

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN TIẾNG ANH, KHỐI LỚP 9

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				
...				

II. 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: LOCAL COMMUNITY	1			<i>By the end of the lesson students will be able to:</i>	
			1	1. Getting started	Get familiar with the topic about LOCAL COMMUNITY	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. (Ex: Instead of just looking at textbook pictures, students can use search engines to find real-world examples of neighborhood "facilities")
			2	2.A closer Look 1	- Use vocabulary about Local Community: community helpers/ traditional handicrafts - Identify the Sounds: /æ/, /ɑ:/, and /e/	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 5.2.TC2b: Students know how to select digital

						tools and applications for practicing pronunciation, or online learning platforms. Ex: During pronunciation practice for sounds /æ/, /ɑ:/, and /e/, students can use online dictionaries or pronunciation apps to self-correct
			3	3. A closer look 2	- Use question words before to-infinitives and some phrasal verbs correctly	
		2	4	4. Communication	-Know how to seek for help and respond; -Know some places of interest.	1.1.TC2b: Students use digital maps (Google Maps/Earth) to virtually explore these locations, checking distances and nearby facilities. They can search for updated digital brochures or videos of these community spots to enhance their understanding
			5	5. Skills 1	-Read for specific information about special products in some areas; - Give a short presentation about a specialty.	1.1.TC2b: Information Gathering: Search for images, history, or production videos of a specific local speciality (e.g., Bat Trang pottery or Vong Village sticky rice) to verify information (Domain 1.2). 3.1.TC2b Content Creation: Use digital tools to organize their speaking notes or find visual aids to support their presentation (Domain 3.1
			6	6. Skills 2	- Listen for specific information about a community helper; - Write a paragraph about a community helper.	3.2.TC2b Students can draft their paragraphs using word processing software or collaborative platforms. Integration of grammar/spell-check

						tools can be encouraged to help students refine their writing
		3	7	7. Looking back - project	-Review the vocabulary and grammar of Unit 1; -Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
2	Unit 2 CITY LIFE				<i>By the end of the lesson students will be able to:</i>	
			8	1. Getting started	- Gain an overview about the topic City life - Gain vocabulary to talk about life in the city	1.1.TC2b: Instead of relying solely on prior knowledge, give students 2 minutes to use search engines to find specific statistics or images regarding the advantages/disadvantages of city life to strengthen their arguments
			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	6.2.TC2a: Students use online dictionaries or AI-powered speech recognition apps to check the accuracy of their pronunciation for the diphthongs /aʊ/, /əʊ/, and /eə/.
		4	10	3. A closer look 2	-Recognize and use double comparatives and some phrasal verbs.	
			11	4. Communication	- Offer help and respond to an offer; - Talk about means of transport that they use.	2.3TC2b: Use digital maps (Google Maps/Street View) or virtual tours to observe the actual BTS Skytrain in Bangkok or the tram system in Melbourne mentioned in the text
			12	5. Skills 1	- Read for main idea and specific information in an article about a	3.1TC2b: Instead of a paper mind map, students use digital graphic

					competition to find solutions to city problems - Talk about city problems and their solutions	organizers (e.g., Canva or online mind-mapping tools) to list city problems and design visual solutions
		5	13	6. Skills 2	- Listen for specific information in an interview about life in the city - Write a paragraph on what they like or dislike about city life	2.4TC2a: Students draft their paragraphs on collaborative digital platforms (like Google Docs or Padlet). 2.2TC2a: They use digital spell-check tools and share their work with peers for instant feedback and editing.
			14	7. Looking back - project	- Review the vocabulary and grammar of Unit 2 - Apply what they have learnt (vocabulary and grammar) into practice through a project	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
	3				<i>By the end of the lesson students will be able to:</i>	
			15	1. Getting started	-Gain an overview about the topic Healthy living for teens; -Gain vocabulary to talk about how to have a well-balanced life as a secondary student.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos
		6	16	2.A closer Look 1	- Use the lexical items related to the topic students' life and schoolwork; - Identify the combination of some words/phrases that are often used when teens talk about students' life and schoolwork; - Pronounce correctly the sounds /h/ and /r/.	6.2.TC2b: use online dictionaries or AI-powered speech recognition apps to receive immediate feedback on their pronunciation of the sounds /h/ and /r/.

