ngày 19/8/2025 của trường THCS Him Lam)

I. Đặc điểm tình hình

1. Số lớp: 6 Số học sinh: 273 Số học sinh chuyên đề lựa chọn: 35 (Ôn học sinh giỏi)

2. Tình hình đội ngũ: Số giáo viên:

3. Trình độ đào tạo: Cao đẳng: Đại học: 5 Trên đại học: 0

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 3 Khá: Đạt: Chưa đạt:

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
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| 1 | Máy tính, Máy chiếu, Thiết kế phiếu học tập | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |
| 2 | Đài, Đầu đĩa <i>(phòng học chức năng)</i> | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |
| 3 | Hộp chỉ dẫn: Sưu tầm video, tranh ảnh minh họa, hệ thống các sơ đồ, bảng biểu cụ thể theo kiểu bài. | 03 | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
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| 1 | Phòng học Tiếng Anh | 1 | Unit 1. My new school – Skills 2 | |
| 2 | Phòng học Tiếng Anh | 1 | Unit 2. My house – Skills 2 | |
| 3 | Phòng học Tiếng Anh | 1 | Unit 3. My friends – Skills 2 | |
| 4 | Phòng học Tiếng Anh | 1 | Unit 4. My neighbourhood – Skills 2 | |
| 5 | Phòng học Tiếng Anh | 1 | Unit 5. Natural Wonder of Viet Nam – Skills 2 | |
| 6 | Phòng học Tiếng Anh | 1 | Unit 6. Our Tet holiday – Skills 2 | |
| 7 | Phòng học Tiếng Anh | 1 | Unit 7. Television – Skills 2 | |
| 8 | Phòng học Tiếng Anh | 1 | Unit 8. Sports and Games – Skills 2 | |
| 9 | Phòng học Tiếng Anh | 1 | Unit 9. Cities of the world– Skills 2 | |
| 10 | Phòng học Tiếng Anh | 1 | Unit 10. Our Houses in the Future – Skills 2 | |
| 11 | Phòng học Tiếng Anh | 1 | Unit 11. Our Greener World – Skills 2 | |
| 12 | Phòng học Tiếng Anh | 1 | Unit 12. Robots– Skills 2 | |

II. Kế hoạch dạy học

1. Phân phối chương trình

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Năng lực số | Ghi chú |
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| 1 | INTRODUCTION | 1 | 1. Knowledge: -Introduce about the English book 6, the ways to learn English. 2. Attitudes: - Encourage Ss to study hard. | | |

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| | | | <p>- Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. | | |
| 2 | UNIT 1: MY NEW SCHOOL | 7 | <p>1. Knowledge:</p> <p>* Language focus:</p> <p>Vocabulary: Know, understand and apply lexical items about the topic My New School. Use the combinations: to play, to do, to have, to study + Noun.</p> <p>Pronunciation: Know, pronoun correctly and distinguish the sounds /a:/ and /ʌ/ correctly.</p> <p>Grammar: Know, understand and apply the present simple tense and adverbs of frequency.</p> <p>* Skills:</p> <ul style="list-style-type: none"> - Read for general and specific information about schools. - Talk about the type of school one would like to go to. - Listen for specific information about school activities. - Write a paragraph about one's school. - Research and Create: Students search for images and videos of famous schools. - Present their products (about their new school) using PowerPoint or Canva. | | |

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| | | | <ul style="list-style-type: none"> - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: use everyday English phrases and expressions and adapt them in contexts in daily life.</p> <p>* Project: Give a presentation about dream school</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about school, teachers. - Build Ss' love for school, teachers. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.1TC1b</p> <p>6.2 TC1a</p> <p>5.3 TC1a</p> | |
| 3 | UNIT 2: MY HOUSE | 7 | <p>1. Knowledge:</p> <p>* Language focus:</p> <p>Vocabulary: Use the words for types of house, rooms and furniture.</p> <p>Pronunciation: the final sound /s/ and /z/ correctly.</p> <p>Grammar: Use possessive case to describe possession.</p> <p>* Skills:</p> | | |

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| | | <ul style="list-style-type: none"> - Use prepositions of place to describe where people or things are. - Read for specific information about rooms and furniture. - Describe houses, rooms and furniture. - Listen for specific information about someone's house - Write an e-mail to a friend describing a house. - Revise all the lexical items related to the topic "My home" - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. - Safe Sharing: Students post photos/models of their dream house ('My Dream House') on a group platform (like Padlet/Jamboard), then share and comment. - Keep Digital Safety in mind when sharing personal/home information. <p>* Communication: practice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possessive case to describe possession; using prepositions of place to describe where people or things are.</p> <p>* Project: Give a presentation about strange house</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about houses, rooms and furniture. - Build Ss' love for houses, rooms and furniture. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> | <p>1.1TC1b</p> <p>6.2 TC1a</p> <p>5.3 TC1a</p> | |
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| | | | <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about houses, rooms and furniture. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 4 | UNIT 3: MY FRIENDS | 7 | <p>1. Knowledge: * Language focus: Vocabulary: Use the words for body parts, appearance and personality. Pronunciation: Pronounce the sounds /p/ and /b/ correctly. Grammar: Use the present continuous to talk about things happening now. * Skills:</p> <ul style="list-style-type: none"> - Ask about appearance and personality. - Read for specific information about friends and summer camp. - Listen for specific information about best friends. - Write a diary entry about best friends. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. - Source Evaluation and Collaboration: Students search (YouTube/Spotify) for a suitable English song, share the link and use an online voting tool (Mentimeter/Poll Everywhere) to evaluate (channel credibility, song sentiment). | <p>1.1TC1b 6.2 TC1a 5.3 TC1a</p> | |

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| | | | <p>* Communication: Learn how to ask about appearance and personality; practice asking about appearance and personality.</p> <p>* Project: Give a presentation about “My class year book”.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about friends. - Build Ss’ love for friends. - Encourage Ss to study hard. - Extend Ss’ serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss’ cross culture awareness about friends. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss’ imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 5 | REVIEW 1 | 2 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Revise the language and the skills in Unit 1-3 <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about school, friends and family. - Build Ss’ love for school, friends and family. - Encourage Ss to study hard. | | |

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| | | | <ul style="list-style-type: none"> - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.1TC1b</p> <p>6.2 TC1a</p> | |
| 6 | REVIEW FOR THE MIDDLE- TERM TEST 1 | 1 | <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1,2,3.</p> <p>Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 1,2,3.</p> | | |
| 7 | THE MIDDLE- TERM TEST 1 | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Assess comprehension, vocabulary, grammar, pronunciation, and fluency. <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>1.3.TC2a</p> | |

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| | | | <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively | <p>5.2.TC2b 6.3.TC2a</p> | |
| 8 | Correction of the first mid-term test | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Ss recognize the strengths and weaknesses in their work. - Ss know how to fix and draw the lessons for themselves. <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Ss cultivate a sense of seriously correcting exercises and drawing lessons for the next time. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 9 | Unit 4 MY NEIGHBOURHOOD | 7 | <p>1. Knowledge:</p> <p>* Language focus:</p> <p>Vocabulary : Use the words for places in neighbourhood.</p> <p>Pronunciation: Pronounce the sounds : /i:/ and /i/ correctly.</p> <p>Grammar: Know, understand and apply comparative adjectives.</p> | | |

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| | | <p>* Skills:</p> <ul style="list-style-type: none"> - Ask for and give direction to some places. - Read for specific information about a neighbourhood. - Talk about a neighbourhood. - Listen for specific information about a neighbourhood. - Write a paragraph to describe a neighbourhood. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: ask for and give directions. To practice asking for direction and creating audio guide to places.</p> <p>* Project: Draw a map of a neighbourhood and give directions to the places on the map.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about neighbourhood. - Build Ss' love for neighbourhood. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about neighbourhood. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. | <p>1.1TC1b</p> <p>6.2 TC1a</p> <p>5.3 TC1a</p> | |
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| | | | <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 10 | Unit 5 NATURAL WONDERS OF VIET NAM | 7 | <p>1. Knowledge: * Language focus Vocabulary: Use the words related to things in nature and travel items. Pronunciation: Pronounce the sounds: /t/ and /d/ correctly. Grammar: Use countable and uncountable nouns and use the modal verb <i>must/ mustn't</i> to give orders. * Skills:</p> <ul style="list-style-type: none"> - Make and accept appointments. - Read for specific information about natural wonders. - Talk about famous places and what you must/ mustn't do there. - Listen for specific information about a natural wonder. - Write a paragraph to describe a natural wonder. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: make and accept appointment and practice making and accepting an appointment. To know about a travel guide. * Project: Make a poster about a natural wonder you like and present before class.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about natural wonders in Viet Nam. - Build Ss' love for natural wonders in Viet Nam. - Encourage Ss to study hard. | <p>1.1TC1b 6.2 TC1a 5.3 TC1a</p> | |

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| | | | <ul style="list-style-type: none"> - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about natural wonders in Viet Nam. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. | | |
| 11 | REVIEW 2 | 2 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Revise the language and the skills in Unit 3-6 <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about neighbourhood, natural wonders and Tet holiday. - Build Ss' love for neighbourhood, natural wonders and Tet holiday. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation | <p>1.1TC1b</p> <p>6.2 TC1a</p> | |

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| | | | <p>skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively.</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 12 | REVISION FOR THE FIRST TERM TEST | 2 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Revise the language and the skills in Unit 1-6 <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about school, friends, family, natural wonders, Tet holiday. - Build Ss' love for school, friends, family, natural wonders, Tet holiday. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.1TC1b</p> <p>6.2 TC1a</p> | |

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| 13 | THE FIRST TERM TEST | 1 | <p>1. Knowledge: - Assess comprehension, vocabulary, grammar, pronunciation, and fluency.</p> <p>2. Attitudes: - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> <p>3. Key Competences: - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively</p> | | |
| 14 | Unit 6 OUR TET HOLIDAY | 7 | <p>1. Knowledge: * Language focus Vocabulary: Use the words related to things and activities at Tet. Pronunciation: Pronounce the sounds: /s/ and /ʃ/ correctly. Grammar: Use <i>should/ shouldn't</i> for advice. Use <i>some/ any</i> for amount.</p> <p>* Skills: - Say New Year's wishes. - Read for specific information about New Year's practices - Talk about what children should/ shouldn't do at Tet.</p> | | |

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| | | <ul style="list-style-type: none"> - Listen for general and specific information about preparations for Tet. - Write an email about what children should/ shouldn't do at Tet. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: say New Year's wishes to other people. Also know how different countries celebrate their New Year.</p> <p>* Project: Students share New Year's wishes.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about Tet holiday. - Build Ss' love for Tet holiday. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about Tet holiday. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.1TC1b</p> <p>6.2 TC1a</p> <p>5.3 TC1a</p> | |
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| | | | - Introduce some other festivals in VietNam and the world (Lim festival, Christmas.....) | | |
| HỌC KỲ II | | | | | |
| 1 | Unit 7 TELEVISION | 7 | <p>1. Knowledge: * Language focus Vocabulary: Use the words related to TV programmes and people. Pronunciation: Pronounce the sounds /θ/ and /ð/ correctly. Grammar: Use Wh- question words to make questions. Use conjunctions to connect clauses in compound sentences. * Skills: - Ask for and give information about TV programmes. - Read for general and specific information about a TV guide. - Talk about a favorite programme. - Listen for specific information about different TV programmes. - Write a paragraph about TV- viewing habits. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. * Communication: introduce the names of TV programme * Project: interview and report about the importance of TV.</p> <p>2. Attitudes: - Be aware of about television. - Build Ss' love for television.</p> | 1.TC1a; 3.1.TC1a; 3.2.TC1a 5.1.TC1a 6.2.TC1a | |

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| | | | <ul style="list-style-type: none"> - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about television. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 2 | Unit 8 SPORTS AND GAMES | 7 | <p>1. Knowledge:</p> <p>* Language focus</p> <p>Vocabulary: Use the words related to the topic <i>Sports and Games</i>.</p> <p>Pronunciation: Pronounce the sounds /e/ and /æ/ correctly.</p> <p>Grammar: Use the past simple.</p> <ul style="list-style-type: none"> - Use imperatives to tell someone to do something. - Express and respond to congratulations. <p>* Skills:</p> <ul style="list-style-type: none"> - Read for general and specific information about favourite sport stars. - Talk about famous sport people. - Listen for specific information about sport(s)/ game(s). | | |

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| | | | <ul style="list-style-type: none"> - Write a paragraph about a sport/game. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: talk about the activities / sport(s)/game(s)/ they do in their spare time</p> <p>* Project: Give presentation about a traditional game.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about sports and games. - Build Ss' love for sports and games. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about sports and games. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.TC1a; 3.1.TC1a; 3.2.TC1a 5.1.TC1a 6.2.TC1a</p> | |
| 3 | Unit 9 CITIES OF THE WORLD | 7 | <p>1. Knowledge:</p> <p>* Language focus</p> <p>Vocabulary: Use the words related to cities and</p> | | |

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| | | <p>landmarks.</p> <p>Pronunciation: Pronounce the sounds /ou/ and /oo/ correctly.</p> <p>Grammar: Use possessive adjectives and possessive pronouns.</p> <p>* Skills:</p> <ul style="list-style-type: none"> - Read for general and specific information about a holiday postcard. - Talk about a city. - Listen for specific information about a description of a city. - Write a holiday postcard. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>* Communication: Express exclamations with <i>What</i>.</p> <p>* Project: Make a report of ss's journey around the world and present to the class.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about cities and landmarks. - Build Ss' love for cities and landmarks. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about cities and landmarks. - Build and stimulate generalization and conversation skills and creativity. | <p>1.TC1a; 3.1.TC1a; 3.2.TC1a 5.1.TC1a 6.2.TC1a</p> | |
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| | | | <ul style="list-style-type: none"> - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 4 | REVIEW 3 | 2 | <ul style="list-style-type: none"> -Revise the language and the skills in Unit 7-9 - Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 7, 8, 9. - Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 7, 8, 9. | | |
| 5 | REVIEW FOR THE MIDDLE- TERM TEST 2 | 1 | <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 7, 8& 9..</p> <p>Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 7, 8 & 9.</p> | | |
| 6 | THE MIDDLE- TERM TEST 2 | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Assess comprehension, vocabulary, grammar, pronunciation, and fluency. <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. | | |

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| | | | <ul style="list-style-type: none"> - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively | | |
| 7 | Unit 10 OUR HOUSE IN THE FUTURE | 7 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> -Use the words related to types of houses and appliances in the house. - Pronounce the two -syllable words correctly. - Use future simple and <i>might</i> for future possibility. - Express surprise. - Read for general and specific information about houses and appliances in the future. - Talk about different houses in the future. - Listen for specific information about dream houses. - Write a paragraph about a dream house. - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about cities and landmarks. - Build Ss' love for cities and landmarks. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about cities and landmarks. - Build and stimulate generalization and conversation skills and creativity. | <p>1.TC1a; 3.1.TC1a; 3.2.TC1a 5.1.TC1a 6.2.TC1a</p> | |

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| | | | <ul style="list-style-type: none"> - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 8 | Unit 11 OUR GREENER WORLD | 7 | <p>1. Knowledge: * Language focus Vocabulary: Use the words for things that can be reduced, reused and recycled. Pronunciation: Say sentences with correct rhythm. Grammar: Use the article correctly.</p> <ul style="list-style-type: none"> - Use the first conditional to talk about possibilities. <p>* Skills</p> <ul style="list-style-type: none"> - Read for general and specific information about ways to go green at school. - Talk about tips for going green - Listen for details about ideas for a green club. - Write a paragraph about ideas for a green club. <ul style="list-style-type: none"> - Use AI tools in daily work and study. - Practice AI skills through exercises and small projects. <p>*Communication: Give warnings * Project: draw a poster and present a future appliance.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about cities and landmarks. - Build Ss' love for cities and landmarks. - Encourage Ss to study hard. | <p>1.TC1a; 3.1.TC1a; 3.2.TC1a 5.1.TC1a 6.2.TC1a</p> | |

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| | | | <ul style="list-style-type: none"> - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. 3. Key Competences: - Enhance Ss' cross culture awareness about cities and landmarks. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. - Introduce community service (do volunteer work, help elder people, collecting) | | |
| 9 | REVIEW 4 | 2 | <ul style="list-style-type: none"> 1. Knowledge: - Revise the language and the skills in Unit 10-12. 2. Attitudes: - Be aware of about enviromental protection, science and technology. - Build Ss' love for enviromental protection, science and technology. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. 3. Key Competences: | | |

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| | | | <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |
| 10 | REVISION FOR THE SECOND TERM TEST | 2 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Revise the language and the skills in Unit 7-12 <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about enviromental protection, science and technology. - Build Ss' love for enviromental protection, science and technology. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | | |

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| 11 | THE SECOND TERM TEST | 1 | <p>1. Knowledge: - Assess comprehension, vocabulary, grammar, pronunciation, and fluency.</p> <p>2. Attitudes: - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> <p>3. Key Competences: - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively.</p> | | |
| 12 | Unit 12 ROBOTS | 7 | <p>1. Knowledge: * Language focus Vocabulary: Use the words for dialy activities. Pronunciation: Say statements with correct tones. Grammar: Compare people and things using superlative adjectives. * Skills - Read for specific information about an international robot show. - Talk about what robots can do. - Listen for specific information about what robots can do. - Write a paragraph about a robot one would like to have.</p> <p>- Use AI tools in daily work and study. - Practice AI skills through exercises and small projects.</p> | <p>1.TC1a; 3.1.TC1a; 3.2.TC1a</p> | |

