

KẾ HOẠCH GIẢNG DẠY



CURRICULUM FRAMEWORK - GRADE 9

SCHOOL YEAR: 2024 - 2025

School: *Phạm Huy Lưu Middle School*
Textbook: *ACHIEVERS GRADE 9*

Class: Intensive
Duration: 2 periods/week

Week	Time	Lesson	Learning points
1	9/9 - 13/9	INTRODUCTION	GETTING TO KNOW YOU FREE SPEAKING TOPIC
2	16/9 - 20/9	UNIT 1 : LIFE CHANGES (READING 1) (Page 8, 9)	<ul style="list-style-type: none">- Warm-up- Reading: "Ethan's book pages- My top coming-of-age novels" (page 8)+ Give students time to read through the article and finish Ex 2, 3, 4.+ Check Ss' answers.+ Check Ss' understanding of vocabulary in the text.- Word Zone:+ Ask Ss to write recommendations for the things in the box.+ Check their answers.- Vocabulary: Book review+ Give Ss enough time to complete Ex 7, 8, 9, 10.+ Ask some Ss to present their answer.- Teacher's extra games and activities.- Assign homework to students on Workbook.
3	23/9 - 27/9	UNIT 1: LIFE CHANGES (READING 2) (Page 13)	<ul style="list-style-type: none">- Warm-up- Reading: "My crazy life" (page 12)+ Give students time to read through the article and finish Ex 3, 4, 5.+ Check Ss' answers.+ Check Ss' understanding of vocabulary in the text.- Vocabulary: Things we read+ Give Ss enough time to complete Ex 6, 7, 8+ Ask some Ss to present their answer.- Verb Zone+ Ask Ss what the phrases are in the Verb zone.+ Give Ss enough time to complete Ex 9, 10, 11+ Ask some Ss to present their answers.- Teacher's extra games and activities.- Assign homework to students on Workbook.
4	30/9 - 4/10	UNIT 1: LIFE CHANGES (WRITING) (Page 17)	<ul style="list-style-type: none">-Warm-up : WRITING : A BOOK REVIEW (p.17)+Read the book review and answer the questions+Read the book review again and decide if the sentences are true or false-Writing Skill : Giving reasons and results+Find one expression for giving a reason and one for giving a result in the book review . Look at these words and expressions. Do they express a reason or a result?+New words : as a result of , because of , consequently , since , therefore+Join the sentences with the correct words and expressions , keeping the sentences in the same order.-Your turn to write.
5	7/10 - 11/10	UNIT 2: CHILLED OR STRESSED (READING 1) (Page 18)	<ul style="list-style-type: none">- Warm-up- Reading: "Get out there and do something different" (page 18)+ Ask students to complete Ex 2, 3, and 4 in pairs. Then, ask some students to present their answers in front of the class.+ Check Ss' answers.- Wordzone+ Have Ss read through the Wordzone and find another example of "look forward to" in the text .+ Check their answers.- Vocabulary: "Life choices"+ Elicit new vocab in the blog and ask if they understand all the words.+ Give Ss enough time to complete Ex 8, 9, and 10.+ Ask some Ss to write and present their sentences.- Teacher's extra games and activities.- Assign homework to students on Workbook.