			17	3. A closer look 2	- Review the knowledge of first conditional sentences; - Distinguish the uses of modal verbs in first conditional sentences; - Use modal verbs in first conditional sentences in real-life situations.	5.4TC2a: Use interactive grammar quizzes or digital flashcards to practice modal verbs in first conditional sentences, allowing for self-paced learning and instant correction
			18	4. Communication	- Ask for repetition and respond; - Practise reading for specific information.	2.2TC2a : Groups can use collaborative digital boards to brainstorm and categorize tips for different scenarios. They can also search for short digital clips or infographics that illustrate "tips for being happy" to enhance their presentations
		7	19	5. Skills 1	- Read for information about how a successful teen celebrity kept a well-balanced life when he was at school; - Talk about their partner's ideas about how to have a well-balanced life.	3.1TC2a - 3.1TC2b Research: Search for additional information about the teen celebrity mentioned in the text to evaluate the credibility and reliability of the health tips provided Creation: Use digital graphic organizers to summarize the "well-balanced life" interview notes instead of just paper notes
			20	6. Skills 2	- Listen for specific information about how some students manage their time; - Write a paragraph about how to manage time effectively.	2.4TC2a: Students draft their paragraphs using word processing software with enabled grammar and spell-check tools. They can perform a "digital gallery walk" by sharing their work on a shared drive for peer feedback
			21	7. Looking back - project	- Revise vocabulary items related to the topic students' life	3.1.TC2b:

					and schoolwork; - Use modal verbs in first conditional sentences; - Apply what they have learnt (vocabulary and grammar) into practice through a project.	Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
4	REVIEW 1	8	22	Review 1: Language	- Revise words related to community helpers, traditional handicrafts, city life and students' life and schoolwork. - Revise the vowels/diphthongs/sounds: /æ/, /ɑ:/, and /e/; /aʊ/, /əʊ/, and /eə/; /h/ and /r/; - Revise the use of question words before to-infinitives, phrasal verbs, double comparatives and modal verbs in first conditional sentences.	
			23	Review 1: Skills	- Practise reading for specific information about different workshops for teens; - Practise asking and answering about what kind of workshop they would like to have at their school; - Practise listening for specific information about student's life in the city and in the countryside. - Practise completing a paragraph about things that make them proud of their	

					community.	
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.	
					<i>By the end of the lesson students will be able to:</i>	
			26	1. Getting started	- Use the words related to the topic remembering the past - Gain vocabulary to talk about some historical places.	1.1.TC2b: Instead of only using teacher-provided pictures, students can perform a "Quick Search" (2-3 minutes) to find real images and locations of terms like <i>complex</i> , <i>monument</i> , or <i>heritage</i> (e.g., searching for the <i>Angkor Wat complex</i> mentioned in the text)
7	UNIT 4: REMEMBERING THE PAST		27	2.A closer Look 1	- Use the lexical items related to the topic Remembering the past - Pronounce the sounds /m/ and /l/ in words and sentences correctly. / g/	6.2.TC2b: Use AI-powered speech recognition apps or online phonetics tools to record and receive feedback on their pronunciation of the sounds /m/ and /l/ in unit-related words like magnificent or temple.
		10	28	3. A closer look 2	- Recognise and use past continuous and wish + past simple.	5.4.TC2a: Use interactive grammar platforms (e.g., hoclieu.vn or Quizziz) to practice "Past Continuous" and "Wish" structures. This allows students to identify their own grammar gaps through instant feedback
			29	4. Communication	- Know how to thank and respond. - Talk how to keep traditions	

					alive	
	UNIT 4: REMEMBERING THE PAST		30	5. Skills 1	- Read for specific information about how English people continue their culinary traditions - Talk about a typical traditional Vietnamese dish	3.1TC2b: Reading: Groups use digital mind-mapping tools (Canva or PowerPoint) to summarize the text about "Fish and Chips". 1.2TC2a: Speaking: When choosing a typical traditional Vietnamese dish, students search for and evaluate the reliability of online sources regarding the dish's historical origins
		11	31	6. Skills 2	- Listen for general and specific information about old school days. - Write about old school days	2.2TC2a Students draft their paragraph on "School days in the past" using word processing software. 2.4TC2a They can share their drafts via a collaborative drive (e.g., Google Docs) to engage in peer editing and feedback
			32	7. Looking back - project	- Review the vocabulary and grammar of Unit 4 - Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
8	UNIT 5: OUR EXPERIENCES				<i>By the end of the lesson students will be able to:</i>	
			33	1. Getting started	- Gain an overview about the topic our experiences - Gain vocabulary to talk about experiences.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet. Ex: Instead of paper-based surveys, students use