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| | | <p>* Communication: Express agreement and disagreement about something</p> <p>* Project: Organize “ robot design competition”.</p> <p>2. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about robots and technology. - Build Ss’ love for robots and technology. - Encourage Ss to study hard. - Extend Ss’ serious learning attitudes; love learning English, energetically and actively participate in learning activities. <p>3. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss’ cross culture awareness about robots and technology. - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss’ imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>5.1.TC1a 6.2.TC1a</p> | |
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KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC / HOẠT ĐỘNG GIÁO DỤC: TIẾNG ANH, KHỐI LỚP: 7
Năm học 2025 – 2026

I. Đặc điểm tình hình

1. Số lớp: 6 Số học sinh: 272 Số học sinh chuyên đề lựa chọn: 30 (Ôn học sinh giỏi)

2. Tình hình đội ngũ: Số giáo viên: 3; Trình độ đào tạo: Cao đẳng: Đại học: 3 Trên đại học:

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 3 Khá: Đạt: Chưa đạt:

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|---|----------|--|----------------------------|
| 1 | Máy tính, máy chiếu, thiết kế phiếu học. | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | <i>GV chủ động sử dụng</i> |
| 2 | Đài, đầu đĩa (phòng học chức năng) | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | <i>GV chủ động sử dụng</i> |
| 3 | Hộp chỉ dẫn: Sơ đồ tâm video, tranh ảnh minh họa, hệ thống sơ đồ bảng biểu theo kiểu bài. | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | <i>GV chủ động sử dụng</i> |

4. Phòng học bộ môn/phòng thí nghiệm/phòng đa năng/sân chơi, bãi tập (Trình bày cụ thể các phòng thí nghiệm/phòng bộ môn/phòng đa năng/sân chơi/bãi tập có thể sử dụng để tổ chức dạy học môn học/hoạt động 28rga dục)

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|---------------------|----------|-----------------------------------|---------|
| 1 | Phòng học Tiếng Anh | 1 | Unit 1. Hobbies – Skills 2 | |
| 2 | Phòng học Tiếng Anh | 1 | Unit 2. Healthy living – Skills 2 | |

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| 3 | Phòng học Tiếng Anh | 1 | Unit 3. Community service – Skills 2 | |
| 4 | Phòng học Tiếng Anh | 1 | Unit 4. Music and arts – Skills 2 | |
| 5 | Phòng học Tiếng Anh | 1 | Unit 5. Food and drink – Skills 2 | |
| 6 | Phòng học Tiếng Anh | 1 | Unit 6. A visit to school – Skills 2 | |
| 7 | Phòng học Tiếng Anh | 1 | Unit 7. Traffic – Skills 2 | |
| 8 | Phòng học Tiếng Anh | 1 | Unit 8. Films – Skills 2 | |
| 9 | Phòng học Tiếng Anh | 1 | Unit 9. Festivals around the world – Skills 2 | |
| 10 | Phòng học Tiếng Anh | 1 | Unit 10. Energy sources – Skills 2 | |
| 11 | Phòng học Tiếng Anh | 1 | Unit 11. Travelling in the future – Skills 2 | |
| 12 | Phòng học Tiếng Anh | 1 | Unit 12. English – speaking countries – Skills 2 | |

II. Kế hoạch dạy học

1. Phân phối chương 29rgan – Tiếng Anh 7

HỌC KÌ I : 18 tuần x 3 tiết/tuần = 54 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Năng lực số |
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| 1 | REVISION | 1 | <p>1. Knowledge: After the lesson, students will be able to revise and remember the main knowledge that they have learnt in grade 6 such as simple past tense, present perfect, comparison and superlative of long and short adjectives and some model verbs.</p> <p>2. Abilities: Develop self study & co-operation and know how to solve problem.</p> <p>3. Key Competences: Educate students to revise the lesson by themselves and love studying English.</p> | |
| 2 | UNIT 1: HOBBIES | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic hobbies. Pronunciation: Identify, pronounce correctly and distinguish the sounds /ə/ and /ɜ:/. Grammar: Identify, understand and apply the present simple tense, verbs of liking and disliking to talk about different hobbies,</p> | |

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| | | | <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to * Skills: <ul style="list-style-type: none"> + read for specific information about an unusual hobby + listen to get specific information about a hobby + write a paragraph about a classmate's hobby + talk about the benefits of hobbies + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. * Communication: interview a classmate about the hobbies. * Project: describe and give opinions about hobbies - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to have effective hobbies in the life. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>3.1.TC1a; 3.2.TC1a; 2.1.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 3 | UNIT 2: HEALTHY LIVING | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about healthy activities and health problems;</p> <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /f/ and /v/ correctly</p> <p>Grammar: Identify, understand and apply to write simple sentences</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking | |

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| | | | <p>skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <ul style="list-style-type: none"> + listen to get specific information about health problems and advice about healthy habits. + read for general and specific information about acne; + talk about how to deal with some health problems; + write a reply giving advice to avoid viruses. + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. <p>* Communication: talk about health issues and give tips for healthy problems.</p> <p>* Project: In groups, build healthy habits.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know how to care and protect their own and others' health. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>1.1.TC1a; 1.2.TC1a; 5.2.TC1a 4.1.TC1b 4.2.TC1b 6.2.TC1a</p> |
| 4 | UNIT 3: COMMUNITY SERVICE | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about the topic community activities.</p> <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /t/, /d/ and /ɪd/ correctly</p> <p>Grammar: Identify, understand and apply the past simple to talk about past activities and give compliments.</p> <p>2. Key Competences:</p> | |

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| | | | <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <ul style="list-style-type: none"> - read for specific information about community activities at a school; - talk about the reasons why students join different community activities; - listen for specific information about some community activities and their benefits; - write an email about community activities one did last summer. <p>+ Use AI tools in daily work and study.</p> <p>+ Practice AI skills through exercises and small projects.</p> <p>* Communication: changing our neighbourhood.</p> <p>* Project: In group, discuss and present about our green neighbourhood.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know how to take care of themselves and the others by doing voluntary work and community service - Build Ss' love for Community service - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities | <p>2.4.TC1a; 2.5.TC1a; 4.2.TC1a 4.1.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 5 | REVIEW 1 | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 1-3, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> | |

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| | | | <p>Improve their task-taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note-taking skill, presentation skill, problem-solving skill, self-evaluation skill, communication skills in order to do the test effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know how to take care of the others by doing voluntary work and community service. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 6 | REVIEW FOR THE MIDDLE- TERM TEST 1 | 1 | <p>Apply the language and the skills in Unit 1-3 to:</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1,2,3.</p> <p>Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 1,2,3.</p> | |
| 7 | THE MIDDLE- TERM TEST 1 | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note-taking skill, presentation skill, problem-solving skill, self-evaluation skill, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. | |

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| | | | <ul style="list-style-type: none"> - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 8 | Correction of the first mid-term test | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Ss recognize the strengths and weaknesses in their work. - Ss know how to fix and draw the lessons for themselves. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <p>Ss cultivate a sense of seriously correcting exercises and drawing lessons for the next time.</p> | |
| 9 | UNIT 4: MUSIC AND ARTS | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about the topic Music and Arts;</p> <p>Pronunciation: Identify, pronoun correctly and distinguish the sounds /ʃ/ and /ʒ/ correctly;</p> <p>Grammar: Identify, understand and apply <i>like, different from, (not) as ... as</i> to compare people and things;</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about a traditional art form; + talk about a musical performance at their school; + listen for specific information about street painting; | |

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| | | | <p>+ write an informal letter of invitation.</p> <p>+ Use AI tools in daily work and study.</p> <p>+ Practice AI skills through exercises and small projects.</p> <p>* Communication: express preferences;</p> <p>* Project: 35rganize music shows.</p> <p>- Build and stimulate generalization and conversation skills and creativity.</p> <p>- Build Ss' imagination, creativity, collaboration and communication.</p> <p>- Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> <p>- Educate students love the music and arts, learn to play any musical instruments or learn to draw and consider them as the wonderful sources of entertainment in the life.</p> <p>- Encourage Ss to study hard.</p> <p>- Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> | <p>1.1.TC1a; 3.1.TC1a; 1.1.TC1c 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 10 | UNIT 5 FOOD AND DRINK | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic Food and Drink; Pronuciation: Identify, pronoun correctly and distinguish the sounds /v/ and /ɔ:/ correctly; Grammar: Identify, understand and apply <i>some, a lot of, and lots of</i> to talk about quantity;</p> <p>2. Key Competences:</p> <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <p>+ read for general and specific information about a typical traditional food; + talk about a popular food or drink;</p> | |

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| | | | <ul style="list-style-type: none"> + listen for specific information about eating habits; + write a paragraph describing eating habits. + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. * Communication: ask and answer about prices; * Project: 36rganize an exhibition about eating habits around the world. - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to love Viet Nam more through Vietnamese food and drink.- Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>5.2.TC1a; 1.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 11 | REVIEW 2 | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 4-6, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> <p>Improve their tesk- taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> | |

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| | | | <ul style="list-style-type: none"> - Be aware of about the music and arts, learn to play any musical instruments or learn to draw and consider them as the wonderful sources of entertainment in the life; Viet Nam more through Vietnamese food and drink; schools, school facilities, and school activities. - Build Ss' love for the music and arts, learn to play any musical instruments or learn to draw and consider them as the wonderful sources of entertainment in the life; Viet Nam more through Vietnamese food and drink; schools, school facilities, and school activities. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 12 | REVISION FOR THE FIRST TERM TEST | 2 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 1-6, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their task-taking skill</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the music and arts, learn to play any musical instruments or learn to draw and consider them as the wonderful sources of entertainment in the life; | |

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| | | | <p>Viet Nam more through Vietnamese food and drink; schools, school facilities, and school activities.</p> <ul style="list-style-type: none"> - Build Ss' love for the music and arts, learn to play any musical instruments or learn to draw and consider them as the wonderful sources of entertainment in the life; <p>Viet Nam more through Vietnamese food and drink; schools, school facilities, and school activities.</p> <ul style="list-style-type: none"> - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 13 | THE FIRST TERM TEST | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 14 | UNIT 6 A VISIT TO A SCHOOL | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about the topic <i>A Visit to a School</i>.</p> <p>Pronuciation: Identify, pronoun correctly and distinguish <i>the sounds /tʃ/ and /dʒ/ correctly.</i></p> <p>Grammar: Identify, understand and apply the prepositions of time and place.</p> | |

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| | | <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about a famous school; + talk about one's school; + listen for general and specific information about school activities; + write a paragraph about an outdoor activity at one's school. + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. <p>* Communication: ask for details;</p> <p>* Project: Set up a table about your favourite school.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to understand about schools, school facilities, and school activities. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>1.1.TC1c; 2.1.TC1a; 2.2.TC1c 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
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HỌC KỲ II: 17 tuần x 3 tiết/tuần = 51 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Ghi chú |
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| 1 | <p align="center">UNIT 7 TRAFFIC</p> | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic Traffic. Pronunciation: Identify, pronounce correctly and distinguish the sounds /aɪ/ and /eɪ/ correctly. Grammar: Identify, understand and apply <i>it to indicate distance</i>, should / shouldn't.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for general and specific information about traffic rules; + talk about obeying traffic rules; + listen for general and specific information about traffic problems in a city; + write a paragraph about traffic problems. <p>* Communication: ask and answer questions about means of transport;</p> <p>* Project: Make and show traffic signs.</p> <p>+ Use AI tools in daily work and study. + Practice AI skills through exercises and small projects.</p> | <p align="right">1.1.TC1a;</p> |

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| | | | <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to obey the traffic rules and keep safe for themselves as well as for the others. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>5.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 2 | UNIT 8 FILMS | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic Films. Pronunciation: Identify, pronounce correctly and distinguish the sounds /ɪə/ and /eə/ correctly. Grammar: Identify, understand and apply <i>although / though</i> to express contrasting ideas between two pieces of information in the same sentence; <i>however</i> to contrast ideas in two sentences.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about a film review; + talk about a film; + listen for specific information about a film; + write a paragraph about one's favourite film. <ul style="list-style-type: none"> + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. <p>* Communication: accept and decline suggestions. * Project: Design a poster about your favourite film, and organize them into an exhibition.</p> | <p>3.1.TC1a; 2.5.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |

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| | | | <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to feel and assess a film and the hard job of characters. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 3 | UNIT 9 FESTIVALS AROUND THE WORLD | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic types of festivals and festival activities. Pronunciation: Identify, pronounce correctly and distinguish two-syllable words with correct stress. Grammar: Identify, understand and apply Yes / No questions.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about an unusual festival; + talk about a festival that someone joined; + listen for specific information about a festival. + write an email to describe a festival. <p>+ Use AI tools in daily work and study. + Practice AI skills through exercises and small projects.</p> <p>* Communication: express disappointment * Project: Present a new festival.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. | <p>1.1.TC1a; 1.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |

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| | | | <ul style="list-style-type: none"> - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students how to feel about festival, its spiritual meaning, know how to preserve and advertise the festivals to the others. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 4 | REVIEW 3 | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 7-9, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> <p>Improve their task-taking skill.</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 7, 8, 9.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to do the test effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. - Revise the language and the skills in Unit 7-9 - Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in unit 7, 8, 9. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about school, friends and family. - Build Ss' love for school, friends and family. - Encourage Ss to study hard. | |

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| | | | - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 5 | REVIEW FOR THE MIDDLE- TERM TEST 2 | 1 | Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 7, 8& 9... Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in unit 7, 8 & 9. | |
| 6 | THE MIDDLE- TERM TEST 2 | 1 | 1. Knowledge: - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons. 2. Key Competences: - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively 3. Attitudes: - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 7 | UNIT 10 ENERGY SOURSES | 7 | 1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic types of energy sources. Pronuciation: Identify, pronoun correctly and distinguish three-syllable words with correct stress. Grammar: Identify, understand and apply the present continuous. 2. Key Competences: | |

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| | | | <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about types of energy sources; + talk about the advantages and disadvantages of different energy sources; + listen for specific information about how to save energy at home; + write a paragraph about how to save energy at home. <p>+ Use AI tools in daily work and study.</p> <p>+ Practice AI skills through exercises and small projects.</p> <p>* Communication: ask for explanations</p> <p>* Project: discuss, make a poster and present the topic <i>saving energy at school</i>.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know how to save energy and use energy economically. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>1.1.TC1a; 1.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 8 | UNIT 11 TRAVELLING IN THE FUTURE | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic future means of transport. Pronunciation: Identify and say correctly sentences with correct stress. Grammar: Identify, understand and apply the future simple to talk about future activities and make predictions, and possessive pronouns correctly.</p> <p>2. Key Competences:</p> | |

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| | | | <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <p>+ read for general and specific information about cars;</p> <p>+ talk about why a means of transport will / won't be popular;</p> <p>+ listen for general and specific information about some future means of transport;</p> <p>+ write a paragraph about the advantages of a future means of transport.</p> <p>+ Use AI tools in daily work and study.</p> <p>+ Practice AI skills through exercises and small projects.</p> <p>* Communication: make predictions</p> <p>* Project: imagine, draw and present the topic our future means of transport.</p> <p>- Build and stimulate generalization and conversation skills and creativity.</p> <p>- Build Ss' imagination, creativity, collaboration and communication.</p> <p>- Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> <p>- Educate students know to make a trip and use a suitable and safe means of transportation.</p> <p>- Encourage Ss to study hard.</p> <p>- Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> | <p>1.1.TC1a; 1.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
| 9 | REVIEW 4 | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 10-12, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> <p>Improve their task- taking skill.</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 10, 11, 12.</p> | |

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| | | | <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about how to save energy and use energy economically; generalization and conversation skills and creativity; cultures, beautiful places and people in English- speaking countries. - Build Ss' love for how to save energy and use energy economically; generalization and conversation skills and creativity; cultures, beautiful places and people in English- speaking countries. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 10 | REVISION FOR THE SECOND TERM TEST | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 7-12, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their tesk- taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> | |

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| | | | <ul style="list-style-type: none"> - Be aware of about how to save energy and use energy economically; generalization and conversation skills and creativity; cultures, beautiful places and people in English- speaking countries. - Build Ss' love for how to save energy and use energy economically; generalization and conversation skills and creativity; cultures, beautiful places and people in English- speaking countries. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 11 | THE SECOND TERM TEST | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Assess comprehension, vocabulary, grammar, pronunciation, and fluency. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 12 | UNIT 12 ENGLISH-SPEAKING COUTRIES | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about the topic the people and places in English-speaking countries.</p> <p>Pronuciation: Identify, ask correctly and distinguish questions with the correct rising and falling intonation.</p> <p>Grammar: Identify, understand and apply articles correctly.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note talking | |

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| | | <p>skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about New Zealand; + talk about Scotland; + listen for specific information about a tour of a city; + write a diary entry about a tour of a city. + Use AI tools in daily work and study. + Practice AI skills through exercises and small projects. <p>* Communication: express amazement</p> <p>* Project: explore English- speaking countries.</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know to understand about cultures, beautiful places and people in English- speaking countries. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>1.1.TC1a; 1.2.TC1a 4.1.TC1b 4.2.TC1b 5.1.TC1a 6.2.TC1a</p> |
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KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC / HOẠT ĐỘNG GIÁO DỤC: TIẾNG ANH, KHỐI LỚP 8
(Năm học 2025 – 2026)

