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|  | PHÒNG GD&ĐT THÀNH PHỐ ĐỒNG XOÀI**TRƯỜNG THCS TIẾN THÀNH** |  |  |  |  |  |  |  |  |  |  |
| **KẾ HOẠCH GIẢNG DẠY NĂM HỌC 2020 - 2021** |  |  |  |  |
| **MÔN: TIẾNG ANH THÍ ĐIỂM - LỚP 7** |  |  |  |  |
| Cả Năm: 35 tuần × 3 = 105 Tiết |  |  |  |  |
| Học kì I: 18 tuần (18 tuần x 3 tiết = 54 tiết  |  |  |  |  |
| Học kì II: 17 tuần (17 tuần x 3 tiết = 51 tiết |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **THE FIRST SEMESTER (HKI)** |  |  |  |  |
| **Week** | **Unit** | **Aims**  | **Period** | **Contents** | **Forms of teaching** | **Adjustment/****Refinement** | **Integration** |  |  |  |  |
| **1** | **Unit 1: MY HOBBIES****(Theme: Hobbies****7 periods)** | • pronounce souds /ə/ and /ɜ:/ correctly in isolation and in context use lexical items  | 1 | **Introduction** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| related to hobbies  | 2 | **Getting started** |   | Personal preference |  |  |  |  |
| • use the present simple, the future simple  | 3 | **A closer look 1** |   | Personal preference |  |  |  |  |
| **2** | and verbs of liking + V-ing correctly  | 4 | **A closer look 2** | -Teachingthe whole class-Group teaching |   | Personal preference |  |  |  |  |
| and appropriately describe and give opinions about hobbies  |  | **Communication** | Ss do at home  |  |  |  |  |  |
| • read for specifi c information about an unusual hobby | 5 | **Skills 1** |   | Integration of fine arts |  |  |  |  |
| **3** | • listen to get specifi c information about a hobby  | 6.7 | **Skills 2** | -Teachingthe whole class-Group teaching |   | Draw and decorate objects |  |  |  |  |
| • write a paragraph about a classmate’s hobby | 8 | **Looking back & Project** |   |  |  |  |  |  |
| **Unit 2: HEALTH****(Theme: Health****7 periods)** | • pronounce the sounds /f/ and /v/ correctly  | 9 | **Getting started** |   | Educating students about health protection |  |  |  |  |
| **4** | • use lexical items related to health issues  | 10 | **A closer look 1** | -Teachingthe whole class**ĐĐGtx** |   |   |  |  |  |  |
| • use imperatives with  | 11 | **A closer look 2****The first Test 15’** |   | Educating students about health protection |  |  |  |  |
| • more and less form compound sentences and use them correctly  |  | **Communication**  |  | Ss do at home  |  |  |  |  |  |
| **5** | • talk about health issues and give advice on healthy living  | 12 | **Skills 1** | -Teachingthe whole class-Group teaching |   | Educating students about health protection |  |  |  |  |
| • listen to get specific information about health problems and advice  | 13,14 | **Skills 2**  |   | Educating students about health protection |  |  |  |  |
| • write a reply giving advice to someone with a health problem | 15 | **Looking back & Project**  |   | Educating students about health protection |  |  |  |  |
| **6** | **Unit 3: COMMUNITY SERVICE****(Theme: COMMUNITY SERVICE:** **7 periods)** | • use lexical items related to community service and volunteer work | 16 | **Getting started** | -Teachingthe whole class-Group teaching |   | Educating students to participate in social work |  |  |  |  |
| • understand the diff erence between the past simple and the present perfect | 17 | **A closer look 1** |   | Educating students to participate in social work |  |  |   |  |
| • use the time expressions that go with the past simple and the present perfect  | 18 | **A closer look 2** |   | Educating students to participate in social work and environmental protection |  |  |  |  |
| **7** | • read for specific information about community service and volunteer work  |  | **Communication** | -Teachingthe whole class-Group teaching |  SS do at home | Educating students to participate in social work and environmental protection |  |  |  |  |
| • listen for specific information about volunteer work  | 19 | **Skills 1** |   |   |  |  |  |  |
| - the vocabulary for hobbies, health and community services  | 20,21 | **Skills 2** |   |  Educating students to participate in social work and environmental protection |  |  |  |  |
| **8** | - the present simple, present perfect and future simple  | 22 | **Looking back & Project** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| **Review 1** | - imperatives with more and less  | 23 | **(Language, Grammar, Everyday English)**  |   |   |  |  |  |  |
