

TRƯỜNG: THCS LỘC SƠN
TỔ: NGOẠI NGỮ - NGHỆ THUẬT

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

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN TIẾNG ANH, KHỐI LỚP 7

Năm học 2026 – 2027

(Kèm theo Quyết định số: 147/QĐ-THCSLS. Ngày 21/08/2026 của Hiệu trưởng Trường THCS Lộc Sơn)

I. Đặc điểm tình hình

1. Số lớp: 7 ; Số học sinh: ; Số học sinh học chuyên đề lựa chọn (nếu có):

2. Tình hình đội ngũ: Số giáo viên: 06; Trình độ đào tạo: Cao đẳng: Đại học: 06 ; Trên đại học:.....

Mức đạt chuẩn nghề nghiệp giáo viên ¹: Tốt: 01; Khá: 05; 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	Thiết bị âm thanh đa năng di động	02	Phát âm thanh phục vụ giờ học kỹ năng nghe - nói.	
2	Máy chiếu đa năng, smart TV	01/Phòng học	Các tiết học Tiếng Anh	
3	Bộ học liệu điện tử hỗ trợ giáo viên	01/giáo viên	Giúp giáo viên xây dựng kế hoạch dạy học (giáo án) điện tử, chuẩn bị bài giảng điện tử, chuẩn bị các học liệu điện tử, chuẩn bị các bài tập, bài kiểm tra đánh giá phù hợp với chương trình môn học mới.	

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	Tên phòng	Số lượng	Phạm vi và nội dung sử dụng	Ghi chú
1	Phòng học ngoại ngữ	02	- Học và thực hành kỹ năng sử dụng Tiếng Anh	

			- Tổ chức các hoạt động CLB	
2				
...				

II. Kế hoạch dạy học

1. Phân phối chương trình: Cả năm: 35 tuần x 3 tiết/ tuần = 105 tiết. (Học kì I: 18 tuần (54 tiết) /Học kì II: 17 tuần (51 tiết)

HỌC KỲ 1: 3 tiết/ tuần x 18 tuần = 54 tiết.

Id	Topics	Week	Period	Lessons	Learning target	Digital competences
1	UNIT1: HOBBIES	1			<i>By the end of the lesson students will be able to:</i>	
			1	1. Getting started	Get familiar with the topic about hobbies and interests	1.1.TC1b: Students independently search for unique hobbies online and filter by cost.
			2	2.A closer Look 1	- use vocabulary about Hobbies, Verbs of liking and disliking. Identify the Sounds: /ə/ and /3:/	5.2.TC1a: Students use pronunciation apps (e.g., Elsa Speak) to independently practice sounds: /ə/, /3:/.
			3	3. A closer look 2	- use the Present simple tense correctly	1.2.TC1a: Students use interactive grammar sites (e.g., Quizlet) to evaluate the correct use of Present Simple in context.
		2	4	4. Communication	Talk about likes and dislikes	5.3.TC1a: Students use Google AI Studio (Live function) for real-time interactive conversation practice.
			5	5. Skills 1	- Read for specific information about a hobby - Talk about benefits of hobbies.	1.3.TC1a:

2						Students organize their notes from reading/speaking tasks into a digital folder or mind-mapping tool.
			6	6. Skills 2	- Listen for specific information about one's hobby. - Write about one's hobby.	3.1.TC1a: Students draft their hobby description on a class blog or Padlet.
		3	7	7. Looking back - project	-Improve their creativity and imagination in making posters about hobbies. Practice life skills	3.1.TC1a & 3.3.TC1a: Groups design digital posters (Canva/PPT) and must independently cite their digital image sources to respect copyright.
	Unit 2 HEALTHY LIVING				<i>By the end of the lesson students can</i>	
			8	1. Getting started	- Get familiar with the topic Healthy Living	1.1.TC1b: Students search for images or short video clips representing healthy habits to understand the context.
			9	2.A closer Look 1	- use vocabulary about health activities, health problems for practice - identify the sounds /f/ and /v/	5.2.TC 1a: Students use pronunciation apps (e.g., Elsa Speak) to evaluate their accuracy.
		4	10	3. A closer look 2	-identify how to make simple sentences and use it for practice	1.1.TC1b & 5.3.TC1a: Students find online grammar exercises and use Napkin to create a rule-based mind map.
			11	4. Communication	- Give tips for health problems ideas about health	2.1.TC1a: Groups use digital messaging or a collaborative board (Padlet) to role-play interviews or exchange health tips.