6	14/10 - 18/10	UNIT 2: CHILLED OR STRESSED (READING 2) (Page 22)	<ul style="list-style-type: none"> - Warm-up - Reading: "So stressed" + Give students time to read through the article and finish Ex 2, 3, 4, 5, and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Vocabulary: Nouns ending in -ion and -ness + Give Ss enough time to complete Ex 7, 8, and 9. + Ask some Ss to present their answer. - Verb Zone + Check if students recognize any of the multi-part verbs. + Give Ss enough time to complete Ex 10, 11, and 12. - Teacher's extra games and activities. - Assign homework to students on Workbook.
7	21/10 - 25/10	UNIT 2 : CHILLED OR STRESSED (WRITING) (Page 27)	<ul style="list-style-type: none"> -Warm-up WRITING : A REPORT (p.27) + If you feel stresses , what do you do ? Choose the things you have tried + Using the list of de-stressing methods in exercise 1 , ask every student in your class the following questions and record your answers. +Read the report and answer the questions -Writing skill : INTRODUCING RESULTS +Look at the expression below for introducing results in a report. Then find four more in the text. -YOUR TURN TO WRITE
8	28/10- 1/11	UNIT 3: MORAL DILEMMAS (READING 1) (Page 28)	<ul style="list-style-type: none"> - Warm-up - Reading: "I'm honest, aren't I?" (page 28) + Give students time to read through the article and finish Ex 3, 4 and 5. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Word Zone: + Ask Ss to find the opposite of the words in the box below in the text. + Check their answers. + Ask Ss to finish Ex 6. - Vocabulary: Money and Finance + Give Ss enough time to complete Ex 7, 8, and 9. + Ask some Ss to present their answer. - Teacher's extra games and activities. - Assign homework to students on Workbook.
9	4/11 - 8/11	UNIT 3: MORAL DILEMMAS (READING 2) (Page 32)	<ul style="list-style-type: none"> - Warm up - Reading: "The star are out tonight " (page 2) + Give students time to read through the article and finish Ex 3,4, 5, and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Vocabulary : Prepositional verbs + Give Ss enough time to complete Ex 7, 8, 9, and 10 + Ask some Ss to present their answer. - Verb Zone + Ask Ss what the phrases are in the Verb zone. + Give Ss enough time to complete Ex 11, 12, and 13. + Ask some Ss to present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
10	11/11 - 15/11	UNIT 3: MORAL DILEMMAS (WRITING) (Page 37)	<ul style="list-style-type: none"> -Warm up WRITING: A DISCUSSION ESSAY (p.37) + In pairs, discuss the following questions + Read the discussion essay and answer the question +What are your views on the Internet? Discuss with a partner -Writing Skill : Organizing An Essay (1) +Read the essay again and find the following things -YOUR TURN TO WRITE
11	18/11 - 22/11	REVIEW FOR 1ST EXAMINATION	
12	25/11 - 29/11	THE 1ST SEMESTER SPEAKING TEST'	
13	2/12 - 6/12		
14	9/12 - 13/12	THE 1ST SEMESTER WRITING TEST	
15	16/12 - 20/12	FEEDBACK FREE SPEAKING TOPICS	

