**PHÒNG GD-ĐT QUẬN 2 KẾ HOẠCH GIẢNG DẠY MÔN TIẾNG ANH 7**

**TRƯỜNG THCS BÌNH AN NĂM HỌC: 2017 – 2018**

1. **Cơ sở xây dựng kế hoạch:**
* Căn cứ vào nhiệm vụ năm học 2017 – 2018
* Căn cứ vào văn bản hướng dẫn về giảng dạy bộ môn;
* Căn cứ vào định mức, chỉ tiêu được giao;
1. **đặc điểm tình hình:**

**I. Vị trí bộ môn:**

* Tiếng Anh là môn học khó và mới đối với học sinh THCS. Môn tiếng Anh đòi hỏi người thày phải đầu tư nhiều thời gian vào môn dạy.
* Học sinh muốn học tốt môn tiếng Anh phải không ngừng học bài và làm bài tập cũng như chuẩn bị bài trước khi đến lớp. Qua nhiều năm giảng dạy và qua khảo sát cho thấy đa số học sinh học yếu môn tiếng Anh là những học sinh lười làm bài tập ở nhà, ngại giao tiếp.

**II. Biện pháp thực hiện kế hoạch:**

**1. §èi víi gi¸o viªn.**

Nh×n vµo thùc tÕ viÖc häc vµ kÕt qu¶ häc tËp cña häc sinh ®Þa ph­­¬ng, còng nh­­ qua nghiªn cøu chØ tiªu chÊt l­îng bé m«n cña phßng GD&§T, nhµ tr­­êng ®Æt ra, b¶n th©n t«i cÇn ph¶i cã biÖn ph¸p thÝch hîp trong qu¸ tr×nh gi¶ng d¹y vµ gi¸o dôc ®Ó cã kÕt qu¶ ngµy cµng cao.

Tr­­íc hÕt ph¶i nghiªn cøu ph­­¬ng ph¸p, ch­­¬ng tr×nh so¹n gi¶ng chu ®¸o, bëi ch­¬ng tr×nh lµ ph¸p lÖnh.

D¹y b¸m s¸t chuÈn kiÕn thøc, chuÈn kÜ n¨ng, trong qu¸ tr×nh d¹y ph¶i ph©n ph©n hãa ®èi t­îng häc sinh

Tham gia båi d­­ìng thay c¸c chuyªn ®Ò ®Çy ®ñ. Tham gia héi th¶o vÒ chuyªn m«n do phßng GD&§T huyÖn, côm tæ chøc.

Trong qu¸ tr×nh gi¶ng d¹y ph¶i biÕt kÕt hîp nhuÇn nhuyÔn 4 kü n¨ng trong 1 Unit, ph¶i t¹o ®iÒu kiÖn cho häc sinh ho¹t ®éng tÝch cùc, tù kh¸m ph¸ t×m tßi, ph¸t hiÖn c¸i míi, ®em l¹i kÕt qu¶ cao trong häc tËp.

Lu«n kiÓm tra vë ghi, vë bµi tËp th­­êng xuyªn. KiÓm tra chÊm ch÷a kÞp thêi, chÝnh x¸c vµ kh¸ch quan.

Lu«n quan t©m ®Õn tõng ®èi t­­îng häc sinh ®Ó cã biÖn ph¸p gi¶ng d¹y thÝch hîp. Nh»m ngµy cµng n©ng cao chÊt l­îng bé m«n.

Th­­êng xuyªn trß chuyÖn víi häc sinh vÒ bé m«n tiÕng Anh, vÒ ®Êt n­­íc - con ng­­êi Anh, vÒ nh÷ng ®iÒu míi mÎ, thó vÞ ®Ó gióp c¸c em ngµy cµng cã ý thøc, høng thó víi m«n häc.

Lu«n c¶i tiÕn ph­¬ng ph¸p gi¶ng d¹y, kÕt hîp linh ho¹t c¸c thñ thuËt võa ®em l¹i hiÖu qu¶ cho tiÕt d¹y l¹i høng thó cho häc sinh.

