**Phụ lục I**

**KHUNG KẾ HOẠCH DẠY HỌC MÔN HỌC CỦA TỔ CHUYÊN MÔN**

(*Kèm theo Công văn số 4104/SGDĐT-GDTrH ngày 24/12/2020 của Sở GD và ĐT*)

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| **TRƯỜNG: THPT CHU VĂN AN**  **TỔ:** TA- GD-TIN  **Số: 1/ KHTA-GDKTPL-TIN** | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  **Độc lập - Tự do - Hạnh phúc** |

**KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN TA-GD-TIN**

(Năm học 2024 – 2025)

**MÔN HỌC: TIẾNG ANH, KHỐI LỚP 10,11,12**

**I. Đặc điểm tình hình**

**1. Số lớp: 19, Số học sinh:** 798

**2. Tình hình đội ngũ: Số giáo viên:** 4; **Trình độ đào tạo**: Cao đẳng: 0 Đại học: 2 ; Trên đại học: 2

**Mức đạt chuẩn nghề nghiệp giáo viên [[1]](#footnote-1):** Tốt: 3 Khá: 1

**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)*

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| --- | --- | --- | --- | --- |
| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
| 1 | Bảng tương tác | 2 |  |  |
| 2 | Record-player | 5 | Các tiết dạy nghe |  |
| 3 | Bảng phụ |  |  |  |
| 4 | Laptop | 3 |  |  |
| 5 | Tivi | 3 |  |  |

**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)*

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| --- | --- | --- | --- | --- |
| STT | Tên phòng | Số lượng | Phạm vi và nội dung sử dụng | Ghi chú |
| 1 | Phòng học bộ môn | 1 | Sử dụng dạy các bài học trên bảng tương tác |  |
| … |  |  |  |  |
|  |  |  |  |  |