16	23/12 - 27/12	UNIT 4: IN THE NEWS (READING 1) (Page 40)	<ul style="list-style-type: none"> - Warm-up - Reading: "Trapped underground" + Give students time to read through the article and finish Ex 3, 4, 5 and 6. + Check Ss' answers. - Wordzone: "Expressions with just" + Have Ss read through the Wordzone and find more examples. + Complete Ex 8. + Check their answers. - Vocabulary: Disasters + Check if they understand all the words in the box. + Give Ss enough time to complete Ex 9, 10, 11 and 12. + Ask some Ss to write and present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
17	30/12 - 3/1/25	UNIT 4: IN THE NEWS READING 2 (Page 44)	<ul style="list-style-type: none"> - Warm-up - Reading: "Dead or Alive?" + Give students time to read through the article and finish Ex 4, 5, and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Vocabulary: -ing forms + Give Ss enough time to complete Ex 7, 8, 9, and 10. + Check their answers. - Verb zone + Ask Ss what the phrases are in the Verb zone. + Give Ss enough time to complete Ex 11, 12, and 13. + Ask some Ss to present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
18	6/1 - 10/1	UNIT 4: IN THE NEWS (WRITING) (Page 49)	<ul style="list-style-type: none"> - Warm up WRITING : A NEWS ARTICLE (p.49) + In pairs , look at the headline of the news article and the photos. Discuss + Read the news article and check your answers for exercise 1 + Read the article again and answer the questions - WRITING SKILL : EXPRESSING CONTRAST + Look at these expressions for contrasting ideas. Can you find three more expressions in the news article? + Look at these sentences . Which words for expressing - YOUR TURN TO WRITE
THE SECOND SEMESTER			
19	13/1 - 17/1	UNIT 5: TIME FOR A CHANGE (READING 1) (Page 50)	<ul style="list-style-type: none"> - Warm-up - Reading: "Bluskies activity holidays" + Preparation: Ask students to skim the texts and look at the pictures to complete Ex 2. + Give students time to read through the article and finish Ex 3 and 4 + Check Ss' answers. + Check Ss' understanding of vocabulary in the text - Word Zone: + Elicit or explain what a collocation is with a few examples on the board. + Give them time to find the places and things in the text that collocate with the adjectives. - Complete Ex 6, 7 and 8. - Vocabulary: Describing a holiday + Give Ss enough time to complete Ex 9, 10, 11 and 12. + Ask some Ss to present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
20	20/1 - 24/1	UNIT 5: TIME FOR A CHANGE (READING 2) (Page 54)	<ul style="list-style-type: none"> - Warm-up - Reading: "Into the Wild" (page 54) + Give students time to read through the article and finish Ex 2, 3, 4, 5, and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Vocabulary: Abbreviations and Acronyms + Give Ss enough time to complete Ex 7, 8, and 9. + Ask some Ss to present their answer. - Verb Zone: + Check if students recognize any of the multi-part verbs. + Complete Ex 10, 11 and 12. - Teacher's extra games and activities. - Assign homework to students on Workbook.
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21	3/2 - 7/2	UNIT 5: TIME FOR A CHANGE (WRITING) (Page 59)	<ul style="list-style-type: none"> - Warm up WRITING : AN EMAIL OF COMPLAINT (p.59) + In pairs , discuss the following questions + Read the email of complaint. How many holiday problems does Sandra list in her email? + Read the email again and answer the questions - WRITING : ORDERING INFORMATION + Look at the highlighted words in the email. What is their function? Can you think of any more words you can use in this way. + Look at these sentences. Which words for ordering information in the email in exercise 2 can you complete them with ? There is more than one possibility - YOUR TURN TO WRITE
22	10/2 - 14/2	UNIT 6: A DAY IN THE LIFE (READING 1) (Page 60)	<ul style="list-style-type: none"> - Warm-up - Reading: "Jobs for the girls" (page 60) + Give students time to read through the article and finish Ex 3, 4, 5, and 6 + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Word Zone: + Have students find the sentence and then guess when we use keep + -ing. Then get them to check the Word Zone to see if their ideas were correct. + Complete Ex 8 - Vocabulary: Describing jobs + Give Ss enough time to complete Ex 10, 11, 12 and 13. + Ask some Ss to present their answer. - Teacher's extra games and activities. - Assign homework to students on Workbook.
23	17/2 - 21/2	UNIT 6: A DAY IN THE LIFE (READING 2) (Page 64)	<ul style="list-style-type: none"> - Warm-up - Reading: "Too much, too soon" (page 64) + Give students time to read through the article and finish Ex 3, 4, and 5. + Check Ss' understanding of vocabulary in the text. - Vocabulary: Synonyms + Give Ss enough time to complete Ex 6 and 7 + Ask some Ss to present their answer. - Verb Zone: + Point out that students may need to use the verb in different tenses, an -ing form or an infinitive with to. + Give Ss enough time to complete Ex 8 and 9. + Check their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
24	24/2 - 28/2	UNIT 6: A DAY IN THE LIFE (WRITING) (Page 69)	<ul style="list-style-type: none"> - Warm up WRITING : AN INFORMAL LETTER (p.69) - In pairs, discuss the questions - Read Ben's informal letter to Callum. Why is Ben writing to Callum. Why is Ben writing to Callum? What advice does he give him ? - Read the letters again and decide if the sentences are True, False or not mentioned WRITING SKILL : EXPRESSION FOR GIVING EXAMPLES - Find four ways Ben gives examples in his letter. Which one is the most informal? - Your turn to write
25	3/3 - 7/3	UNIT 7: CULTURE VULTURES (READING 1) (Page 72)	<ul style="list-style-type: none"> - Warm-up - Reading: "Architectural Icons" + Give students time to read through the article and finish Ex 2 , 3, 4 and 5. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Word Zone: + Write "world" and "famous" on the board, ask what kind of words they are, show "world-famous" as an adjective with a hyphen, and have students find other compound adjectives in the text. + Complete Ex 7. + Check their answers. - Vocabulary: Art & architecture + Give Ss enough time to complete Ex 8, 9, 10 and 11 + Ask some Ss to present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.

