

TRƯỜNG TH& THCS ĐẠI TÂN  
TỔ: XÃ HỘI

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

**KẾ HOẠCH DẠY HỌC MÔN HỌC CỦA TỔ CHUYÊN MÔN**  
**MÔN TIẾNG ANH LỚP 7**  
(Năm học 2023 - 2024)

**I. Đặc điểm tình hình:**

1.1 Số lớp: 8; Số học sinh: ; Số học sinh học chuyên đề lựa chọn (nếu có):0

1.2. Tình hình đội ngũ: Số giáo viên: 2; Trình độ đào tạo: Cao đẳng: 0, Đại học: 2; Trên đại học: 0 ; Mức đạt chuẩn nghề nghiệp giáo viên [1]: Tốt: 1 ; Khá:.....; Đạt:.....; Chưa đạt.....

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

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/ thực hành	Ghi chú
1	T.V, Computer, Internet	1 bộ/ 1 phòng	Sử dụng thiết bị trong tiết dạy	
2	Loa bluetooth	3		

**2. Kế hoạch dạy học:**

2.1 Phân phối chương trình:

**LỚP 7**

**HỌC KỲ I (18 tuần x 3 tiết = 54 tiết)**

Tuần	Tiết	Tên bài học	Yêu cầu cần đạt
1	1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Revise the structures of English 6 and the sections in each unit.</li> <li>- How to prepare for each section and practice through the skills and activities.</li> </ul>
	2	<b>Unit 1: Getting started</b>	<ul style="list-style-type: none"> <li>- Introduce the topic <i>Hobbies</i></li> <li>- Learn some words about hobbies</li> <li>- Cover the content of the conversation about the topic <i>Hobbies</i> by listening and reading</li> <li>- Recognize verbs of liking and disliking.</li> <li>- Get ready to learn a new topic.</li> </ul>
	3	<b>Unit 1: A closer look 1</b>	<ul style="list-style-type: none"> <li>- Learn and practice using new words about hobbies and action verbs that go with nouns to describe hobbies</li> <li>- Learn how to pronounce the sounds /ə/ and /ɜ:/ correctly in sentence.</li> <li>- Be interested in talking about their hobbies.</li> </ul>
2	4	<b>Unit 1: A closer look 2</b>	<ul style="list-style-type: none"> <li>- Review how to use the present simple</li> <li>- Practice using verbs in the present simple in sentences and in context.</li> <li>- Be encouraged to know more about their classmate's hobbies</li> </ul>
	5	<b>Unit 1: Communication</b>	<ul style="list-style-type: none"> <li>- Practice using words and verbs of liking to talk about likes and dislikes</li> <li>- Ask and answer about hobbies</li> <li>- Describe and give opinions about hobbies.</li> <li>- Be interested more in new hobbies.</li> </ul>

	6	<b>Unit 1: Skills 1</b>	<ul style="list-style-type: none"> <li>- Extend vocabularies and phrases related to the topic hobbies</li> <li>- Develop reading skill for general and specific information about Gardening.</li> <li>- Talk about their hobbies and the benefits of them</li> <li>- Understand more about their preference of different types of hobbies</li> </ul>
3	7	<b>Unit 1: Skills 2</b>	<ul style="list-style-type: none"> <li>- Listen for specific information about Trang’s hobby</li> <li>- Learn how to write a passage about hobbies</li> <li>- Practice writing a paragraph about their hobby.</li> <li>- Be encouraged to take up a new hobby if they haven’t had one</li> </ul>
	8	<b>Unit 1: Looking back &amp; Project</b>	<ul style="list-style-type: none"> <li>-Practice using vocabularies, phrases related to hobbies, verbs of liking and the present simple tense</li> <li>-Make a product in group: draw a picture about the hobby that is considered to be easy or interesting.</li> <li>- Apply what they have learnt (vocabulary and grammar) into practice through a project</li> <li>- Be more creative when doing the project</li> </ul>
	9	Unit 2: Getting started	<ul style="list-style-type: none"> <li>• Introduce the topic “Healthy living”</li> <li>• Learn some new words/ phrases related to the topic “Healthy living”</li> <li>• Be aware of new topic, get ready to study</li> </ul>
	10	Unit 2: A closer look 1	<ul style="list-style-type: none"> <li>- Learn and practice using new words/ phrases about the words about healthy activities and health problems.</li> <li>- <i>Pronunciation: /f/ and /v/</i></li> <li>+ Know how to pronounce correctly</li> <li>+ Recognize the sounds /f/ and /v/ in isolation and in context.</li> <li>- Be aware of healthy and unhealthy activities.</li> </ul>

