

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN TIẾNG ANH, KHỐI LỚP 8
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: 8 ; 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	2	Phát âm thanh phục vụ giờ học kỹ năng nghe - nói.	
2	Máy chiếu đa năng, smart TV		Các tiết học Tiếng Anh	
3	Bộ học liệu điện tử hỗ trợ giáo viên	-Sách điện tử	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				

I. Kế hoạch dạy học

Cả năm: 35 tuần = 105 tiết (3 tiết/tuần)

Học kỳ I: 18 tuần x 3 tiết = 54 tiết

Học kỳ II: 17 tuần x 3 tiết = 51 tiết

Học kỳ I: 18 tuần – 54 tiết

Id	TOPICS	WEEK	Period	LESSONS	LEARNING TARGET	DIGITAL COMPETENCIES
1	UNIT 1: LEISURE TIME	1			<i>By the end of the lesson students will be able to:</i>	
			1	1. Getting started	Get familiar with the topic about LEISURE TIME	1.1.TC2b: Browsing, searching, and filtering data. Students independently use search engines to find authentic details about a specific custom.They must filter results to ensure the information is culturally accurate.
			2	2.A closer Look 1	-use vocabulary about Leisure activities, expressions about likes and dislikes - Identify the Sounds: /ʊ /and /u:/	1.2. TC2a. Evaluating data, information, and digital content. Students use digital dictionaries or AI language tools to evaluate and compare the intensity/nuance of different "liking" verbs to ensure accurate usage.
			3	3. A closer look 2	- use the verbs of likes and dislikes correctly	5.2.TC2b Identifying needs and technological responses. Students select a digital tool (like a randomizer app or a digital whiteboard) to facilitate the game's mechanics or to record points for their group.
		2	4	4. Communication	Talk about likes and dislikes	1.1.TC2b: Browsing, searching, and filtering data. Students search for and view a short video or digital post about one specific global activity (e.g., origami or snowboarding) to see it in a real-world digital context.

2			5	5. Skills 1	- Read for general and specific information about leisure activities with family - Talk about leisure activities with family	1.3.TC2b Managing data, information, and digital content. Instead of paper, students use a shared digital spreadsheet or a note-taking app to organize and manage the survey data collected from their peers.
			6	6. Skills 2	- Listen for specific information about leisure activities with family. - Write an email about leisure activities with friends.	2.1.TC2a Interacting through digital technologies - 2.5.TC2a Netiquette. Students draft the email on a digital platform, focusing on applying proper Netiquette (appropriate subject lines, digital greetings, and tone) for digital correspondence.
			3	7	7. Looking back - project	3.1.TC2b: Developing digital content & 3.3. Copyright and licenses Students create a digital poster or video (using Canva or PPT). They must independently identify and credit their digital sources to respect Copyright.
	Unit 2 LIFE IN THE COUNTRYSIDE				<i>By the end of the lesson students will be able to:</i>	
			8	1. Getting started	- Get familiar with the topic : Life in the countryside.	1.1.TC2b: Students independently use search engines to find high-quality, authentic images of their chosen village and filter for relevant visual data.
			9	2.A closer Look 1	- Use the lexical items related to the topic City life - Pronounce the diphthong sounds /aʊ/, /əʊ/, and /eə/ in words and sentences correctly	1.2.TC2b: Evaluating data, information, and digital content. Students use digital dictionaries or online encyclopedias to compare the nuances of rural adjectives (e.g., picturesque vs. vast) to verify accuracy.
			4	10	3. A closer look 2	5.2.TC2b: Identifying needs and technological responses. Students use AI-supported grammar checkers or language learning apps to verify the correct usage of irregular comparative adverbs like better or worse.
			11	4. Communication	- Inviting and accepting invitations.	2.1.TC2b: Interacting through digital technologies.