H­­íng dÉn häc sinh c¸ch häc tõ míi, c¸ch häc ng÷ ph¸p, c¸ch häc ph¸t ©m lµm cho dÔ nhí vµ nhí l©u vµ c¸ch tù häc bµi ë nhµ.

Lu«n ph¶i biÕt trau dåi, tÝch luü kiÕn thøc ®Ó tù båi d­ìng, n©ng cao tr×nh ®é chuyÖn m«n nghiÖp vô.

Cuèi cïng lµ th­­êng xuyªn dù giê ®ång nghiÖp, ®¨ng ký giê d¹y tèt ®Ó trau dåi vµ häc hái kinh nghiÖp lÉn nhau.

**2. §èi víi häc sinh.**

- §Ó häc tËp tiÕng Anh cã chÊt l­­îng vµ hiÖu qu¶ tr­­íc hÕt ph¶i cã ®Çy ®ñ s¸ch vë, SGK, SBT, vë BT, vë nh¸p, ...

- Ph¶i lµm bµi tËp ®Çy ®ñ, chuÈn bÞ bµi cò, bµi míi ®Çy ®ñ tr­íc khi ®Õn líp.

- Trong giê häc ph¶i tËp trung chó ý vµo bµi gi¶ng, h¨ng say x©y dùng ph¸t biÓu ý kiÕn.

- Lu«n tù gi¸c häc hái, rÌn luyÖn kh¶ n¨ng giao tiÕp víi b¹n bÌ.

- TÝch cùc tù häc tËp, ho¹t ®éng cÆp vµ nhãm.

**3. §èi víi cha mÑ häc sinh.**

- Quan t©m ®Õn con em, t¹o mäi ®iÒu kiÖn cho c¸c em cã thêi gian ®Ó häc.

- ChuÈn bÞ cho con em ®Çy ®ñ dông cô, s¸ch vë häc tËp, …

- Theo dâi, nh¾c nhë con em lµm bµi tËp, häc bµi ®Çy ®ñ, ...

**4. C¸c lùc l­­­îng gi¸o dôc kh¸c.**

- Cã sù quan t©m ®Õn häc sinh.

- T¹o mäi ®iÒu kiÖn vÒ c¬ së vËt chÊt, ®å dïng d¹y häc cho c¶ thÇy vµ trß.

**CHỈ TIÊU PHẤN ĐẤU**

* 1. **Häc kú I:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ChÊt l­­îng****Líp** | **SÜ sè** | **Giái** | **Kh¸** | **Trung b×nh** | **YÕu** | **KÐm** | **Trªn trung b×nh** |
| SL | % | SL | % | SL | % | SL | % | SL | % | SL | % |
| 7/4 | 35 | 14 |  | 16 |  | 5 |  | 0 |  | 00 | 00 | 35 |  |
| 7/5 | 35 | 15 |  | 15 |  | 5 |  | 0 |  | 0 |  | 35 |  |

**b. Häc kú II:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ChÊt l­­îng****Líp** | **SÜ sè** | **Giái** | **Kh¸** | **Trung b×nh** | **YÕu** | **KÐm** | **Trªn trung b×nh** |
| 7/4 | 35 | 16 |  | 15 |  | 4 |  | 0 |  | 0 | 00 | 35 |  |
| 7/5 | 35 | 17 |  | 14 |  | 4 |  | 0 |  | 0 |  | 35 |  |

**c. C¶ n¨m:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ChÊt l­îng****Líp** | **SÜ sè** | **Giái** | **Kh¸** | **Trung b×nh** | **YÕu** | **KÐm** | **Trªn trung b×nh** |
| SL | % | SL | % | SL | % | SL | % | SL | % | SL |  |
| 7/4 | 35 | 16 |  | 15 |  | 4 |  | 1 |  | 1 |  | 35 |  |
| 7/5 | 35 | 17 |  | 14 |  | 4 |  | 5 |  | 2 |  | 35 |  |