I. Đặc điểm tình hình

1. Số lớp: 8 **Số học sinh: 329** **Số học sinh chuyên đề lựa chọn: 30** (Ôn học sinh giỏi)

2. Tình hình đội ngũ: Số giáo viên: 3; **Trình độ đào tạo: Cao đẳng: 3** **Đại học: 3** **Trên đại học:**

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 3 **Khá:** **Đạt:** **Chưa đạt:**

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|---|----------|--|---------------------|
| 1 | Máy tính, máy chiếu, thiết kế phiếu học. | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |
| 2 | Đài, đầu đĩa (phòng học chức năng) | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |
| 3 | Hộp chỉ dẫn: Sưu tầm video, tranh ảnh minh họa, hệ thống sơ đồ bảng biểu theo kiểu bài. | 03 bộ | Các tiết dạy ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|---------------------|----------|--|---------|
| 1 | Phòng học Tiếng Anh | 1 | Unit 1. Leisure time – Skills 2 | |
| 2 | Phòng học Tiếng Anh | 1 | Unit 2. Life in the countryside – Skills 2 | |

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| 3 | Phòng học Tiếng Anh | 1 | Unit 3. Teenagers – Skills 2 | |
| 4 | Phòng học Tiếng Anh | 1 | Unit 4. Ethnic groups of Viet Nam – Skills 2 | |
| 5 | Phòng học Tiếng Anh | 1 | Unit 5. Our customs and traditions – Skills 2 | |
| 6 | Phòng học Tiếng Anh | 1 | Unit 6. Lifestyles – Skills 2 | |
| 7 | Phòng học Tiếng Anh | 1 | Unit 7. Environmental protections – Skills 2 | |
| 8 | Phòng học Tiếng Anh | 1 | Unit 8. Shopping – Skills 2 | |
| 9 | Phòng học Tiếng Anh | 1 | Unit 9. Natural disaster – Skills 2 | |
| 10 | Phòng học Tiếng Anh | 1 | Unit 10. Communication in the future – Skills 2 | |
| 11 | Phòng học Tiếng Anh | 1 | Unit 11. Science and Technology – Skills 2 | |
| 12 | Phòng học Tiếng Anh | 1 | Unit 12. Life in other planets– Skills 2 | |

II. Kế hoạch dạy học

1. Phân phối chương trình – Tiếng Anh 8

HỌC KÌ I : 18 tuần x 3 tiết/tuần = 54 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Ghi chú |
|-----|-----------------------------|-------------------|--|---------|
| 1 | Revision | 1 | <p>1. Knowledge: After the lesson, students will be able to revise and remember the main knowledge that they have learnt in grade 7 such as present simple tense, verbs of liking and disliking to talk about different hobbies, <i>like, different from, (not) as ... as</i> to compare people and things...</p> <p>2. Abilities: Develop self study & co-operation and know how to solve problem.</p> <p>3. Key Competences: Educate students to revise the lesson by themselves and love studying English.</p> | |
| 2 | UNIT 1: LEISURE TIME | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic <i>Leisure time, expressions about likes and dislikes.</i></p> | |

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| | | | <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /u/ and /u:/.</p> <p>Grammar: Identify, understand and apply <i>Verbs of liking/disliking + gerunds/ to - infinitives</i></p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to * Skills: <ul style="list-style-type: none"> + read for specific information about leisure activities with family + listen to get specific information about leisure activities with friends + write a paragraph about leisure activities with friends + talk about leisure activities with family + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. * Communication: inviting & accepting invitations * Project: Leisure time survey. - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to have effective leisure activities. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>3.1.TC2a; 2.4.TC2a</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |
| 3 | UNIT 2: LIFE IN THE COUNTRYSIDE | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about life in the</p> | |

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| | | <p>countryside.</p> <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /ə/ and /i/ correctly</p> <p>Grammar: Identify, understand and apply <i>comparative forms of adverbs</i></p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + listen to get specific information about someone's opinion about life in the countryside. + read for specific information about different aspects of a Vietnamese village. + talk about the village or town where someone lives + write a paragraph about someone likes and dislikes about life in the countryside. + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. <p>* Communication: Giving and responding compliments</p> <p>* Project: My favourite village</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> | <p>1.1.TC2b; 1.2.TC2a; 5.2.TC2b</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |
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| | | | <ul style="list-style-type: none"> - Educate students know more about villages' lifestyles, culture, landscapes. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 4 | UNIT 3: TEENAGERS | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about school club activities, teens' use of social media, and teen stress Pronunciation: Identify, pronoun correctly and distinguish the sounds /u ə/ and /ɔi/ correctly Grammar: Identify, understand and apply simple sentences and compound sentences.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills ...in order to: <p>* Skills:</p> <ul style="list-style-type: none"> – read for general and specific information about school club activities – ask and answer questions about school clubs – listen for specific information about teen stress – write a paragraph about the causes of one's stress and solutions to deal with it. <p>+ Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects.</p> <p>* Communication: Making requests * Project: Our school clubs</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | <p>4.3.TC2a; 2.5.TC2a</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |

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| | | | <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know how to take care of themselves and deal with stress. - Build Ss' love for school clubs - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities | |
| 5 | REVIEW 1 | 2 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 1-3, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their task-taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill ... in order to do the test effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |

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| 6 | REVIEW FOR THE MIDDLE- TERM TEST 1 | 1 | <p>Apply the language and the skills in Unit 1-3 to: Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1,2,3. Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 1,2,3.</p> | |
| 7 | THE MIDDLE- TERM TEST 1 | 1 | <p>1. Knowledge: - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons.</p> <p>2. Key Competences: - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, communication skills in order to communicate effectively</p> <p>3. Attitudes: - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> | |
| 8 | Correction of the first mid-term test | 1 | <p>1. Knowledge: - Ss recognize the strengths and weaknesses in their work. - Ss know how to fix and draw the lessons for themselves.</p> <p>2. Key Competences: - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> | |

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| | | | Ss cultivate a sense of seriously correcting exercises and drawing lessons for the next time. | |
| 9 | Unit 4: ETHNIC GROUPS OF VIETNAM | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about the topic the lifestyle of ethnic groups; Pronunciation: Identify, pronounce correctly and distinguish the sounds /k/ and /g/ correctly; Grammar: Identify, understand and apply Yes/No and Wh- questions, countable and uncountable nouns.</p> <p>2. Key Competences: - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to: * Skills: + read for specific information about stilts houses; + talk about the type of home you live in; + listen for specific information about the life of minority children. + write a paragraph about things you do to help your family. + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. * Communication: Giving opinions; * Project: Our ethnic groups - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> | <p>1.1.TC2b; 3.2.TC2a 4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |

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| | | | <ul style="list-style-type: none"> - Educate students love and take pride of their ethnic groups. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 10 | Unit 5 OUR CUSTOMS AND TRADITIONS | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about customs and traditions; Pronunciation: Identify, pronoun correctly and distinguish the sounds /n/ and /ŋ/ correctly; Grammar: Identify, understand and apply <i>Zero article</i></p> <p>2. Key Competences: - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills ... communication skills in order to: * Skills: + read for general and specific information about a a local festival; + talk about a normal family event; + listen for specific information about a festival; + write an email to give advice on taking part in a traditional festival. + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. * Communication: giving advice; * Project: local customs and traditions. - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> | <p>3.3.TC2a; 2.2.TC2a</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |

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| | | | <ul style="list-style-type: none"> - Educate students to preserve and bring into play good customs and traditions. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 11 | REVIEW 2 | 2 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 4-6, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their task-taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about, build ss' love and sense of preservation for the things they experience from unit 4-6. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 12 | REVISION FOR THE FIRST TERM TEST | 3 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 1-6, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> | |

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| | | | <p>Improve their tesk- taking skill</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - - Be aware of about, build ss' love and sense of preservation for the things they experience from unit 1-6. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 13 | THE FIRST TERM TEST | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. | |

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| | | | - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 14 | Unit 6 LIFESTYLES | 7 | <p>1. Knowledge: Vocabulary: Identify, indicate and construct lexical items about <i>different lifestyles</i>. Pronunciation: Identify, pronounce correctly and distinguish <i>the sounds /br/ and /pr/ correctly</i>. Grammar: Identify, understand and apply <i>future simple, first conditional</i>.</p> <p>2. Key Competences: - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills: + read for specific information about an interesting lifestyle and ways to maintain its traditional lifestyle; + talk about maintaining traditional lifestyles; + listen for general and specific information about the impact of modern technology on lifestyles; + write a paragraph about the advantages or disadvantages of online learning.</p> <p>+ Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects.</p> <p>* Communication: expressing certainty; * Project: Interesting lifestyles around the world. - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication.</p> | <p>1.3.TC2a; 5.2.TC2b 4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |

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| | | | <p>- Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes:</p> <p>- Educate students to understand about good lifestyles.</p> <p>- Encourage Ss to study hard.</p> <p>- Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> | |
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HỌC KỲ II: 17 tuần x 3 tiết/tuần = 51 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Ghi chú |
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| 1 | Unit 7 ENVIRONMENTAL PROTECTION | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about <i>Environmental protection</i>.</p> <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /bl/ and /kl/ correctly.</p> <p>Grammar: Identify, understand and apply <i>Complex sentences with adverbs clauses of time</i>.</p> <p>2. Key Competences:</p> <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills in order to:</p> <p>* Skills:</p> <p>+ read for general and specific information about Con Dao National Park;</p> <p>+ talk about Vu Quang National Park;</p> <p>+ listen for general and specific information about water pollution;</p> <p>+ write a notice.</p> <p>+ Optimize the use of AI tools for greater efficiency.</p> | |

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| | | | <p>+ Manage the deployment of AI tools in small projects.</p> <p>* Communication: Asking for clarification;</p> <p>* Project: A serious pollution problem in my area.</p> <p>3. Attitudes:</p> <p>- Educate students to protect their cultural and life environment.</p> <p>- Encourage Ss to study hard.</p> <p>- Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities.</p> | <p>5.3.TC2a; 2.3.TC2b</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |
| 2 | Unit 8 SHOPPING | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about shopping.</p> <p>Pronunciation: Identify, pronounce correctly and distinguish the sounds /sp/ and /st/ correctly.</p> <p>Grammar: Identify, understand and apply <i>adverbs of frequency, present simple for future events.</i></p> <p>2. Key Competences:</p> <p>- Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <p>+ read for specific information about the reasons people go to shopping centres;</p> <p>+ talk about a shopping place;</p> <p>+ listen for specific information about online shopping;</p> <p>+ write a paragraph about advantages and disadvantages of a shopping place.</p> <p>+ Optimize the use of AI tools for greater efficiency.</p> <p>+ Manage the deployment of AI tools in small projects.</p> <p>* Communication: making complaints.</p> | <p>1.2.TC2a; 5.2.TC2b</p> <p>4.2.TC1a</p> |

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| | | | <p>* Project: Your dream shopping place</p> <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students to how to shop wisely and know a little about economy system. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>5.1.TC1b</p> <p>6.2.TC1b</p> |
| 3 | <p>Unit 9</p> <p>NATURAL DISASTERS</p> | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about natural disasters.</p> <p>Pronunciation: Identify, pronounce correctly stress in words ending in - al and -ous</p> <p>Grammar: Identify, understand and apply past continuous</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about natural disasters; + talk about a natural disaster; + listen for specific information about things to do before, during and after a natural disaster; + write instructions about things to do before, during and after a natural disaster; <p>+ Optimize the use of AI tools for greater efficiency.</p> <p>+ Manage the deployment of AI tools in small projects.</p> <p>* Communication: giving and responding to a bad news.</p> | <p>3.1.TC2a;</p> <p>4.1.TC2a</p> <p>4.2.TC1a</p> |

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| | | | <p>* Project: What we know about a natural disaster;</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students life skills to do before, during and after a natural disaster; - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>5.1.TC1b 6.2.TC1b</p> |
| 4 | REVIEW 3 | 2 | <p>1. Knowledge:</p> <p>Consolidate and apply what they have learnt in the Unit 7-9, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises.</p> <p>Improve their task-taking skill.</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 7, 8, 9.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to do the test effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>-Revise the language and the skills in Unit 7-9</p> | |

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| | | | <ul style="list-style-type: none"> - Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in unit 7, 8, 9. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of skills sts experience in units 7-9. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 5 | REVIEW FOR THE MIDDLE- TERM TEST 2 | 1 | <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 7, 8& 9...</p> <p>Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in unit 7, 8 & 9.</p> | |
| 6 | THE MIDDLE- TERM TEST 2 | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Apply comprehension, vocabulary, grammar, pronunciation, and fluency to do their test. - Check how progress they have achieved, what they have learnt in the previous lessons. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 7 | Unit 10 | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about</p> | |

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| | <p>COMMUNICATION IN THE FUTURE</p> | <p>communication</p> <p>Pronunciation: Identify, pronounce correctly stress in words ending in <i>-ese</i> and <i>-ee</i></p> <p>Grammar: Identify, understand and apply prepositions of place and time, possessive pronouns</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, communication skills in order to: <p>* Skills:</p> <ul style="list-style-type: none"> + read for specific information about a way of communicating in the future; + talk about the advantages and disadvantages of a way of communicating; + listen for specific information about a communication exhibition; + write a paragraph to describe a way of modern communication. + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. <p>* Communication: Interrupting politely</p> <p>* Project: Communication in the future</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Educate students know to communicate politely. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. - Build Ss' imagination, creativity, collaboration and communication. | <p>5.3.TC2a; 3.1.TC2a</p> <p>4.2.TC1a</p> <p>5.1.TC1b</p> <p>6.2.TC1b</p> |
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| | | | - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. | |
| 8 | Unit 11 SCIENCE AND TECHNOLOGY | 7 | <p>2. Knowledge: Vocabulary: Identify, indicate and construct lexical items about science and technology. Pronunciation: Identify and say correctly sentences with correct stress. Grammar: Identify, understand and apply the future simple to talk about future activities and make predictions, and possessive pronouns correctly.</p> <p>2. Key Competences: - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, communication skills in order to: * Skills: + read advertisements for specific information about new technologies. + talk about a technology or an invention; + listen for general and specific information about a robot teacher; + write a paragraph about whether robots will replace teachers at school. + Optimize the use of AI tools for greater efficiency. + Manage the deployment of AI tools in small projects. * Communication: Giving and responding to good news. * Project: Your invention - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork.</p> <p>3. Attitudes: - Educate students apply a problem in real life to create a new tool for dealing with it. - Encourage Ss to study hard.</p> | <p>3.4.TC2a; 6.1.TC2a 4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |

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| | | | - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 10 | REVIEW 4 | 2 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 10-12, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their task-taking skill. Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 10, 11, 12.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Collaborate and build and stimulate critical thinking skills, analytical thinking, note taking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the topics they have learned. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 11 | REVISION FOR THE SECOND TERM TEST | 2 | <p>1. Knowledge: Consolidate and apply what they have learnt in the Unit 7-12, recycle the language from the previous sections, evaluate their performance and provide further practice. Do some practice exercises. Improve their task-taking skill.</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. | |

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| | | | <ul style="list-style-type: none"> - Collaborate and build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self-evaluation skill, communication skills in order to communicate effectively. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the topics they have learned. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 12 | THE SECOND TERM TEST | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Assess comprehension, vocabulary, grammar, pronunciation, and fluency. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build Ss' imagination, creativity, collaboration and communication. - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Be aware of about the importance of speaking English. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | |
| 13 | Unit 12 LIFE ON OTHER PLANETS | 7 | <p>1. Knowledge:</p> <p>Vocabulary: Identify, indicate and construct lexical items about Outer space.</p> <p>Pronunciation: Identify <i>intonation for making lists</i>.</p> <p>Grammar: Identify, understand and apply articles correctly reported speech (questions).</p> <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Enhance Ss' cross culture awareness about school by collaborating and building and stimulate critical thinking skills, analytical thinking, note | |

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| | | <p>talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to:</p> <p>* Skills:</p> <ul style="list-style-type: none"> + read about the possibility of life on other planets; + talk about the conditions needed for planets to support human life; + listen about an imaginary planet and its creatures; + write a paragraph to describe imaginary creatures living on another planet. <p>+ Optimize the use of AI tools for greater efficiency.</p> <p>+ Manage the deployment of AI tools in small projects.</p> <p>* Communication: Expressing uncertainty</p> <p>* Project: Our favourite planet</p> <ul style="list-style-type: none"> - Build and stimulate generalization and conversation skills and creativity. - Build Ss' imagination, creativity, collaboration and communication. - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Attitudes:</p> <ul style="list-style-type: none"> - Stimulate sts to discover knowledge about astronomy. - Encourage Ss to study hard. - Extend Ss' serious learning attitudes; love learning English, energetically and actively participate in learning activities. | <p>1.1.TC2b; 3.2.TC2a</p> <p>4.2.TC1a 5.1.TC1b 6.2.TC1b</p> |
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KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC / HOẠT ĐỘNG GIÁO DỤC: TIẾNG ANH, KHỐI LỚP 9
(Năm học 2025 – 2026)