4	11	Unit 2: A closer look 2	<ul style="list-style-type: none"> <li>- Recognize and write simple sentences</li> <li>- Love their bodies</li> <li>- Be interested in health problems.</li> </ul>
	12	Unit 2: Communication	<ul style="list-style-type: none"> <li>- Talk about how to deal with some health problems.</li> <li>- Practice giving tips for health problems.</li> <li>- Be collaborative and supportive in pair work and teamwork</li> <li>- Be interested in tips for healthy life.</li> </ul>
5	13	Unit 2: Skills 1	<ul style="list-style-type: none"> <li>- Read for general and specific information about <i>acne</i></li> <li>- Talk about how to deal with some health problems.</li> <li>- Be aware of their bodies, gain confidence again after getting know some common knowledge about acne and know how to avoid viruses.</li> </ul>
	14	Unit 2: Skills 2	<ul style="list-style-type: none"> <li>- Listen for general and specific information about Healthy Habits.</li> <li>- Write a passage to give advice on how to avoid viruses.</li> <li>- Practice listening and writing skills</li> <li>- Practice giving advice on how to avoid viruses.</li> <li>- Be fond of actively join in class activities.</li> </ul>
	15	Unit 2: Looking back & project	<ul style="list-style-type: none"> <li>- Practice using vocabularies, phrases related to the topic “Healthy living”; Recognize and write simple sentences.</li> <li>- Develop self-study skills.</li> <li>- Apply the health tips to themselves and improve their self-care skills.</li> </ul>
	16	Unit 3: Getting started	<ul style="list-style-type: none"> <li>• Introduce the topic “Community service”</li> <li>• Learn some new words/ phrases related to the topic “ Community service”</li> <li>• Be aware of new topic “Community service “, get ready to study</li> </ul>
	17	Unit 3: A closer look 1	<ul style="list-style-type: none"> <li>- Learn and practice using new words/ phrases about the words about community activities and health problems.</li> <li>- <i>Pronunciation: /t/, /d/ and /id/</i></li> <li>+ Know how to pronounce correctly</li> <li>+ Recognize the appropriate sounds /t/, /d/ and /id/</li> </ul>

6			- Be aware of community activities
	18	Unit 3: A closer look 2	- Review the simple past tense - Recognize the simple past tense and do the exercises
7	19	Unit 3: Communication	- Talk about how to take part in volunteer activities - Practice giving tips for the volunteer activities. - Pair work and teamwork about changing our neighbourhood - Be interested in the volunteer activities we can do .
	20	Unit 3: Skills 1	- Read for general and specific information about community activities for students. - Talk about the names of the projects you think they should join. - Be aware of community activities they should do
	21	Unit 3: Skills 2	- Listen for general and specific information about community activities Tom and Linda did last summer. - Practice listening community activities Tom and Linda did last summer. - Practice writing skills: Write a passage about school activities last summer - Be fond of community activities.
	22	Unit 3: Looking back & project	- Practice using vocabularies, phrases related to the topic "Community activities" - Recognize and do the exercises with the simple past tense - Develop self-study skills, think about some environmental problems in your neighbourhood
	23	REVIEW 1 (Language)	- Review language related to the topic <i>hobbies</i> , healthy living, community service and the pronunciation of sounds /ə/ /ɜː/; /f/ /v/ ;/t/ /d/ and /id/