3	UNIT 3: TEENAGERS					Instead of paper-based ticking, students use a collaborative digital board (e.g., Padlet) to categorize the features of Duong Lam and Hollum villages.
			12	5. Skills 1	- Read for general information about different aspects of a Vietnamese village. -Talk about the village or town where someone lives.	1.3.TC2b Managing data, information, and digital content. Students organize their research notes digitally using mind-mapping software or cloud-based note apps to categorize location, scenery, and activities.
		5	13	6. Skills 2	- Listen for specific information about someone's opinion about life in the countryside. -Write a paragraph about what someone likes and dislikes about life in the countryside.	2.5.TC2a Netiquette & 3.1.TC2b Developing digital content.3.1.TC2b Students draft the paragraph in a digital format. When exchanging texts to check (Activity 4), they practice Netiquette by providing constructive, polite digital feedback.
			14	7. Looking back - project	- Improve the way to design and give a presentation on a poster about a village in Viet Nam or a foreign country. - Practice life skills.	3.1.TC2b Content creation & 3.3.TC2a Copyright and licenses. Students create a digital poster (using Canva or PPT). Crucially, they must cite and credit the digital sources/images they used, demonstrating an understanding of copyright.
					<i>By the end of the lesson students will be able to:</i>	
	6		15	1. Getting started	Get familiar with the topic Teenagers.	3.1.TC2b Browsing, searching, and filtering data. Students independently use search engines to research unique school club ideas or check how international school clubs operate.
			16	2.A closer Look 1	-use vocabulary about: teen school clubs, teens' use of social media and teen stress. identify the sounds: /ʊə/ and /ɔɪ/	4.1.TC2a. Protecting personal data and privacy. When learning "log on" and "account," students discuss how to create secure passwords and manage digital identity to protect their privacy.
			17	3. A closer look 2	Use the simple sentences and compound sentences correctly.	2.5.TC2a. Netiquette: Students discuss the appropriate behavior and "digital etiquette" when posting pictures of others

						on social media using the compound sentences they created.
			18	4. Communication	- Make requests	2.1.TC2b Interacting through digital technologies. Students identify the specific digital tools mentioned (YouTube, Facebook, etc.) and explain why these tools are chosen for specific interaction needs..
		7	19	5. Skills 1	- Read for specific information about school club activities. - Asking and answering questions about school clubs.	1.3.TC2a Managing data, information, and digital content. Students use a digital note-taking tool or a shared document to organize the benefits and schedules of different clubs before reporting their findings.
			20	6. Skills 2	- Listen for general and specific information about teen stress. - Write a paragraph about the cause(s) of one's stress and solutions to deal with it.	4.3.TC2b Protecting health and well-being. When discussing bullying, the teacher integrates concepts of cyberbullying , teaching students how to protect themselves and others from mental health risks in the digital environment.
			21	7. Looking back - project	- Improve the way to give a presentation on the school clubs. - Practice life skills	3.1.TC2b Developing digital content & 3.3.TC2a Copyright and licenses. Students create digital posters (e.g., using Canva or PPT) and must cite the digital sources or images they used, showing respect for copyright.
4	REVIEW 1	8	22	Review 1: Language	Consolidate : - Words about teenagers- Sounds: /ɔɪ/, /ʊ/, /u:/, /i /, - Verbs of liking/disliking - Compound sentences	
			23	Review 1: Skills	- Read for general and specific information about stress. - Speak: ask and answer the questions about Life in the countryside /city. - Listen for specific information. - Write a paragraph about someone's leisure activities.	
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: ETHNIC GROUPS OF VIETNAM	9			<i>By the end of the lesson students will be able to:</i>	
			26	1. Getting started	-Get familiar with the topic Ethnic groups of Viet Nam.	1.1.TC2b Browsing, searching, and filtering data. Students independently use search engines to find authentic data and visual content about their chosen ethnic group, filtering for reliability.
			27	2.A closer Look 1	-use the vocabulary about the lifestyle of Ethnic groups. -identify the sounds: /k/, / g/	1.2.TC2a Evaluating data, information, and digital content. Students use digital encyclopedias or virtual museum tours to evaluate and verify the specific cultural features of the items listed (e.g., the specific use of a gong).
		10	28	3. A closer look 2	- Yes/No and WH-questions - Countable and uncountable nouns.	2.4.TC2a Collaborating through digital technologies. Groups use a shared digital document or brainstorming tool to collaboratively list and categorize countable and uncountable nouns related to the topic.
			29	4. Communication	- Giving opinions	2.4.TC2a Interacting through digital technologies. The teacher facilitates the game using an interactive digital quiz platform (e.g., Kahoot). Students must select and use the tool to interact with the content and their peers.
			30	5. Skills 1	- Read for specific information about stilt houses. -Talk about the types of home you live.	1.3.TC2a Managing data, information, and digital content. Students organize their interview notes using a digital note-taking app, managing the information