						digital survey tools (e.g., Google Forms) to collect data from peers about their Da Lat experiences. This allows for automated data synthesis and graph generation.
		12	34	2.A closer Look 1	- Use the lexical items related to the topic Our experiences; - Pronounce correctly the sounds /j/ and /w/.	6.2TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms such as use AI-powered speech recognition applications or online interactive dictionaries to record and analyze their pronunciation of the sounds /j/ and /w/.
			35	3. A closer look 2	- use the present perfect tense..	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as Utilize online grammar platforms (e.g., <i>hoclieu.vn</i> or Quizziz) to practice the "Present Perfect" tense. Students can identify their own learning gaps through instant feedback.
			36	4. Communication	- Know how to apologize and respond to apologies - Have language input to describe their past experiences of a camping day - Talk and report about one's experiences.	
		13	37	5. Skills 1	- Read for general and specific information about experiences in a summer course - Talk about their experiences of	1.1.TC2b: Students use search engines to find and evaluate the reliability of information regarding summer courses similar to those

					a course	mentioned in the text (e.g., army courses). 3.1.TC2b: Creation: Use digital mind-mapping or presentation tools (Canva/PowerPoint) to summarize their partner's course experiences instead of just reporting orally.
9			38	6. Skills 2	- Listen for information about a bad experience at school; - Write a paragraph about their most pleasant / unpleasant experience at school..	2.2TC2a Students draft their paragraphs about pleasant/unpleasant experiences using word processing software with digital editing tools. 2.4TC2a They can share their work on a collaborative drive for peer feedback.
			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	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
			14		<i>By the end of the lesson students will be able to:</i>	
	UNIT 6: VIETNAM LIFESTYLES THEN AND NOW		40	1. Getting started	- Use the words related to lifestyle - Gain vocabulary to talk about changes in lifestyle	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their studying.
			41	2.A closer Look 1	- Use the lexical items related to the topic VIETNAMESE LIFESTYLE: THEN AND	6.2.TC2a: Students use AI-powered speech recognition apps (e.g., Elsa Speak) to record themselves and

					NOW - Pronounce the cluster /fl/ and /fr/ in words and sentences correctly.	receive instant feedback on the consonant clusters /fl/ and /fr/. 5.2.TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms. <i>Pronunciation practice application: Elsa Speak</i>
			42	3. A closer look 2	- Use correctly to-infinitive and V-ing after a verb.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their grammar learning. Grammar learning application: Memrise"
		15	43	4. Communication	- Know how to make promises - Talk about Changes in Lifestyle	2.3TC2a Participating in society through digital technology While reading about transportation and education changes in Tokyo, New Delhi, or Cairo, students can use virtual maps or online videos to see the actual transport systems (trams, subways) mentioned in the text
			44	5. Skills 1	- Read for specific information about the differences in the learning styles of past and present - Talk about changes in one's learning style	1.1.TC2b Groups collaborate on digital mind-mapping tools to list learning style changes. 3.1.TC2b They can search for and evaluate the reliability of digital clips or documents that illustrate "past" learning styles (e.g., learning under an oil lamp)

			45	6. Skills 2	- Listen for general and specific information to talk about changes in family life - Write about the changes in one's family.	2.4TC2a: Students draft their email to a penfriend about family changes using word processing software. 3.2TC2a: They are encouraged to use grammar checkers and share their drafts via a collaborative drive for peer feedback
		16	46	7. Looking back - project	- Review the vocabulary and grammar of Unit 6 - Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
	10 REVIEW 2		47	Review Language 2:	- Revise words related to life in the past, experiences, and changes in lifestyles - Revise the sounds /m/ and / l/; /j/ and /w/; /fl/ and /fr/ - Revise the use of past continuous; wish sentences; present perfect; verbs + to-inf and V-ing	
			48	Review 2: Skills	- practise reading for specific information about a place in the past and now. - practise talking about the changes of some objects over time. - practise listening for specific information about entertainment for Vietnamese children in the past.	

					- practise writing correct sentences from clues	
11	1 ST TERM TEST	17	49	Revision	- 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	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. 2. <u>Key Products</u>
			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.	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.	