3			12	5. Skills 1	-Read for general and specific information about acne. -Talk about how to deal with some health problems.	1.1.TC1b: Students search for specific remedies or tips from reputable health websites to supplement speaking tasks.
		5	13	6. Skills 2	-Listen for specific information about some advice about healthy habits -Write a paragraph of some advice to avoid viruses	3.1.TC1a: Students draft their hobby description on a digital platform, using proper Netiquette.
			14	7. Looking back - project	- Improve their creativity and imagination in making a poster to build healthy habit . - Practice life skills.	3.1.TC1a: Groups use Canva or PPT to design digital health posters.
					<i>By the end of the lesson students can:</i>	
	UNIT 3: COMMUNITY SERVICE		15	1. Getting started	Get familiar with the topic Community service	1.1.TC1b: Students browse educational sites to find images or clips illustrating different types of volunteer work.
		6	16	2.A closer Look 1	-use vocabulary about: community activities. -identify the sounds Sounds: /t/ , /d/ and /id/	5.2.TC1a: Students use pronunciation apps (e.g., Elsa Speak) to independently practice sounds /-ed/ endings.
			17	3. A closer look 2	Use the Past simple for practice.	1.2.TC1a: Students use interactive grammar sites (e.g., Quizlet) to evaluate the correct use of Past Simple in context.
			18	4. Communication	Give compliments.	2.1.TC1a: Groups use digital messaging or a collaborative board (Padlet) to role-

						play interviews or exchange compliment tips.
		7	19	5. Skills 1	Read for specific information about community activities at a school. -Talk about the reasons why students join different community activities.	1.1.TC1b: Students search for specific data on local/global environmental issues to provide evidence for arguments.
			20	6. Skills 2	-Listen for specific information about some community activities and their benefits. -Write an email about community activities one did last summer.	2.1.TC1a: Students draft the email digitally, applying proper subject lines and greetings.
			21	7. Looking back - project	- Improve the way to give a presentation about environmental problems in the neighborhood and solution. - Practice life skills	5.3.TC1a: Students choose between video (CapCut) or slides (Gamma) to present.
4	REVIEW 1	8	22	Review 1:Language	Consolidate : - Words about hobbies, health and community service - Sounds: /□:/, /t/ , /d/ and /id/, /g/ - Past simple and present simple tense - Compound sentences	
			23	Review 1: Skills	- Read for general and specific information about health tips. - Speak: talk about community activities - Listen for specific information. - Make complete sentences from the prompts about community service	
5	REVISION		24	Revision for Mid-Term Test 1		

6	1 ST MID-TERM TEST 1	9	25	Mid-Term Test 1	- evaluate the language and skills students have learnt through the 3 units.	
7	UNIT 4: MUSIC AND ART	9			<i>By the end of the lesson students will be able to:</i>	
			26	1. Getting started	- Get familiar with the topic Music and Art	3.1.TC1a: Students use Canva or Google Slides to design digital invitations.
			27	2.A closer Look 1	- use the vocabulary about music and arts - identify the sounds: /t/ , /d/ and /id/	1.1.TC1b: Students browse digital platforms like hoclieu.vn , loigiaihay.com, or Vietjack.com to expand their vocabulary and access interactive audio resources for practicing pronunciation.
		10	28	3. A closer look 2	- Make comparisons using (not)as...as...,like, different from	6.2.TC1a: Students use AI grammar checkers to verify comparisons.
			29	4. Communication	- Express preferences	5.3.TC1a: Students use Google AI Studio (Live function) to practice expressing preferences with a digital assistant to improve fluency.
			30	5. Skills 1	- Read for specific information about a traditional art form. -Talk about a musical performance at one's school	1.1.TC1b: Students search for a short video of the performance to verify details.
		11	31	6. Skills 2	-Listen for specific information about street painting. -Write an informal letter of invitation.	6.2.TC1a: Students use AI tools (ChatGPT/Gemini) to refine the tone, grammar, and structure of their informal invitation letters.