**II. Kế hoạch dạy học[[2]](#footnote-2)**

1. **Phân phối chương trình**

**KHỐI 10**

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| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Tuần**  **(3)** | **Yêu Cầu cần đạt**  **(4)** |
| 1 | Unit 1: Getting started | 1 | 1 | By the end of this unit, students will be able to:  • pronounce the consonant blends /br/, /kr/, and /tr/ correctly in  isolation and in sentences;  • understand and use words and phrases related to family life;  • use the present simple to talk about something that happens regularly in the present, and the present continuous to talk about  activities happening at the moment of speaking;  • read for specific information in a text about the benefits of doing  housework for children;  • explain why children should or shouldn’t do housework;  • listen for specific information in a talk show about family life;  • write about family routines;  • express opinions;  • understand family values in the UK;  • do research on Family Day in Viet Nam or other countries and give a group presentation about it. |
| 2 | Unit 1: Language | 2 |
| 3 | Unit 1: Reading | 3 |
| 4 | Unit 1: Speaking | 4 | 2 |
| 5 | Unit 1: Listening | 5 |
| 6 | Unit 1: Writing | 6 |
| 7 | Unit 1: Communication & Culture/ CLIL | 7 | 3 |
| 8 | Unit 1: Looking back & Project | 8 |
| 9 | Unit 2: Getting started | 9 | By the end of this unit, students will be able to:  • pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;  • understand and use words and phrases related to human activities and the environment;  • use will and be going to to talk about the future;  • use the passive voice;  • read for main ideas and specific information in a text about green  living;  • talk about ways to live green;  • listen for specific information in an announcement about a green  event;  • write about ways to improve the environment;  • ask for and give advice;  • understand what a carbon footprint is;  • plan activities for a Go Green Weekend event and give a group presentation about the event. |
| 10 | Unit 2: Language | 10 | 4 |
| 11 | Unit 2: Reading | 11 |
| 12 | Unit 2: Speaking | 12 |
| 13 | Unit 2: Listening | 13 | 5 |
| 14 | Unit 2: Writing | 14 |
| 15 | Unit 2: Communication & Culture/ CLIL | 15 |
| 16 | Unit 2: Looking back & Project | 16 | 6 |
| 17 | Unit 3: Getting started | 17 | By the end of this unit, students will be able to:  • pronounce two-syllable words with correct stress;  • understand and use words and phrases related to music;  • use conjunctions to make compound sentences;  • use to-infinitives and bare infinitives after some verbs;  • read for specific information in a text about a famous TV music  show;  • talk about a TV music show;  • listen for gist and specific information in an interview about  a music festival;  • write a blog about an experiencesat a music event;  • make and respond to suggestions;  • identify chau van singing;  • do research on a form of traditional music in Viet Nam or another country and give a group presentation about it. |
| 18 | Unit 3: Language | 18 |
| 19 | Unit 3: Reading | 19 | 7 |
| 20 | Unit 3: Speaking | 20 |
| 21 | Unit 3: Listening | 21 |
| 22 | Unit 3: Writing | 22 | 8 |
| 23 | Unit 3: Communication & Culture/ CLIL | 23 |
| 24 | Unit 3: Looking back & Project | 24 |
| 25 | REVIEW 1: Language | 25 | 9 | Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary.  Knowledge:  - To revise the language and skills Ss have learnt in Units 1, 2, 3.  - To evaluate the knowledge students have achieved in unit 1, 2, 3.  Skills:  - Improve students’ skills of using language through the test. |
| 26,27 | REVIEW 1:Skills (1)+2+**Listening test** | 26,27 |
|  | **Mid-term Test** |  |
| 28 | 28 | 10 |
| 29 | Unit 4: Getting started | 29 | By the end of this unit, students will be able to:  • pronounce two-syllable words with the same spelling with correct stress;  • understand and use words and phrases related to community development; adjective suffixes: -ed vs. -ing; -ful vs. -less;  • use the past simple and past continuous with when and while;  • read for main ideas and specific information in a text about a volunteer club;  • talk about the benefits of volunteering activities;  • listen for specific information in an announcement for volunteers;  • write an application letter for volunteer work;  • express feelings;  • identify factual information about the Save the Children organisation and its activities to help Viet Nam;  • do research on a volunteer project in their community and give a group presentation about it. |