						systematically to prepare their oral report.
		11	31	6. Skills 2	-Listen for specific information about the life of minority children. -Write a paragraph about the things you do to help your family.	3.1.TC2b Developing digital content & 2.5.TC2a Netiquette. Students draft their paragraph on a digital platform (e.g., a class blog). When checking each other's work, they practice Netiquette by providing polite, constructive digital feedback.
			32	7. Looking back - project	- Make a poster to introduce an ethnic group and present it. - Improve life skills	3.3.TC2a Copyright and licenses & 6.2.TC2a Using AI. Students use AI tools (e.g., Canva AI or grammar checkers) to enhance their digital posters. Crucially, they must independently cite digital sources and images to respect copyright.
8	UNIT 5: OUR CUSTOMS AND TRADITIONS				<i>By the end of the lesson students will be able to:</i>	
			33	1. Getting started	Get familiar with the topic Customs and Traditions.	1.1.TC2b: Browsing, searching, and filtering data. Students independently use search engines to find authentic details about a specific custom. They must filter results to ensure the information is culturally accurate.
		12	34	2.A closer Look 1	- Use vocabulary about Customs and Traditions - identify the sounds: /n/ and /ŋ/	1.2.TC2b: Evaluating data, information, and digital content. Students use digital pronunciation tools or online dictionaries to evaluate and compare their own recorded pronunciation against native speakers to identify areas for improvement.
			35	3. A closer look 2	- Use <i>zero article</i> correctly.	5.2.TC2b. Identifying needs and technological responses. Students use AI-supported grammar checkers or digital language resources to verify their choice of articles in complex sentences, identifying which digital tool best helps their specific grammatical need.
			36	4. Communication	- Giving advice.	1.1.TC2b Searching & 2.1.TC2b Interacting

9	UNIT 6: LIFESTYLES					through digital technologies Students search for videos of both performances to identify visual nuances and use a collaborative digital board to list and interact with their peers' findings on similarities and differences.
		13	37	5. Skills 1	-Read for general and specific information about a local festival . -Talk about a normal family event.	1.3.TC 2a Managing data, information, and digital content. Students organize their notes about the family event (time, place, activities) using a digital note-taking application or a shared document to systematically categorize the information for their dialogue.
			38	6. Skills 2	- Listen for specific information about a festival -Write an email to give advice on taking part in a traditional festival.	2.5.TC2a Netiquette & 3.1.TC2b Developing digital content Students draft the email on a digital platform. They must apply proper Netiquette (subject line, formal/informal digital greetings) and format the content to be readable in a digital environment.
			39	7. Looking back - project	- Review the vocabulary and grammar of Unit 5 - Apply what they have learnt (vocabulary and grammar) into practice through a project	6.2.TC2a Using AI, 3.1.TC2b Content creation, & 3.3.TC2a Copyright. Students use AI tools (e.g., Gamma, Canva AI) to generate or enhance their digital presentations. They must independently cite digital sources and images used to respect intellectual property and copyright.
	UNIT 6: LIFESTYLES	14			<i>By the end of the lesson students will be able to:</i>	
			40	1. Getting started	-Get familiar with the topic <i>Life styles</i>.	1.1.TC2b Browsing, searching, and filtering data. Students independently use search engines to find authentic videos or descriptions of greetings. They must filter for diverse cultures beyond those in the book.
			41	2.A closer Look 1	-Use vocabulary about different lifestyles -Identify the sounds: /br/ and /pr/	5.2. TC2b Identifying needs and technological responses. Students use digital pronunciation tools (e.g., Elsa Speak, online dictionaries) to record their