8			- Review how to use the present simple, simple sentences and past simple.
	24	REVIEW1 (Skills)	- Practice reading for general and specific information. - Revise and talk about things related to community service. - Practice listening for specific information. - Practice writing complete sentences from the prompts provided.
9	25	TEST	- Use words and phrases related to the topic in units 1-3. - Use grammar notes learnt in units 1-3. - Read and listen for general and specific information. - Write complete sentences using words and grammar notes learnt in units 1-3.
	26	Unit 4 Getting started	-Know, revise some vocabularies related to the topic ‘Music and Arts’ -Understand the talk at the school gate about music and art -Get ready to learn new topic
	27	Unit 4 A closer look 1	-Use lexical items related to the topic ‘Music and Arts’ -know how to combine a verb and noun to form a collocation about music and art; and practice how to use them. -Pronounce the sounds /ʃ/ and /ʒ/ correctly in isolation and in context.

10	28	Unit 4 A closer look 2	-Use the correct comparison , using <i>like, different from, (not ) as...as</i> ; and practice using them in context, in sentence writing. -Practice speaking ,using comparison with <i>like, different from, (not)as...as</i> though pictures.
	29	Unit 4 Communication	-Practice expressing one’s preferences. -Know some information about famous people in the field of music and art, some common forms of arts. -Revise vocabulary related to the topic of music and arts. -Talk about how Ss in Vietnam study music and arts. -Know how Ss in other countries learn music and art; and compare with their school.
	30	Unit 4 Skills 1	-Understand a message for specific information about traditional arts. - Ask and Answer questions about a school musical performance. -Speak about what they will do and how they will prepare for their school performance. - Be proud of our traditional music and arts of Viet Nam.
	31	Unit 4 Skills 2	-Listen to get information about street painting ; -Write an informal letter of invitation.
	32	Unit 4 Looking back & Project	-Revise words and phrases related to the topic ‘Music and Arts’. -Know some information of the Louvre Museum. -Revise & Practice the comparison with <i>like, different from, (not ) as...as</i> .

11			<ul style="list-style-type: none"> <li>-Practise of talking about a music show,</li> <li>-Make an invitation to a music show.</li> <li>-Be aware of the music and arts.</li> </ul>
	33	Sửa bài test giữa kì	
12	34	Unit 5 Getting started	<ul style="list-style-type: none"> <li>- An overview about the topic Food and Drink</li> <li>- Vocabulary to talk about food and drink</li> </ul>
	35	Unit 5 A closer look 1	<ul style="list-style-type: none"> <li>.- Use the lexical items related to the topic Food and Drink</li> <li>- Know how to use the measurement words and phrases often used with food and drink</li> <li>- Pronounce the sounds /v/ and /ɔ:/ correctly</li> </ul>
	36	Unit 5 A closer look 2	<ul style="list-style-type: none"> <li>- Know how to use the measurement words and phrases such as <i>some</i> and <i>a lot of / lots of</i> with countable and uncountable nouns</li> <li>- Understand and use the <i>How many/ How much</i> to ask and answer about quantities</li> </ul>
	37	Unit 5 Communication	<ul style="list-style-type: none"> <li>- Use lexical items related to the favourite food and drink in everyday life</li> <li>- Understand and use ways to ask and answer about prices and favourite food and drink in English</li> </ul>