I. Đặc điểm tình hình

1. Số lớp: 7 **Số học sinh: 287** **Số học sinh chuyên đề lựa chọn: 30** (Ôn học sinh giỏi)

2. Tình hình đội ngũ: Số giáo viên: 4; **Trình độ đào tạo: Cao đẳng: Đại học: 4** Trên đại học:

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 4 **Khá: Đạt: Chưa đạt:**

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
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| 1 | Máy tính, máy chiếu, thiết kế phiếu học tập | 04 bộ | Các tiết dạy ngữ liệu mới, ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |
| 2 | Đài, đầu đĩa (Phòng học chức năng) | 04 bộ | Các tiết dạy ngữ liệu mới, luyện ngữ âm, luyện nghe. | GV chủ động sử dụng |
| 3 | Hộp chỉ dẫn: Sưu tầm video, tranh ảnh minh họa, hệ thống các sơ đồ, bảng biểu cụ thể theo kiểu bài | 4 bộ | Các tiết dạy ngữ liệu mới, ngữ pháp, luyện tập, luyện nói, rèn 4 kỹ năng: nói, nghe, đọc viết. | GV chủ động sử dụng |

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

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|---------------------|----------|--|---------|
| 1 | Phòng học Tiếng Anh | 1 | Unit 1. Local community – Skills 2 | |
| 2 | Phòng học Tiếng Anh | 1 | Unit 2. City life – Skills 2 | |
| 3 | Phòng học Tiếng Anh | 1 | Unit 3. Healthy living for teens – Skills 2 | |
| 4 | Phòng học Tiếng Anh | 1 | Unit 4. Remembering the past – Skills 2 | |
| 5 | Phòng học Tiếng Anh | 1 | Unit 5. Our experiences - Skills 2 | |
| 6 | Phòng học Tiếng Anh | 1 | Unit 6. Vietnamese lifestyle then and now – Skills 2 | |
| 7 | Phòng học Tiếng Anh | 1 | Unit 7. Natural wonders of the world - Skills 2 | |
| 8 | Phòng học Tiếng Anh | 1 | Unit 8. Tourism - Skills 2 | |
| 9 | Phòng học Tiếng Anh | 1 | Unit 9. World Englishes – Skills 2 | |
| 10 | Phòng học Tiếng Anh | 1 | Unit 10. Planet Earth – Skills 2 | |
| 11 | Phòng học Tiếng Anh | 1 | Unit 11. Electronic devices – Skills 2 | |
| 12 | Phòng học Tiếng Anh | 1 | Unit 12. Career choices – Skills 2 | |

II. Kế hoạch dạy học

1. Phân phối chương trình – Tiếng Anh 9

HỌC KÌ I : 18 tuần x 3 tiết/tuần = 54 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Năng lực số |
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| 1 | INTRODUCTION | 1 | <p>OBJECTIVES: By the end of the lesson students will be able to gain the following things:</p> <p>1. INTRODUCTION</p> <p>* To introduce TIẾNG ANH 9 GLOBAL SUCCESS: TIẾNG ANH 9 GLOBAL SUCCESS is the final of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and</p> | |

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| | | <p>Training in December 2018, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).</p> <p>* The components of TIẾNG ANH 9 GLOBAL SUCCESS consist of a Student's Book, a Teacher's Book, and a Workbook.</p> <p>+ The Student's Book contains: Book map outlining the contents of each unit.</p> <p>- 12 topic-based units, each covering seven sections to be taught in seven 45-minute lessons.</p> <p>- 4 review units, each providing revision and further practice of the previous three units, to be dealt with in two periods.</p> <p>+ Glossary: giving meanings and phonetic transcriptions of the new words in each unit.</p> <p>** There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units offer students engaging lessons and an engaging learning experience.</p> <p>- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.</p> <p>*Vocabulary: Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.</p> <p>* Grammar : Phrasal verbs; Double comparatives; if-Clause, Past continuous, Wish Clause, Presentperfect, To-Verb/ Verb-Ing; Reported speech, Relative clauses, Suggest/ advise ..+ Ving; Adverbial clauses: concession, result, and reason.</p> <p>2. Competence: Students will be able to know how to study English effectively and how to use new Tieng Anh 9 textbooks and know the methods to study new Tieng Anh 9 textbooks.</p> <p>- Be collaborative and supportive in pair work and teamwork.</p> <p>- Actively join in class activities</p> <p>3. Qualities: To teach Ss the love of English; The awareness about importance of learning English.</p> <p>- Developing self-study skills.</p> | |
| 2 | UNIT 1: | 7 OBJECTIVES: | |

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| | <p style="text-align: center;">LOCAL COMMUNITY</p> | <p>+ By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge:</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Local community; * Pronunciation: pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; * Grammar: use question words before to-infinitives and some phrasal verbs; * Everyday English <ul style="list-style-type: none"> - seek help and respond; - guess the meaning of unknown words in context; * Skills: <ul style="list-style-type: none"> - read for specific information about special products in some areas; - give a short presentation about a speciality; - listen for specific information about a community helper; - write a paragraph about a community helper. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. <p>2. Competence:</p> <ul style="list-style-type: none"> - Students will be able to practice listening , speaking, reading and writing skills . - Develop communication skills and cultural awareness. - Be cooperative and supportive in pair work and teamwork. <p>3. Personal qualities:</p> <ul style="list-style-type: none"> - Be friendlier and willing to help the local community; - Actively participate in community services; - Develop self-study skills. | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> |
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| 3 | <p style="text-align: center;">UNIT 2: CITY LIFE</p> | 7 | <p>OBJECTIVES: + By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge: * Vocabulary: use the words related to city life; * Pronunciation: pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; * Grammar: recognise and use double comparatives and some phrasal verbs; * Everyday English: offer help and respond; * Skills: - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects.</p> <p>2. Competence : - Students will be able to practice listening , speaking, reading and writing skills . - Develop communication skills and cultural awareness. - Be cooperative and supportive in pair work and teamwork.</p> <p>3. Personal qualities: - Actively participate in class activities. - Students can know which type of life suits them more, city life or village life.</p> | <p style="text-align: right;">1.1.TC2b 3.1.TC2b 5.2.TC2b</p> |
| 4 | <p style="text-align: center;">UNIT 3: HEALTHY LIVING FOR TEENS</p> | 7 | <p>OBJECTIVES: * By the end of this lesson, Ss will be able to gain the following: + By the end of this unit, students will be able to gain the following items:</p> | |

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| | | | <p>1. Knowledge:</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to students' life and schoolwork; * Pronunciation: correctly pronounce the sounds /h/ and /r/ in words and sentences; * Grammar: use modal verbs in first conditional sentences; * Everyday English: ask for repetition and respond; * Skills <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; - write a paragraph about how to manage our time effectively. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects <p>2. Competence:</p> <ul style="list-style-type: none"> - Students will be able to practice listening , speaking, reading and writing skills . - Develop communication skills and cultural awareness. - Be cooperative and supportive in pair work and teamwork. <p>3. Personal qualities:</p> <ul style="list-style-type: none"> - Develop communication skills and creativity; - Actively participate in class activities. - Develop self-study skills. | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> |
| 5 | REVIEW 1 | 2 | <p>OBJECTIVES:</p> <p>+ By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge:</p> <ul style="list-style-type: none"> - To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises. - By the end of the lesson, Ss will be able to revise, do exercises . Check how progress they have achieved , what they have learnt in the previous lessons. | |

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| | | <p>* Vocabulary: Ss revise words and phrases related to : Local community, City life, Healthy living for teens</p> <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; <p>* Grammar :</p> <ul style="list-style-type: none"> - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. <p>* Skills Unit 1</p> <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; - listen for specific information about a community helper; - write a paragraph about a community helper. <p>* Skills Unit 2</p> <ul style="list-style-type: none"> - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. <p>* Skills Unit 3</p> <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; - write a paragraph about how to manage our time effectively. <p>2. Competence: Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.</p> | |
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| | | | <ul style="list-style-type: none"> - Develop communication skills and creativity. - Actively join in class activities. <p>3. Qualities : Having the good attitude to working in groups, individual work, pair work, cooperative learning.</p> <ul style="list-style-type: none"> - Develop self-study skills. | |
| 6 | REVIEW FOR THE MIDDLE- TERM TEST 1 | 1 | <p>Apply the language and the skills in Unit 1-3 to:</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1,2,3.</p> <p>Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 1,2,3.</p> | |
| 7 | THE MIDDLE- TERM TEST 1 | 1 | <p>OBJECTIVES:</p> <p>+ By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge:</p> <ul style="list-style-type: none"> - To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises. - By the end of the lesson, Ss will be able to revise, do exercises . Check how progress they have achieved , what they have learnt in the previous lessons. <p>* Vocabulary: Ss revise words and phrases related to : Local community, City life, Healthy living for teens</p> <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; <p>* Grammar :</p> <ul style="list-style-type: none"> - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. <p>* Skills Unit 1</p> | |

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| | | | <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; - listen for specific information about a community helper; - write a paragraph about a community helper. <p>* Skills Unit 2</p> <ul style="list-style-type: none"> - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. <p>* Skills Unit 3</p> <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; - write a paragraph about how to manage our time effectively <p>2. Key competence: Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.</p> <ul style="list-style-type: none"> - Develop communication skills and creativity. - Actively join in class activities. <p>3. Qualities : Having the good attitude to working in groups, individual work, pair work, cooperative learning.</p> <ul style="list-style-type: none"> - Develop self-study skills. | |
| 8 | Correction of the first mid-term test | 1 | <p>1. Knowledge:</p> <ul style="list-style-type: none"> - Ss recognize the strengths and weaknesses in their work. - Ss know how to fix and draw the lessons for themselves. <p>2. Key Competences:</p> <ul style="list-style-type: none"> - Build and stimulate critical thinking skills, analytical thinking, note talking skill, presentation skill, problem solving skill, self- evaluation skill, communication skills in order to communicate effectively. | |

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| | | | <ul style="list-style-type: none"> - Collaborate and build enthusiasm and effectiveness in pair work and teamwork. <p>3. Qualities: Ss cultivate a sense of seriously correcting exercises and drawing lessons for the next time.</p> | |
| 9 | Unit 4: REMEMBERING THE PAST | 7 | <p>I. OBJECTIVES: *By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge: <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Remembering the past, * Pronunciation: pronounce the sounds /m/ and /l/ correctly in words and sentences; * Grammar: use the past continuous and wish + past simple; * Everyday English: thanking and responding </p> <p>* Skills <ul style="list-style-type: none"> - read for specific information about how English people keep their cuisine alive; - talk about a typical traditional Vietnamese dish; - listen for general and specific information about old school days. - write a paragraph about old school- know how to thank and respond. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. </p> <p>2. Competence: <ul style="list-style-type: none"> - Students will be able to practice listening , speaking, reading and writing skills . - Develop communication skills and cultural awareness. - Be co-operative and supportive in pair work and teamwork. </p> <p>3. Personal qualities: <ul style="list-style-type: none"> - Develop communication skills and creativity; - Be collaborative and supportive in pair work and teamwork; - Actively join in class activities. </p> | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> <p>4.2.TC1a</p> <p>6.2.TC1b</p> |
| 10 | Unit 5 | 7 | <p>I. OBJECTIVES: *By the end of this unit, students will be able to gain the following</p> | |

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| | OUR EXPERIENCES | | <p>items:</p> <p>1. Knowledge:</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to experiences and adjectives describing experiences; * Pronunciation: pronounce the sounds /j/ and /w/ correctly in words and sentences; * Grammar: use the present perfect correctly; * Everyday English: apologise and respond; * Skills: <ul style="list-style-type: none"> - read for general and specific information about different summer course experiences; - talk about a friend's experiences of a course; - listen for general and specific information about bad experiences at school. - write a paragraph about the most pleasant / unpleasant experience at school. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. <p>2. Competence :</p> <ul style="list-style-type: none"> - Develop communication skills. - Be co-operative and supportive in pair work and teamwork. <p>3. Personal qualities:</p> <ul style="list-style-type: none"> + Be friendlier and willing to make more friends at school - Actively participate in class and school activities | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> <p>4.2.TC1a</p> <p>6.2.TC1b</p> |
| 11 | REVIEW 2 | 2 | <p>OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 4 -6.</p> <p>1. Knowledge: To revise the language they have learnt and the skills they have practiced in Unit 4-6.</p> <ul style="list-style-type: none"> * Vocabulary: Revise the words related to: Life in the past, Experiences, Changes in life styles. * Pronunciation: <ul style="list-style-type: none"> - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; | |

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| | | | <ul style="list-style-type: none"> - pronounce the sounds /f/ and /r/ correctly in words and sentences; * Grammar : Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. - Revise : Thanking and responding; Apologising and responding; Making promises. * Writing : Writing a paragraph about the things you do to help the family ; Write an email. 2. Competence: - Develop communication skills and creativity. - Be cooperative and supportive in pair work and teamwork. - Actively join in class activities 3. Qualities: - Have the good attitude to working in groups, pair work, cooperative learning. - Develop self-study skills. | |
| 12 | REVISION FOR THE FIRST TERM TEST | 3 | <p>I. OBJECTIVES:</p> <p>1. Knowledge:</p> <ul style="list-style-type: none"> - To revise the language and skills they have learnt in Unit 1-6. - Identify and practice the language items of units 1,2,3,4,5,6 - By the end of this Unit, students can revise the language items of units 1,2,3,4,5,6 they have studied and the skills they have practiced . <p>* Vocabulary:</p> <ul style="list-style-type: none"> - Ss revise words and phrases related to : Local community, City life, Healthy living for teens - Revise the words related to: Life in the past, Experiences, Changes in life styles. <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; | |

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| | | | <p>- pronounce the sounds /fl/ and /fr/ correctly in words and sentences;</p> <p>* Grammar :</p> <p>- Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1)</p> <p>- Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2)</p> <p>- Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences.</p> <p>- Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing.</p> <p>* Skills Unit 1-6</p> <p>2. Competence: Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.</p> <p>- Develop communication skills and creativity.</p> <p>- Actively join in class activities.</p> <p>3. Qualities : Having the good attitude to working in groups, pair work, cooperative learning.</p> <p>- Develop self-study skills.</p> | |
| 13 | THE FIRST TERM TEST | 1 | <p>I. OBJECTIVES:</p> <p>1. Knowledge:</p> <p>- To revise the language and skills they have learnt in Unit 1-6.</p> <p>- Identify and practice the language items of units 1,2,3,4,5,6</p> <p>- By the end of this Unit, students can revise the language items of units 1,2,3,4,5,6 they have studied and the skills they have practiced .</p> <p>* Vocabulary:</p> <p>- Ss revise words and phrases related to : Local community, City life, Healthy living for teens</p> <p>- Revise the words related to: Life in the past, Experiences, Changes in life styles.</p> <p>* Pronunciation:</p> <p>- pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences;</p> <p>- pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and</p> | |

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| | | | <p>sentences;</p> <ul style="list-style-type: none"> - correctly pronounce the sounds /h/ and /r/ in words and sentences; - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; <p>* Grammar:</p> <ul style="list-style-type: none"> - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. - Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. <p>* Skills U1-6</p> <ul style="list-style-type: none"> - write a paragraph about community helper. - write a paragraph about what you like or dislike about city life. - write a paragraph about how to manage time effectively. - Writing a paragraph about old school days. - Writing a paragraph about the most pleasant/ Unpleasant experience at school. - Writing an email about changes in your family. <p>2. Competence: Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.</p> <ul style="list-style-type: none"> - Develop communication skills and creativity. - Actively join in class activities. <p>3. Qualities : Having the good attitude to working in groups, pair work, cooperative learning.</p> <ul style="list-style-type: none"> - Develop self-study skills. | |
| 14 | Unit 6 | 7 | <p>OBJECTIVES:</p> <p>+ By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge:</p> | |

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| | <p style="text-align: center;">VIETNAMESE LIFESTYLE THEN AND NOW</p> | <p>* Vocabulary: use the words related to changes in lifestyle; * Pronunciation: pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Grammar: use to-infinitive and V-ing after a verb correctly; * Everyday English: make promises; * Skills: - read for specific information about learning styles in the past and at present; - talk about changes in one's learning style; - listen for specific information about changes in family life; - write an email about changes in one's family. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects.</p> <p>2. Competence: - Develop communication skills. - Be co-operative and supportive in pair work and teamwork.</p> <p>3. Personal qualities: - Actively participate in class and school activities. - Develop self-study skills.</p> | <p style="text-align: right;">1.1.TC2b 3.1.TC2b 5.2.TC2b 4.2.TC1a 6.2.TC1b</p> |
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HỌC KỲ II: 17 tuần x 3 tiết/tuần = 51 tiết

| STT | Bài học (1) | Số tiết (2) | Yêu cầu cần đạt (3) | Ghi chú |
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| 1 | <p style="text-align: center;">Unit 7 NATURAL WONDERS OF THE WORLD</p> | 7 | <p>Objectives: By the end of this unit, students will be able to gain the followings: 1. Knowledge * Vocabulary: use the words related to the topic Natural wonders of the world; * Pronunciation: pronounce the sounds /sl/ and /sn/ correctly in words and</p> | |