| - how to give an opinion and an advice | 24 | **Skills** |   |   |  |  |  |  |
| **9** |  | • pronounce the sounds / ʃ/ and /ʒ/ correctly in isolation and in context | s |  |  |   |   |  |  |  |  |
| **Unit 4: MUSIC AND ARTS****(Theme: MUSIC AND ARTS 7 periods)** | 25 | **Getting started** | -Teachingthe whole class |   |  Educating students to love music and arts as well as keep the traditional arts and create in work |  |  |  |  |
| • use comparisons: (not) as … as ;  | 26 | **A closer look 1** | -Teachingthe whole class |   |  Educating students to love music and arts as well as keep the traditional arts and create in work |  |  |  |  |
| the same as ; diff erent from | 27 | **A closer look 2** | -Teachingthe whole class-Group teaching |   |  Educating students to love music and arts as well as keep the traditional arts and create in work |  |  |  |  |
| • use some combinations: draw/ paint a picture, play the guitar …  |  | **Communication**  | Ss do at home  |   |  |  |  |  |
| **10****11** | • read for specifi c information about traditional arts  | 28 | **Skills 1** | -Teachingthe whole class-Group teaching**ĐĐGtx** |   |  Educating students to love music and arts as well as keep the traditional arts and create in work |  |  |  |  |
| • talk/ sing or do other activities related to music and arts • listen to get information about an artist | 29,30 | **Skills 2** |   |   |  |  |  |  |
|  | 31 | **TEST ( MID TERM)** |   |   |  |  |  |  |
| 32 | **Correct the test** |  |  |  |
| 33 | **Looking back & Project** |  |  |  |
| **12** | **UNIT 5: VIETNAMESE FOOD AND DRINK****(theme: VIETNAMESE FOOD AND DRINK****6 periods+1 period: experiece activities)** | • pronounce the sounds /ɒ/ and /ɔ:/  | 34 | **Getting started** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| correctly in isolation and in context | 35 | **A closer look 1** |   | Educating students about cooking techniques |  |  |  |  |
| • use lexical items related to the topic | 36 | **A closer look 2** |  |   |  Educating students about cooking techniques |  |  |  |  |
| **13** | ‘Vietnamese Food and Drink’  |  | **Communication** |  | Ss do at home  | Educating students about cooking techniques |  |  |  |  |
| • distinguish countable nouns and uncountable nouns  | 37 | **Skills 1** |   |   |   |  |  |  |  |
| • pho, a popular food in Viet Nam  | 38,39 | **Skills 2 The second Test 15’** | **ĐĐGtx** |   |  Educating students about cooking techniques |  |  |  |  |
| **14** | • use a/an, some and any to talk about quantity.  | 40 | **Looking back & Project** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM****(Theme: : THE FIRST UNIVERSITY IN VIET NAM****4 periods)** | • use How much and How many to ask about quantity • talk about diff erent types of  | 41 | **Getting started** |   |  Educating students about history of Van Mieu-Quoc Tu Giam as well as biography of a famous teacher |  |  |  |  |
| Vietnamese food, drink, and recipes  | 42 | **A closer look 1** |   |  |  |  |  |  |
| **15** | • listen for specific information about | 43 | **A closer look 2** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
|  diff erent traditional foods  |  | **Communication** | Ss do at home  |   |  |  |  |  |
| • write about some popular foods or drinks | 44 | **Skills 1** |   |  Educating students about history of Van Mieu-Quoc Tu Giam as well as biography of a famous teacher |  |  |  |  |
| **16** | • pronounce the two sounds /tʃ/ and /dʒ/  | 45,46 | **Skills 2** | -Teachingthe whole class-Group teaching |   |  Educating students about history of Van Mieu-Quoc Tu Giam as well as biography of a famous teacher |  |  |  |  |
| correctly in isolation and in context  | 47 | **Looking back & Project** |   |   |  |  |  |  |
| **Review 2** | • use the passive voice to emphasise actions or events  | 48 | **(Language, Grammar, Everyday English)**  |   |   |  |  |  |  |
| **17** | • read a passage for specific information  | 49 | **Skills** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
|  | about the fi rst university in Viet Nam  | 50 | **Review** |   |   |  |  |  |  |
|  | • listen for specific information about a famous teacher | 51 | **Review** |   |   |  |  |  |  |
|  | • revise some main structures and vocabulary they’ve learnt |   |   |  |  |  |  |