26	10/3 - 14/3	UNIT 7: CULTURE VULTURES (READING 2) (Page 76)	<ul style="list-style-type: none"> - Warm-up - Reading: "A Life in Painting" (page 76) + Give students time to read through the article and finish Ex 2, 3, 4, 5 and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text - Vocabulary: Homonyms + Complete Ex 7, 8, 9 and 10. + Check their answers. - Verb Zone: + Complete Ex 11, 12 and 13. + Check their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
27	17/3 - 21/3	UNIT 7: CULTURE VULTURES (WRITING) (Page 81)	<ul style="list-style-type: none"> - Warm up WRITING : AN ARTICLE (p.81) - In small groups, discuss these statements - Read the article and answer the questions - Read the article again and decide if the sentences are true, false or not mentioned WRITING SKILL : EXPRESSING PURPOSE - Look at these ways of expressing purpose. Can you find three more ways of expressing purpose in the article? - Look at sentences 1-3. Which words for expressing purpose can you complete them with ? YOUR TURN TO WRITE
28	24/3 - 28/3	REVIEW FOR 2ND EXAMINATION	
29	31/3 - 4/4	THE 2ND SEMESTER SPEAKING TEST'	
30	7/4 - 11/4		
31	14/4 - 18/4	THE 2ND SEMESTER WRITING TEST	
32	21/4 - 25/4	FEEDBACK FREE SPEAKING TOPICS	
33	28/4 - 2/5	UNIT 8: THE FEAR OF THE UNKNOWN (READING 1) (Page 82)	<ul style="list-style-type: none"> - Warm-up - Reading: "Dark Matter" (page 82) + Give students time to read through the article and finish Ex 2, 3 and 4. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Word Zone + Write the word child on the board and ask the class what kind of word it is (a noun). Then write proof at the end and get them to see that the suffix changes the word class. Put the students in pairs and ask them to guess what the adjectives mean. + Complete Ex 6. - Vocabulary: Mysteries + Give Ss enough time to complete Ex 7, 8, 9 and 10. + Ask some Ss to present their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.
34	5/5 - 9/5	UNIT 8: THE FEAR OF THE UNKNOWN (READING 2) (Page 86)	<ul style="list-style-type: none"> - Warm-up - Reading: "Maritime mystery" + Give students time to read through the article and finish Ex 3, 4, 5, and 6. + Check Ss' answers. + Check Ss' understanding of vocabulary in the text. - Vocabulary: " Negative prefixes" + Give Ss enough time to complete Ex 7, 8, 9 and 10. + Ask some Ss to present their answers. - Verb Zone: + Check if students recognize any of the multi-part verbs. + Complete Ex 11, 12 and 13. + Check their answers. - Teacher's extra games and activities. - Assign homework to students on Workbook.

35	12/5 - 16/5	UNIT 8: THE FEAR OF THE UNKNOWN (WRITING) (Page 91)	<p>-Warm up</p> <p>WRITING : A STORY (p.91)</p> <p>-Read the title of the story and look at the picture. In pairs, predict what you think might happen in the story.</p> <p>-Read the story quickly . How similar is it to your predictions ?</p> <p>-Read the story again and answer the questions.</p> <p>WRITING SKILL : USING ADJECTIVES AND ADVERBS</p> <p>-Lily uses adjectives and adverbs to make her story interestingh . How many of them can you find?</p> <p>-Complete the sentences with the adjectives in the box below or their corresponding adverbs forms</p> <p>- YOUR TURN TO WRITE</p>
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School: Pham Huân Middle School
Textbook: Friends Plus 9

CURRICULUM FRAMEWORK - GRADE 9

SCHOOL YEAR: 2024 - 2025

Class: Regular
Duration: 2 periods/week

Week	Time	Lesson	Learning points
1	9/9 - 13/9	INTRODUCTION	GETTING TO KNOW YOU FREE SPEAKING TOPIC
2	16/9 - 20/9	Unit 1: THEN AND NOW Lesson 6: Speaking TELLING AN ANECDOTE	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "What are your earliest memories of when you were young?" Elicit responses from some individuals. - Exercise 2: Watch or listen to Theo's anecdote and check answers to exercise 1. What happened to Theo? + Play the audio for students to listen and check the answers. - Check answers with class. - Exercise 3: - Play the video or audio again, pausing after the key phrases. - Ask students to repeat, copying the pronunciation and intonation that they hear. - Invite some pairs to practice in front of the class. - Teacher's extra activities
3	23/9 - 27/9	Unit 1: THEN AND NOW Lesson 7: Writing A BLOG POST	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "What are the best and worst experiences you've had on holiday?" Elicit responses from some individuals. - Exercise 1: Read Mary's blog post. Was this a good, bad or mixed experience for her? Why? + Ask for students' opinion - Explain the answers with class. - Exercise 1: Read the text again and answer the questions + Check students' answers + Correct the answers Language point: Time connectors - Exercise 3: Check the meaning of the words blue in Mary's blog post. Then choose the correct options in 1-5 - Words: afterwards, meanwhile, just as, until, by the time, finally, while, before, in the end, the moment that + Read through the key phrases with the class and explain that they are all time connectors, because they tell us when things happened. + Students look at the blog post again and use their dictionaries to check the meaning of the blue words. + Check answers with the class, and make sure that students understand all the words. + Check answers with the class. - Exercise 4: USE IT! Writing guide: + Read the task with the class, and explain that students should try to tell their story in a clear and interesting way. - Write and Check - Teacher's extra activities
4	30/9 - 4/10	REVIEW	REVIEW UNIT 1 PRACTICE WRITING, SPEAKING
5	7/10 - 11/10	Unit 2: LIFESTYLES Lesson 6: Speaking DIFFICULT DECISIONS	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "Which school subjects are you best at and which so you enjoy most? Are they the same?" Elicit responses from some individuals. - Exercise 1: Complete the dialogue with the words and phrases in the box. Listen and check. + Play the audio for students to listen and check the answers. - Exercise 5: - Allow students time to read through the questions. - Play the video or audio again and ask students to watch or listen and answer the questions. - Check answers. - Exercise 6: USE IT! - Allow students time to read through the two tasks. Check that they understand everything - Put students into pairs to prepare and act out their dialogue. Students then work in pairs to prepare and practise the other dialogue. - Ask some pairs to perform their dialogues for the class. With stronger classes, encourage students to practise again without using their notes. - Teacher's extra activities