						voice, evaluate accuracy, and identify specific sounds they need to improve.
			42	3. A closer look 2	-Use <i>the</i> Future simple and the First conditional correctly.	6.2.TC2a Using AI. Students use AI grammar checkers or language models to verify the logic and structure of their "If... will..." sentences, exploring how AI responds to various lifestyle scenarios.
		15	43	4. Communication	- Know how to make promises - Talk about Changes in Lifestyle	2.1.TC2b. Interacting through digital technologies Groups use a collaborative digital board (e.g., Padlet or a shared doc) to post photos of local food and interact by commenting on other groups' food descriptions.
			44	5. Skills 1	-Read for specific information about an interesting lifestyle and ways to maintain its traditional lifestyle -Talk about maintaining traditional lifestyles.	1.3.TC2b. Managing data, information, and digital content. Students use digital mind-mapping tools or cloud-based notes to organize and categorize the information they collected about local traditions before reporting to the class.
			45	6. Skills 2	-Listen for general and specific information about the impact of modern technology on lifestyles. -Write a paragraph about an outdoor activity at one's school.	4.3.TC2b. Protecting health and well-being. When discussing the <i>disadvantages</i> of online learning (e.g., eye strain), students integrate knowledge on how to protect their physical health while using digital devices.
		16	46	7. Looking back - project	- Make a poster to introduce an interesting way of life of the people and present it. - Improve communicative skills.	3.1.TC2b. Developing digital content & 3.3.TC2a Copyright and licenses. Students use digital design tools (Canva/PPT) to create posters. Crucially, they must independently cite and credit the digital sources and images used to respect copyright.
10	REVIEW 2		47	Review 2: Language	Consolidate: - Pronunciation: /k/and /n/, /ŋ/, /g/, /tʃ/ - Vocabulary: words about ethnic groups of Vietnam, lifestyles.	

					- Grammar: + article + verb form	
			48	Review 2: Skills	- Read for specific information about Ethnic groups - Talk about Life in the countryside/city. - Listen for specific information about life in the countryside - Write complete sentences about how to respect for the elders.	
11	1 ST TERM TEST	17	49	Revision 1	- 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 1	- 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	TRADITIONAL VIETNAMESE FOOD FOR TET HOLIDAY	18	52	STEAM	- Understand the biological and chemical processes behind food preservation techniques (fermentation, pickling, and cooking) used in traditional Tet dishes. - Explore the role of modern technology in the preparation, storage, and commercialization of traditional Tet foods.	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. TC2a (Developing Digital Content): Able to identify ways to create and edit content with a specific concept. 3.2. TC2a (Integrating and Reworking Digital Content): Able to discuss ways to modify, refine, and improve content. 2.1. TC2a (Interacting through Digital Technology): Able to perform clear and regular interactions.
			53	STEAM	-Design a packaging solution for preserving a Tet food dish, considering factors like freshness, sustainability, and transportation. - Create a visual project that	

					represents the cultural significance of a Tet food dish or the food preparation process in Vietnamese traditions.	2. Key Products Virtual booth/Website (digital booth) introducing Vietnamese-English dishes. Digital Poster/Flyer about the dish (designed using Canva). 3. Suggested Tools 3.1. TC2a: Identify ways to create and edit content with a specific concept. 3.2. TC2a: Discuss ways to modify, refine, and improve content. 2.4. TC2a: Able to select clearly defined digital tools and technologies for collaborative processes. 4. Assessment Methods 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.
		54	STEAM		-Calculate the proportions of ingredients and explore the ratios needed for cooking a traditional Tet dish like Banh Chung or Banh Tet . - present their research or art projects on the technology in food preparation, their packaging designs, or their artwork about Tet foods.	