| 30 | Unit 4: Language | 30 |
| 31 | Unit 4: Reading | 31 | 11 |
| 32 | Unit 4: Speaking | 32 |
| 33 | Unit 4: Listening | 33 |
| 34 | Unit 4: Writing | 34 | 12 |
| 35 | Unit 4: Communication & Culture/ CLIL | 35 |
| 36 | Unit 4: Looking back & Project | 36 |
| 37 | Unit 5: Getting started | 37 | 13 | By the end of this unit, students will be able to:  • pronounce common three-syllable nouns with correct stress;  • understand and use words and phrases related to inventions;  • use the present perfect, gerunds, and to-infinitives correctly;  • read for main ideas and specific information in a text about an  invention;  • talk about inventions and their uses;  • listen to instructions on how to use an invention for specific  information;  • write about the benefits of an invention;  • make and respond to requests;  • understand computer hardware;  • collect information about an existing invention for the classroom or creat a new one and give a group presentation about it. |
| 38 | Unit 5: Language | 38 |
| 39 | Unit 5: Reading | 39 |
| 40 | Unit 5: Speaking | 40 | 14 |
| 41 | Unit 5: Listening | 41 |
| 42 | Unit 5: Writing | 42 |
| 43 | Unit 5: Communication & Culture/ CLIL | 43 | 15 |
| 44 | Unit 5: Looking back & Project | 44 |
| 45 | REVIEW 2: Language | 45 | Review 2 is aimed at revising the language and skills Ss have learnt in Units 4 - 5. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 46 | REVIEW 2: Skills (1) | 46 | 16 |
| 47 | REVIEW 2: Skills (2) | 47 |
| 48 | **Revision for end-of term test** | 48 | Knowledge:  - Review what they have learnt in Unit 1, 2, 3, 4, 5: Vocabulary and Grammar.  Skills: |
| 49 | **End-of-term test** | 49 | 17 | - Test students’ language skills: Reading, Speaking, Listening, Writing. |
| 50 | 50 |
| 51 | Feedback and correction | 51 | Knowledge:  - To correct the mistakes and errors students have made in the test.  Skills:  - Improve students’ skills of using language. |
| 52 | Unit 6: Getting Started | 52 | 18 | By the end of this unit, students will be able to:  • pronounce three-syllable adjectives and verbs with correct stress;  • understand and use words and phrases related to gender equality;  • use the passive voice with modals;  • read for specific information in a text about gender equality;  • talk about career choices;  • listen for specific information in a talk about the first woman in space;  • write about jobs for men and women.  • express agreement and disagreement;  • learn about women’s football;  • do a survey on students’ future jobs and report survey results. |
| 53 | Unit 6: Language | 53 |
| 54 | Unit 6: Reading | 54 |
| 55 | Unit 6: Speaking | 55 | 19 |
| 56 | Unit 6: Listening | 56 |
| 57 | Unit 6: Writing | 57 |
| 58 | Unit6: Communication & Culture/CLIL | 58 | 20 |
| 59 | Unit 6: Looking back & Project | 59 |
| 60 | Unit 7: Getting started | 60 | By the end of this unit, students will be able to:  • pronounce words with more than three syllables with correct stress;  • understand and use words and phrases related to international organisations;  • use comparative and superlative adjectives;  • read for specific information in a text about UNICEF’s support for Viet Nam’s education;  • talk about programmes for communities;  • listen for specific information in a conversation about Viet Nam’s participation in international organisations;  • write about Viet Nam's participation in international organisations;  • make and respond to invitations;  • learn about FAO and its activities to support Viet Nam;  • do research on an international organisation and give a group presentation about it. |
| 61 | Unit 7: Language | 61 | 21 |
| 62 | Unit 7: Reading | 62 |
| 63 | Unit 7: Speaking | 63 |
| 64 | Unit 7: Listening | 64 | 22 |
| 65 | Unit 7: Writing | 65 |
| 66 | Unit 7: Communication & Culture/ CLIL | 66 |
| 67 | Unit 7: Looking back & Project | 67 | 23 |