6	14/10 - 18/10	Unit 2: LIFESTYLES Lesson 7: Writing A REPORT ON AN OPINION SURVEY	<ul style="list-style-type: none"> - Warm-ups + Set context: Do you think that students should have a small amount of studying in holidays? Why / Why not Elicit responses from some individuals. - Exercise 1: Read the survey results and the report and answer the questions. + Check that students understand what a survey is + Students read the survey results and report, and answer the questions - Check answer and discuss a class who agrees and disagrees with people in the survey, why - Exercise 2: Study the Key Phrases. Which of the phrases is not in the report? <i>An equal number of people thought that...</i> Language point: Expressing contrast: whereas, although, in contrast, however - Exercise 3: Study the expressions in blue in the report. Rewrite the sentences 1-4. Include the words in brackets - Ask students to find the blue expressions in the report. - Read out the sentence and check that students understand it - Elicit that all the expressions introduce a contrasting ideas + However and in contrast: used at the beginning of a second sentence, followed by a comma. + Although and whereas: used in the same sentence as the first idea, after a comma. Writing guide: - Do a class survey about the questions below. Then write a report (100-120 words) about the result. + Ask students to answer the survey question on a piece of paper, giving one reason for their answer. + Collect in the results then read them to the class. + Students work in pairs and look at the survey results, answer the questions in part B. + Discuss the answers as a class. + Read part C and students write their report. - Teacher's extra activities
7	21/10 - 25/10	REVIEW	REVIEW UNIT 2 PRACTICE WRITING, SPEAKING
8	28/10- 1/11	Unit 3: OUR SURROUNDINGS Lesson 6: Speaking A PRESENTATION	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "Do you ever watch people describing products online? What have you seen?" Elicit responses from some individuals. - Exercise 1: - Explain that students are going to watch or listen to someone presenting a new product. - Allow students time to read the features. - Check that they understand them all. Play the video or audio. Students watch or listen and note down the book's features. - Check answers. - Exercise 2: - Read the key phrases with the class and check that students understand them all. - Elicit which introduce new points. - Exercise 3: - Play the video or audio again. Students watch or listen and complete the key phrases. - Check answers. - Exercise 4: - Read the information about speed and emphasis with the class. Read out the question, then play the audio, pausing after each sentence for students to repeat. - Encourage them to copy the speed and intonation on the audio. Elicit which words the speaker makes longer. - Teacher's extra activities
9	4/11 - 8/11	Unit 3: OUR SURROUNDINGS Lesson 7: Writing A LETTER TO A PEN PAL	<ul style="list-style-type: none"> - Warm-ups + Set context: What are your plans for the future? What career that impresses you most? Elicit responses from some individuals. - Exercise 1: Read Nam Phuong's letter then label each section with the appropriate heading. + Pre-teach dynamic (having a lot of ideas and enthusiasm), challenging (difficult), rewarding (worth doing). + Ask for students' answers - Explain the answers with class. - Exercise 2: Complete the Key Phrase with words from the text + Read through the key phrases with the class and check that students understand them all. + Check answers Key Phrase: Talking about future career: I'm glad to, I'm thrilled about, I'm confident that, I believe, To achieve, I'd love to + Focus on the conjunctions in blue in the letter and elicit the meanings. + Elicit that all the conjunctions are used to join similar ideas together. Point out that each conjunction is used in a slightly different way in a sentence. + Ask students to write two different versions of each sentence, using different conjunctions. + Allow students time to compare their answers in pairs, then check answers. Language point: Conjunctions: <i>as well as, both ... and; not only ... but also</i> - Exercise 3: Study the conjunctions in blue in Nam Phuong's letter. Then complete the sentences using the conjunctions Writing guide: Exercise 4: USE IT - Write a letter (100 - 120 words) to your pen pal and share with him / her about your future career. + Make sure students understand the meaning of the letter about future career plans. + Elicit a few more ideas. - Write and Check - Teacher's extra activities"