HQC KỲ II: 17 tuần – 51 tiết

Id	TOPICS	WEEK	PERIOD	LESSONS	LEARNING TARGET	DIGITAL COMPETENCIES
13	UNIT 7: ENVIRONM ENTAL PROTECTIO N				<i>By the end of the unit students can</i>	
		19	55	1. Getting started	- Get familiar with the topic Environmental protection	1.1.TC2b: Browsing and searching. Students independently search for authentic data/images of local pollution issues and filter for reliability.
			56	2. A closer look 1	- use vocabulary about Environmental protection - Identify the sounds: /bl/ and /cl/	1.2.TC2b: Evaluating data. Students use digital encyclopedias to verify and evaluate the accuracy of environmental facts.
			57	3. A closer look 2	Complex sentences with adverb clauses of time	5.2.TC2b. Identifying tech responses. Students use AI-supported grammar checkers to

14	UNIT 8: SHOPPING	20				verify the logic of their adverb clauses of time.
			58	4. Communication	Ask for clarification	2.1.TC2b. Interacting through digital tech. Groups use a collaborative digital board (e.g., Padlet) to categorize Earth Day actions.
			59	5. Skills 1	- Read for general and specific information about Con Dao National Park - Talk about Vu Quang National Park	1.3.TC2b Managing data. Students organize their collected park facts using digital mind-mapping tools or cloud-based notes..
			60	6. Skills 2	- Listen for general and specific information about water pollution - Write a notice	2.5.TC2a Netiquette & 3.1.TC2b Developing content. Students draft the notice digitally, focusing on proper digital etiquette (clear subject lines and tone).
	UNIT 8: SHOPPING	21	61	7. Looking back + Project	Vocabulary about Environmental protection Complex sentences with adverb clauses of time Make a project about a serious pollution problem in students' area Improve LIFE SKILL	3.1.TC2b. Content creation & 3.3.TC2a Copyright. Students create digital posters/videos. They must independently cite and credit their digital sources.
					<i>By the end of the unit students can</i>	
			62	1. Getting started	- Get familiar with the topic Shopping.	1.1.TC2b: Searching. Students independently browse e-commerce sites to compare prices and filter for personal shopping needs.
			63	2. A closer look 1	- use vocabulary about Shopping - identify the sounds: /sp/ and /st/	1.2.TC2b: Evaluating information. Students use digital tools to verify and evaluate e-commerce terms like "shipping" or "discount".
		22	64	3. A closer look 2	- Adverbs of frequency - Present simple for future events	5.2.TC2a Technological responses. Students select digital calendar tools to organize and manage the fair's scheduled future activities.

15	UNIT 9: NATURAL DISASTERS		65	4. Communication	Make complaints	2.1.TC2b: Interacting. Students practice Netiquette by drafting a polite digital complaint via a simulated chat or email platform.
			66	5. Skills 1	- Read for specific information about the reasons people go to shopping centres - Talk about a shopping place	1.3.TC2b. Managing data. Students use digital recording apps or shared docs to manage interview data before reporting.
		23	67	6. Skills 2	- Listen for general and specific information about online shopping - Write a paragraph about the advantages and disadvantages of a shopping place	3.1.TC2b. Developing digital content. Students draft their paragraph on a class blog, formatting it for better digital readability.
			68	7. Looking back +Project	- Vocabulary about Shopping - Adverbs of frequency - Present simple for future events - Make a presentation about students' dream shopping place - Improve LIFE SKILL	3.1.TC2b. Content creation & 3.3.TC2a Copyright. Students create a digital presentation. They must respect copyright by citing all downloaded images/icons.
					By the end of the unit students can	
			69	1. Getting started	- Get familiar with the topic Natural disasters	1.1.TC2b: Browsing and searching. Students independently search for data on recent disasters and filter results based on personal interest.
		24	70	2. A closer look 1	- use vocabulary about Types of natural disasters, words describing natural disasters - Identify stress in words ending in <i>-al</i> and <i>-ous</i>	1.2.TC2b: Evaluating information. Students use AI grammar tools or online dictionaries to evaluate the correctness of derived nouns.
			71	3. A closer look 2	Past continuous	6.2.TC2a.Using AI. Groups use AI tools to generate scenarios where one action is interrupted by a disaster, verifying