| 68 | Unit 8: Getting started | 68 | By the end of this unit, students will be able to:  • identify and use sentence stress appropriately;  • understand and use words and phrases related to different ways  of learning;  • understand and use defining and non-defining relative clauses with  who, that, which, and whose;  • read for main ideas and specific information in a text about online and face-to-face learning;  • talk about the advantages and disadvantages of online learning;  • listen to instructions on how to prepare for a blended learning class for specific information;  • write about the benefits of blended learning;  • give instructions;  • learn about modern schools;  • do a survey to find out how students use electronic devices to learn and report survey results in a group presentation. |
| 69 | Unit 8: Language | 69 |
| 70 | Unit 8: Reading | 70 | 24 |
| 71 | Unit 8: Speaking | 71 |
| 72 | Unit 8: Listening | 72 |
| 73 | Unit 8: Writing | 73 | 25 |
| 74 | Unit 8: Communication & Culture/ CLIL | 74 |
| 75 | Unit 8: Looking back & Project | 75 |
| 76 | REVIEW 3: Language | 76 | 26 | Review 3 is aimed at revising the language and skills Ss have learnt in Units 6 – 8. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 77 | REVIEW 3: Skills (1) | 77 |
| 78 | REVIEW 3: Skills (2) | 78 |
| 79 | REVIEW 3: Skills (2)+ **Test listening** | 79 | 27 | Knowledge:  - To revise the language and skills Ss have learnt in Units 6-8  - To evaluate the knowledge students have achieved in unit 6, 7, 8.  Skills:  - Improve students’ skills of using language through the test. |
| 80 | **Mid-term test** | 80 |
| 81 | Unit 9: Getting started | 81 | By the end of this unit, students will be able to:  • use sentence stress appropriately to speak with a natural rhythm;  • understand and use words and phrases related to the environment and ways to protect it;  • use reported speech.  • read for main ideas and specific information in a text about environmental problems;  • talk about environmental solutions;  • listen for specific information in a conversation about ways to protect endangered animals;  • write about a wildlife organisation;  • make and respond to apologies;  • learn about Earth Hour;  • do research on a local or an international environmental organisation and give a group presentation about it. |
| 82 | Unit 9: Language | 82 | 28 |
| 83 | Unit 9: Reading | 83 |
| 84 | Unit 9: Speaking | 84 |
| 85 | Unit 9: Listening | 85 | 29 |
| 86 | Unit 9: Writing | 86 |
| 87 | Unit 9: Communication & Culture/ CLIL | 87 |
| 88 | Unit 9: Looking back & Project | 88 | 30 |
| 89 | Unit 10: Getting started | 89 | By the end of this unit, students will be able to:  • identify intonation patterns and use appropriate intonation (i.e. rising or falling tone);  • understand and use words and phrases related to ecotourism;  • use conditional sentences Type 1 and Type 2 correctly;  • read for specific information in a brochure about ecotours;  • talk about how to become an ecotourist;  • listen for specific information in a tour guide speech welcoming  ecotourists in the Mekong Delta;  • write a website advertisement for an ecotour;  • ask for and give advice;  • understand the differences between types of tourism and their impact on the environment;  • design an ecotour to a local attraction and give a group presentation about it. |
| 90 | Unit 10: Language | 90 |
| 91 | Unit 10: Reading | 91 | 31 |
| 92 | Unit 10: Speaking | 92 |
| 93 | Unit 10: Listening | 93 |
| 94 | Unit 10: Writing | 94 | 32 |
| 95 | Unit 10: Communication & Culture/ CLIL | 95 |
| 96 | Unit 10: Looking back & Project | 96 |
| 97 | REVIEW 4: Language | 97 | 33 | Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 98 | REVIEW 4: Skills (1) | 98 |
| 99 | REVIEW 4: Skills (2) | 99 |
| 100 | Revision for end-of term test | 100 | 34 |  |
| 101 | Revision for end-of term test | 101 |
| 102 | Revision for end-of term test | 102 |
| 103 | **End-of-term test** | 103 | 35 | Knowledge:  - To revise the language and skills Ss have learnt in Units 6-10.  - To evaluate the knowledge students have achieved in unit 6, 7, 8, 9, 10.  Skills:  - Improve students’ skills of using language through the test. |
| 104 | 104 |
| 105 | 105 |