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38	Unit 5 Skills 1	<ul style="list-style-type: none"> <li>- Develop their reading skill for specific information about food and drink</li> <li>- Talk about the popular food and drink</li> </ul>
39	Unit 5 Skills 2	<ul style="list-style-type: none"> <li>- Develop their listening skill for specific information about food and drink</li> <li>- Write a paragraph about eating habits in their area .</li> </ul>
40	Unit5 Looking back& Project	<ul style="list-style-type: none"> <li>- Review the vocabulary and grammar of <i>Unit 5</i></li> <li>- Apply what they have learnt (vocabulary and grammar) into practice through a project</li> <li>- Write <i>some, any, much, or a lot of/ lots of.</i></li> <li>- Make questions with <i>How many/ How much</i> for the underlined words in the following sentences</li> </ul>
41	Unit 6: Getting started	<ul style="list-style-type: none"> <li>- An overview about the topic A visit to a school</li> <li>- Vocabulary to talk about timetable.</li> </ul>
42	Unit 6: A closer look 1	<ul style="list-style-type: none"> <li>- Use the lexical items related to school activities.</li> <li>- Ask and answer questions about their school.</li> <li>- Pronounce the sounds /tʃ/ and /dʒ/ correctly</li> </ul>

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15	43	Unit 6: A closer look 2	<ul style="list-style-type: none"> <li>- Know how to use prepositions of time and prepositions of place.</li> <li>- Ask and answer questions about their school or picture cues.</li> </ul>
	44	Unit 6: Communication	<ul style="list-style-type: none"> <li>- Provide Ss with the way of asking for details</li> <li>- Practice in asking for details.</li> </ul>
	45	Unit 6: Skills 1	<ul style="list-style-type: none"> <li>- Read for specific information about a school.</li> <li>- Ask and answer questions about a school.</li> <li>- Talk about their school</li> </ul>
	46	Unit 6: Skills 2	<ul style="list-style-type: none"> <li>- Listen for general and specific information about school 's outdoor activities.</li> <li>- Ask and answer questions about school's outdoor activities.</li> <li>- Write a paragraph of about 70 words about school's outdoor activities.</li> </ul>
16	47	Unit 6: Looking back and project	<ul style="list-style-type: none"> <li>- Revise the words/ phrases related to the topic.</li> <li>- Revise the use of prepositions of place</li> <li>- Practice talking about the school they would like to study at.</li> </ul>

48	Review 2 (language)	<ul style="list-style-type: none"> <li>- Review language related to the topics: music and arts, food and drink, a visit to a school and the pronunciation of sounds /ʃ/ and /ʒ/ ; /ɒ/ and /ɔ:/ /tʃ/ and /dʒ/</li> <li>- Review how to use <b>like, different from, (not) as...as</b> ;the measurement <i>some</i> and <i>a lot of/ lots of</i> , <i>How many/ How much</i> and prepositions of time and prepositions of place.</li> </ul>
49	Review 2 (skills)	<ul style="list-style-type: none"> <li>- Practice reading for general and specific information.</li> <li>- Ask and answer about a visit to a school.</li> <li>- Practice listening for specific information.</li> <li>- Write a paragraph about 60 words about a meal they had at a restaurant.</li> </ul>
50	Review	<ul style="list-style-type: none"> <li>- Revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; words related to community activities; words related to music and arts; food and drinks; to school facilities and school activities</li> <li>- Pronounce the sounds /ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/ , /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ correctly in isolation and in context</li> <li>- Revise the present simple tense, past simple to talk about past activities</li> <li>- Revise how to ask for and give health tips; how to give compliments</li> </ul>
51	Review	<ul style="list-style-type: none"> <li>- Practise reading for general and specific information about a healthy life and one's favourite kind of music</li> <li>- Practise talking about things related to community service and a visit to a lower secondary school</li> <li>- Practise listening for specific information about a hobby and a meal at a restaurant</li> </ul>