						tense usage.
			72	4. Communication	Give and respond to bad news	2.1.TC2b. Interacting. Students practice digital interaction by role-playing the exchange of news through a digital messaging interface.
		25	73	5. Skills 1	- Read for specific information about natural disasters - Talk about a natural disaster	1.3.TC2b: Managing data. Students organize disaster news (Location, When, Impact) into a digital database or structured note app.
			74	6. Skills 2	- 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	3.1.TC2b Content creation & 4.3.TC2a Protecting health. Students create digital "Safety Infographics." This addresses health protection in the digital and physical world
			75	7. Looking back+ Project	- vocabulary about Types of natural disasters - Past continuous - Make a presentation about a natural disaster you want to know more - Improve LIFE SKILL	3.1.TC2b. Developing content & 3.3.TC2a Copyright. Students create digital posters. They must cite sources to demonstrate independent respect for copyright.
16	REVIEW 3	26	76	REVIEW 3- 1. Language	1. Pronunciation: Sounds: /cl/ and /bl/ ; /sp/ and /st/	
			77	REVIEW 3 2. Skills	2. Identify stress in words ending in <i>-al</i> and <i>-ous</i> Vocabulary about: -Environmental protection - Shopping. - Natural disasters 3. Grammar: - Complex sentences with adverb clauses of time - Adverbs of frequency	

					- Present simple for future events - Past continuous 1. Reading: Read for specific information about natural disaster 2. Speaking: interview about disasters and talk about the damage they may cause 3. Listening: Listen for specific information about air pollution 4. Writing: Write a paragraph about your family's favorite shopping place	
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: COMMUNICATION IN THE FUTURE	27			<i>By the end of the unit, students can</i>	
			79	1. Getting started	Get familiar with the topic Communication in the future.	1.1.TC2b: Browsing and searching. Students independently search for emerging tech like "telepathy" or "holography" and filter for reliability.
			80	2. A closer look 1	- use vocabulary about Communication technology - identify Stress in words ending in -ese and -ee	1.2.TC2b: Evaluating information. Students use digital tools to evaluate and compare the emotional nuance of various emojis in different contexts.
			81	3. A closer look 2	- Prepositions of place and time - Possessive pronouns	5.2.TC2b. Technological responses. Students select digital tools (e.g., video conference apps) to demonstrate their use of prepositions of time/place.
	UNIT 10: COMMUNICATION IN THE		82	4. Communication	Interrupting politely	2.1.TC2b: Interacting. Students use interactive digital platforms (e.g., Slido or Mentimeter) to poll peer predictions on auto-translation.

19	FUTURE		83	5. Skills 1	- Read for general and specific information about a way of communicating in the future - Talk about advantages and disadvantages of a way of communicating	1.3.TC2b: Managing data. Groups use collaborative digital documents to manage and organize the pros/cons table for their reports.
		29	84	6. Skills 2	- Listen for general and specific information about a communication exhibition - Write a paragraph to describe a way of modern communication	3.1.TC2b. Content creation; 2.5.TC2a Netiquette Students draft their description digitally, focusing on applying proper netiquette for future digital interactions.
			85	7. Looking back + Project	- vocabulary about Communication technology - Prepositions of place and time - Possessive pronouns - Make a project about a means of communication in 2050	3.1.TC2b: Developing content & 3.3.TC2a. Copyright. Students create interactive digital reports. They independently cite images to demonstrate copyright awareness.
	UNIT 11: SCIENCE AND TECHNOLOGY				<i>By the end of the unit, students can</i>	
			86	1. Getting started	- Get familiar with the topic Science and technology	1.1.TC2b: Browsing and searching. Students independently search for "smart" school technologies and filter results according to their specific project needs.
		30	87	2. A closer look 1	- use vocabulary about science and technology in the future - identify the Sentence stress	1.2.TC2b: Evaluating information. Students use digital platforms to evaluate the efficacy of "face recognition" vs "fingerprint scanners" to support their answers.
			88	3. A closer look 2	Reported speech (statements)	6.2.TC2a. Using AI. Students use AI grammar tools to verify their conversion of direct speech to Reported Speech for more complex sentences.