**KHỐI 11**

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| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Tuần**  **(3)** | **Yêu Cầu cần đạt**  **(4)** |
| 1 | Unit 1: Getting started | 1 | 1 | By the end of this unit, students will be able to:  • identify and pronounce strong and weak forms of auxiliary verbs;  • understand and use words and phrases related to health and fitness;  • use the past simple and the present perfect correctly;  • read for main ideas and specific information in an article about living a long and healthy life;  • give instructions for an exercise routine;  • listen for main ideas and specific information in a TV chat show about food and health;  • write a short message in response to an invitation;  • offer help and respond to offers;  • identify the main differences between bacteria and viruses;  • design a poster about a healthy habit and give a poster presentation about it. |
| 2 | Unit 1: Language | 2 |
| 3 | Unit 1: Reading | 3 |
| 4 | Unit 1: Speaking | 4 | 2 |
| 5 | Unit 1: Listening | 5 |
| 6 | Unit 1: Writing | 6 |
| 7 | Unit 1: Communication & Culture/ CLIL | 7 | 3 |
| 8 | Unit 1: Looking back & Project | 8 |
| 9 | Unit 2: Getting started | 9 | By the end of this unit, students will be able to:  • identify and pronounce contracted forms correctly in sentences;  • understand and use words and phrases related to generational  differences;  • use modal verbs: must, have to, and should;  • read for main ideas and specific information in an article about different generations;  • talk about the different generations of a family; start a conversation and discussion;  • listen for specific information in a conversation about family conflicts;  • write an opinion essay about limiting teenagers’ screen time;  • understand the generation gap in Asian American families;  • carry out a survey to find out generational differences in families and give a group presentation about them. |
| 10 | Unit 2: Language | 10 | 4 |
| 11 | Unit 2: Reading | 11 |
| 12 | Unit 2: Speaking | 12 |
| 13 | Unit 2: Listening | 13 | 5 |
| 14 | Unit 2: Writing | 14 |
| 15 | Unit 2: Communication & Culture/ CLIL | 15 |
| 16 | Unit 2: Looking back & Project | 16 | 6 |
| 17 | Unit 3: Getting started | 17 | By the end of this unit, students will be able to:  • link final consonants to initial vowels in sentences;  • understand and use words and phrases related to cities and smart living;  • use stative verbs in the continuous form, and linking verbs;  • read for specific information in an article about the characteristics of future cities;  • discuss cities of the future and keep a conversation going by asking Wh-questions;  • listen for main ideas and specific information in an interview about the disadvantages of living in a smart city;  • write an article about the advantages and disadvantages of living in a smart city;  • express certainty and uncertainty;  • recognise features of smart cities around the world;  • design a poster about the ideal city of the future and give a poster  presentation about it. |
| 18 | Unit 3: Language | 18 |
| 19 | Unit 3: Reading | 19 | 7 |
| 20 | Unit 3: Speaking | 20 |
| 21 | Unit 3: Listening | 21 |
| 22 | Unit 3: Writing | 22 | 8 |
| 23 | Unit 3: Communication & Culture/ CLIL | 23 |
| 24 | Unit 3: Looking back & Project | 24 |
| 25 | REVIEW 1: Language | 25 | 9 | Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 26 | REVIEW 1: Skills (1) | 26 |
| 27 | REVIEW 1: Skills (2) **+ Test listening** | 27 |
| 28 | **Mid-term Test** | 28 | 10 |
| 29 | Unit 4: Getting started | 29 | By the end of this unit, students will be able to:  • identify and pronounce words with elision of vowels in isolation and in sentences;  • understand and use words and phrases related to ASEAN;  • use gerunds as subjects and objects;  • read for main ideas and specifіc information in news items about  ASEAN countries;  • discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions;  • listen for main ideas and specifіc information in a conversation about an ASEAN school tour programme;  • write a proposal for a welcome event;  • give compliments and respond;  • understand when and how people celebrate the New Year in ASEAN;  • do research about an ASEAN member and give a presentation about it. |
| 30 | Unit 4: Language | 30 |
| 31 | Unit 4: Reading | 31 | 11 |