**KẾ HOẠCH GIẢNG DẠY MÔN TIẾNG ANH 7**

**NĂM HỌC: 2017 – 2018**

**HỌC KỲ I**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Tuần |  | Tên bài dạy | Tiết | Mục tiêu | Phương pháp | Đồ dùng dạy học | Điều chỉnh, bổ sung |
| 1 |  | ¤n tËp, kiÓm tra | 1 | Consolidation | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
|  | Unit 1: A1, 3,4,5 | 2 | - Introduce and greet with “Nice to meet you/ How is everything?/ Just fine/Not bad…” | Slap the boardPre dialogueComprehension questions | TextbooksBoardChalkCassette |  |
|  | Unit 1: A2 | 3 | - Reading for details and revising simple present, comparisons, a lot of/many. | Jumbled wordsRub out and rememberOpen prediction | TextbooksPicturesBoardCassette |  |
| 2 |  | Unit 1: B1, 2, 3\* | 4 | - Asking for giving personal information. | Slap the boardRub out and rememberPredict dialogueWrite it up | TextbooksBoardChalkPosterCassette |  |
|  | Unit 1: B4, 5 | 5 | Using “How far” questions and answers with “Kilometer/meter” to talk about distance | Slap the boardBoard drillLucky numbers | TextbookChalkBoardCassette |  |
|  | Unit 1: B6, 7\* | 6 | - Practice the questions and answers about the distance. | Slap the boardPre dialogue | ChalkBoardposter |  |
| 3 |  | Unit 2: A1, 2, 3 | 7 | - Asking for and giving telephone numbers and further practice in address | Jumbled wordsOpen prediction | TextbooksBoardChalkCassette |  |
|  | Unit 2: A4, 7&Remember | 8 | - Use the “will” future positive statement and “wh” questions and | Slap the boardRub out and remember | TextbooksPicturesBoardChalkCassette |  |
|  | Unit 2: A5, 6 | 9 | answers to talk about sure events in the future. | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkCassette |  |
| 4 |  | Unit 2: B1, 2, 3,9 | 10 | - Talking about dates of the year and pronunciation | Slap the boardPre dialogue | TextbookBoardCassette |  |
|  | Unit 2: B4, 5\* | 11 | - Listening for factual information. | Jumbled words | ChalkBoardposter |  |
|  | Unit 2: B6, 7, 8\* | 12 | - Writing an initation to a part | Slap the boardRub out and remember | TextbooksBoardChalkCassette |  |
| 5 |  | Unit 3: A 1 | 13 | - Use bathroom and kitchen vocabulary to describe their house. | Slap the boardBoard drillLucky numbers | TextbooksPicturesCassetteChalk |  |
|  | Unit 3: A2 | 14 | - Giving compliments with “What a/an +adj+ noun !”to talk about the house. | Slap the boardPre dialogueComprehension questions | TextbooksBoardChalkPoster |  |
|  | Unit 3: B1, 2 | 15 | - Making complaints with “What a/an +adj+ noun !”. | Jumbled wordsRub out and rememberOpen prediction | ChalkBoardCassette |  |
| 6 |  | Unit 3: B3, 4 | 16 | - Reading a text for main ideas, details and job vocabulary. | Slap the boardBoard drillLucky numbers | TextbooksBoardCassette |  |
|  | Unit 3: B5 | 17 | - Listening for personal information- Comparative and superlative of irregular adjectives and long adj. | Slap the boardPre dialogueComprehension questions | TextbooksCassetteBoardChalk |  |
|  | Language focus 1 | 18 | - Further practice in present simple, the “will’ future, adj comparative and superlatives, prepositions | Jumbled wordsrememberOpen prediction | TextbooksBoardChalkCassette |  |
| 7 |  | **KiÓm tra 1 tiÕt** | 19 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. |  |  |  |