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| | | | <p>sentences;</p> <p>* Grammar:</p> <ul style="list-style-type: none"> - use the reported Yes/No questions; <p>* Everyday English</p> <ul style="list-style-type: none"> - ask for permission and respond; <p>* Skills</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest. - write a paragraph about a natural wonder / landscape in their area. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. <p>2. Competence: - Develop communication skills and creativity.</p> <ul style="list-style-type: none"> - Be collaborative and supportive in pair work and teamwork. - Actively join in class activities. <p>3. Qualities:</p> <ul style="list-style-type: none"> - Students can have some ideas about Natural Wonders. - Develop self-study skills. | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> |
| 2 | Unit 8 TOURISM | 7 | <p>Objectives: By the end of this unit, students will be able to gain the followings:</p> <p>1. Knowledge</p> <p>* Vocabulary: use the words and phrases related to tourism;</p> <p>* Pronunciation: use stress in words ending in -ic and -ious correctly;</p> <p>* Grammar:</p> <ul style="list-style-type: none"> - recognise and use relative pronouns correctly; <p>* Everyday English</p> <p>express obligations;</p> <p>* Skills</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. - Optimize the use of AI tools for greater efficiency. | <p>1.1.TC2b</p> <p>3.1.TC2b</p> |

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| | | | <ul style="list-style-type: none"> - Manage the deployment of AI tools in small projects. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities <p>3. Qualities</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities | 5.2.TC2b |
| 3 | Unit 9 WORLD ENGLISHES | 7 | <p>Objectives: By the end of this unit, students will be able to gain the followings:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic World Englishes; * Pronunciation: pronounce the words ending in -ion and -ity with correct stress; * Grammar: + use defining relative clauses; * Everyday English - say good luck and respond; * Skills: - read for general and specific information about the three circles of English; - talk about borrowed words; - listen for specific information about ways to improve one's English vocabulary; - write a paragraph about ways to improve an area of English learning. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> |

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| | | | <ul style="list-style-type: none"> - Actively join in class activities <p>3. Qualities</p> <ul style="list-style-type: none"> - Develop self-study skills. - Ss have the good attitude to working in groups, pair work, cooperative learning. | |
| 4 | REVIEW 3 | 2 | <p>* OBJECTIVES : By the end of the lesson Ss will be able to gain the following:</p> <p>1. Knowledge: - Ss will have revised the language they have learnt and the skills they have practised in Unit 7, 8, 9.</p> <ul style="list-style-type: none"> - Review pronunciation, vocabulary and the grammar points they have learnt in Unit 7, 8, 9. <p>a) Vocabulary:</p> <ul style="list-style-type: none"> - use the words related to the topic Natural wonders of the world; - use the words and phrases related to tourism; -use the words related to the topic World Englishes; <p>b) Pronunciation</p> <ul style="list-style-type: none"> - pronounce the sounds /sl/ and /sn/ correctly in words and sentences; - use stress in words ending in -ic and -ious correctly; - pronounce the words ending in -ion and -ity with correct stress; <p>c) Grammar</p> <ul style="list-style-type: none"> - use the reported Yes/No questions; - recognise and use relative pronouns correctly; - use defining relative clauses; <p>d) Everyday English</p> <ul style="list-style-type: none"> - ask for permission and respond; - express obligations; - say good luck and respond; <p>e) Skills</p> <p>* Skills Unit 7</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest; - write a paragraph about a natural wonder / landscape in their area. | |

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| | | | <p>* Skills Unit 8</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. <p>* Skills Unit 9</p> <ul style="list-style-type: none"> - read for general and specific information about the three circles of English; - talk about borrowed words; - listen for specific information about ways to improve one's English vocabulary; - write a paragraph about ways to improve an area of English learning. <p>2. Competence:</p> <ul style="list-style-type: none"> - Develop communication skills and creativity. - Be cooperative and supportive in pair work and teamwork. - Actively join in class activities <p>3. Qualities:</p> <ul style="list-style-type: none"> - Have the good attitude to working in groups, pair work, cooperative learning. - Develop self-study skills. - Be ready and confident in the midterm test | |
| 5 | REVIEW FOR THE MIDDLE- TERM TEST 2 | 1 | <p>1. Knowledge: By the end of the test, students will be able to:</p> <ul style="list-style-type: none"> - Revise the language Ss have learnt in units 7, 8, 9. - Revise the skills they have practised in units 7, 8, 9. <p>2. Skills: Checking reading, writing, listening skills Uniy</p> <p>3. Qualities: Ss will be more responsible for studying English.</p> | |
| 6 | THE MIDDLE- TERM TEST 2 | 1 | <p>1. Knowledge: By the end of the test, students will be able to:</p> <ul style="list-style-type: none"> - revise the language Ss have learnt in units 7, 8, 9. - revise the skills they have practised in units 7, 8, 9. - know their mistakes and correct <p>2. Skills: checking reading, writing, listening skills.</p> <p>3. Qualities: Ss will be more responsible for studying English.</p> | |
| 7 | | | <p>1. Knowledge: By the end of the test, students will be able to:</p> | |

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| | CORRECTION | 1 | <ul style="list-style-type: none"> - revise the language Ss have learnt in units 7, 8, 9. - revise the skills they have practised in units 7, 8, 9. - know their mistakes and correct <p>2. Skills: checking reading, writing, listening skills.</p> <p>3. Qualities : Ss will be more responsible for studying English.</p> | |
| 8 | UNIT 10. PLANET EARTH | 7 | <p>* Objectives: By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to planet Earth, habitats, and flora and fauna; * Pronunciation: say sentences with correct rhythm; * Grammar: use non-defining relative clauses; * Everyday English: persuade someone to do something and respond; * Skills: <ul style="list-style-type: none"> - read for general and specific information about flora and fauna; - talk about threats to flora and fauna and how to protect them; - listen for general and specific information about the effects of living things on the environment. - write a summary. - Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects. <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Students know the topic of the unit and be ready for the conversation. - Develop self-study skills. | <p>1.1.TC2b</p> <p>3.1.TC2b</p> <p>5.2.TC2b</p> |
| 9 | | 7 | <p>* Objectives:</p> <p>By the end of this unit, students will be able to gain the following items:</p> <p>1. Knowledge</p> | |

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| | <p style="text-align: center;">UNIT 11. ELECTRONIC DEVICES</p> | <p>* Vocabulary: use the words and phrases about electronic devices; * Pronunciation: stress on all words in sentences correctly; * Grammar: use the verb suggest/advise/recommend + V-ing / a clause with should; * Everyday English: check someone's understanding and respond; * Skills:</p> <ul style="list-style-type: none"> - guess the meaning of words in context; - read for specific information about electronic devices; - talk about an electronic device which is important to them; - listen for specific information about the current and future uses of one's favourite electronic device; - write a passage about the current and future capabilities of one's favourite electronic device. <p style="color: red;">- Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects.</p> <p>2. Competences</p> <ul style="list-style-type: none"> - Develop communication skills and creativity - Be collaborative and supportive in pair work and teamwork - Actively join in class activities <p>3. Personal qualities</p> <ul style="list-style-type: none"> - Love talking about themselves and their problems . | <p>1.1.TC2b 3.1.TC2b 5.2.TC2b</p> |
| 10 | 2 | <p>I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 10, 11, 12</p> <ul style="list-style-type: none"> - Ask Ss what they have learnt in terms of language and skills. - Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult points before starting with the review. <p>1. Knowledge: Ss will have revised the language they have learnt and the skills they have practised in Unit 10, 11, 12.</p> <p>a) Vocabulary</p> <ul style="list-style-type: none"> - use the words and phrases related to planet Earth, habitats, and flora and fauna; | |

REVIEW 4

- use the words and phrases about electronic devices; stress on all words in sentences correctly;
- use the words and phrases related to jobs;
- b) Pronunciation**
- stress on all words in sentences correctly;
- say sentences with correct rhythm;
- say statements used as questions with correct intonation;
- c) Grammar**
- use non-defining relative clauses;
- use the verb suggest/advise/recommend + V-ing / a clause with should;
- use adverbial clauses of concession, result, and reason; express hope and respond;
- d) Everyday English**
- persuade someone to do something and respond;
- check someone's understanding and respond;
- express hope and respond;
- e) Skills Unit 10-12**
- * Skills unit 10**
- read for general and specific information about flora and fauna;
- talk about threats to flora and fauna and how to protect them;
- listen for general and specific information about the effects of living things on the environment;
- * Skills unit 11**
- guess the meaning of words in context;
- read for specific information about electronic devices;
- talk about an electronic device which is important to them;
- listen for specific information about the current and future uses of one's favourite electronic device;
- write a passage about the current and future capabilities of one's favourite electronic device.
- *Skills unit 12**
- read for general and specific information about the future world of work;
- talk about the job they want to do in the future;
- listen for specific information about people's career paths;

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| | | | <p>2. Competence:</p> <ul style="list-style-type: none"> - Develop communication skills - Develop communication skills and creativity. - Be cooperative and supportive in pair work and teamwork. - Actively join in class activities <p>3. Qualities:</p> <ul style="list-style-type: none"> - Have the good attitude to working in groups, pair work, cooperative learning. - Develop self-study skills. | |
| 11 | <p>REVISION FOR THE SECOND TERM TEST</p> | 2 | <p>* By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 7- 12</p> <p>1. Knowledge: Ss will have revised the language they have learnt and the skills they have practised in Unit 7- 12.</p> <p>a) Vocabulary</p> <ul style="list-style-type: none"> - use the words and phrases related to planet Earth, habitats, and flora and fauna; - use the words and phrases about electronic devices; stress on all words in sentences correctly; - use the words and phrases related to jobs; <p>b) Pronunciation</p> <ul style="list-style-type: none"> - pronounce the sounds /sl/ and /sn/ correctly in words and sentences; - use stress in words ending in -ic and -ious correctly; - pronounce the words ending in -ion and -ity with correct stress; - stress on all words in sentences correctly; - say sentences with correct rhythm; - say statements used as questions with correct intonation; <p>c) Grammar</p> <ul style="list-style-type: none"> - use non-defining relative clauses; - use the verb suggest/advise/recommend + V-ing / a clause with should; + use adverbial clauses of concession, result, and reason; express hope and respond; <p>d) Everyday English</p> <ul style="list-style-type: none"> - ask for permission and respond. - express obligations. | |

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| | | | <ul style="list-style-type: none"> - say good luck and respond. - persuade someone to do something and respond. - check someone's understanding and respond. - express hope and respond. <p>d) Skills Unit 7-12</p> <ul style="list-style-type: none"> - write a summary. - write a passage about the current and future capabilities of one's favourite electronic device. - write an email about their future favourite job. <p>2. Competence: Develop communication skills a</p> <ul style="list-style-type: none"> - Develop communication skills and creativity. - Be cooperative and supportive in pair work and teamwork. - Actively join in class activities <p>3. Qualities :</p> <ul style="list-style-type: none"> - Have the good attitude to working in groups, pair work, cooperative learning. - Develop self-study skills. | |
| 12 | THE SECOND TERM TEST | 1 | <p>* By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 7- 12</p> <p>1. Knowledge: By the end of the test, students will be able to:</p> <ul style="list-style-type: none"> - Check the language Ss have learnt in English 9 - Check the skills they have practised in English 9 <p>2. Skills: Checking reading, writing, listening skills.</p> <p>3. Qualities:</p> <p>Ss will be more responsible for studying English.</p> | |

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| 13 | <p style="text-align: center;">UNIT 12. CAREER CHOICES</p> | 7 | <p>Objectives: By the end of this unit, students will be able to gain the followings:</p> <p>1. Knowledge</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to jobs; * Pronunciation: say statements used as questions with correct intonation; * Grammar: use adverbial clauses of concession, result, and reason; * Everyday English: express hope and respond; <p>*Skills:</p> <ul style="list-style-type: none"> - read for general and specific information about the future world of work; - talk about the job they want to do in the future; - listen for specific information about people's career paths; - write an email about their future favourite job. <p style="color: red;">- Optimize the use of AI tools for greater efficiency. - Manage the deployment of AI tools in small projects.</p> <p>2. Competences</p> <ul style="list-style-type: none"> - Use words and expressions related to Life on other planets - Read and listen about Thrilling Science Fiction Novel. - Actively join in class activities <p>3. Qualities</p> <ul style="list-style-type: none"> - Love talking about Life on other planets | <p style="text-align: right;">1.1.TC2b 3.1.TC2b 5.2.TC2b</p> |
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2. Kiểm tra, đánh giá định kỳ

| Bài kiểm tra, đánh giá | Thời gian (1) | Thời điểm (2) | Yêu cầu cần đạt (3) | Hình thức (4) |
|------------------------|------------------|------------------|---|--|
| Giữa Học kỳ 1 | 60 phút | Tuần 9 | Đánh giá kết quả học tập của học sinh qua các chủ đề đã học từ bài 1 đến bài 3 thông qua kiến thức , kĩ năng, từ vựng , ngữ pháp , chức năng ngôn ngữ, nghe , đọc , viết. | Trắc nghiệm và tự luận trên giấy |
| Cuối Học kỳ 1 | 60 phút | Tuần 12 | Đánh giá kết quả học tập của học sinh qua các chủ đề đã học từ bài 1 đến bài 6 thông qua , kĩ năng: nghe ,nói , đọc , viết. | Trắc nghiệm,tự luận trên giấy + kiểm tra nói |

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| Giữa Học kỳ 2 | 60 phút | Tuần 26 | Đánh giá kết quả học tập của học sinh qua các chủ đề đã học từ bài 7 đến bài 9 thông qua kiến thức , kĩ năng ,từ vựng , ngữ pháp , chức năng ngôn ngữ , nghe , đọc , viết. | Trắc nghiệm và tự luận trên giấy |
| Cuối Học kỳ 2 | 60 phút | Tuần 32 | Đánh giá kết quả học tập của học sinh qua các chủ đề đã học từ bài 7 đến bài 12 thông qua kiến thức , kĩ năng ,từ vựng , ngữ pháp , chức năng ngôn ngữ , nghe ,nói, đọc , viết. | Trắc nghiệm,tự luận trên giấy |

III. Các nhiệm vụ khác

1. Bồi dưỡng học sinh giỏi: Có kế hoạch kèm theo

TIẾNG ANH 6

| STT | Số tiết (2) | Nội dung | Điều chỉnh bổ sung |
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| 1 | 2 | Vocabularies (unit 1,2,3) + word form (unit 1,2,3) Reading (Luyện các bài đọc unit 1,2,3) | |
| 2 | 2 | 1. use the present simple, the future simple and verbs of liking + V-ing correctly and S + began / started + to V/ V-ing + time ago (nhận dạng câu trúc: began/ started to V/ Ving: bắt đầu làm gì) 2. use imperatives with more and less Listening: topic Unit 1+2+3 3. Present simple tense + continuous tense. 4. This is the Superlative (...est/ most ADJ N) S +have/has+P2 use comparisons: (not) as ... as/the same as/different from | |
| 3 | 2 | Vocabularies (unit 4,5) + word form (unit 4,5) Reading (Luyện các bài đọc unit 4,5) | |
| 4 | 2 | - Past simple and present perfect - Rewrite sentences | |
| 5 | 2 | 1. This is the first time + S +have/has+P2: Lần đầu làm gì 2. S + Be/V + too + adj/adv + (for someone) + to do something: Quá....để cho ai làm gì... | |

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| | | - Rewrite sentences - Listening and reading | |
| 6 | 2 | 1. Ôn chủ đề viết đoạn văn unit 1, 2, 3 | |
| 7 | 2 | Reading and writing | |
| 8 | 2 | Ôn chủ đề viết đoạn văn unit 4, 5 và củng cố các units trước. Luyện đề | |
| 9 | 2 | Ôn chủ đề viết đoạn văn unit 4, 5 và củng cố các units trước. Luyện đề | |
| 10 | 2 | Ôn chủ đề viết đoạn văn unit 6 và củng cố các units trước. Luyện đề | |
| 11 | 2 | Vocabularies (unit 7) + word form (unit7) Reading (Luyện các bài đọc unit7) | |
| 12 | 2 | Vocabularies (unit 8) + word form (unit 8) Reading (Luyện các bài đọc unit 8) | |
| 13 | 2 | - Comparative adjective - Rewrite sentences 1. Cách viết email có nội dung trong chương trình lớp 6 , và các lưu ý khi đọc đề 2. Giới thiệu giáo trình phát âm và làm bài tập trong nội dung chương trình lớp 6 | |
| 14 | 2 | Vocabularies (unit 9) + word form (unit 9) Reading (Luyện các bài đọc unit 9) | |
| 15 | 2 | Làm bài tập phát âm /s/,/z/,/i/,/i:/.... Review: Wh- question Make questions Conjunction in compound sentences: but, and, so, although, desite.... | |
| 16 | 2 | Vocabularies (unit 10,11,12) | |

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| | | + word form (unit 10,11,12) Reading (Luyện các bài đọc unit 10) | |
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TIẾNG ANH 7

| STT | Số tiết (2) | Nội dung | Điều chỉnh bổ sung |
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| 1 | 2 | Vocabularies (unit 1,2,3) + word form (unit 1,2,3) Reading (Luyện các bài đọc unit 1,2,3) | |
| 2 | 2 | 1. use the present simple, the future simple and verbs of liking + V-ing correctly and S + began / started + to V/ V-ing + time ago (nhận dạng cấu trúc: began/ started to V/ Ving: bắt đầu làm gì) 2. use imperatives with more and less | |
| 3 | 2 | Listening: topic Unit 1+2+3 3. S + last + Ved + time+ ago: Lần cuối cùng làm gì 4. This is the Superlative (...est/ most ADJ N) S +have/has+P2 use comparisons: (not) as ... as/the same as/diff erent from | |
| 4 | 2 | Vocabularies (unit 4,5) + word form (unit 4,5) Reading (Luyện các bài đọc unit 4,5) | |
| 5 | 2 | - Past simple and present perfect | |
| 6 | 2 | - Rewrite sentences 1. This is the first time + S +have/has+P2: Lần đầu làm gì 2. S + Be/V + too + adj/adv + (for someone) + to do something: Quá....để cho ai làm gì... | |
| 7 | 2 | - Rewrite sentences 1. S + Be/V + so + adj/ adv + that + S + V+O: Quá... đến nỗi mà... 2. It + Be/V + such + (a/an) + (adj) + N(s) + that + S + V +O: Quá... đến nỗi mà... 3. S + Be/V + adj/ adv + enough + (for someone) + to do something : Đủ... cho ai đó làm gì... | |
| 8 | 2 | 1. Ôn chủ đề viết đoạn văn unit 1, 2, 3 | |