| 32 | Unit 4: Speaking | 32 |
| 33 | Unit 4: Listening | 33 |
| 34 | Unit 4: Writing | 34 | 12 |
| 35 | Unit 4: Communication & Culture/ CLIL | 35 |
| 36 | Unit 4: Looking back & Project | 36 |
| 37 | Unit 5: Getting started | 37 | 13 | By the end of this unit, students will be able to:  • use sentence stress appropriately to speak with a natural rhythm;  • understand and use words and phrases related to global warming;  • use present participle and past participle clauses correctly;  • read for main ideas and specific information in an article about the  UN Climate Change Conference;  • talk about human activities and global warming, and present ideas clearly in a discussion;  • listen for main ideas and specific information in a talk about black carbon and global temperature;  • write a leaflet to persuade people to reduce black carbon emissions;  • give warnings and respond;  • understand the environmental impact of farming and how to reduce it;  • carry out a survey to find out how local people try to limit global warming and present the survey results to the class. |
| 38 | Unit 5: Language | 38 |
| 39 | Unit 5: Reading | 39 |
| 40 | Unit 5: Speaking | 40 | 14 |
| 41 | Unit 5: Listening | 41 |
| 42 | Unit 5: Writing | 42 |
| 43 | Unit 5: Communication & Culture/ CLIL | 43 | 15 |
| 44 | Unit 5: Looking back & Project | 44 |
| 45 | REVIEW 2: Language | 45 | Review 2 is aimed at revising the language and skills Ss have learnt in Units 4 - 5. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 46 | REVIEW 2: Skills (1) | 46 | 16 |
| 47 | REVIEW 2: Skills (2) | 47 |
| 48 | **Revision for end-of term test** | 48 | Knowledge:  - Review what they have learnt in Unit 1, 2, 3, 4, 5: Vocabulary and Grammar. |
| 49 | **End-of-term test** | 49 | 17 | - Test students’ language skills: Reading, Speaking, Listening, Writing. |
| 50 | 50 |
| 51 | Feedback and correction | 51 | Knowledge:  - To correct the mistakes and errors students have made in the test.  Skills:  - Improve students’ skills of using language. |
| 52 | Unit 6: Getting Started | 52 | 18 | By the end of this unit, students will be able to:  • use falling and level-rising intonation in statements, commands, and lists;  • understand and use words and phrases related to preserving heritage; |
| 53 | Unit 6: Language | 53 |
| 54 | Unit 6: Reading | 54 |
| 55 | Unit 6: Speaking | 55 | 19 | By the end of this unit, students will be able to:  • use falling and level-rising intonation in statements, commands, and lists;  • understand and use words and phrases related to preserving heritage;  • use to-infinitive clauses to express purpose and modify nouns or noun phrases;  • read for main ideas and specific information in an article about an ideas competition;  • discuss ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement;  • listen for main ideas and specific information in a tour guide’s talk about Trang An Scenic Landscape Complex;  • write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex;  • ask for and give directions;  • learn about initiatives to preserve heritage around the world;  • propose ways to preserve a type of heritage, and give a group presentation about it. |
| 56 | Unit 6: Listening | 56 |
| 57 | Unit 6: Writing | 57 |
| 58 | Unit 6: Communication & Culture/CLIL | 58 | 20 |
| 59 | Unit 6: Looking back & Project | 59 |
| 60 | Unit 7: Getting started | 60 | By the end of this unit, students will be able to:  • use rising and falling intonation in Wh- and Yes/No questions;  • understand and use words and phrases related to education after leaving school;  • use perfect gerunds and perfect participle clauses correctly;  • read for main ideas and specific information in an article about different study options after leaving school;  • discuss the benefits of vocational training and academic study, and end a conversation or discussion;  • listen for main ideas and specific information in a conversation about courses provided at a vocational school;  • write a request letter to ask for information about vocational school courses;  • make an appointment;  • understand the UK education after secondary school;  • do research on an educational institution and present the information to the class. |
| 61 | Unit 7: Language | 61 | 21 |
| 62 | Unit 7: Reading | 62 |
| 63 | Unit 7: Speaking | 63 |
| 64 | Unit 7: Listening | 64 | 22 |