|  | Unit 4: A1, 2, 3 | 20 | - Reading details and comparing an American school with a Vietnamese school | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
|  | Unit 4: A4, 5 | 21 | - Revision for telling the time, school vocabulary and present tense | Slap the boardPre dialogue | TextbooksBoardChalkCassette |  |
| 8 |  | Unit 4: A6 | 22 | - Reading details and comparing an American school with a Vietnamese school | Slap the boardLucky numbers | ChalkBoardCassette |  |
|  | Ch÷a bµi kiÓm tra | 23 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. | Pre dialogueRole play | TextbooksBoardChalk |  |
|  | Unit 4: B1, 2 | 24 | - Reading a text to understand the details and practicing the library vocab. | Jumbled wordsRub out and remember | TextbooksPicturesBoardCassette |  |
| 9 |  | Unit 4: B3, 4 | 25 | - Preposition of position to describe the position of books in the library.- Reading for details and further practice in comparatives and superlative | Slap the boardRub out and remember | TextbooksBoardChalkCassette |  |
|  | Unit 5: A1 | 26 | - Revision of simple present to talk about school subjects | Board drillLucky numbers | TextbookChalkCassettePoster |  |
|  | Unit 5: A2 | 27 | - Reading for details about Ba's activities at school and at home | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
| 10 |  | Unit 5: A4, 5 | 28 | - School subject vocabulary with listening and reading practice | Slap the board | ChalkBoardCassette |  |
|  | Unit 5: B1, 2 | 29 | - Recess activity vocabulary and revision of present progressive tense | Jumbled wordsRub out and rememberWrite it up | TextbooksBoardChalkCassette |  |
|  | Unit 5: B3 | 30 | - Reading for details about recess activities in an American school- Further practice in present tense and school vocabulary | Slap the boardRub out and remember | TextbooksPicturesBoardChalkCassette |  |
| 11 |  | Unit 6: A1 | 31 | - Reading a dialogue about after school activities and getting further practice in present progressive tense | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkCassette |  |
|  | Unit 6: A2 | 32 | - Further practice in adverbs of frequency with present simple tense for after activities | Slap the boardPre dialogueRole play | TextbookBoardCassettePoster |  |
|  | Unit 6: A3, 4 | 33 | - Reading a text for details about pastime activities | Jumbled wordsRub out and rememberOpen prediction | ChalkBoardCassette |  |
| 12 |  | Unit 6: B1 | 34 | - Making suggestion with “Let’s/ What about..?/Why don’t….?” | Slap the boardPredict dialogueWrite it up | TextbooksChalkCassette |  |
|  | Unit 6: B2 | 35 | - Reading a magazine survey about the most popular activities | Slap the boardBoard drillLucky numbers | PicturesCassetteChalk |  |
|  | Unit 6: B3 | 36 | of American teenagers and getting more practice in leisure vocabulary- Making invitation with “Would you like..?” acceptance of invitation and polite refusal. | Slap the boardPre dialogueRole play | TextbooksBoardChalkPosterCassette |  |
| 13 |  | Language focus 2 | 37 | - Further practice in present progressive tense and subject vocabulary | Open predictionCom –questionsWrite it up | TextbookChalkBoardPoster |  |
|  | **KiÓm tra 1 tiÕt** | 38 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. |  | ChalkBoardCassette |  |