| **18** |  |   |  s | **Final Exam** | **ĐĐGck** |   |   |  |  |  |  |
|   |  |  |  |  |
| **THE SECOND SEMESTER (HKII)** |  |  |  |  |
| **Week** | **Unit** | **Aims**  | **Period** | **Contents** | **Forms of teaching** | **Adjustment/****Refinement** | **Integration** |  |  |  |  |
| **19** | **Unit 7: TRAFFIC****(theme: TRAFFIC****7 periods)** | • pronounce the sounds /e/ and /eɪ/ correctly in isolation | 52 | **Getting started** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
|  and in context  |  |  |  |  |
| • use lexical items related to the topic ‘Traffic’  | 53 | **A closer look 1** |   | Educating students about traffic safety |  |  |  |  |
| • use ‘it’ for distances | 54 | **A closer look 2** |   |   |  |  |  |  |
| **20** | • use ‘used to’ to talk about past habits or states  |  | **Communication** | -Teachingthe whole class-Group teaching |  Ss do at home |   |  |  |  |  |
| • know the meaning of some road signs  | 55 | **Skills 1** |   | Educating students about traffic safety |  |  |  |  |
| • read for specific information about traffic rules/ laws | 56,57 | **Skills 2** |   | Educating students about traffic safety |  |  |  |  |
| **21** | • talk about obeying traffic rules/ laws, | 58 | **Looking back & Project** | -Teachingthe whole class-Group teaching |   | Educating students about traffic safety |  |  |  |  |
|  and how to use the road safely  |  |  |  |  |
| • listen to get information about traffic problems in big cities |  |  |  |  |
| • write a paragraph about traffic problems in a city/ an area |  |  |  |  |
| **Unit 8: FILMS****(theme: FILMS** **5 periods)** | • pronounce correctly the –ed ending in verbs  | 59 | **Getting started** |   | Expand understanding of the cinema of countries around the world |  |  |  |  |
| • use lexical items related to the topic ‘Films’  | 60 | **A closer look 1** |   | Expand understanding of the cinema of countries around the world |  |  |  |  |
| **22** | • know the meaning and how to use – ing and –ed adjectives use  | 61 | **A closer look 2** | -Teachingthe whole class |   |  |  |  |  |  |
| • although, despite/ in spite of to express contrast  |  | **Communication** |  Ss do at home |  |  |  |  |  |
| • however and nevertheless to express contrast  | 62 | **Skills 1 + The first Test 15’** | **ĐĐGtx** |   | Expand understanding of the cinema of countries around the world |  |  |  |  |
| **23** | • talk about a film (its plot, main characters, cast, etc.)  | 63,64 | **Skills 2** | -Teachingthe whole class-Group teaching |   | Expand understanding of the cinema of countries around the world |  |  |  |  |
| • listen for specific information about someone’s favourite film star  | 65 | **Looking back & Project**  |   |  |  |  |  |  |
| **Unit 9: FESTIVALS AROUND THE WORLD****(theme: FESTIVALS AROUND THE WORLD** **7 periods)** | • pronounce two-syllable words with correct stress in isolation | 66 | **Getting started** |   | Expand understanding of the festivals of countries around the world |  |  |  |  |
| **24** |  and in context  | 67 | **A closer look 1** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| • use lexical items related to the topic 'Festivals around the world’  | 68 | **A closer look 2** |   |  Expand understanding of the festivals of countries around the world |  |  |  |  |
| • use adverbial phrases correctly and appropriately  |  | **Communication**  |  Ss do at home |   |  |  |  |  |
| **25** | • make and answer H/ Wh-questions correctly  | 69 | **Skills 1** | -Teachingthe whole class-Group teaching |   |  Expand understanding of the festivals of countries around the world |  |  |  |  |
| • ask about and describe diff erent festivals  | 70,71 | **Skills 2** |   |  Expand understanding of the festivals of countries around the world |  |  |  |  |
| • read for specifi c information about an unusual festival  | 72 | **Looking back & Project** |   |   |  |  |  |  |
| **26** | **Review 3** | • listen to get specifi c information about a music festival  | 73 | **(Language, Grammar, Everyday English)** | -Teachingthe whole class |   |   |  |  |  |  |
| • write a description of a festival they attended  | 74 | **Skills** |   |   |  |  |  |  |
|  |  | 75 | **Getting started** | -Teachingthe whole class-Group teaching |   |  Expand understanding of types and sources of energy |  |  |  |  |