10	11/11 - 15/11	REVIEW	REVIEW UNIT 3 PRACTICE WRITING, SPEAKING
11	18/11 - 22/11	Unit 4: FEELINGS Lesson 6: Speaking TALKING ABOUT FEELINGS	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "Do you ever have to help friends when they're feeling down? When?" Elicit responses from some individuals. - Exercise 1: - Read out the questions, then play the audio. Students listen and read, and answer the questions. - Check answers - Exercise 3: - Read out the questions, then play the video or audio. Students watch or listen and answer the questions. - Check answers - Exercise 4: - Play the video or audio again. Students watch or listen and note down the key phrases. - Check answers. - Exercise 6: Use it! - Explain to students that they are going to act out one of the situations in exercise 5. - Allow them time to prepare their ideas. - Ask some pairs to perform their dialogues for the class. - Teacher's extra activities
12	25/11 - 29/11	Unit 4: FEELINGS Lesson 7: Writing A POST ON AN ADVICE FORUM	<ul style="list-style-type: none"> - Warm-ups - Set context: In what kind of situations do people ask for advice on the internet? + Ask students to work in groups. + Elicit responses from some individuals. - Exercise 1: Read the forum post. What advice does Kim give to Linh? + Check that students understand what an internet forum is. + Ask for students' as what Kim's advice to Linh is, and encourage students to express their opinions on the advice - Explain the answers to class. - Exercise 2: Complete the Key Phrases from the text. + Check the answers with the class and check that students understand all the key phrases. Describing events in a photo: <i>I took this photo while...; It was an amazing...; I was lucky to...; It happened while...; There was a group of people and...</i> Language point: Conversational tone + Ask students to find examples of the four things in the text. They could work in pairs for this. + Check answers. - Exercise 3: Study points 1-4 and find examples in the post. - Exercise 4: USE IT! Follow the steps in the writing Guide. Writing guide: Choose one of the situations and write a post (100-120 words) giving advice to the person with the problem. - Read the task with the class, and read out the two situations. Make sure students understand everything. - Elicit some possible answers. Students then plan their post. - Read part C with the class. Students then write their post. - Write and Check - Teacher's extra activities
13	2/12 - 6/12	REVIEW	REVIEW UNIT 4 PRACTICE WRITING, SPEAKING
14	9/12 - 13/12	SPEAKING REVIEW	
15	16/12 - 20/12	1ST TERM SPEAKING TEST	
16	23/12 - 27/12		
17	30/12 - 3/1/25	PRACTICE	FREE SPEAKING TOPIC