|  | Unit 7: A1 | 39 | - Talking about student work and practicing the comparative. | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkCassette |  |
| 14 |  | Unit 7: A2, 3 | 40 | - Talking about student work and practicing the comparative. | Pre dialogueComprehension questionsRole play | TextbooksPicturesBoardCassette |  |
|  | Unit 7: A4 | 41 | - Reading for details to compare American students’ vacation and Vietnamese students’ vacation | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkPoster |  |
|  | Ch÷a bµi kiÓm tra | 42 | - Reading for details about an American family to understand their work and vacation. | Slap the boardPre dialogueComprehension questions | ChalkBoardCassettePoster |  |
| 15 |  | Unit 7: B1 | 43 | - Reading for details about an American family to understand their work and vacation. | Jumbled wordsRub out and remember | ChalkposterCassette |  |
|  | Unit 7: B2, 3 | 44 | working day.- Reading for details about work and vacation.and about Mr Tuan’s job to compare. | Slap the boardPredict dialogueWrite it up | TextbooksBoardChalkCassette |  |
|  | Unit 8: A1, 2 | 45 | - Asking for and giving directions. | Slap the boardBoard drillLucky numbers | TextbooksPicturesBoardCassette |  |
| 16 |  | Unit 8: A 3 | 46 | working day.- Reading for details about work and vacation.and about Mr Tuan’s job to compare. | Slap the boardPre dialogueRole play | TextbooksBoardCassettePoster |  |
|  | Unit 8: A4,5 | 47 | - Asking for and giving directions. | Jumbled wordsRub out and rememberOpen prediction | TextbookChalkBoardCassette |  |
|  | Unit 8: B1,4 | 48 | working day.- Reading for details about work and vacation.and about Mr Tuan’s job to compare. | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
| 17 |  | Unit 8: B2,3 | 49 | - Listening for details to get further practice in post office vocabulary and telling the price | Slap the boardPre dialogueComprehension | TextbooksBoardCassette |  |
|  | ¤n tËp | 50 | - Further practice in adjective and adverb, modal verb, like, dislike, why, because, simple present tense, simple past tense, present progressive tense, future tense. | Slap the boardPre dialogueComprehension | Textbooks |  |
|  | ¤n tËp | 51 | - Further practice in adjective and adverb, modal verb, like, dislike, why, because, simple present tense, simple past tense, present progressive tense, future tense. | Slap the boardPre dialogueComprehension | Board |  |
| 18 |  | ¤n tËp | 52 | - Further practice in adjective and adverb, modal verb, like, dislike, why, because, simple present tense, simple past tense, present progressive tense, future tense. | Slap the boardPre dialogueComprehension | Textbooks |  |
|  | ¤n tËp | 53 | - Further practice in adjective and adverb, modal verb, like, dislike, why, because, simple present tense, simple past tense, present progressive tense, future tense. | Slap the boardPre dialogueComprehension | TextbooksBoard |  |
|  | **KiÓm tra häc kú I** | 54 | Students will be able to summarize the knowledge they have learnt form unit 1to unit 8 so that they can supplement what they are short of. Students will be able to summarize the basic knowledge they have learnt to do the test well. |  |  |  |
| 19 |  | Ôn tập, hoàn thành chương trình, ... |