HỌC KỲ II: 17 tuần – 51 tiết

Id	TOPICS	WEEK	PERIOD	LESSONS	LEARNING TARGET	Ghi chú
13	UNIT 7: NATURAL WONDERS				<i>By the end of the unit students can</i>	
		19	55	1. Getting started	- Use the words related to natural wonders of the world; - Gain vocabulary to talk about natural wonders of the world	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their learning

			56	2. A closer look 1	- Use the lexical items related to the topic NATURAL WONDERS - Pronounce the sounds /sl/ and /sn/ in words and sentences correctly.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 5.2.TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms. <i>Pronunciation practice application: Elsa Speak</i>
			57	3. A closer look 2	- Change Yes / No questions into reported speech	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their grammar learning. Grammar learning application: Memrise"
		20	58	4. Communication	- Know how to ask for permission and respond. - Talk about Natural wonders and tourism	2.3TC2a students use digital maps or virtual tours (Street View) to "visit" the locations they are discussing 2.2TC2a Use a collaborative digital board (e.g., Padlet) to post their reasons for visiting a place and plan their activities, allowing for peer feedback in real-time
			59	5. Skills 1	- Read for general and specific information about the	1.2TC2a Reading Verification: Students search for current data on

14	UNIT 8: TOURISM	21			Dolomites - a travel destination; - Talk about the Great Barrier Reef;	the "threats" facing the Great Barrier Reef to evaluate the reliability and timeliness of the information presented in the text 3.1TC2a Speaking Presentation: Use digital graphic organizers to prepare their short talk about the reef before presenting it to the class
			60	6. Skills 2	- Listen for specific information about the Amazon Rainforest; - Write about a natural wonder / landscape in their area.	2.4TC2a pairs use a shared document (Domain 2.4) to list features and activities for their local landscape 3.2TC2a Digital Drafting: Students write their 100-120 word paragraph using word processing software with spell-check and grammar tools enabled to improve their work independently
			61	7. Looking back + Project	- Review the vocabulary and grammar of Unit 7 - Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
				<i>By the end of the unit students can</i>		
			62	1. Getting started	- Gain an overview about the topic Tourism - Gain vocabulary to talk about travel experience.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and

						English videos, to support their studying
			63	2.: A closer look 1	- Use the lexical items related to the topic tourism; - Pronounce endings -ic and -ious in words and in sentences correctly.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 5.2.TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms. <i>Pronunciation practice application: Elsa Speak</i>
		22	64	3. A closer look 2	- Use relative pronouns: which, who, and whose in sentences in real-life situations	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as Use interactive grammar platforms (<i>hoclieu.vn</i>) to complete exercises on Relative Pronouns 5.4TC2a Students use digital assessment results to identify their own grammar gaps and seek extra online exercises for reinforcement
			65	4. Communication	- Express obligation and respond -Practise reading for specific information.	2.3TC2a: Participating in society through digital technology
			66	5. Skills 1	- Read for specific information	1.2TC2a Search for real-world

15					about two popular types of tours and their advantages and disadvantages - Talk about their partner's travel experience and share their opinion about it.	examples of "Package Tours" versus "Self-Guided Tours" to evaluate the reliability of information and prices found online 3.1TC2a Use digital graphic organizers to prepare notes for the partner interview
		23	67	6. Skills 2	- Listen for specific and general information about a one-day trip to the home of the Brontes - Write a paragraph introducing a half day tour in Hue	2.4TC2a Collaborating through digital technology Students draft their paragraph on the "Hue tour schedule" using word processing software. They are encouraged to use collaborative editing tools to receive peer feedback on their drafts via a shared drive
			68	7. Looking back +Project	- Revise vocabulary items related to the topic tourism - Use vocabulary items in new context - Correctly use relative pronouns which, who, or whose in sentences. - Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
					<i>By the end of the unit students can</i>	
	UNIT 9: WORLD ENGLISHES		69	1. Getting started	- Use the words related to World Englishes; - Gain vocabulary to talk about World Englishes	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet

		24	70	2. A closer look 1	- Use the lexical items related to the topic WORLD ENGLISHES - Pronounce the words ending in –ion and –ity with correct stress	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 5.2.TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms. <i>Pronunciation practice application: Elsa Speak</i>
			71	3. A closer look 2	- Use defining relative clauses.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their grammar learning. Grammar learning application: Memrise"
			72	4. Communication	- Say good luck and respond. - Talk about WORLD ENGLISHES and tourism	1.2TC2a Evaluating data, information, and digital content
		25	73	5. Skills 1	- Read for general and specific information about the three circles in English; - Talk about borrowed words;	3.2TC2a Integrating digital content
			74	6. Skills 2	- Listen for specific information about ways to improve one's	2.4TC2a Collaborating through digital technology