		<ul style="list-style-type: none"> <li>- Practise writing complete sentences from the prompts provided and a paragraph about a meal at a restaurant</li> <li>- Revise the use of comparisons; some, a lot of, lots of; prepositions of time and place;</li> <li>- Express preferences;</li> <li>- Ask and answer about prices;</li> <li>- Ask for details.</li> </ul>
52	Test	<ul style="list-style-type: none"> <li>- Students can use words, phonics and grammatical structures learned in Units 1, 2, 3, 4, 5, 6.</li> <li>- Students read/listen to detailed information and do exercises as required</li> <li>- Students write required sentences and write short sentences according to information or suggested questions</li> <li>- Students confidently do the test based on the content they have learned and the suggested matrix</li> </ul>
53	TEST (Speaking)	<ul style="list-style-type: none"> <li>- Introduce information about hobbies, teachers, schools, favorite subjects.</li> <li>- Use the learned language to speak on the topic.</li> <li>- Use flexible sentence structure to express what needs to be said in different ways.</li> <li>- Understand and answer factual questions.</li> </ul>
54	<b>Test correction</b>	<ul style="list-style-type: none"> <li>- Recognize what they have done, learnt are good or bad.</li> <li>- Correct the mistakes and get feedback.</li> </ul> <p>Be aware of being hard-working and careful.</p>

**HỌC KÌ 2: 17 tuần x 3 tiết = 51 tiết**

<b>Tuần</b>	<b>Tiết</b>	<b>Bài học</b>	<b>Yêu cầu cần đạt</b>
<b>19</b>	<b>55</b>	<b>Unit 7: TRAFFIC Getting started</b>	<ul style="list-style-type: none"> <li>- Introduce the topic Traffic;</li> <li>- Learn some words about traffic;</li> <li>- Cover the content of the conversation about the topic Traffic by listening and reading;</li> <li>- Recognize ‘How far..? – It ...’ to ask and answer about distance; should/should to give an advice;</li> <li>- Develop awareness of travelling in town/city.</li> </ul>
	<b>56</b>	<b>Unit 7: A closer look 1</b>	<ul style="list-style-type: none"> <li>- Learn and practise using new words/ phrases about means of transport and the road signs;</li> <li>- Learn how to pronounce the sounds /aɪ/ and /eɪ/ in isolation and in context;</li> <li>- Be concerned to the local traffic.</li> </ul>
	<b>57</b>	<b>Unit 7: A closer look 2</b>	<ul style="list-style-type: none"> <li>- Learn how to use ‘It’ to indicate distance; should and shouldn’t;</li> <li>- Actively join in class activities;</li> <li>- Be aware of what should be done when going on the road.</li> </ul>
<b>20</b>	<b>58</b>	<b>Unit 7: Communication</b>	<ul style="list-style-type: none"> <li>- Learn how to ask and answer about means of transport and some strange traffic rules;</li> <li>- Be aware of what should be done when going on the road.</li> </ul>
	<b>59</b>	<b>Unit 7: Skills 1</b>	<ul style="list-style-type: none"> <li>- Read for general and specific information about traffic rules;</li> <li>- Talk about obeying traffic rules;</li> <li>- Develop awareness of understanding the road signs and</li> </ul>

		obeying the traffic rules.
	<b>60</b>	<b>Unit 7: Skills 2</b>
		<ul style="list-style-type: none"> <li>- Listen for general and specific information about traffic problems in a city;</li> <li>- Write a paragraph about traffic problems;</li> <li>- Be concerned to the local traffic.</li> </ul>
<b>21</b>	<b>61</b>	<b>Unit 7: Looking Back &amp;Project</b>
		<ul style="list-style-type: none"> <li>- Practice using vocabularies, phrases, related to Traffic and grammar of Unit 7;</li> <li>- Make a product in group of eight: draw traffic signs in your neighbourhood and make one of these traffic signs out of cardboard or other materials.</li> </ul>
	<b>62</b>	<b>Unit 8: FILMS Getting started</b>
		<ul style="list-style-type: none"> <li>- Introduce the topic Films;</li> <li>- Cover the content of the conversation about the topic Films by listening and reading;</li> <li>- To know the types of films and use adjectives for describing films;</li> <li>- Actively join in class activities;</li> <li>- Love cultures and arts.</li> </ul>
	<b>63</b>	<b>Unit 8: A closer look 1</b>
		<ul style="list-style-type: none"> <li>- Use the words related to the topic Films;</li> <li>- Learn how to pronounce the sounds /ɪə/ and /eə/ in isolation and in context;</li> <li>- Be collaborative and supportive in pair work.</li> </ul>
	<b>64</b>	<b>Unit 8: A closer look 2</b>
		<ul style="list-style-type: none"> <li>- Use Although/ Though to express contrasting ideas between to pieces of information in the same sentence;</li> <li>- Use However to contrast ideas in two sentences;</li> <li>- Develop self-study skills.</li> </ul>
<b>22</b>	<b>65</b>	<b>Unit 8: Communication</b>
		<ul style="list-style-type: none"> <li>- Learn how to use the ways to accept and decline suggestions;</li> <li>- Develop communication skills, creativity and cultural</li> </ul>