**KẾ HOẠCH DẠYGIẢNG DẠY MÔN TIẾNG ANH LỚP 7 NĂM HỌC 2017 – 2018**

**HỌC KỲ II**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Tuần |  | Tên bài dạy | Tiết | Mục tiêu | Phương pháp | Đồ dùng dạy học | Điều chỉnh, bổ sung |
| 20 |  | Unit 9: A1 | 55 | - Introduce and greet with “Nice to meet you/ How is everything?/ Just fine/Not bad…” | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
|  | Unit 9: A2, 3 | 56 | - Introduce and greet with “Nice to meet you/ How is everything?/ Just fine/Not bad…” | Slap the boardPre dialogueComprehension questions | TextbooksBoardChalkCassette |  |
|  | Unit 9: A4 | 57 | - Reading for details and revising simple present, comparisons, a lot of/many. | Jumbled wordsRub out and rememberOpen prediction | TextbooksPicturesBoardCassette |  |
| 21 |  | Unit 9: B1, 2 | 58 | - Reading Ba’s dairy to understand the details and talk about the past activities. | Slap the boardRub out and remember | TextbooksBoard, ChalkPoster,Cassette |  |
|  | Unit 9: B3, 4 | 59 | Using “How far” questions and answers with “Kilometer/meter” to talk about distance | Slap the boardBoard drillLucky numbers | TextbookChalkBoardCassette |  |
|  | Language focus 3 | 60 | - Further practice in past simple tense prepositions of place, “How much/how far” to talk about price and distance, comparative with more, less and fewer. | Slap the boardPre dialogue | ChalkBoardposter |  |
| 22 |  | Unit 10: A1 | 61 | - Reading a letter to understand the details about Hoa and her family | Jumbled wordsOpen prediction | TextbooksBoardChalkCassette |  |
|  | Unit 10: A2 | 62 | - Listen to a text about routine to review pastime tense. | Slap the boardRub out and remember | TextbooksPicturesBoardChalkCassette |  |
|  | Unit 10: A3 | 63 | - Writing a letter about routine and hygiene- Reading a dialogue about visit to the dentist | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkCassette |  |
| 23 |  | Unit 10: B1,2 | 64 | - Listen and read for details about Mr Lai’s job to revise the present simple tense | Slap the boardPre dialogue | TextbookBoardCassette |  |
|  | Unit 10: B3,4 | 65 | - Making question and answer “why/because” to tell about the cause. | Jumbled words | ChalkBoardposter |  |
|  | Unit 11: A1 | 66 | - Reading a dialogue to understand the details and practice “would you + v….?” | Slap the boardRub out and remember | TextbooksBoardChalkCassette |  |
| 24 |  | Unit 11: A2, 3 | 67 | - Listening for details and practicing asking and answering about height and weight. | Slap the boardBoard drillLucky numbers | TextbooksPicturesCassetteChalk |  |
|  | Unit 11: B1 | 68 | - Asking and answering about sickness and practice in the past simple | Slap the boardPre dialogueComprehension questions | TextbooksBoardChalkPoster |  |
|  | Unit 11: B2 | 69 | - Listening for specific information | Jumbled wordsRub out and rememberOpen prediction | ChalkBoardCassette |  |
| 25 |  | Unit 11: B4 | 70 | - Reading a text to understand the details about the common cold. | Slap the boardBoard drillLucky numbers | TextbooksBoardCassette |  |
|  | **KiÓm tra 1 tiÕt** | 71 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. |  |  |  |
|  | Unit 12: A1, 2 | 72 | - Reading a text to understand the details and practicing food vocabulary. | Jumbled wordsrememberOpen prediction | TextbooksBoardChalkCassette |  |
| 26 |  | Unit 12: A3, 4, 5\* | 73 | - Reading a text to understand the details and practicing food vocabulary. | Jumbled wordsrememberOpen prediction | TextbooksChalkCassette |  |
|  | Unit 12: B1 | 74 | - Reading a text to understand the details and practicing food vocabulary. | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
|  | Ch÷a bµi kiÓm tra | 75 | - “I don’t like…either/ I like ….too” ”Neither do I/So do I” to express preferences. | Slap the boardPre dialogue | TextbooksBoardChalkCassette |  |
| 27 |  | Unit 12: B2 | 76 | - Reading a text to understand how to make a meal | Slap the boardLucky numbers | ChalkBoardCassette |  |
|  | Unit 12: B 4+ Language focus 4(Ex5) | 77 | - Listen for specific information about health problem | Pre dialogueRole play | TextbooksBoardChalk |  |
|  | Language focus 4 | 78 | - Further practice in making accepting and refusing an invitationusing modal verbs | Jumbled wordsRub out and remember | TextbooksPicturesBoardCassette |  |
| 28 |  | Unit 13: A1, 2 | 79 | - Reading comprehension and sort vocabulary | Slap the boardRub out and remember | BoardChalkCassette |  |