			32	7. Looking back - project	-Make an invitation about organizing a music show and present it. - Improve LIFE SKILL	5.3.TC1a: Students choose between video (CapCut) or interactive slides (Gamma/PPT) to present their unit projects.
8	UNIT 5: FOOD AND DRINK				<i>By the end of the unit students will be able to:</i>	
			33	1. Getting started	Get familiar with the topic Food and Drink.	6.2.TC1a: Students use AI image generators to create visuals for their posters.
		12	34	2.A closer Look 1	-use vocabulary about Food and drink - identify the sounds: /□/ and /□:/	1.1.TC1b: Students use hoclieu.vn or loigiai hay.com to find more food vocabulary and access interactive audio for practicing pronunciation.
			35	3. A closer look 2	-use <i>some, a lot of, lots of</i> correctly.	1.2.TC1a: Students use digital dictionaries to check if nouns are countable/uncountable.
			36	4. Communication	-ask and answer about prices.	5.3.TC1a: Students engage with Google AI Studio (Live) to practice asking and answering about food prices in a simulated market environment.
		13	37	5. Skills 1	-Read for specific information about a typical traditional food . -Talk about a popular food or drink	1.1.TC1b: Students search for a recipe or specific info for a typical traditional food/drink to supplement the speaking task.
			38	6. Skills 2	- Listen for specific information about eating habits. -Write a paragraph describing eating habits.	6.2.TC1a: Students use ChatGPT or Gemini to check grammatical accuracy and

9						evaluate the healthiness of the described eating habits.
			39	7. Looking back - project	-Design and present a poster about eating habits in an area. - Practice life skills	5.3.TC1a & 6.2.TC1a: Students design a digital infographic on Canva ; use AI assistants to organize the logic and script of the project.
		14			<i>By the end of the unit students will be able to:</i>	
	UNIT 6: A VISIT TO A SCHOOL		40	1. Getting started	Get familiar with the topic <i>A Visit To A School</i>	1.1.TC.1b: Students use Google Maps and school websites to find facilities.
			41	2.A closer Look 1	-use vocabulary about schools, school facilities, school activities. -Identify the sounds: /tʃ/ and /dʒ/	1.1.TC1b: Students browse hoclieu.vn for synonyms and images of school facilities and interactive audio for sound practice.
			42	3. A closer look 2	-use Prepositions of time and place correctly.	6.2.TC1a: Students use AI grammar checkers to verify prepositions.
		15	43	4. Communication	-Ask for details of a school..	5.3.TC1a: Students use Google AI Studio (Live) to role-play a conversation asking for details about a new school to improve fluency.
			44	5. Skills 1	-Read for specific information about school activities. -Talk about one's school.	1.2.TC1a: Students use digital encyclopedias to verify historical facts about Quoc Hoc – Hue.
			45	6. Skills 2	-Listen for specific information about the biography of a most famous teacher.	2.4.TC 1a: Groups use a shared document to co-write the description of the activity.

		16			-Write a paragraph about an outdoor activity at one's school.	
			46	7. Looking back - project	-Make a presentation on their favorite school. -Improve communicative skills.	5.3.TC1a: Students choose between video (CapCut) or interactive slides (Gamma/PPT) to present their unit projects.
			47	Review 2.1: Language	Consolidate: - Pronunciation: /ʃ/ and /ɒ/, /ɒ:/, /tʃ/ - Vocabulary: words about food and drink, music and art, schools. - Grammar: + How much/How many? + Comparisons: (not)as...as..., the same as, different from, like, more...than	
10	REVIEW 2		48	Review 2.2: Skills	- Read for specific information about films - Talk about a lower secondary school. - Listen for specific information about food and drink. - Write a paragraph about a meal	
11	1 ST TERM TEST	17	49	Revision 2	- Students can know how to prepare for the test (oral and written test) - Students will be able to consolidate all language and skills they have learnt from unit 1-6.	
			50	Oral test	- Answer some personal questions from the examiner. - Make a conversation about the topic given by examiner with a partner.	