		awareness.
	<b>66 Unit 8: Skills1</b>	<ul style="list-style-type: none"> <li>- To develop the skill of guessing the meanings of new words in context;</li> <li>- Read for specific information about a film review;</li> <li>- Talk about a films;</li> <li>- Develop presentation skill.</li> </ul>
	<b>67 Unit 8: Skills 2</b>	<ul style="list-style-type: none"> <li>- To develop the skill of listening for specific information about a film do the tasks;</li> <li>- To write a paragraph about one's favorite film;</li> <li>- Develop critical thinking skill.</li> </ul>
<b>23</b>	<b>68 Unit 8: Looking Back &amp;Project</b>	<ul style="list-style-type: none"> <li>- Help Ss revise the knowledge they have learnt about the topic "films"</li> <li>- Ss can design a poster for their favourite film and organise them into an exhibition.</li> <li>- Be more creative when doing the project;</li> </ul>
	<b>69 Unit 9: FESTIVALS AROUND THE WORLD Getting started</b>	<p>Introduce the topic festivals around the world; Learn some words about festivals around the worlds; Cover the content of the conversation about the topic energy sources by listening and reading;</p> <ul style="list-style-type: none"> <li>- Recognize the present continuous tense;</li> <li>- Be more creative when doing the project.</li> </ul>
	<b>70 Unit 9: A closer look 1</b>	<ul style="list-style-type: none"> <li>- Use the words related to types of festivals and festival activities;</li> <li>- Pronounce two-syllable words with correct stress;</li> <li>- Be aware of learning new words related to the topic " Festivals "</li> </ul>
<b>24</b>	<b>71 Unit 9: A closer look 2</b>	<ul style="list-style-type: none"> <li>- Use Yes/No questions;</li> <li>- Practise using Yes/No questions;</li> </ul>

		- Develop self-study skills.
	<b>72</b>	<b>Unit 9: Communication</b>
		- Express disappointment; - Be collaborative and supportive in teamwork.
	<b>73</b>	<b>Unit 9: Skills 1</b>
		- Read for specific information about an unusual festival; - Talk about a festival that someone joined.
	<b>74</b>	<b>Unit 9: Skills 2</b>
		- Listen for specific information about a festival; - Write an email to describe a festival.
<b>25</b>	<b>75</b>	<b>Unit 9: Look Back &amp; Project</b>
		- Practice using vocabularies, phrases related to festivals around the world and Yes/No questions; - Make a product in group of eight: Discuss some tips about how to save energy in your school. Then make a poster and present it before class; - Be more creative when doing the project.
	<b>76</b>	<b>Review (Language)</b>
		- Revise and pronounce the sounds in Unit 7,8,9: /ai/, /ei/, ɪə/, /eə/ correctly and how to stress on two-syllable words; - Revise and practice vocabulary items in Unit 7,8,9: the meaning of road signs, means of transport, types of film, adjectives describing films, festivals; - Revise and practice grammar points in Unit 7,8,9: Connectors, should/ shouldn't, Yes/ No question, It indicating distance; - Develop communicative skills and creativity, self-awareness.
	<b>77</b>	<b>Review (Skills)</b>
		- Practice the skills of themes they have learnt in Unit 7,8,9: Reading, Listening, Speaking and Writing; - Be collaborative and supportive in pair work and group