| 65 | Unit 7: Writing | 65 |
| 66 | Unit 7: Communication & Culture/ CLIL | 66 |
| 67 | Unit 7: Looking back & Project | 67 | 23 |
| 68 | Unit 8: Getting started | 68 | By the end of this unit, students will be able to:  • use fall-rise intonation in invitations, suggestions, and polite requests;  • understand and use words and phrases related to teen independence;  • use cleft sentences with It is/was ... that/who … correctly;  • read for main ideas and specific information in an article about how teens can become independent;  • give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions;  • listen for main ideas and specific information in a conversation about becoming independent learners;  • write an article about the pros and cons of self-study;  • express best wishes and respond;  • understand how American teenagers become independent;  • create a detailed plan to develop a life skill and present it to the class. |
| 69 | Unit 8: Language | 69 |
| 70 | Unit 8: Reading | 70 | 24 |
| 71 | Unit 8: Speaking | 71 |
| 72 | Unit 8: Listening | 72 |
| 73 | Unit 8: Writing | 73 | 25 |
| 74 | Unit 8: Communication & Culture/ CLIL | 74 |
| 75 | Unit 8: Looking back & Project | 75 |
| 76 | REVIEW 3: Language | 76 | 26 | Review 3 is aimed at revising the language and skills Ss have learnt in Units 6 – 8. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 77 | REVIEW 3: Skills (1) | 77 |
| 78 | REVIEW 3: Skills (2) | 78 |
| 79 | REVIEW 3: Skills (2) + **Test listening** | 79 | 27 |  |
| 80 | **Mid-term test** | 80 |  |
| 81 | Unit 9: Getting started | 81 | By the end of this unit, students will be able to:  • use rising and falling intonation in choice questions;  • understand and use words and phrases related to social issues;  • use linking words and phrases to connect ideas, clauses, or sentences;  • read for main ideas and specific information in an article about peer pressure;  • talk about experiences of peer pressure and respond to peer pressure situations;  • listen for specific information in a conversation about types of bullying;  • write a proposal for a school campaign against cyberbullying;  • express disappointment and sympathy;  • understand some of the social problems facing teens in the US today;  • plan activities for a campaign to raise people’s awareness about a social issue and give a group presentation about it. |
| 82 | Unit 9: Language | 82 | 28 |
| 83 | Unit 9: Reading | 83 |
| 84 | Unit 9: Speaking | 84 |
| 85 | Unit 9: Listening | 85 | 29 |
| 86 | Unit 9: Writing | 86 |
| 87 | Unit 9: Communication & Culture/ CLIL | 87 |
| 88 | Unit 9: Looking back & Project | 88 | 30 |
| 89 | Unit 10: Getting started | 89 | By the end of this unit, students will be able to:  • use rising and falling intonation in question tags;  • understand and use words and phrases related to ecosystems;  • understand and use compound nouns;  • read for main ideas and specific information in an article about a national park;  • talk about ways to protect local biodiversity and respond to situations that may harm the environment;  • listen for specific information in a talk about the human impact on ecosystems, and make predictions;  • write an opinion essay about spending money on restoring local ecosystems;  • express likes and dislikes;  • understand how ecosystems around the world are protected and  restored;  • design a poster about a local ecosystem and how to restore/protect it, and present it to the class. |
| 90 | Unit 10: Language | 90 |
| 91 | Unit 10: Reading | 91 | 31 |
| 92 | Unit 10: Speaking | 92 |
| 93 | Unit 10: Listening | 93 |
| 94 | Unit 10: Writing | 94 | 32 |
| 95 | Unit 10: Communication & Culture/ CLIL | 95 |
| 96 | Unit 10: Looking back & Project | 96 |
| 97 | REVIEW 4: Language | 97 | 33 | Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 98 | REVIEW 4: Skills (1) | 98 |
| 99 | REVIEW 4: Skills (2) | 99 |
| 100 | Revision for end-of term test | 100 | 34 | Knowledge:  - To revise the language and skills Ss have learnt in Units 6-10.  - To evaluate the knowledge students have achieved in unit 6, 7, 8, 9, 10. |
| 101 | Revision for end-of term test | 101 |
| 102 | Revision for end-of term test | 102 |
| 103 | **End-of-term test** | 103 | 35 | Skills:  - Improve students’ skills of using language through the test. |
| 104 | 104 |
| 105 | 105 |