			51	Written test	-Do a test about Reading, Listening, writing skills and Use of English given by education department.	
12	OUR GOOD EATING HABITS	18	52	STEAM	- Understand the nutritional components of a balanced diet and the importance of good eating habits for maintaining health. - Explore the role of technology in promoting healthy eating habits, including food tracking apps, nutritional labels, and online resources.	1. <u>Digital competence Objectives</u> <i>Develop the ability for Digital Content Creation, and Communication & Collaboration.</i> Students know how to create digital content with specific concepts and collaborate using digital technology. 3.1. TC1a (Developing Digital Content): Able to identify ways to create and edit content with a specific concept. 3.2. TC1a (Integrating and Reworking Digital Content): Able to discuss ways to modify, refine, and improve content. 2.1. TC1a (Interacting through Digital Technology): Able to perform clear and regular interactions. 2. <u>Key Products</u> Virtual project/Website (digital infographic) introducing good eating habits. Digital Poster/Flyer about healthy meal (designed using Canva). 3. <u>Suggested Tools</u> 3.1. TC1a: Identify ways to create and edit content with a specific concept. 3.2. TC1a: Discuss ways to modify, refine, and improve content. 2.4. TC1a: Able to select clearly defined digital tools and technologies for collaborative processes. 4. <u>Assessment Methods</u>
			53	STEAM	-Design a healthy meal plan based on recommended daily nutrient intake, considering portion control and variety. -Create a visual project (e.g., food pyramid, healthy meal poster, or digital infographic) to represent good eating habits.	
			54	STEAM	-Calculate the nutritional values (calories, fats, proteins, carbohydrates) in meals and understand portion sizes. -present their Healthy Meal Plans or Infographics to the class.	

						Product Assessment (Poster/Virtual booth) based on the criteria: Creativity, Language Accuracy, and Visual Presentation. Assessment based on the criteria of creativity, language accuracy, collaboration skills, and safe, responsible online behavior.
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HỌC KỲ II

3 tiết/ tuần x 17 tuần = 51 tiết (Từ tiết 55 – 105)

Id	Topics	Week	Period	Lessons	Learning target	Digital Competencies
13	UNIT 7: TRAFFIC				<i>By the end of the unit students can</i>	
		19	55	1. Getting started	Get familiar with the topic Traffic.	1.1.TC1b: Students browse educational sites (hoclieu.vn) for traffic sign meanings.
			56	2. A closer look 1	- use vocabulary about Means of transport, Road signs - Identify the Sounds: /ai/ and /ei/	5.2.TC1a: Students record themselves practicing diphthongs (/aɪ/, /eɪ/ and use software to compare with native audio.
			57	3. A closer look 2	- It indicating distance - Should/ Shouldn't	1.1.TC1b: Students use search engines to find online practice exercises to consolidate their usage of grammar points learned in the lesson.

		20	58	4. Communication	Ask and answer about means of transport	5.3.TC1a: Students utilize Google AI Studio (Live function) to engage in real-time speaking practice, simulating a conversation about travel habits in a digital environment.
			59	5. Skills 1	- Read for specific information about traffic rules - Talk about obeying traffic rules	2.1.TC1a: Students participate in a "Digital Forum" discussing road safety.
			60	6. Skills 2	- Listen for specific information about traffic problems in a city - Write a paragraph about traffic problems	3.1.TC1a: Students format their paragraph with digital headers and images for readability.
		21	61	7. Looking back + Project	- Make a project about Traffic signs - Improve life skills	5.3.TC1a: Students use Canva to design digital posters or flashcards and utilize PowerPoint, Gamma, or Video apps for presentations. 6.2.TC1a: AI is used to clarify difficult concepts or help structure the project content.
					<i>By the end of the unit students can</i>	
14	UNIT 8: FILMS		62	1. Getting started	-Get familiar with the topic Films	6.2.TC1a: Students use ChatGPT to generate descriptive adjectives for their film.