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| 9 | 2 | 1. Ôn chủ đề viết đoạn văn unit 4,5,6 | |
| 10 | 2 | Reading and writing Unit 1-6 | |
| 11 | 2 | Vocabularies (unit 7,8) + word form (unit 7,8) Reading (Luyện các bài đọc unit 7,8) | |
| 12 | 2 | It indicating distance (Dùng it để nói về khoảng cách) Used to + Vinf (cấu trúc used to + Vinf) Adverbial clause (Mệnh đề trạng ngữ) | |
| 13 | 2 | Vocabularies (unit 9) + word form (unit 9) Reading (Luyện các bài đọc unit 9) | |
| 14 | 2 | Ôn chủ đề viết đoạn văn unit 7, 8 và củng cố các units trước. - Conditional sentences - Rewrite sentences 1. It's adj (for Sb) to do sth: Ai đó làm gì như thế nào? 2. S+ should/ ought to/ had better+ V 3. Although/ Though/ Even though + clause (S+V) 4. S + V + so that/ in order that+ S + V => S + V + to + V | |
| 15 | 2 | Vocabularies (unit 10,11,12) + word form (unit 10,11,12) Reading (Luyện các bài đọc unit 10) | |
| 16 | 2 | Rewrite the sentences: This is the Superlative (...est/ most ADJ N) S +have/has+P2 use comparisons: (not) as ... as/the same as/different from | |

TIẾNG ANH 8

| STT | Số tiết (2) | Nội dung | Điều chỉnh bổ sung |
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| 1 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to the language, the skills (Reading+ listening), word form in Unit 1. - Revise and do upper exs related to Gerunds and infinitives - Practise writing: <ul style="list-style-type: none"> + a paragraph about leisure activities with friends + a paragraph about someone likes and dislikes about life in the countryside. + a paragraph about the causes of one's stress and solutions to deal with it. | |
| 2 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to vocabularies, word form, and reading + listening units 2 +3. | |
| 3 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to multiple numbers comparison, repeated comparatives, double comparatives - Practise writing: <ul style="list-style-type: none"> + a paragraph about the cause(s) of one's stress and solution to deal with it. | |
| 4 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to the language and the skills (Reading + listening) in Unit 4 | |
| 5 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to simple sentences and compound sentences, Yes/ No question, Wh-/ H- Questions, Tag questions - Practise writing: | |
| 6 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to the language and the skills (Reading + listening) in Unit 5 | |
| 7 | 2 | <ul style="list-style-type: none"> - Revise and do upper exs related to - <i>The Article</i> (a, an, the) +) Clause connectors: because, although/ though/ even though +) Phrases: because of, in spite of, despite... +) Structure with <i>too/ enough; so...that/ such ...that</i> | |
| 8 | 2 | <ul style="list-style-type: none"> Pronunciation+) Monophthongs; Diphthongs of Grade 6, 7, 8 +) Consonants: plosives; nasals; fricatives; affricates - Revise and do upper exs related to the language and the skills (Reading + listening) in Unit 6 + Idiomatic expressions + Synonym; antonym | |

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| | | + word choice | |
| 9 | 2 | Revise and do upper exs related to: - Conditional sentences and their inversions. - Practise writing: + a paragraph about the advantages or disadvantages of online learning. + a notice about lifestyles | |
| 10 | 2 | Conditional Sentences (types 0, 1, 2 and their inversions) +) Attitudinal adjectives (-ing/ -ed/ ...) +) Parts of speech: verb (verb form/ gerund/ infinitive/ ...), noun, adjective, adverb (of frequency/ time/ manner...) +) Compound Adjectives: Noun + adjective (eg: world- famous), Noun + Vpp (eg; man-made), Adjective + Vpp (eg: warm-blooded), number + singular noun (eg: five-minute)... | |
| 11 | 2 | Reading for main ideas and specific information in a article about some topics to fill the suitable words; match with suitable title and choose the best options to complete the reading tests (<i>Multiple choice; Gap fill; Title/Heading matching; Answering questions; True/False/Not given or Yes/No/Not given; and others...</i>) Topics of reading skills: Unit 1-6 | |
| 12 | 2 | +) Sentence transformation: Finish each of the following sentences in such a way that it means the same as the sentence printed before it +) Key-word transformation: Finish each of the following sentences in such a way that it has a similar meaning to the original sentence. Use the word given and other words as necessary. Do not change the form of the given word.) Writing a letter/email/paragraph: (topics belong to unit 1-6...) | |
| 13 | 2 | Unit 6,7 - Vocabularies + word form - Practise reading + listening | |
| 13 | 2 | Unit 8,9 - Vocabularies + word form - Practise reading + listening - Grammar: Adverbial clause (Mệnh đề trạng ngữ) Inversion sentences with expressions having No, Never, Rarely, Seldom, Little, hardly, scarcely, barely, no sooner..... than....., Only when.... | |

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| | | - Practise writing unit 7,8 | |
| 14 | 2 | Unit 9 - Vocabularies + word form - Practise reading + listening | |
| 15 | 2 | Unit 10,11 - Vocabularies + word form - Practise reading + listening | |
| 16 | 2 | - Grammar: multiple numbers comparison, repeated comparatives, double comparatives - Practise writing unit 11,12 - Reported speech - Statements (review) - Questions (<i>wh-questions, yes/no questions</i>) - Command & request (<i>reported speech with gerund & infinitive</i>) - Reported speech with imperatives, special verbs such as <i>promise, accuse, apologise, advise, suggest...</i> | |

TIẾNG ANH 9

| Stt | Số tiết | Nội dung (1) | Ghi chú |
|-----|---------|---|---------|
| 1 | 2 | - Vocabularies (unit 1,2) + word form (unit 1,2) - Reading + listening units 1,2 | |
| 2 | 2 | * Pronunciation - Monophthongs; Diphthongs - Consonants: plosives; nasals; fricatives; affricates 2 Stress syllables - 2- syllables +) 3 or more syllables - Word with prefix/ suffix * Writing units 1, 2 | |
| 3 | 2 | - Vocabularies + word form (unit 3, 4) - Reading + Listening units 3, 4) | |
| 4 | 2 | - Grammar: Reported speech Statements (review); Questions (Wh-questions, yes/ No questions); Command, request and accuse... (reported speech with gerund & infinitive) - Writing units 3, 4 | |
| 5 | 2 | - Vocabularies + word form unit 5, 6 | |

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| | | - Revise and do upper exs related to vocabularies, word form, and reading. | |
| 6 | 2 | - Prepositions with time, place - Prepositional phrases with nouns, adjectives, verbs - Phrasal verbs - Writing units 5, 6 - Practise advanced test | |
| 7 | 2 | 1. Ôn chủ đề viết đoạn văn và củng cố các units trước. 2. Làm bài tập phát âm và trọng âm các từ là từ ghép. Kiểm tra lại các bài viết của học sinh. 3. Ôn tập tổng quát phát âm và trọng âm ngữ điệu của từ. - Practise advanced test | |
| 8 | 2 | Verb forms: Gerund & Infinitive (active & passive) - Infinitive (with or without to) - Special verbs: make, have/ get, let - Infinitives following adjectives/ adverbs/ nouns - Gerund - Verbs followed either infinitive or gerund - Passive infinitive & passive gerund - Participle & gerund - Perfect gerund & perfect participle | |
| 9 | 2 | Conditional Sentences (types 0, 1, 2, 3 and their inversions) - Practise advanced test | |
| 10 | 2 | Reported speech - Statements (review) - Questions (<i>wh-questions, yes/no questions</i>) - Command & request (<i>reported speech with gerund & infinitive</i>) - Practise advanced test | |
| 11 | 2 | - Rewrite sentences 1. S + Be/V + too + adj/adv + (for someone) + to do something: Quá....để cho ai làm gì... 2. S + Be/V + so + adj/ adv + that + S + V+O: Quá... đến nỗi mà... 3. It + Be/V + such + (a/an) + (adj) + N(s) + that + S + V +O: Quá... đến nỗi mà... 4. S + Be/V + adj/ adv + enough + (for someone) + to do something : Đủ... cho ai đó làm gì... + Practise advanced test | |
| 12 | 2 | - Rewrite sentences 1. It's adj (for Sb) to do sth: Ai đó làm gì như thế nào? | |

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| | | <p>2. S+ should/ ought to/ had better+ V</p> <p>3. Although/ Though/ Even though + clause (S+V)</p> <p>4. S + V + so that/ in order that+ S + V => S + V + to + V</p> <p>- Revise and do upper exs related to the language and the skills.</p> | |
| 13 | 2 | <p>- Inversion sentences</p> <p>1. Đảo ngữ với NO và NOT</p> <p>2. Đảo ngữ với các trạng từ phủ định: Never, Rarely,</p> <p>3. Đảo ngữ với ONLY</p> <p>4. No sooner..... than.....</p> <p>6. Đảo ngữ với Not only..... but.....also...</p> <p>7. Đảo ngữ với câu điều kiện</p> <p>- Revise and do upper exs related to the language and the skills</p> | |
| 14 | 3 | Practise advanced test | |

2. Phụ đạo học sinh yếu, kém: Có kế hoạch kèm theo

TIẾNG ANH 6

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| 1 | 2 | <p>UNIT 1</p> <p>1. Knowledge:</p> <p>* Language focus:</p> <p>Vocabulary: identify, understand and apply lexical items about the topic My New School. Use the combinations: to play, to do, to have, to study + Noun.</p> <p>Pronunciation: Know, pronoun correctly and distinguish the sounds /a:/ and /ʌ/ correctly.</p> <p>Grammar: Know, understand and apply the present simple tense and adverbs of frequency.</p> | |
| 2 | 2 | <p>UNIT 2</p> <p>. Knowledge:</p> <p>* Language focus:</p> <p>Vocabulary: identify, understand and apply lexical items about the topic types of</p> | |

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| | | <p>house, rooms and furniture.</p> <p>Pronunciation: Know, pronounce correctly and distinguish the sounds the final sound /s/ and /z/ correctly.</p> <p>Grammar: Use possessive case to describe possession.</p> | |
| 3 | 2 | <p>UNIT 2</p> <p>. Knowledge:</p> <p>Skills: Collaborate different skills in order to:</p> <ul style="list-style-type: none"> - Use prepositions of place to describe where people or things are. - Read for specific information about rooms and furniture. - Describe houses, rooms and furniture. - Listen for specific information about someone's house - Write an e-mail to a friend describing a house. <p>Revise all the lexical items related to the topic "My home"</p> | |
| 4 | 2 | <p>UNIT 3</p> <p>Knowledge:</p> <p>Vocabulary: identify, understand and apply lexical items about body parts, appearance and personality.</p> <p>Pronunciation: Know, pronounce correctly and distinguish the sounds /p/ and /b/ correctly.</p> <p>Grammar: Use the present continuous to talk about things happening now.</p> <p>Use the present continuous to talk about things happening now.</p> <p>Make sentences use the Preposition of place</p> | |
| 5 | 2 | <p>Apply the language and the skills in Unit 1-3 to:</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1,2,3.</p> | |
| 6 | 2 | <p>Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 1,2,3.</p> | |
| 7 | 2 | <p>UNIT 4</p> <p>Vocabulary : Use the words for places in neighbourhood.</p> | |

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| | | <p>Pronunciation: Pronounce the sounds : /i:/ and /i/ correctly.</p> <p>Grammar: Know, understand and apply comparative adjectives.</p> | |
| 8 | 2 | <p>UNIT 4</p> <p>skills</p> <ul style="list-style-type: none"> - Ask for and give direction to some places. - Read for specific information about a neighbourhood. - Talk about a neighbourhood. - Listen for specific information about a neighbourhood. <p>Write a paragraph to describe a</p> | |
| 9 | 2 | <p>UNIT 5</p> <p>* Language focus</p> <p>Vocabulary: Use the words related to things in nature and travel items.</p> <p>Pronunciation: Pronounce the sounds : /t/ and /d/ correctly.</p> <p>Grammar: Use countable and uncountable nouns and use the modal verb <i>must/ mustn't</i> to give orders.</p> | |
| 10 | 2 | <p>UNIT 5</p> <p>Skills:</p> <ul style="list-style-type: none"> - Make and accept appointments. - Read for specific information about natural wonders. - Talk about famous places and what you must/ mustn't do there. - Listen for specific information about a natural wonder. <p>Write a paragraph to describe a natural wonder.</p> | |

HỌC KÌ 2

| STT | Số tiết | Nội dung | Điều chỉnh bổ sung |
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| 1 | 3 | <p>UNIT 7 * Language focus Vocabulary: Use the words related to TV programmes and people. Pronunciation: Pronounce the sounds /θ/ and /ð/ correctly. Grammar: Use Wh- question words to make questions. Use conjunctions to connect clauses in compound sentences. * Skills: - Ask for and give information about TV programmes. - Read for general and specific information about a TV guide. - Talk about a favorite programme. - Listen for specific information about different TV programmes. - Write a paragraph about TV- viewing habits. * Communication: introduce the names of TV programme</p> | |
| 2 | 3 | <p>UNIT 7 * Skills: - Ask for and give information about TV programmes. - Read for general and specific information about a TV guide. - Talk about a favorite programme. - Listen for specific information about different TV programmes. - Write a paragraph about TV- viewing habits. * Communication: introduce the names of TV programme</p> | |
| 3 | 2 | <p>UNIT 8 +9 * Language focus Vocabulary: Use the words related to the topic <i>Sports and Games</i>. Pronunciation: Pronounce the sounds /e/ and /æ/ correctly. Grammar: Use the past simple. - Use imperatives to tell someone to do something. - Express and respond to congratulations.</p> | |

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| | | <p>* Skills:</p> <ul style="list-style-type: none"> - Read for general and specific information about favourite sport stars. - Talk about famous sport people. - Listen for specific information about sport(s)/ game(s). - Write a paragraph about a sport/game. <p>* Communication: talk about the activities / sport(s)/game(s)/ they do in their spare time</p> | |
| 4 | 2 | <p>UNIT 9</p> <p>* Skills:</p> <ul style="list-style-type: none"> - Read for general and specific information about a holiday postcard. - Talk about a city. - Listen for specific information about a description of a city. - Write a holiday postcard. <p>* Communication: Express exclamations with <i>What</i>.</p> | |
| 5 | 2 | <p>Apply the language and the skills in Unit 7-9 to: Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 7-9. Practice <i>L,S,R,W skills</i> which related the topics which they have learnt in unit 7-9</p> | |
| 6 | 2 | <p>UNIT 10</p> <ul style="list-style-type: none"> -Use the words related to types of houses and appliances in the house. - Pronounce the two -syllable words correctly. - Use future simple and <i>might</i> for future possibility. - Express surprise | |
| 7 | 2 | <p>UNIT 10</p> <ul style="list-style-type: none"> - Read for general and specific information about houses and appliances in the future. - Talk about different houses in the future. - Listen for specific information about dream houses. - Write a paragraph about a dream house. | |
| 8 | 2 | <p>UNIT 11</p> | |

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| | | <p>* Language focus Vocabulary: Use the words for things that can be reduced , reused and recycled. Pronunciation: Say sentences with correct rhythm. Grammar: Use the article correctly. - Use the first conditional to talk about possibilities.</p> <p>* Skills - Read for general and specific information about ways to go green at school. - Talk about tips for going green - Listen for details about ideas for a green club. - Write a paragraph about ideas for a green club.</p> <p>*Communication: Give warnings</p> | |
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TIẾNG ANH 7

| ST T | Số tiết | Nội dung | Điều chỉnh bổ sung |
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| 1 | 2 | Review U1 - Vob: Lexical items related to hobbies - use the present simple, the future simple and verbs of liking + V-ing correctly and - write a paragraph about a classmate's hobby | |
| 2 | 2 | Review U1 Vocabulary: use lexical items related to hobbies • Grammar: use the present simple, the future simple and verbs of liking + V-ing correctly and - read for specific information about an unusual hobby - listen to get specific information about a hobby - write a paragraph about a classmate's hobby | |
| 3 | 2 | Review U2 - Vob: Lexical items related to Health - Vocabulary: use lexical items related to health issues - Pronunciation: pronounce the sounds /f/ and /v/ correctly | |
| 4 | 2 | Review U2 - Grammar: use imperatives with more and less | |