18	6/1 - 10/1	Unit 5: ENGLISH AND WORLD DISCOVERY Lesson 6: Speaking GIVING OPINIONS	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "Would you like to go into space? Why/ why not?" Elicit responses from some individuals. - Exercise 1: - Focus on the photo and elicit the words astronaut and moon. Read out the task, then ask students to read the comments and decide which are in favour and which are against. - Check answers. Ask: Which comment do you agree with most? Why? - Elicit a range of answers. - Exercise 2: - Explain to students that they will watch or listen to someone talking about space exploration. - Allow them time to read the sentences, then play the video or audio. - Students watch or listen and choose the correct option. Check the answer, and elicit why this is the correct option and why the others are wrong. - Exercise 4: Use it! - Explain that students are going to record themselves expressing their opinions on a different topic. - Allow students time to look back at the key phrases and plan how they are going to express their opinions. - Discuss with students what they learned from this activity. - Teacher's extra activities
THE SECOND SEMESTER			
19	13/1 - 17/1	Unit 5: ENGLISH AND WORLD DISCOVERY Lesson 7: Writing AN OPINION PASSAGE	<ul style="list-style-type: none"> - Warm-ups + Set context: Do you think English is useful in the field of science, e.g space exploration? Why/why not? Elicit responses from some individuals. - Exercise 1: Read the passage and answer the questions + Let students discuss in groups + Ask for students' answers - Explain the answers to class. + Focus on the conditional sentence in the passage, and point out the use of might as an alternative to would in second conditional sentences. Key phrases: Explaining a point of view - Exercise 2: Find the key phrases in the text. Which phrases help to express an opinion? Which phrases help to contrast different ideas? Which phrases help to list reasons and arguments? Language point: suggest + V-ing - Exercise 3: + Read out the example sentences with suggest + V-ing in the passage. + Elicit that these blue words convey with the language point suggest + V-ing. + Check answers after the students finish.. Writing guide: Follow the steps in the Writing Guide - Write a passage (100-120 words) giving your opinion about the use of animals in scientific research. + Read the task with the class, and explain that in this writing task students should present their own opinions in a structured way. - Write and Check - Teacher's extra activities
20	20/1 - 24/1	REVIEW	REVIEW UNIT 5 PRACTICE WRITING, SPEAKING
TET HOLIDAY			
21	3/2 - 7/2	Unit 6: THE SELF Lesson 6: Speaking AN INTERVIEW	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "What kind of summer job or voluntary work would you like to do??" Elicit responses from some individuals. - Exercise 2: - Read through the key phrases with the class and check that students understand them all. - Elicit which phrases we use when we need time to think. - Exercise 3: - Read out the question, then play the video or audio. Students watch or listen and answer the first question. - Check the answer. - Then refer students back to the key phrases in exercise 2. - Play the video or audio again for students to watch or listen and note down the key phrases they hear. - Check answers with the class. - Exercise 4: Use it! - Explain to students that they are going to role-play an interview. - Allow them time to read through the list of volunteer opportunities. - Students then prepare their interviews. - Ask some pairs to perform their interviews for the class - Teacher's extra activities

22	10/2 - 14/2	Unit 6: THE SELF Lesson 6: Writing A FORMAL LETTER	<ul style="list-style-type: none"> - Warm-ups + Think: What are the differences between a letter and an email? Elicit responses from some individuals. - Exercise 1: Explain that Ngọc Diệp is writing to ask for information about the volunteer tourism programme. Read out the study strategy and ask students to give examples of formal and informal language. Then students read through the letter and find examples of formal writing. Check answers - Exercise 2: Check that students understand purpose and relevant. Students read the letter again and decide on the order of the topics. Check answers. - Exercise 3: Students find the key phrases in the letter and complete them. Check answers, and check that students understand all the phrases - Exercise 4: Language point: Linkers Ask students to study the blue words in the letter. They then complete the sentences. Check answers. <p>Writing guide: Read through the task with the class. Go through the questions in part B. Read through part C. Students then write their letter. This can be set for homework. Remind them to use the key phrases and the linkers. Remind them also to check their grammar and spelling carefully</p> <ul style="list-style-type: none"> - Teacher's extra activities
23	17/2 - 21/2	REVIEW	REVIEW UNIT 6 PRACTICE WRITING, SPEAKING
24	24/2 - 28/2	Unit 7: ON THE STREETS Lesson 6: Speaking DESCRIBING AND COMPARING PHOTOS	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "Look at the photos on this page. What do they show?" Elicit responses from some individuals. - Exercise 1: <ul style="list-style-type: none"> - Explain that students will watch or listen to someone describing and comparing photos A and B. - Students read the phrases and match them with the photos. - Play the video or audio. Students watch or listen and check their answers. - Exercise 2: <ul style="list-style-type: none"> - Read through the key phrases with the class and check that students understand them all. - Play the video or audio again. - Students watch or listen and answer the question: Which photo does Tegan prefer? - Exercise 4: Use it! <ul style="list-style-type: none"> - Read out the study strategy. Then read through the speaking guide with the class. - Explain to students that they must complete all the parts of the task (describe the photos, compare them, speculate about them and say which they prefer and why). - Allow students time to look at photos C and D and plan what they are going to say. In pairs, students then take turns to speak and record what they say using their phones. They then watch or listen to what they and their partner said and discuss what they could improve. If students are not able to record themselves, they could listen to each other in pairs and give feedback. - Teacher's extra activities
25	3/3 - 7/3	Unit 7: ON THE STREETS Lesson 6: Writing ADVERBIAL CLAUSES OF RESULT	<ul style="list-style-type: none"> - Warm-ups + THINK!: Read out the question and elicit what students know about Hồ Chí Minh City. Elicit or explain that it is not the capital of Việt Nam, but it is one of the biggest and busiest cities in Việt Nam. - Exercise 1: Explain the meaning of tourist information leaflet. Point to the photos and teach the meaning of landmark (an important building or monument that is easy to recognise). Students read the leaflet and answer the questions. Check answers. - Exercise 2: Read through the key phrases with the class and check that students understand them all. Students read the leaflet again and find the key phrases. Ask individual students to read out the phrases in context and check that students understand them. - Exercise 3: Language point: Prepositions and adverbs of place Elicit or explain the difference between a preposition and an adverb. Read through the table with the class and elicit an example of each preposition or adverb in use. Students then find the blue words in the text and add them to the table. Check answers. - Exercise 4: Read the task with the class. Elicit a few examples of buildings that students could write about. Students read part B and plan their information panel. Students then write their text. Remind them to use the prepositions and adverbs of place and the key phrases. Remind them also to check their grammar and spelling carefully - Teacher's extra activities
26	10/3 - 14/3	REVIEW	REVIEW UNIT 7 PRACTICE WRITING, SPEAKING