| **27** | **Unit 10 :SOURCES OF ENERGY****(theme: SOURCES OF ENERGY****7 periods)** |  | 76 | **TEST ( MID TERM)** | **ĐĐGgk** |  |   |  |  |  |  |
| • pronounce three-syllable words correctly  | 77 | **A closer look 1** | -Teachingthe whole class-Group teaching |   |  Expand understanding of types and sources of energy |  |  |  |  |
| • use lexical items related to sources of energy  | 78 | **A closer look 2** |   |  Expand understanding of types and sources of energy |  |  |  |  |
| **28** | • use the future continuous tense and future simple passive  | 79 | **Correction** | -Teachingthe whole class-Group teaching |   |   |  |  |  |  |
| • talk about the advantages and disadvantages of different sources of energy  |  | **Communication** |  Ss do at home |   |  |  |  |  |
| • read a passage about renewable and non-renewable energy  | 80 | **Skills 1** |   |  Expand understanding of types and sources of energy |  |  |  |  |
| **29** | • listen to a passage of a new source of energy  | 81,82 | **Skills 2** | -Teachingthe whole class-Group teaching |   |  Expand understanding of types and sources of energy |  |  |  |  |
| • write a short passage about how to save energy | 83 | **Looking back & Project** |   |   |  |  |  |  |
| **Unit 11: TRAVELLING IN THE FUTURE****(theme: TRAVELLING IN THE FUTURE****7 periods)** |   | 84 | **Getting started** |   |  Expand understanding of inventions of future means of transport |  |  |  |  |
| **30** | • appropriately use rising and falling intonation for Yes-No / Wh-questions  | 85 | **A closer look 1** | -Teachingthe whole class**ĐĐGtx** |   | Expand understanding of inventions of future means of transport  |  |  |  |  |
| • use lexical items related to future means of transport and movement  | 86 | **A closer look 2****The second Test 15’** |   |   |  |  |  |  |
| • understand the diff erence between facts and opinions  |  | **Communication**  |  |  Ss do at home |   |  |  |  |  |
| **31** | • use will for future prediction , possessive pronouns  | 87 | **Skills 1** | -Teachingthe whole class-Group teaching |   |  Expand understanding of inventions of future means of transport |  |  |  |  |
| • read for specific information about the inventions possessive pronouns  | 88,89 | **Skills 2** |   |  Expand understanding of inventions of future means of transport |  |  |  |  |
|  of future means of transport  | 90 | **Looking back & Project** |   |   |  |  |  |  |
| **32** | **Unit 12: AN OVERCROWDED WORLD****(Theme: OVERCROWDED WORLD****7 periods)** | • listen for specific information about a future means of transport  | 91 | **Getting started** | -Teachingthe whole class-Group teaching |   | Find out the reasons and effects of an overcrowded world  |  |  |  |  |
| • mark the stress on two- and three-syllable words and pronounce them correctly  | **A closer look 1** |  |  |  |  |
| • use lexical items related to the topic "An overcrowded world"  | 92 | **A closer look 2** |   |  Find out the reasons and effects of an overcrowded world |  |  |  |  |
| • use comparisions of quantifi ers with more, less/ fewer  |  | **Communication** |  Ss do at home |   |  |  |  |  |
| **33** | • make tag questions • read for specifi c information  | 93 | **Skills 1** | -Teachingthe whole class-Group teaching |   |  Find out the reasons and effects of an overcrowded world |  |  |  |  |
| about the population explosion  | 94,95 | **Skills 2** |   | Find out the reasons and effects of an overcrowded world  |  |  |  |  |
| • talk about the disadvantages of being in an overcrowded place  |  | **Looking back & Project** |  |  |  |  |
| **Review 4** | • listen for specifi c information in a fi lm review  | 96 | **(Language, Grammar, Everyday English)** |   |   |  |  |  |  |
| **34** | • write a short passage about the population growth of an area | 97 | **Skills** | -Teachingthe whole class |   |   |  |  |  |  |
|  | revise some main structures and vocabulary they’ve learnt | 98 | **Review** |   |   |  |  |  |  |
|  | revise some main structures and vocabulary they’ve learnt | 99 | **Review** |   |   |  |  |  |  |
| **35** |  | check all the knowledge that Ss have learnt.  |   | **Final Exam** | **ĐĐGck** |   |   |  |  |  |  |
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