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| | | <ul style="list-style-type: none"> • form compound sentences and use them correctly • write a reply giving advice to someone with a health problem | |
| 5 | 2 | <p>Review U3</p> <p>Vocabulary: use lexical items related to community service and volunteer work</p> <p>- Pronunciation: pronounce words containing the sounds /g/ and /k/ in isolation and in context</p> <p>- Grammar: understand the difference between the past simple and the present perfect</p> <ul style="list-style-type: none"> • 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 | |
| 6 | 2 | <p>REVIEW FOR THE MID TERM TEST</p> <ul style="list-style-type: none"> - use the present simple, the future simple and verbs of liking + V-ing correctly and - use imperatives with more and less • form compound sentences and use them correctly | |
| 7 | 2 | <p>REVIEW FOR THE MID TERM TEST</p> <p>the past simple and the present perfect</p> <ul style="list-style-type: none"> • use the time expressions that go with the past simple and the present perfect | |
| 8 | 2 | <p>Review U4</p> <ul style="list-style-type: none"> - Vocabulary: use lexical items related to the topic ‘Music and Arts’ - Pronunciation: pronounce the sounds /f/ and /z/ correctly in isolation and in context - - read for specific information about traditional arts | |
| 9 | 2 | <p>Review U4</p> <ul style="list-style-type: none"> - Grammar: 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 ... - write an informal letter of invitation | |
| 10 | 2 | <p>Review U5</p> <ul style="list-style-type: none"> - Vocabulary: use lexical items related to the topic ‘Vietnamese Food and Drink’ - Pronunciation: pronounce the sounds /v/ and /ɔ:/ correctly in isolation and in context * Skills: | |

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| | <ul style="list-style-type: none"> • read for specific information about pho, a popular food in Viet Nam • listen for specific information about different traditional foods • write about some popular foods or drinks - Grammar: distinguish countable nouns and uncountable nouns • use a/an, some and any to talk about quantity • use How much and How many to ask about quantity | |
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HỌC KÌ 2

| STT | Số tiết | Nội dung | Điều chỉnh bổ sung |
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| 1 | 2 | <p>Review language focus and skills U7</p> <p>Vocabulary: Know, understand and apply lexical items about traffic and know some meaning of road signs to do exercises.</p> <p>- Pronunciation: Know, pronounce correctly and distinguish the sound /e/ and /ei/</p> <p>- Skills:</p> <p>+ Read for general and specific information about traffic rules /laws.</p> <p>+ Talk about obeying traffic rules/laws, and how to use the road safely.</p> <p>+ Listen to get information about traffic problems in big cities.</p> <p>- Grammar: Know, understand and apply sentences (review), "used to" to talk about the habits in the past and use "it" for distances.</p> <p>+ Write a paragraph about traffic problems in a city / an area.</p> | |
| 2 | 2 | <p>Review language focus and skills U8</p> <p>- Vocabulary: Know, understand and apply lexical items about films.</p> <p>- Pronunciation: Know, pronounce correctly the /ed/ ending in verbs</p> <p>- Skills:</p> <p>+ Read for general and specific information about someone's review of his/her favourite film.(its plot, main characters, cast, ect)</p> <p>+ Talk about obeying traffic rules/laws, and how to use the road safely.</p> <p>+ Listen to get information about someone's favourite film star.</p> | |
| 3 | 2 | <p>Review language focus and skills U9</p> <p>- Vocabulary: Use the lexical items related to the topic " Festivals around the world"</p> | |

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| | | <ul style="list-style-type: none"> - Pronunciation: Pronounce two syllable words with correct stress in isolation and in context. - Skills: + Read for general and specific information about an unusual festival. + Talk about obeying traffic rules/laws, and how to use the road safely. + Listen to get information about a music festival. | |
| 4 | 2 | <p>Review language focus and skills U9 +10</p> <ul style="list-style-type: none"> - Grammar: Use adverbial phrases correctly and appropriately. + Make and answer H/Wh- questions correctly. + Write a description of a festival they attended. | |
| 5 | 2 | <p>Review language focus and skills U10</p> <ul style="list-style-type: none"> - Vocabulary: Know, understand and apply lexical items related to energy sources - Pronunciation: stress in three-syllable words. + Read for general and specific information about type of energy sources + Talk about advantages and disadvantages of different energy sources + Listen for specific information about how to save energy at home. | |
| 6 | 2 | <p>Review language focus and skills U11</p> <ul style="list-style-type: none"> - Vocabulary: Know, understand and apply lexical items about future means of transports and movement. - Pronunciation: Know appropriately use rising and falling intonation for Yes - No and Wh- questions. - Skills: + Read for general and specific information about the inventions of future means of transport. + Listen to get information about future means of transport. | |
| 7 | 2 | <p>Review language focus and skills U11</p> <ul style="list-style-type: none"> - Grammar: Know to use Will for future prediction. + Use possessive pronouns. + Write a paragraph about future means of transport. | |

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| 8 | 2 | Review for the second term test - Vocabulary: Know, understand and apply lexical items about future means of transports and movement. - Pronunciation: Know appropriately use rising and falling intonation for Yes - No and Wh- questions. | |
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TIẾNG ANH 8

| Stt | Số tiết | Nội dung | Điều chỉnh |
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| 1 | 2 | <p style="text-align: center;">REVIEW – UNIT 1</p> <p>1. Review language focus U1 Vocabulary: lexical items about the topic <i>Leisure time, expressions about likes and dislikes.</i> Pronunciation: the sounds /u/ and /u:/ Grammar: <i>Verbs of liking/disliking + gerunds/ to – infinitives</i> + read for specific information about leisure activities with family + listen to get specific information about leisure activities with friends + write a paragraph about leisure activities with friends + talk about leisure activities with family</p> | |
| 2 | 2 | <p>3. Review language focus U2 Vocabulary: lexical items about life in the countryside. Pronunciation: the sounds /ə/ and /i/ correctly Grammar <i>comparative forms of adverbs</i> + listen to get specific information about someone’s opinion about life in the countryside. + read for specific information about different aspects of a Vietnamese village. + talk about the village or town where someone lives</p> | |
| 3 | 2 | <p>5. Review language focus U3 Vocab: lexical items about school club activities, teens’ use of social media, and teen stress Pronunciation: the sounds /u ə/ and /ɔi/ correctly Grammar: simple sentences and compound sentences.</p> | |

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| 4 | 2 | <p>6. Review skills U3 read for general and specific information about school club activities – ask and answer questions about school clubs – listen for specific information about teen stress – write a paragraph about the causes of one’s stress and solutions to deal with it.</p> | |
| 5 | 2 | <p>7. Review for the 1st middle term test Apply the language and the skills in Unit 1-3 to: Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in unit 1, 2, 3. Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in unit 1, 2, 3.</p> | |
| 6 | 2 | <p>8. Review language focus U4 Vocabulary: lexical items about the topic the lifestyle of ethnic groups; Pronunciation: the sounds /k/ and /g/ correctly; Grammar: Yes/No and Wh- questions, countable and uncountable nouns.</p> | |
| 7 | 2 | <p>10. Review language focus U5 Vocabulary: lexical items about customs and traditions; Pronunciation: the sounds /n/ and /ŋ/ correctly; Grammar: <i>Zero article</i></p> | |
| 8 | 2 | <p>11. Review Skills U5 + read for general and specific information about a a local festival; + talk about a normal family event; + listen for specific information about a festival; + write an email to give advice on taking part in a traditional festival.</p> | |
| 9 | 2 | <p>12. Review language focus and U6 Vocabulary: lexical items about <i>different lifestyles</i>. Pronunciation: <i>the sounds /br/ and /pr/ correctly</i>. Grammar: <i>future simple, first conditional</i>.</p> | |
| 10 | 2 | <p>Review for the 1st term test Apply the language and the skills in Units 1-6 to: Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 1-6. Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in units 1-6.</p> | |

HỌC KÌ 2

| Stt | Số tiết | Nội dung | Điều chỉnh |
|-----|---------|---|------------|
| 1 | 2 | <p>Review language focus U7 Vocabulary: lexical items about <i>Environmental protection</i>. Pronunciation: the sounds /b/ and /k/ correctly. Grammar: Complex sentences with adverbs clauses of time.</p> | |
| 2 | 2 | <p>Review skills U7 + read for general and specific information about Con Dao National Park; + talk about Vu Quang National Park; + listen for general and specific information about water pollution; + write a notice. * Communication: Asking for clarification; * Project: A serious pollution problem in my area.</p> | |
| 3 | 2 | <p>Review skills U8 + read for general and specific information about the reason people go to the shopping centres + talk about shopping places + listen for general and specific information shopping online + write a paragraph about the advantages and disadvantages of a type of shopping.</p> | |
| 4 | 2 | <p>Review language focus U9 Vocabulary: lexical items about natural disasters. Pronunciation: stress in words ending in - al and -ous Grammar: past continuous</p> | |
| 5 | 2 | <p>Review skills U9 +10 + read for specific information about natural disasters; + talk about a natural disaster; + listen for specific information about things to do before, during and after a natural disaster; + write instructions about things to do before, during and after a natural disaster; * Communication: giving and responding to a bad news. * Project: What we know about a natural disaster;</p> | |
| 6 | | <p>Review skills U10 + read for specific information about a way of communicating in the future;</p> | |

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| | 2 | <ul style="list-style-type: none"> + talk about the advantages and disadvantages of a way of communicating; + listen for specific information about a communication exhibition; + write a paragraph to describe a way of modern communication. * Communication: Interrupting politely * Project: Communication in the future | |
| 7 | 2 | <p>Review language focus U11</p> <p>Vocabulary: Identify, indicate and construct lexical items about science and technology in the future.</p> <p>Pronunciation: Sentence stress</p> <p>Grammar: reported speech (statements)</p> | |
| 8 | 2 | <p>Review for the 2nd term test</p> <p>Apply the language and the skills in Units 7-12 to:</p> <p>Practice <i>Language focus & Everyday English</i> which related the topics which they have learnt in units 7-12.</p> <p>Practice <i>L, S, R, W skills</i> which related the topics which they have learnt in units 7-12.</p> | |

TIẾNG ANH 9

| Stt | Số tiết | Nội dung (1) | Ghi chú |
|-----|---------|--|---------|
| 1 | 2 | <p>Review language focus and skills U1</p> <p>1. Language focus</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Local community; * Pronunciation: pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; * Grammar: - use question words before to-infinitives and some phrasal verbs; * Everyday English - seek help and respond; - guess the meaning of unknown words in context; <p>2. Skills:</p> | |

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| | | <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; | |
| 2 | 2 | <p>Review language focus and skills U2</p> <p>1. Language focus</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to city life; * Pronunciation: pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; * Grammar: <ul style="list-style-type: none"> - recognise and use double comparatives and some phrasal verbs; * Everyday English <ul style="list-style-type: none"> - offer help and respond; <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. | |
| 3 | 2 | <p>Review language focus and skills U3</p> <p>1. Language focus</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to students' life and schoolwork; * Pronunciation: correctly pronounce the sounds /h/ and /r/ in words and sentences; * Grammar: <ul style="list-style-type: none"> - use modal verbs in first conditional sentences; * Everyday English. <ul style="list-style-type: none"> - ask for repetition and respond; <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; - write a paragraph about how to manage our time effectively. | |

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| 4 | 2 | <p>Review language focus and skills units 1, 2, 3</p> <p>1. Language focus.</p> <p>* Vocabulary: Ss revise words and phrases related to : Local community, City life, Healthy living for teens</p> <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - Pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; <p>* Grammar:</p> <ul style="list-style-type: none"> - Unit 1: <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. <p>* Everyday English</p> <ul style="list-style-type: none"> - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; - ask for repetition and respond; <p>* Skills Unit 1</p> <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; - listen for specific information about a community helper; - write a paragraph about a community helper. <p>* Skills Unit 2</p> <ul style="list-style-type: none"> - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. <p>* Skills Unit 3</p> <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; | |
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| 5 | 2 | <p>Review language focus and skills Unit 4</p> <p>1. Language focus.</p> <p>* Vocabulary: use the words related to the topic Remembering the past,</p> <p>* Pronunciation: pronounce the sounds /m/ and /l/ correctly in words and sentences;</p> <p>* Grammar:</p> <p>- use the past continuous and wish + past simple;</p> <p>* Everyday English: thanking and responding</p> <p>2. Skills</p> <p>- read for specific information about how English people keep their cuisine alive;</p> <p>- talk about a typical traditional Vietnamese dish;</p> <p>- listen for general and specific information about old school days;</p> <p>- write a paragraph about old scho- know how to thank and respond .</p> | |
| 6 | 2 | <p>Review language focus and skills Unit 5</p> <p>1. Language focus.</p> <p>* Vocabulary: use the words related to experiences and adjectives describing experiences;</p> <p>* Pronunciation: pronounce the sounds /j/ and /w/ correctly in words and sentences;</p> <p>* Grammar:</p> <p>- use the present perfect correctly;</p> <p>* Everyday English</p> <p>- apologise and respond;</p> <p>2. Skills:</p> <p>- read for general and specific information about different summer course experiences;</p> <p>- talk about a friend's experiences of a course;</p> <p>- listen for general and specific information about bad experiences at school;</p> <p>- write a paragraph about the most pleasant / unpleasant experience at school.</p> | |
| 7 | 2 | <p>Review language focus and skills Unit 6</p> <p>1. Language focus.</p> <p>* Vocabulary:</p> | |

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| | | <ul style="list-style-type: none"> - use the words related to changes in lifestyle; * Pronunciation: pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Grammar: - use to-infinitive and V-ing after a verb correctly; * Everyday English - make promises; 2. Skills: - read for specific information about learning styles in the past and at present; - talk about changes in one's learning style; - listen for specific information about changes in family life; - write an email about changes in one's family. | |
| 8 | 2 | <p>Review language focus and skills units 4, 5, 6</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: Revise the words related to: Life in the past, Experiences, Changes in life styles. * Grammar: - Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. - Revise : Thanking and responding; Apologising and responding; Making promises. * Pronunciation: - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Everyday English - thanking and responding; - apologise and respond; - make promises; 2. Skills * Skills Unit 4 - read for specific information about how English people keep their cuisine alive; - talk about a typical traditional Vietnamese dish; - listen for general and specific information about old school days; - write a paragraph about old scho- know how to thank and respond . | |

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| | | <p>* Skills Unit 5</p> <ul style="list-style-type: none"> - read for general and specific information about different summer course experiences; - talk about a friend's experiences of a course; - listen for general and specific information about bad experiences at school; - write a paragraph about the most pleasant / unpleasant experience at school. <p>* Skills Unit 6</p> <ul style="list-style-type: none"> - read for specific information about learning styles in the past and at present; - talk about changes in one's learning style; - listen for specific information about changes in family life; - write an email about changes in one's family. | |
| 9 | 2 | <p>Revision for the first term test</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - Ss revise words and phrases related to : Local community, City life, Healthy living for teens - Revise the words related to: Life in the past, Experiences, Changes in life styles. <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; <p>* Grammar:</p> <ul style="list-style-type: none"> - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. - Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. <p>* Everyday English</p> <ul style="list-style-type: none"> - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; | |

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| | | <ul style="list-style-type: none"> - ask for repetition and respond; - thanking and responding; - apologise and respond; - make promises; <p>* Skills unit 1-6</p> | |
| 10 | 2 | <p>Revision for the first term test (cont)</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - Ss revise words and phrases related to : Local community, City life, Healthy living for teens - Revise the words related to: Life in the past, Experiences, Changes in life styles. <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; <p>* Grammar:</p> <ul style="list-style-type: none"> - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. - Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. <p>* Everyday English</p> <ul style="list-style-type: none"> - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; - ask for repetition and respond; - thanking and responding; - apologise and respond; - make promises; <p>* Skills unit 1-6</p> | |

HỌC KÌ 2

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| 1 | 3 | <p>Review language focus and skills Unit 7</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Natural wonders of the world; * Pronunciation: pronounce the sounds /sI/ and /sn/ correctly in words and sentences; * Grammar: use the reported Yes/No questions; * Everyday English: ask for permission and respond; <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest; - write a paragraph about a natural wonder / landscape in their area. | |
| 2 | 3 | <p>Review language focus and skills Unit 8</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to tourism; * Pronunciation: use stress in words ending in -ic and -ious correctly; * Grammar: recognise and use relative pronouns correctly; * Everyday English: express obligations; <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. | |
| 3 | 2 | <p>Review language focus and skills units 7, 8, 9</p> <p>a) Vocabulary:</p> <ul style="list-style-type: none"> - use the words related to the topic Natural wonders of the world; - use the words and phrases related to tourism; - use the words related to the topic World Englishes; <p>b) Grammar:</p> | |

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| | | <ul style="list-style-type: none"> - use the reported Yes/No questions; - recognise and use relative pronouns correctly; - use defining relative clauses; <p>c) Everyday English:</p> <ul style="list-style-type: none"> - ask for permission and respond; - express obligations; - say good luck and respond; <p>d) Pronunciation</p> <ul style="list-style-type: none"> - pronounce the sounds /s/ and /z/ correctly in words and sentences; - use stress in words ending in -ic and -ious correctly; - pronounce the words ending in -ion and -ity with correct stress; <p>e) Skills</p> <p>* Skills Unit 7</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest; - write a paragraph about a natural wonder / landscape in their area. <p>* Skills Unit 8</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. <p>* Skills Unit 9</p> <ul style="list-style-type: none"> - read for general and specific information about the three circles of English; - talk about borrowed words; - listen for specific information about ways to improve one's English vocabulary; - write a paragraph about ways to improve an area of English learning. | |
| 4 | 2 | <p>Review language focus and skills Unit 10</p> <p>1. Language focus.</p> <p>* Vocabulary: use the words and phrases related to planet Earth, habitats, and flora and fauna;</p> <p>* Pronunciation: say sentences with correct rhythm;</p> <p>* Grammar: use non-defining relative clauses;</p> | |