26			work.
	78	<b>THE MID – SECOND TERM TEST</b>	<p>Check Ss about:</p> <ul style="list-style-type: none"> <li>- Language:</li> <li>+ Pronunciation; + Vocabulary + Grammar</li> <li>- Skills:</li> <li>+ Listening; + Reading; + Writing</li> </ul> <p>Develop self-study skills and do the test;          Be hard-working;          Be honest and responsible when doing the test;</p>
27	79	<b>Unit 10: ENERGY SOURCES Getting started</b>	<p>Introduce the topic energy sources;          Learn some words about energy sources;          Cover the content of the conversation about the topic energy sources by listening and reading;</p> <ul style="list-style-type: none"> <li>- Recognize the present continuous tense;</li> <li>- Be aware of using energy sources effectively.</li> </ul>
	80	<b>Unit 10: A closer look 1</b>	<ul style="list-style-type: none"> <li>- Learn and practise using new words/ phrases about energy sources;</li> <li>- Learn how to stress in three- syllable words;</li> <li>- Be more aware of learning how to use stress in three-syllable words.</li> </ul>
	81	<b>Unit 10: A closer look 2</b>	<ul style="list-style-type: none"> <li>- Learn how to use the present continuous;</li> <li>- Practise using verbs in the present continuous in sentences;</li> <li>- Be aware of saving energy sources.</li> </ul>
	82	<b>Feedback the test</b>	<ul style="list-style-type: none"> <li>- Help Ss understand language and skills clearly;</li> <li>- Help Ss recognize the mistakes if they have;</li> <li>- Develop communication skill and cooperation.</li> </ul>

28	83	<b>Unit 10: Communication</b>	<ul style="list-style-type: none"> <li>- To introduce ways of asking for explanations;</li> <li>- To practise asking and answering for explanations.</li> </ul>
	84	<b>Unit 10: Skills1</b>	<ul style="list-style-type: none"> <li>- Read for specific information about types of energy sources;</li> <li>-Talk about the advantages and disadvantages of different energy sources;</li> <li>- Learn and recognize different types of energy sources: renewable sources and non- renewable sources.</li> </ul>
29	85	<b>Unit 10: Skills 2</b>	<ul style="list-style-type: none"> <li>- Listen for specific information about how to save energy at home;</li> <li>- Write a paragraph about how to save energy at home;</li> <li>- Be aware of saving energy sources.</li> </ul>
	86	<b>Unit 10: Looking Back &amp; Project</b>	<ul style="list-style-type: none"> <li>- Practice using vocabularies, phrases related to energy sources and the present continuous or present simple tense;</li> <li>- Make a product in group of eight: Discuss some tips about how to save energy in your school. Then make a poster and present it before class;</li> <li>- Develop self-study skills.</li> </ul>
	87	<b>Unit 11: TRAVELLING IN THE FUTURE Getting started</b>	<ul style="list-style-type: none"> <li>- Introduce the topic travelling in the future;</li> <li>- Recognize the future simple and possessive pronouns;</li> <li>- Be interested in future means of transport.</li> </ul>
	88	<b>Unit 11: A closer look 1</b>	<ul style="list-style-type: none"> <li>- Use the words related to future means of transport;</li> <li>- Say sentences with correct stress;</li> <li>- Be interested in future means of transport.</li> </ul>
	89	<b>Unit 11: A closer look 2</b>	<ul style="list-style-type: none"> <li>- Use the simple future to talk about future activities and make predictions;</li> <li>- Use possessive pronouns correctly;</li> </ul>