|  | Unit 13: A3, 5\* | 80 | - Practice in using adj and adv to talk about sports | Board drillLucky numbers | BoardCassettePoster |  |
|  | Unit 13: A4 | 81 | - Listen to a text about an invitation and practice in modal verb. | Slap the boardBoard drillLucky numbers | ChalkBoardposter |  |
| 29 |  | Unit 13: B1, 2 | 82 | - Reading comprehension and use couldn’t for past ability. | Slap the boardRole play | ChalkBoardCassette |  |
|  | Unit 13: B3 | 83 | - Listening for specific information about Hoa and Lan | Jumbled wordsRub out and rememberWrite it up | TextbooksBoardChalkCassette |  |
|  | Unit 14: A1 | 84 | - “What would you like to watch?” question and answer “I’d like | Slap the boardRub out and remember | TextbooksPicturesBoardCassette |  |
| 30 |  | Unit 14: A2 | 85 | to watch..” to talk about favorite programs. | Slap the boardBoard drillLucky numbers | TextbooksBoardCassette |  |
|  | Unit 14: A3 | 86 | - Reading a text to understand the details about television in Vietnam- What kind of programs do you like? To talk about your favorite programs | Slap the boardPre dialogueRole play | TextbookChalkBoardCassettePoster |  |
|  | Unit 14: B1, 2 | 87 | - Reading a text to understand the details about popular TV programs | Jumbled wordsRub out and rememberOpen prediction | ChalkBoardCassette |  |
| 31 |  | Unit 14: B3, 4 | 88 | - Reading a text to understand the details about popular TV programs | Slap the boardPredict dialogueWrite it up | TextbooksBoardChalkCassette |  |
|  | **KiÓm tra 1 tiÕt** | 89 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. |  |  |  |
|  | Unit 15: A1 | 90 | - Reading a text to understand the details and use Wh-questions | Slap the boardPre dialogueRole play | TextbooksBoardChalkPosterCassette |  |
| 32 |  | Unit 15: A2, 3\* | 91 | and giving advice for not doing something. | Open predictionCom –questionsWrite it up | TextbookChalkBoardPoster |  |
|  | Unit 15: B1, 2 | 92 | Reading for details about video game and video program. |  | ChalkBoardCassette |  |
|  | Ch÷a bµi kiÓm tra | 93 | The students will know how to apply their knowledge to do the test well, from the test the teacher will know each student and class’s knowledge and have the method to teach. | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkCassette |  |
| 33 |  | Unit 15: B3,4 | 94 | - Giving advice with should and shouldn’t.- Reading for details about life in the city and in te country. | Pre dialogueComprehension questionsRole play | TextbooksPicturesBoardCassette |  |
|  | Unit 15: B 5 | 95 | - Activities in the evening with listening and reading practice. | Slap the boardBoard drillLucky numbers | TextbooksBoardChalkPoster |  |
|  | Unit 16: A1, 2 | 96 | - Revision the simple present tense with adverb of frequency to talk about the famous place in Asia. | Slap the boardPre dialogueComprehension questions | TextbookChalkBoardCassettePoster |  |
| 34 |  | Unit 16: A3 | 97 | - Reading a text about interest with modal verb. | Jumbled wordsCom –questions | ChalkBoard, Cassette |  |
|  | Unit 16: A4 | 98 | - Listening for details about a famous person and historic place | Slap the boardPredict dialogueWrite it up | TextbooksBoardCassette |  |
|  | Unit 16: B1 | 99 | - Reading for details about Uncle Ho’s biography withsequence.- Listening for details about Uncle Ho’s biography | Slap the boardBoard drillLucky numbers | TextbooksPicturesBoardCassette |  |
| 35 |  | Unit 16: B2,3 | 100 | - Listening for details about a famous person and historic place | Slap the boardPre dialogueRole play | TextbooksCassettePoster |  |
|  | Unit 16: B4 | 101 | - Reading for details about Uncle Ho’s biography withsequence.- Listening for details about Uncle Ho’s biography | Jumbled wordsRub out and rememberOpen prediction | TextbookChalkBoardCassette |  |
|  | Language focus 5 | 102 | - Further practice with prefer/like favorite to talk about famous people. | Slap the boardLucky numbers | Chalkposter |  |
| 36 |  | ¤n tËp | 103 | - Further practice in adjective and adverb, modal verb, like, dislike, why, because, simple present tense, simple past tense, present progressive tense, future tense. | Slap the boardPre dialogueComprehension | TextbooksBoardChalkCassette |  |
|  | ¤n tËp | 104 | **Consolidation** |  |  |  |
|  | **KiÓm tra Häc kú II** | 105 |  |  |  |  |
| 37 | Ôn tập, hoàn thành chương trình, ... |

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| **Xét duyệt của tổ chuyên môn****Tổ trưởng** | **Người lập kế hoạch****Nguyễn Thị An** |
|  |  |

**Phê duyệt của Hiệu trưởng**