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| | | <p>* Everyday English: persuade someone to do something and respond;</p> <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information about flora and fauna; - talk about threats to flora and fauna and how to protect them; - listen for general and specific information about the effects of living things on the environment; - write a summary. | |
| 5 | 2 | <p>Review language focus and skills Unit 11</p> <p>1. Language focus.</p> <p>* Vocabulary: use the words and phrases about electronic devices;</p> <p>* Pronunciation: stress on all words in sentences correctly;</p> <p>* Grammar: use the verb suggest/advise/recommend + V-ing / a clause with should;</p> <p>* Everyday English: check someone's understanding and respond;</p> <p>2. Skills:</p> <ul style="list-style-type: none"> - guess the meaning of words in context; - read for specific information about electronic devices; - talk about an electronic device which is important to them; - listen for specific information about the current and future | |
| 6 | 2 | <p>Review language focus and skills Unit 12</p> <p>1. Language focus.</p> <p>* Vocabulary: use the words and phrases related to jobs;</p> <p>* Pronunciation: say statements used as questions with correct intonation;</p> <p>* Grammar: use adverbial clauses of concession, result, and reason;</p> <p>* Everyday English: express hope and respond;</p> <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information about the future world of work; - talk about the job they want to do in the future; - listen for specific information about people's career paths; - write an email about their future favourite job. | |

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| 7 | 2 | <p>Review language focus and skills units 10, 11, 12</p> <p>1. Language focus</p> <p>a) Vocabulary</p> <ul style="list-style-type: none"> - use the words and phrases related to planet Earth, habitats, and flora and fauna; - use the words and phrases about electronic devices; stress on all words in sentences correctly; - use the words and phrases related to jobs; <p>b) Pronunciation</p> <ul style="list-style-type: none"> - stress on all words in sentences correctly; - say sentences with correct rhythm; - say statements used as questions with correct intonation; <p>c) Grammar</p> <ul style="list-style-type: none"> - use non-defining relative clauses; - use the verb suggest/advise/recommend + V-ing / a clause with should; + use adverbial clauses of concession, result, and reason; express hope and respond; | |
| 8 | 2 | <p>Review language focus and skills units 10, 11, 12</p> <p>* Skills unit 10</p> <ul style="list-style-type: none"> - read for general and specific information about flora and fauna; - talk about threats to flora and fauna and how to protect them; - listen for general and specific information about the effects of living things on the environment; <p>* Skills unit 11</p> <ul style="list-style-type: none"> - guess the meaning of words in context; - read for specific information about electronic devices; - talk about an electronic device which is important to them; <p>*Skills unit 12</p> <ul style="list-style-type: none"> - read for general and specific information about the future world of work; - talk about the job they want to do in the future; - listen for specific information about people's career paths; | |

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| 1 | 2 | <p>Review language focus and skills U1</p> <p>1. Language focus</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Local community; * Pronunciation: pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; * Grammar: - use question words before to-infinitives and some phrasal verbs; * Everyday English - seek help and respond; - guess the meaning of unknown words in context; <p>2. Skills:</p> <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; | |
| 2 | 2 | <p>Review language focus and skills U2</p> <p>1. Language focus</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to city life; * Pronunciation: pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; * Grammar: - recognise and use double comparatives and some phrasal verbs; * Everyday English - offer help and respond; <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. | |
| 3 | 2 | <p>Review language focus and skills U3</p> <p>1. Language focus</p> | |

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| | | <p>* Vocabulary: use the words related to students' life and schoolwork;</p> <p>* Pronunciation: correctly pronounce the sounds /h/ and /r/ in words and sentences;</p> <p>* Grammar:</p> <ul style="list-style-type: none"> - use modal verbs in first conditional sentences; <p>* Everyday English.</p> <ul style="list-style-type: none"> - ask for repetition and respond; <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; - write a paragraph about how to manage our time effectively. | |
| 4 | 2 | <p>Review language focus and skills units 1, 2, 3</p> <p>1. Language focus.</p> <p>* Vocabulary: Ss revise words and phrases related to : Local community, City life, Healthy living for teens</p> <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - Pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; <p>* Grammar:</p> <ul style="list-style-type: none"> - Unit 1: <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. <p>* Everyday English</p> <ul style="list-style-type: none"> - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; - ask for repetition and respond; <p>* Skills Unit 1</p> <ul style="list-style-type: none"> -read for specific information about special products in some areas; - give a short presentation about a speciality; | |

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| | | <ul style="list-style-type: none"> - listen for specific information about a community helper; - write a paragraph about a community helper. * Skills Unit 2 - read for general and specific information in an announcement about a competition to find solutions to city problems; - talk about city problems and their solutions; - listen for specific information in an interview about life in some cities; - write a paragraph about what they like or dislike about city life. * Skills Unit 3 - read for specific information about how someone could have a well-balanced life when he/she was at school; - talk about how to have a well-balanced life as a secondary student; - listen for specific information about how some students manage their time; | |
| 5 | 2 | <p>Review language focus and skills Unit 4</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Remembering the past, * Pronunciation: pronounce the sounds /m/ and /l/ correctly in words and sentences; * Grammar: - use the past continuous and wish + past simple; * Everyday English: thanking and responding <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about how English people keep their cuisine alive; - talk about a typical traditional Vietnamese dish; - listen for general and specific information about old school days; - write a paragraph about old scho- know how to thank and respond . | |
| 6 | 2 | <p>Review language focus and skills Unit 5</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to experiences and adjectives describing experiences; * Pronunciation: pronounce the sounds /j/ and /w/ correctly in words and sentences; * Grammar: | |

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| | | <ul style="list-style-type: none"> - use the present perfect correctly; * Everyday English - apologise and respond; 2. Skills: - read for general and specific information about different summer course experiences; - talk about a friend's experiences of a course; - listen for general and specific information about bad experiences at school; - write a paragraph about the most pleasant / unpleasant experience at school. | |
| 7 | 2 | <p>Review language focus and skills Unit 6</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: - use the words related to changes in lifestyle; * Pronunciation: pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Grammar: - use to-infinitive and V-ing after a verb correctly; * Everyday English - make promises; 2. Skills: - read for specific information about learning styles in the past and at present; - talk about changes in one's learning style; - listen for specific information about changes in family life; - write an email about changes in one's family. | |
| 8 | 2 | <p>Review language focus and skills units 4, 5, 6</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: Revise the words related to: Life in the past, Experiences, Changes in life styles. * Grammar: - Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. - Revise : Thanking and responding; Apologising and responding; Making promises. * Pronunciation: | |

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| | | <ul style="list-style-type: none"> - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Everyday English - thanking and responding; - apologise and respond; - make promises; 2. Skills * Skills Unit 4 - read for specific information about how English people keep their cuisine alive; - talk about a typical traditional Vietnamese dish; - listen for general and specific information about old school days; - write a paragraph about old scho- know how to thank and respond . * Skills Unit 5 - read for general and specific information about different summer course experiences; - talk about a friend's experiences of a course; - listen for general and specific information about bad experiences at school; - write a paragraph about the most pleasant / unpleasant experience at school. * Skills Unit 6 - read for specific information about learning styles in the past and at present; - talk about changes in one's learning style; - listen for specific information about changes in family life; - write an email about changes in one's family. | |
| 9 | 2 | <p>Revision for the first term test</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - Ss revise words and phrases related to : Local community, City life, Healthy living for teens - Revise the words related to: Life in the past, Experiences, Changes in life styles. <p>* Pronunciation:</p> <ul style="list-style-type: none"> - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; | |

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| | | <ul style="list-style-type: none"> - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Grammar: - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. - Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. * Everyday English - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; - ask for repetition and respond; - thanking and responding; - apologise and respond; - make promises; * Skills unit 1-6 | |
| 10 | 2 | <p>Revision for the first term test (cont)</p> <ul style="list-style-type: none"> * Vocabulary: - Ss revise words and phrases related to : Local community, City life, Healthy living for teens - Revise the words related to: Life in the past, Experiences, Changes in life styles. * Pronunciation: - pronounce the diphthong sounds /au/, /əʊ/, and /ea/ correctly in words and sentences; - pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences; - correctly pronounce the sounds /h/ and /r/ in words and sentences; - pronounce the sounds /m/ and /l/ correctly in words and sentences; - pronounce the sounds /j/ and /w/ correctly in words and sentences; - pronounce the sounds /fl/ and /fr/ correctly in words and sentences; * Grammar: - Unit 1 : <i>Local community</i>: Question words before to-infinitive; Phrasal verbs (1) - Unit 2: <i>City life</i> : Double comparative; Phrasal verbs (2) | |

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| | | <ul style="list-style-type: none"> - Unit 3 : <i>Healthy living for teens</i> : Modal verbs in first conditional sentences. - Unit 4-6: + Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing. * Everyday English - seek help and respond; - guess the meaning of unknown words in context; - offer help and respond; - ask for repetition and respond; - thanking and responding; - apologise and respond; - make promises; * Skills unit 1-6 | |
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HỌC KÌ 2

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| 1 | 3 | <p>Review language focus and skills Unit 7</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words related to the topic Natural wonders of the world; * Pronunciation: pronounce the sounds /s/ and /sn/ correctly in words and sentences; * Grammar: use the reported Yes/No questions; * Everyday English: ask for permission and respond; <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest; - write a paragraph about a natural wonder / landscape in their area. | |
| 2 | 3 | <p>Review language focus and skills Unit 8</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to tourism; * Pronunciation: use stress in words ending in -ic and -ious correctly; * Grammar: recognise and use relative pronouns correctly; | |

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| | | <p>* Everyday English: express obligations;</p> <p>2. Skills</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. | |
| 3 | 2 | <p>Review language focus and skills units 7, 8, 9</p> <p>a) Vocabulary:</p> <ul style="list-style-type: none"> - use the words related to the topic Natural wonders of the world; - use the words and phrases related to tourism; - use the words related to the topic World Englishes; <p>b) Grammar:</p> <ul style="list-style-type: none"> - use the reported Yes/No questions; - recognise and use relative pronouns correctly; - use defining relative clauses; <p>c) Everyday English:</p> <ul style="list-style-type: none"> - ask for permission and respond; - express obligations; - say good luck and respond; <p>d) Pronunciation</p> <ul style="list-style-type: none"> - pronounce the sounds /s/ and /z/ correctly in words and sentences; - use stress in words ending in -ic and -ious correctly; - pronounce the words ending in -ion and -ity with correct stress; <p>e) Skills</p> <p>* Skills Unit 7</p> <ul style="list-style-type: none"> - read for specific information about the Dolomites - a travel destination; - talk about the Great Barrier Reef; - listen for specific information about the Amazon Rainforest; - write a paragraph about a natural wonder / landscape in their area. <p>* Skills Unit 8</p> <ul style="list-style-type: none"> - read for specific information about different types of tours; - talk about their travel experience; - listen for general and specific information about a tour announcement; - write a paragraph introducing a tour. | |

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| | | <p>* Skills Unit 9</p> <ul style="list-style-type: none"> - read for general and specific information about the three circles of English; - talk about borrowed words; - listen for specific information about ways to improve one's English vocabulary; - write a paragraph about ways to improve an area of English learning. | |
| 4 | 2 | <p>Review language focus and skills Unit 10</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to planet Earth, habitats, and flora and fauna; * Pronunciation: say sentences with correct rhythm; * Grammar: use non-defining relative clauses; * Everyday English: persuade someone to do something and respond; <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information about flora and fauna; - talk about threats to flora and fauna and how to protect them; - listen for general and specific information about the effects of living things on the environment; - write a summary. | |
| 5 | 2 | <p>Review language focus and skills Unit 11</p> <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases about electronic devices; * Pronunciation: stress on all words in sentences correctly; * Grammar: use the verb suggest/advise/recommend + V-ing / a clause with should; * Everyday English: check someone's understanding and respond; <p>2. Skills:</p> <ul style="list-style-type: none"> - guess the meaning of words in context; - read for specific information about electronic devices; - talk about an electronic device which is important to them; - listen for specific information about the current and future | |
| 6 | 2 | Review language focus and skills Unit 12 | |

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| | | <p>1. Language focus.</p> <ul style="list-style-type: none"> * Vocabulary: use the words and phrases related to jobs; * Pronunciation: say statements used as questions with correct intonation; * Grammar: use adverbial clauses of concession, result, and reason; * Everyday English: express hope and respond; <p>2. Skills:</p> <ul style="list-style-type: none"> - read for general and specific information about the future world of work; - talk about the job they want to do in the future; - listen for specific information about people's career paths; - write an email about their future favourite job. | |
| 7 | 2 | <p>Review language focus and skills units 10, 11, 12</p> <p>1. Language focus</p> <p>a) Vocabulary</p> <ul style="list-style-type: none"> - use the words and phrases related to planet Earth, habitats, and flora and fauna; - use the words and phrases about electronic devices; stress on all words in sentences correctly; - use the words and phrases related to jobs; <p>b) Pronunciation</p> <ul style="list-style-type: none"> - stress on all words in sentences correctly; - say sentences with correct rhythm; - say statements used as questions with correct intonation; <p>c) Grammar</p> <ul style="list-style-type: none"> - use non-defining relative clauses; - use the verb suggest/advise/recommend + V-ing / a clause with should; + use adverbial clauses of concession, result, and reason; express hope and respond; | |
| 8 | 2 | <p>Review language focus and skills units 10, 11, 12</p> <p>* Skills unit 10</p> <ul style="list-style-type: none"> - read for general and specific information about flora and fauna; - talk about threats to flora and fauna and how to protect them; - listen for general and specific information about the effects of living things on the | |

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| | | environment; * Skills unit 11 - guess the meaning of words in context; - read for specific information about electronic devices; - talk about an electronic device which is important to them; * Skills unit 12 - read for general and specific information about the future world of work; - talk about the job they want to do in the future; - listen for specific information about people's career paths; | |
| 9 | 2 | Practise advanced test 1 | |
| 10 | 2 | Practise advanced test 2 | |
| 11 | 2 | Practise advanced test 3 | |
| 12 | 2 | Practise advanced test 4 | |
| 13 | 2 | Practise advanced test 5 | |
| 14 | 2 | Practise advanced test 6 | |
| 15 | 2 | Practise advanced test 7 | |
| 16 | 2 | Practise advanced test 8 | |
| 17 | 2 | Practise advanced test 9 | |

Ôn thi THPT (ôn chuyên)

| Stt | Số tiết | Nội dung (1) | Ghi chú |
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| 1 | 2 | - Vocabularies (unit 1-6) + word form (unit 1- 6) - Reading + listening units 1-6 | |
| 2 | 2 | * Pronunciation - Monophthongs; Diphthongs - Consonants: plosives; nasals; fricatives; affricates 2 Stress syllables - 2- syllables +) 3 or more syllables - Word with prefix/ suffix * Writing units 1, 2 | |
| 3 | 2 | - - Vocabularies (unit 1-6) + word form (unit 1- 6) - Reading + listening units 1-6 | |

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| 4 | 2 | - Grammar: Reported speech Statements (review); Questions (Wh-questions, yes/ No questions); Command, request and accuse... (reported speech with gerund & infinitive) - Writing units 3, 4 | |
| 5 | 2 | - Vocabularies + word form unit 5, 6 - Revise and do upper exs related to vocabularies, word form, and reading. | |
| 6 | 2 | - Prepositions with time, place - Prepositional phrases with nouns, adjectives, verbs - Phrasal verbs - Writing units 5, 6 | |
| 7 | 2 | 1. Ôn chủ đề viết đoạn văn và củng cố các units trước. 2. Làm bài tập phát âm và trọng âm các từ là từ ghép. Kiểm tra lại các bài viết của học sinh. 3. Ôn tập tổng quát phát âm và trọng âm ngữ điệu của từ. | |
| 8 | 2 | Verb forms: Gerund & Infinitive (active & passive) - Infinitive (with or without to) - Special verbs: make, have/ get, let - Infinitives following adjectives/ adverbs/ nouns - Gerund - Verbs followed either infinitive or gerund - Passive infinitive & passive gerund - Participle & gerund - Perfect gerund & perfect participle | |
| 9 | 2 | Conditional Sentences (types 0, 1, 2, 3 and their inversions) | |
| 10 | 2 | Reported speech - Statements (review) - Questions (<i>wh-questions, yes/no questions</i>) - Command & request (<i>reported speech with gerund & infinitive</i>) | |
| 11 | 2 | - Vocabularies (unit 7,8) + word form (unit 7,8) - Reading + listening units 7,8 Practise advanced test 1 | |
| 12 | 2 | - Vocabularies (unit 7,8) + word form (unit 7,8) - Reading + listening units 7,8 Practise advanced test 2 | |
| 13 | 2 | - Vocabularies (unit 9,10) + word form (unit 9,10) | |

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| | | - Reading + listening units 9,10 Practise advanced test 3 | |
| 14 | 2 | - Vocabularies (unit 9,10) + word form (unit 9,10) - Reading + listening units 9,10 Practise advanced test 4 | |
| 15 | 2 | - Vocabularies (unit 11) + word form (unit 11) - Reading + listening units 11 Practise advanced test 5 | |
| 15 | 2 | - Vocabularies (unit 12) + word form (unit 12) - Reading + listening units 12 Practise advanced test 6 | |
| 16 | 2 | Practise advanced test 7 | |
| 17 | 2 | Practise advanced test 8 | |