<b>30</b>			- Recognize how to use future simple tense for future activities and the use of possessive pronouns.
	<b>90</b>	<b>Unit 11: Communication</b>	- Make predictions; - Develop communication skills.
<b>31</b>	<b>91</b>	<b>Unit 11: Skills 1</b>	- Read for general and specific information about cars; - Talk about why means of transport will/ won't be popular.
	<b>92</b>	<b>Unit 11: Skills 2</b>	- Listen for general and specific information about some future means of transport; - Write a paragraph about advantages of a future means of transport; - Actively join in class activities.
	<b>93</b>	<b>Unit 11: Look Back &amp; Project</b>	- Practice using vocabularies, phrases related to travelling in the future; and the future present simple tense and the possessive pronouns; - Make a product in group of eight: Draw means of transport and present it to the class - Develop self-study skills.
	<b>94</b>	<b>Unit 12: ENGLISH - SPEAKING COUNTRIES Getting started</b>	- Introduce the topic travelling in the future; - Recognize the articles; - Develop communication skills and creativity and cultural awareness.
	<b>95</b>	<b>Unit 12: A closer look 1</b>	- Use the words about the people and places in English - speaking countries;  - Ask questions with the correct rising and falling

32			intonation; - Raise students' awareness of the need to learn English.
	96	<b>Unit 12: A closer look 2</b>	- Learn how to use the articles a/an/the; - Use articles correctly; - Actively join in class activities.
33	97	<b>Unit 12: Communication</b>	- Express amazement; - Using expressions of amazement; - <b>Develop</b> communication skills and creativity and cultural awareness.
	98	<b>Unit 12: Skills 1</b>	- Read for specific information about New Zealand; - Talk about Scotland.
	99	<b>Unit 12: Skills 2</b>	- Listen for specific information about a tour of a city; - Write a diary entry about a tour of a city; - Develop critical thinking skill.
34	100	<b>Unit 12: Looking Back &amp;Project</b>	- Practice using vocabularies, phrases related to English speaking country and the articles a/an/the; - Make a product in group of eight: Explore English-speaking countries; - Be more creative when doing the project.
	101	REVIEW 4(Language)	- Ss will be revised the language they learnt in Units 10 – 12; - Pronunciation: Mark the stress syllables; - Vocabulary from unit 10- 12; - Grammar: present continuous tense and the future simple tense. Articles; - Be aware of saving energy.

	<b>102</b>	REVIEW 4(Skills)	<ul style="list-style-type: none"> <li>- Ss will be revised the skills they have practiced in Units 10 – 12;</li> <li>- Skills: reading, listening, speaking, writing;</li> <li>- Be aware of saving energy;</li> <li>- Be aware of saving energy;</li> </ul>
<b>35</b>	<b>103</b>	The second- term written test	Check students about: <ul style="list-style-type: none"> <li>- Language:             <ul style="list-style-type: none"> <li>+ Pronunciation;</li> <li>+ Vocabulary;</li> <li>+ Grammar</li> </ul> </li> <li>- Skills:             <ul style="list-style-type: none"> <li>+ Listening;</li> <li>+ Reading;</li> <li>+ Writing</li> </ul> </li> </ul>
	<b>104</b>	Test (Speaking)	<ul style="list-style-type: none"> <li>-Check students about:</li> </ul> Skill: Speaking + Introduction <ul style="list-style-type: none"> <li>+ Topic speaking</li> <li>+ Questions</li> </ul>
	<b>105</b>	Test correction	<ul style="list-style-type: none"> <li>- Help Ss understand language and skills clearly;</li> <li>- Help Ss recognize the mistakes if they have;</li> <li>- Develop communication skill and cooperation;</li> <li>- Be hard-working;</li> <li>- Be honest and responsible when doing the test.</li> </ul>

DUYỆT CỦA BAN GIÁM HIỆU

TỔ TRƯỞNG

NHÓM TRƯỞNG CHUYÊN MÔN