27	17/3 - 21/3	Unit 8: SCARY Lesson 6: Speaking RESPONDING TO A PROBLEM	<ul style="list-style-type: none"> - Warm-ups + Set context: Ask students this question, "A friend has hurt his ankle. How do you know if it is serious or not?" Elicit responses from some individuals. - Exercise 1: - Students read the gapped dialogue and complete it with the correct words. - Play the video or audio for students to watch or listen and check their answers. - Check answers with the class, then ask the questions about Chloe and Joe to the class and elicit the answers. - Exercise 2: - Put students into pairs and ask them to cover the dialogue in exercise 1. Students choose the correct words in the key phrases and decide whether they are used for describing an accident or responding - Play the video or audio again for students to check their answers. - Check answers with the class and check that students understand all the key phrases - Exercise 4: - Read out the first prompts and ask two confident students to read out the example answer. Read out the next prompts and elicit a possible dialogue from the class. - Students then work in pairs and take turns to ask what's wrong and describe their problem. Ask some pairs to perform one of their dialogues for the class. - Exercise 6: USE IT! - Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. - They swap roles and practise again. Ask some students to perform their dialogue for the class. - Teacher's extra activities
28	24/3 - 28/3	Unit 8: SCARY Lesson 6: Writing EMAILS	<ul style="list-style-type: none"> - Warm-ups + THINK!: Read out the question and elicit some possible answers from individual students. Ask more questions to encourage students to say more, e.g. When and where did you experience something unpleasant? Why was it unpleasant? - Exercise 1: Students read the paragraph and answer the question. Then students compare their answers in pairs. Check answers with the class. - Exercise 2: Students study the Key Phrases. Check that students understand all the phrases. Language point: Time conjunctions - Exercise 3: Ask students to find the blue words in the paragraph. Make sure students understand the meanings of all blue words. Read out the first sentence and elicit the correct word to complete it. Students complete the remaining sentences with the correct words. Check answers with the class. - Exercise 4: Read the task with the class. Ask a few questions to elicit some opinions on the topic, e.g. How long ago did you experience something unpleasant? In what way did it annoy you? Students read part B and plan their paragraph. Students then write their paragraph. Remind them to use time conjunctions and the key phrases. Remind them also to check their grammar and spelling carefully. Writing guide: Write the following sentence beginnings on the board: 1 Will you wait here ... ? 2 James jumped for joy ... 3 I had a game of chess ... 4 Baby Rose smiled ... Students work in pairs to complete each sentence - Teacher's extra activities
29	31/3 - 4/4	REVIEW	REVIEW UNIT 8 PRACTICE WRITING, SPEAKING
30	7/4 - 11/4	SPEAKING REVIEW	
31	14/4 - 18/4	2ND TERM SPEAKING TEST	
32	21/4 - 25/4		
33	28/4 - 2/5	REVIEW UNIT 1,2,3	
34	5/5 - 9/5	REVIEW UNIT 4,5,6	
35	12/5 - 16/5	FREE SPEAKING & WRITING TOPICS	

Quận 7, ngày 04/9/2024
Duyệt chung chương trình



KT. HIỆU TRƯỞNG
PHÓ HIỆU TRƯỞNG
Trần Quỳnh Anh