22	63	2. A closer look 1	-use vocabulary about Types of films, Adjectives describing films -identify the sounds: /iə/ and /eə/	5.2.TC1a: Students record themselves practicing diphthongs /iə/, /eə/ and use software to compare with native audio.
	64	3. A closer look 2	-Use Connectors: although/ though and however correctly.	6.2.Tc1a: Students use ChatGPT/Gemini to generate contrasting sentences using <i>although</i> or <i>however</i> for feedback.
	65	4. Communication	- Accept and decline suggestions	1.1.TC 1b: Students use a digital form (Google Forms) to conduct the film survey.
	66	5. Skills 1	- Read for specific information about a film review - Talk about a film	1.1.TC1b: While preparing to talk about a film, students search for specific reviews on movie websites or YouTube to gather details about the plot, acting, and visuals to support their speaking task.
	67	6. Skills 2	- Listen for specific information about a film. - Write a paragraph about a film	6.2.TC1a: After drafting their paragraph, students use ChatGPT or Gemini to check for grammatical accuracy and receive suggestions for descriptive adjectives to make their review more engaging.

		23	68	7. Looking back +Project	-Make a presentation about students' favorite film. Improve LIFE SKILL	5.3.TC1a: Students use Canva to design a film poster. 6.2.TC1a: They use PowerPoint, Gamma, or Video apps for their multimedia presentation and consult AI assistants to refine their script and clarify concepts.
15	UNIT 9: FESTIVALS AROUND THE WORLD				<i>By the end of the unit students can</i>	
			69	1. Getting started	-Get familiar with the topic Festivals around the world	1.1.TC1b: Students search for world festival videos and summarize them.
		24	70	2. A closer look 1	-use vocabulary about Types of festivals, Festival activities -Identify stress in two- syllable words	5.2.TC1a: Students use Quizlet or Memrise to match festival words with definitions.
			71	3. A closer look 2	Yes/ No questions	1.1.TC1b: Students find online practice quizzes to consolidate Yes/No questions.
			72	4. Communication	- Express disappointment	5.3.TC1a: Students utilize Google AI Studio (Live function) to engage in real-time speaking practice, simulating a conversation about a

						festival experience that did not meet their expectations.
		25	73	5. Skills 1	- Read for specific information about an unusual festival - Talk about a festival that someone joined	2.1.TC1a: Students participate in a "Digital Forum" discussing an unusual festival.
			74	6. Skills 2	- Listen for specific information about a festival - Write an email to describe a festival	3.1.TC1a: Students draft their festival email on a class blog.
			75	7. Looking back+ Project	Make a presentation about a new festival that students would like to celebrate. Improve LIFE SKILL	3.1.TC1a: Students create a digital presentation or short video using CapCut.
16	REVIEW 3	26	76	REVIEW 3- 1. Language	1. Pronunciation: Sounds: /æ/ and /ei/ ; /ai/ and /i/, /iə/ and /i:/ 2. Vocabulary: About road signs, festivals, films 3. Grammar: - H/Wh questions: review - Connectors: although, though - It indicating distance	
			77	REVIEW 3 2. Skills	- Should/ Shouldn't 1. Reading: Read for specific information about festivals 2. Speaking: interview then report the result.	

					3. Listening: Listen for general information about watching film 4. Writing: Write a paragraph	
17	MID – TERM TEST 2		78	THE SECOND MID-TERM TEST	- Test and evaluate the language and skills students have learnt through the 3 units	
18	UNIT 10: ENERGY SOURCES				<i>By the end of the unit, students can</i>	
		27	79	1. Getting started	Get familiar with the topic Energy sources	1.1.TC1b: Students browse hoclieu.vn or Vietjack for energy source pictures.
			80	2. A closer look 1	-use vocabulary about types of energy sources -identify Stress in three-syllable words	5.3.TC1a: Students select Quizlet or Memrise to independently master energy vocabulary.
			81	3. A closer look 2	-Use Present continuous tense correctly	1.1.TC1b: Students search for online practice quizzes for the Present Continuous 5.3.TC1a: Students use Napkin to create a digital mind map that organizes its rules and usage for future or current actions.
	UNIT 10: : ENERGY SOURCES	28	82	4. Communication	Ask for explanation	5.3.TC1a: Students utilize Google AI Studio (Live function) to engage