			89	4. Communication	Give and respond to good news	2.1.TC2b: Interacting. Groups interact via a shared digital document to collaboratively debate the "Benefits vs Problems" of their class platform.
		31	90	5. Skills 1	- Read advertisements for specific information about new technologies - Talk about a technology or an invention	1.3.TC2b: Managing data. Students organize "Biometrics" or "Nanolearning" fact files into a digital portfolio or structured database.
			91	6. Skills 2	- Listen for specific information about a robot teacher - Write an opinion paragraph about whether robots will replace teachers at school	3.1.TC2b. Developing content & 4.3.TC2a Protecting health. Students draft their opinions digitally, incorporating ideas on how to protect human well-being in a robot-led environment.
			92	7. Looking back + Project	- Vocabulary about Science and technology in the future - Reported speech (statements - Make a project about an invention that helps students solve the problem they have at home or at school Improve LIFE SKILLS	3.1.TC2b. Content creation & 3.3.TC2a Copyright. Students create a digital presentation/model. They must cite all digital assets used to respect copyright independently.
20	UNIT 12: LIFE ON OTHER PLANETS				<i>By the end of the unit, students can</i>	
		32	93	1. Getting started	Get familiar with the topic Life on other planets	1.1.TC2b: Browsing and searching. Students independently search for authentic NASA/scientific data on outer space and filter for reliable evidence.
			94	2. A closer look 1	- use vocabulary about Outer space Identify intonation for making lists	1.2.TC2b: Evaluating information. Students use digital encyclopedias to evaluate and verify the conditions (gravity, atmosphere) of different planets.

		33	95	3. A closer look 2	Reported speech (questions)	6.2.TC2a Using AI. Students ask AI to generate an "alien daily routine" and then use reported speech rules to present that routine to the class.
			96	4. Communication	- Express uncertainty	2.1.TC2b: Interacting through digital tech. Students use interactive digital posters (e.g., Canva slides) to collaboratively present planet facts to their group.
			97	REVIEW 4 Language	1. Pronunciation: - Word stress in words ending in <i>-ese</i> and <i>-ee, -al, -ic, -tion</i> 2. Vocabularies about Outer space, Communication in the future 3. Grammar: -Prepositions of place and time -Possessive pronouns Reported speech (statements) Reported speech (questions)	
21	REVIEW 4		98	REVIEW 4 Skills	1. Reading: Read for specific information about Communication in the future, Life on other planets, Science and technology in the future 2. Speaking: Ask and answer about a device or app you use for studying 3. Listening: Listen and complete sentences about outer space 4. Writing: Write a paragraph about your favorite means of communication	
22	THE 2nd TERM TEST	34	99 100	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	

			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: LIFE ON OTHER PLANETS	35	103	5. Skills 1	- Read about the possibility of life on other planets - Talking about the conditions needed for planets to support human life	1.3.TC2b: Managing data. Students use digital note-taking tools to systematically manage and organize life-support data for various planets.
			104	6. Skills 2	- Listen about an imaginary planet and its creatures - Write a paragraph to describe imaginary creatures living on another planet	3.1.TC2b Developing digital content. Students use digital drawing/writing tools to create a cohesive digital profile of their imaginary alien species.
			105	7- Looking back + Project	-Vocabulary about Outer space -Reported speech (questions) - Make a presentation about a planet student like	3.1.TC2b. Content creation & 3.3.TC2a Copyright. Students create a digital slide deck. They must demonstrate independent copyright respect by citing all digital media.