					English vocabulary; - Write a paragraph about ways to improve an area of English learning.	
			75	7. Looking back+ Project	- Review the vocabulary and grammar of Unit 9 - Apply what they have learnt (vocabulary and grammar) into practice through a project.	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
16	REVIEW 3	26	76	REVIEW 3- 1. Language	- review the stress patterns in Units 7 - 9 and how to pronounce these words with correct stress - review the use of some key words and phrases in sentences. - revise how to change Yes / No questions into reported speech and use relative pronouns in sentences	
			77	REVIEW 3 2. Skills	- Practise reading for specific information about ways to learn English through reading - revise and talk about the world's natural wonders - Practise listening for specific information about some tips for	

					travellers to follow to reduce their impact on a natural wonder - Practise writing sentences from words and phrases given.	
17	MID – TERM TEST 2	26	78	THE SECOND MID-TERM TEST	- evaluate the language and skills students have learnt through the 3 units.	
					<i>By the end of the unit, students can</i>	
18	UNIT 10: PLANET EARTH	27	79	1. Getting started	- Use the words related to planet Earth, habitats, and flora and fauna; - Gain vocabulary to talk about the planet Earth	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet
			80	2. A closer look 1	- Use the lexical items related to the topic Planet Earth - Have the right rhythm in sentences;	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 5.2.TC2b: Students know how to select digital tools and applications for practicing pronunciation, or online learning platforms. 6.2TC2a: Students use AI speech recognition software or online dictionaries to record themselves

						and analyze the rhythm and sentence stress in their speech. They can compare their recordings with native speakers' rhythm patterns
			81	3. A closer look 2	- Use non-defining relative clauses.	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as Utilize online interactive grammar quizzes (e.g., hoclieu.vn) to practice Non-defining Relative Clauses
		28	82	4. Communication	- Persuade someone to do something and responding to persuasions; - Read for general and specific information about new technology;	2.3TC2a Participating in society through digital technology
	UNIT 10: PLANET EARTH		83	5. Skills 1	- Read for main idea and specific about role of plant and animals. - Talk about threats to flora and fauna and how to protect them.	1.2TC2a Evaluating data, information, and digital content
			84	6. Skills 2	– Listen about about the effects of living things on the environment; – Write a summary.	2.2TC2a Sharing through technology 2.4TC2a Collaborating through digital technology
		29	85	7. Looking back + Project	- Review the vocabulary and grammar of Unit 10 - Apply what they have learnt (vocabulary and grammar) into	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations,

19	UNIT 11: ELECTRONIC DEVICES	30			practice through a project.	videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
					<i>By the end of the unit, students can</i>	
			86	1. Getting started	- Gain an overview about the topic Electronic devices - Gain vocabulary to talk about Electronic devices	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet
			87	2. A closer look 1	- Use the lexical items related to the topic Electronic devices; - Pronounce stress on all words in sentences correctly;	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 6.2TC2a: For sentence stress indicating urgency or surprise, students use AI-powered speech recognition apps or recording software to analyze their own pitch and stress patterns compared to native speakers
		30	88	3. A closer look 2	- Use suggest / advise / recommend + V-ing or a clause with should	5.4TC2a: Utilize interactive grammar modules on hoclieu.vn to practice "suggest/advise/recommend" structures

			89	4. Communication	- Know how to check understanding and respond - Know some electronic devices in modern classrooms.	2.3TC2a Participating in society through digital technology Students use digital survey tools to conduct a quick poll among group members about the pros and cons of devices. They then use the data to support their presentation. This helps students use technology to perform their "digital citizen" responsibilities in an educational setting
			90	5. Skills 1	- Reading about electronic devices - Talking about an electronic device which is important to you	1.2TC2a Search for real leaflets of the devices mentioned (camcorder, robotic vacuum) to evaluate the reliability of online advertising 3.1TC2a Use digital graphic organizers to prepare notes for the partner interview, integrating different content types like text and icons
		31	91	6. Skills 2	- Listen for information about electronic devices. - Write a paragraph about electronic devices.	2.2TC2a Sharing through technology Students draft their paragraph on "favorite devices" using collaborative word processors (e.g., Google Docs) 2.4TC2a Collaborating through digital technology They engage in digital peer-editing, using the "Comment" and "Suggest" features to collaborate effectively
			92	7. Looking back +	- Review the vocabulary and	3.1.TC2b:

				Project	grammar of Unit 11 - Apply what they have learnt (vocabulary and grammar) into practice through a project.	Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills. Applications: Creating videos and posters using Canva / CapCut...
20	UNIT 12: CAREER CHOICES				<i>By the end of the unit, students can</i>	
		32	93	1. Getting started	- Use the words related to Jobs; - Gain vocabulary to talk about Future Jobs	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet
			94	2. A closer look 1	- Use the lexical items related to the topic CAREER CHOICES - Say statements used as questions with correct intonation	1.1.TC2b: Students know how to use digital technology to search for and synthesize information from multiple sources on the internet, such as websites, podcasts, and English videos, to support their vocabulary learning. <i>Vocabulary learning applications: Duolingo, Memrise</i> 6.2.TC2a: Using Artificial Intelligence To master the intonation of statement questions (rising at the end), students can use AI-powered speech recognition apps or recording software to analyze their own pitch and compare it with native samples
			95	3. A closer look 2	- Use adverbial clauses of result, reasons, and concession.	5.4TC2a: Utilize interactive grammar modules on hoclieu.vn for

						Adverbial Clauses of Concession, Result, and Reason Automated scoring allows students to identify their own digital learning gaps and seek extra practice
		33	96	4. Communication	- Know how to express hope and respond. - Talk about Jobs	2.2TC2a Groups use collaborative digital boards (e.g., Padlet) to build the job mind map (training, skills, qualities)
21	REVIEW 4		97	REVIEW 4 Language	- Revise words related to planet earth, electronic devices, career choices. - Revise the stress in all words in a sentence, and the tone in statement questions. - Revise the use of relative clauses, some reporting verbs and some types of adverb clauses.	
			98	REVIEW 4 Skills	- reading for general and specific information about invasive species; - talking about future job; - listening for specific information about electronic devices; - writing an email about an organisation;	
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	3.1.TC2b: Students know how to use digital technology to create digital learning products such as presentations, videos, blogs, and posters in English to share knowledge and practice skills.

						Applications: Creating videos and posters using Canva / CapCut...
			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: CAREER CHOICES	35	103	5. Skills 1	- Read for main idea and specific information in an article about the future world of work. - Talk about the job they want to do in the future.	1.2TC2b Students search for real-world job descriptions of the "online teacher" or "nail artist" mentioned in the text to evaluate the reliability of information regarding current market trends 3.1TC2a Use digital graphic organizers to prepare the interview notes before reporting to the class
			104	6. Skills 2	- Listen for specific information in two talks about career paths. - Write an email about their favourite future job.	3.2TC2a Students draft their email to a friend using word processing software 2.4TC2a They engage in digital peer review by sharing their work on a collaborative drive and using the "Comment" feature to provide feedback on each other's career goals

			quen thuộc và cụ thể, có thể sử dụng những từ thường gặp trong đời sống hằng ngày. - Đọc hiểu và xác định thông tin cụ thể trong các văn bản liên quan đến các chủ đề về đời sống hằng ngày như quảng cáo, biển báo, thông báo,... các bài báo ngắn mô tả sự kiện. - Đọc hiểu và đoán nghĩa của từ mới dựa vào văn cảnh và suy luận, nhận biết tổ chức của đoạn văn ngắn, đơn giản	(V-ing) -Danh động từ (V-ing) đi sau một số động từ: like, dislike, love, enjoy, hate, ... Động từ nguyên thể (verb + to infinitive)	
Giữa Học kỳ 2	60 phút	Tuần 27 Tiết 78	Viết - Viết (có hướng dẫn) một đoạn văn ngắn khoảng 100 - 120 từ về gia đình; viết thư cá nhân, tin nhắn ngắn, đơn giản liên quan các vấn đề thuộc lĩnh vực quan tâm. - Viết tóm tắt thông tin, viết những đoạn văn theo lối đơn giản, sử dụng cách hành văn và trình tự như trong văn bản gốc.	Từ để hỏi trước động từ nguyên thể có to Câu tường thuật Mệnh đề phụ chỉ nguyên nhân, kết quả, nhượng bộ Đại từ quan hệ Mệnh đề quan hệ (mệnh đề xác định và không xác định) Tính từ so sánh	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 16:23:26