						in a real-time conversation with a digital assistant, improving their fluency in asking for and understanding energy-related explanations.
19			83	5. Skills 1	- Read for specific information about types of sources of energy - Talk about advantages and disadvantages of different energy sources	1.2.TC1a: Students evaluate digital search results to find the benefits of energy sources (U10).
			84	6. Skills 2	- Listen for specific information about how to save energy at home - Write a paragraph about how to save energy at home	2.4.TC1a: Groups use a shared digital "subboard" to display their writings.
		29	85	7. Looking back + Project	Make a project about saving energy at school Improve LIFE SKILLS	3.1.TC1a: Groups use AI tools (Canva AI, Gamma) to enhance their presentations on saving energy.
20	UNIT 11: TRAVELLING IN THE FUTURE				<i>By the end of the unit, students can</i>	
			86	1. Getting started	Get familiar with the topic Traveling in the future.	6.2.TC1a: Students use AI design tools (Canva AI) to visualize future vehicles.
			87	2. A closer look 1	use vocabulary about Future means of transport identify the Sentence stress	5.3.TC1a: Students select Quizlet or Memrise to independently master transport vocabulary.

		30	88	3. A closer look 2	Use Future simple and Possessive pronouns correctly.	2.1.TC1a: Each group presents their home-prepared digital report using PPT or Gamma.
			89	4. Communication	- Make prediction	5.3.TC1a: To practice predictions, students utilize Google AI Studio (Live function) to engage in real-time speaking practice, simulating a conversation with a "travel assistant from the future" to improve fluency.
		31	90	5. Skills 1	- Read for general and specific information about cars - Talk about why a means of transport will/won't be popular	1.1.TC1b: While preparing for the speaking task, students search for real-world tech news or data about experimental vehicles (e.g., self-driving electric cars) to provide evidence for their arguments.
			91	6. Skills 2	- Listen for general and specific information about some future means of transport - Write a paragraph about the advantages of a future means of transport	3.1.TC1a: Students draft a paragraph on future transport advantages.
			92	7. Looking back + Project	Make a project about future means of transport - Improve LIFE SKILLS	5.3.TC1a:

						Students use Canva for digital posters and PowerPoint, Gamma, or Video apps for their multimedia showcase. 6.2.TC1a: AI is used to refine the final script and clarify remaining unit concepts
21	UNIT 12: ENGLISH – SPEAKING COUNTRIES				<i>By the end of the unit, students can</i>	
		32	93	1. Getting started	Get familiar with the topic English speaking countries	1.1.TC1b: Students search for country flags. During the introduction to people and places, students use search engines to find images, maps, or short travel videos of countries like the USA, the UK, or Australia to build background knowledge.
			94	2. A closer look 1	-use vocabulary about People and places in English speaking countries -Identify Rising and falling intonation for questions.	5.3.TC1a: Students select Quizlet or Memrise to independently master geography vocabulary. 1.1.TC1b: Students browse digital platforms like hoclieu.vn, loigiaihay.com, or Vietjack.com

						to find additional vocabulary and access interactive audio to practice rising and falling intonation.
			95	3. A closer look 2	use Articles correctly	1.1.TC1b: Students search for and summarize the use of articles from the video. 6.2.TC1a: Students use AI to verify the use of articles with place names.
		33	96	4. Communication	- Express amazement	2.1.TC1a: Students use a digital messaging interface to practice role-playing city tours.
22	REVIEW 4		97	REVIEW 4 Language	1. Pronunciation: - Word stress 2. Vocabularies about energy sources, means of future transportation 3. Grammar: - Simple future and Present continuous Articles	
			98	REVIEW 4 Skills	1. Reading: Read for specific information about a city 2. Speaking: Discuss which activities are energy saving 3. Listening: Listen and complete sentences	

					4. Writing: Write a paragraph about a future means of transport	
23	THE 2nd TERM TEST	34	99	Revision	- Guide students how to prepare for the test (oral and written test) - Help sts to consolidate all language and skills they have learnt from unit 7-12	
			100	Revision		
			101	Oral Test	Test and evaluate the language and skills students have learnt from unit 7-12- Answer some personal questions from the examiner. - Make a conversation about the topic given by examiner with a partner	
			102	Written Test	Do a test about skills given by education department.	
	UNIT 12: ENGLISH – SPEAKING COUNTRIES	35	103	5. Skills 1	- Read for specific information about a country - Talk about a country	1.1.TC1b: While preparing for the speaking task, students search for specific geographic or cultural facts (e.g., famous landmarks or traditional food) on reputable websites to enrich their content.
			104	6. Skills 2	- Listen for specific information about a tour of a city - Write a diary entry about a tour of a city	6.2.TC1a: After drafting their diary entry, students use AI tools like ChatGPT or Gemini as a tutor

						to check for grammatical accuracy, proper use of articles, and to receive suggestions for descriptive language .
			105	7. Looking back + Project	Make a presentation about a place in an English- speaking country. Improve LIFE SKILL	5.3.TC1a: Students use Video Creator apps or PPT to present attractions.