2. Kiểm tra, đánh giá định kỳ:

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 ghép đơn giản. - Nghe hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 140 - 160 từ về các chủ đề trong Chương trình. - Nghe hiểu nội dung chính các thông báo đơn giản, được nói rõ ràng liên quan đến các chủ đề trong Chương trình. Nói - Phát âm các âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ghép cơ bản. - Nói các chỉ dẫn đơn giản sử dụng trong giao tiếp hằng ngày liên quan đến các chủ đề đã học. - Tham gia các hội thoại ngắn, đơn giản về các chủ đề quen thuộc. - Trình bày ngắn gọn, có chuẩn bị trước các dự án về các chủ đề quen thuộc. Đọc - Đọc hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 150-180 từ về các chủ đề quen thuộc. - Đọc hiểu nội dung chính, nội dung chi tiết các chỉ dẫn, thông báo, biển báo... ngắn, đơn giản về các chủ đề quen thuộc trong cuộc sống hằng ngày. - Đọc hiểu và đoán được nghĩa của từ mới dựa vào ngữ cảnh Viết	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 8 Ngữ pháp Thì tương lai đơn (củng cố và mở rộng) Thì quá khứ tiếp diễn Thì hiện tại đơn với nghĩa tương lai Động từ (chỉ sự thích) + danh động từ (<i>V-ing</i>) Động từ (chỉ sự thích) + động từ nguyên thể có <i>to</i> Câu hỏi có từ để hỏi, câu hỏi nghi vấn (<i>Yes/No question</i>) Các loại câu: câu đơn/câu nối/câu phức	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận
Cuối Học kỳ 1	60 phút	Tuần 17-tiết 50,51	Nghe - nhận biết âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ghép đơn giản. - Nghe hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 140 - 160 từ về các chủ đề trong Chương trình. - Nghe hiểu nội dung chính các thông báo đơn giản, được nói rõ ràng liên quan đến các chủ đề trong Chương trình. Nói - Phát âm các âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ghép cơ bản. - Nói các chỉ dẫn đơn giản sử dụng trong giao tiếp hằng ngày liên quan đến các chủ đề đã học. - Tham gia các hội thoại ngắn, đơn giản về các chủ đề quen thuộc. - Trình bày ngắn gọn, có chuẩn bị trước các dự án về các chủ đề quen thuộc. Đọc - Đọc hiểu nội dung chính, nội dung chi tiết các đoạn hội thoại, độc thoại đơn giản khoảng 150-180 từ về các chủ đề quen thuộc. - Đọc hiểu nội dung chính, nội dung chi tiết các chỉ dẫn, thông báo, biển báo... ngắn, đơn giản về các chủ đề quen thuộc trong cuộc sống hằng ngày. - Đọc hiểu và đoán được nghĩa của từ mới dựa vào ngữ cảnh Viết	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 8 Ngữ pháp Thì tương lai đơn (củng cố và mở rộng) Thì quá khứ tiếp diễn Thì hiện tại đơn với nghĩa tương lai Động từ (chỉ sự thích) + danh động từ (<i>V-ing</i>) Động từ (chỉ sự thích) + động từ nguyên thể có <i>to</i> Câu hỏi có từ để hỏi, câu hỏi nghi vấn (<i>Yes/No question</i>) Các loại câu: câu đơn/câu nối/câu phức	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận

Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 78	- Viết (có hướng dẫn) một đoạn văn ngắn, đơn giản về các chủ đề quen thuộc trong cuộc sống hằng ngày. - Viết các hướng dẫn, chỉ dẫn, thông báo, ... ngắn, đơn giản khoảng 80 - 100 từ liên quan đến các chủ đề quen thuộc	Câu điều kiện loại 1 (củng cố và mở rộng) Câu tường thuật: câu kể, câu hỏi Trạng từ chỉ tần suất Trạng từ so sánh Giới từ chỉ vị trí, thời gian Danh từ đếm được/không đếm được Đại từ sở hữu Mạo từ: <i>a/an, the, zero article</i>	Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận
Cuối Học kỳ 2	60 phút	Tuần 34 Tiết 101-102			Hỏi-đáp, thuyết trình Trắc nghiệm, tự luận

III. Các nội dung khác (nếu có):

.....

.....

TỔ TRƯỞNG

....., ngày tháng năm 20...

HIỆU TRƯỞNG



Ký bởi: Nguyễn Thị Thu Hà
Thời gian ký: 25/09/2026 16:23:06