2. Kiểm tra, đánh giá định kỳ: (điều chỉnh theo lịch của trường và phòng giáo dục)

Bài kiểm tra, đánh giá	Thời gian	Thời điểm	Yêu cầu cần đạt		Hình thức
			Kỹ năng ngôn ngữ	Kiến thức ngôn ngữ	
Giữa Học kỳ 1	60 phút	Tuần 9-tiết 25	Nghe - nhận biết âm, trọng âm, ngữ điệu và nhịp điệu trong các câu đơn giản. - Nghe hiểu các chỉ dẫn ngắn, đơn giản sử dụng trong các hoạt động học tập trong và ngoài lớp học. - Nghe hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 120 - 140 từ về các chủ đề trong Chương trình. Nói - Phát âm các âm, trọng âm, ngữ điệu và nhịp điệu trong các câu đơn giản khác nhau.	Ngữ âm Nguyên âm đơn, nguyên âm đôi, phụ âm, tổ hợp phụ âm, trọng âm từ, trọng âm câu, nhịp điệu và ngữ điệu Từ vựng Các từ liên quan đến chủ điểm, chủ đề của lớp 7	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận
Cuối Học kỳ 1	60 phút	Tuần 17-tiết 50,51	- Nói các chỉ dẫn ngắn sử dụng trong và ngoài lớp học; trao đổi các thông tin cơ bản về các chủ đề quen thuộc.	Ngữ pháp Thì hiện tại đơn (củng cố và mở rộng)	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận

Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 78	- Trình bày có gợi ý, có chuẩn bị trước về các chủ đề trong Chương trình Độc - Đọc hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, đọc thoại đơn giản khoảng 120-150 từ về các chủ đề trong Chương trình. - Đọc hiểu nội dung chính các mẫu tin, thực đơn, quảng cáo,..... ngắn thuộc phạm vi các chủ đề quen thuộc (có thể có một số từ, cấu trúc mới). Viết - Viết một đoạn văn ngắn, đơn giản có gợi ý khoảng 60 - 80 từ mô tả các sự kiện, hoạt động cá nhân liên quan đến các chủ đề trong Chương trình. - Viết thư, bưu thiếp, tin nhắn hoặc ghi chép cá nhân ngắn, đơn giản liên quan đến nhu cầu giao tiếp hằng ngày trong phạm vi các chủ đề trong Chương trình.	Thì hiện tại tiếp diễn (củng cố và mở rộng) Thì quá khứ đơn (củng cố và mở rộng) Thì tương lai đơn (củng cố và mở rộng) Câu đơn Động từ tình thái: should/should not, ... Câu hỏi nghi vấn (Yes/No question) Cách so sánh: like, (not) as ... as, different from, ... Đại từ sở hữu: mine, yours, his, ... Lượng từ không xác định: some, lots of, a lot of, ... Giới từ chỉ vị trí, thời gian: in, on, at... Từ nối: although, however, ... Mạo từ: a/an, the, zero article	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận
Cuối Học kỳ 2	60 phút	Tuần 34 Tiết 101-102		Đại từ sở hữu: mine, yours, his, ... Lượng từ không xác định: some, lots of, a lot of, ... Giới từ chỉ vị trí, thời gian: in, on, at... Từ nối: although, however, ... Mạo từ: a/an, the, zero article	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận

III. Các nội dung khác (nếu có):

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TỔ TRƯỞNG
(Ký và ghi rõ họ tên)

....., ngày tháng năm 20...
HIỆU TRƯỞNG
(Ký và ghi rõ họ tên)



Ký bởi: Nguyễn Thị Thu Hà
Thời gian ký: 25/09/2026 16:22:48