**KHỐI 12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Tuần**  **(3)** | **Yêu Cầu cần đạt**  **(4)** |
| 1 | Unit 1: Getting started | 1 | 1 | By the end of this unit, students will be able to:  • identify and pronounce diphthongs /ei/,…  • understand and use words and phrases related to life stories  • use the past simple and the past continuous correctly;  • read for main ideas and specific information in an article about Steve Jobs”life and achievements  • talking about the lives of two national heroes of VN  • listen for main ideas and specific information in a talk about Walt Disney”s life  • Synthesising and summarising information to write a biography of Walt Disney  • Expressing pleasure and responding to  • Famous queens in woeld history  • design a visual story of a person’s life |
| 2 | Unit 1: Language | 2 |
| 3 | Unit 1: Reading | 3 |
| 4 | Unit 1: Speaking | 4 | 2 |
| 5 | Unit 1: Listening | 5 |
| 6 | Unit 1: Writing | 6 |
| 7 | Unit 1: Communication & Culture/ CLIL | 7 | 3 |
| 8 | Unit 1: Looking back & Project | 8 |
| 9 | Unit 2: Getting started | 9 | By the end of this unit, students will be able to:  • identify and pronounce diphthongs  • understand and use words and phrases related to cultural diversity  • use articles  • read for main ideas and specific information in an article about globalisation and cultural diversity  • discussing and planning a cultural diversity day  • listen for specific information in an interview about Halloween in VN  • write an opinion essay on the impact of world festivals on young Vnese people  • Making introductions and responding to them  • Doing research on a country’s culture |
| 10 | Unit 2: Language | 10 | 4 |
| 11 | Unit 2: Reading | 11 |
| 12 | Unit 2: Speaking | 12 |
| 13 | Unit 2: Listening | 13 | 5 |
| 14 | Unit 2: Writing | 14 |
| 15 | Unit 2: Communication & Culture/ CLIL | 15 |
| 16 | Unit 2: Looking back & Project | 16 | 6 |
| 17 | Unit 3: Getting started | 17 | By the end of this unit, students will be able to:  • Diphthongs  • understand and use words and phrases related to green living  • use verbs with prepositions relative clauses refering to a whole sentence  • read for specific information in emails about going green with plastics  • discuss ways to reduce, reuse, and recycle paper and expresing opinions  • listen for main ideas and specific information a conversation about creating a compost pile  • write a problem- solving report on green solution  • Making predictions  • How green are our festival tradition?  • design a leaflet promoting an eco-friendly habit |
| 18 | Unit 3: Language | 18 |
| 19 | Unit 3: Reading | 19 | 7 |
| 20 | Unit 3: Speaking | 20 |
| 21 | Unit 3: Listening | 21 |
| 22 | Unit 3: Writing | 22 | 8 |
| 23 | Unit 3: Communication & Culture/ CLIL | 23 |
| 24 | Unit 3: Looking back & Project | 24 |
| 25 | REVIEW 1: Language | 25 | 9 | Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 26 | REVIEW 1: Skills (1) | 26 |
| 27 | REVIEW 1: Skills (2) **+ Test listening** | 27 |
| 28 | **Mid-term Test** | 28 | 10 |
| 29 | Unit 4: Getting started | 29 | By the end of this unit, students will be able to:  • unstressed words in connected speech  • understand and use words and phrases related to urbanisation  • use present perfect, double comparatives to show change  • read for main ideas and specifіc information in an article about the urbanisation of HN  • Talk about the changes in a living area  • listen for main ideas and specifіc information in a radio talk about urbanisation  • Describing a line graph about trends in urbanisation  • Make complaints and responding to the  • Urbanisation in Malaysia and Australia  • do research on an urban area in VN |
| 30 | Unit 4: Language | 30 |
| 31 | Unit 4: Reading | 31 | 11 |
| 32 | Unit 4: Speaking | 32 |
| 33 | Unit 4: Listening | 33 |
| 34 | Unit 4: Writing | 34 | 12 |
| 35 | Unit 4: Communication & Culture/ CLIL | 35 |
| 36 | Unit 4: Looking back & Project | 36 |
| 37 | Unit 5: Getting started | 37 | 13 | By the end of this unit, students will be able to:  • use sentence stressing auxiliary and modal verbs  • understand and use words and phrases related to work  • use simple, compound, and complex sentences correctly;  • read for main ideas and specific information in job advertisments  • Give opinions about different jobs  • listen for main ideas and specific information in a phone conversation about a job vacancy  • write a job application letter.  • Express anxiety and responding to it  • Unusual jobs around the world  • Do research on an urban area in VN |
| 38 | Unit 5: Language | 38 |
| 39 | Unit 5: Reading | 39 |
| 40 | Unit 5: Speaking | 40 | 14 |
| 41 | Unit 5: Listening | 41 |
| 42 | Unit 5: Writing | 42 |
| 43 | Unit 5: Communication & Culture/ CLIL | 43 | 15 |
| 44 | Unit 5: Looking back & Project | 44 |
| 45 | REVIEW 2: Language | 45 | Review 2 is aimed at revising the language and skills Ss have learnt in Units 4 - 5. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 46 | REVIEW 2: Skills (1) | 46 | 16 |
| 47 | REVIEW 2: Skills (2) | 47 |
| 48 | **Revision for end-of term test** | 48 | Knowledge:  - Review what they have learnt in Unit 1, 2, 3, 4, 5: Vocabulary and Grammar. |
| 49 | **End-of-term test** | 49 | 17 | - Test students’ language skills: Reading, Speaking, Listening, Writing. |
| 50 | 50 |
| 51 | Feedback and correction | 51 | Knowledge:  - To correct the mistakes and errors students have made in the test.  Skills:  - Improve students’ skills of using language. |
| 52 | Unit 6: Getting Started | 52 | 18 | By the end of this unit, students will be able to:  • use homophones  • understand and use words and phrases related to science and technology |
| 53 | Unit 6: Language | 53 |
| 54 | Unit 6: Reading | 54 |
| 55 | Unit 6: Speaking | 55 | 19 | • use active and passive causatives  • understand and use words and phrases related to applications in education  • Discus applications of Al in education  • listen for main ideas and specific information in instructions for operating a home robot in a conversation with an Al expert  • write an essay about the advantages an disadvantages of home robots  • Get ettention and interrupting  • The evolution of robots  • Do research or design a new Al application in our daily lives |
| 56 | Unit 6: Listening | 56 |
| 57 | Unit 6: Writing | 57 |
| 58 | Unit 6: Communication & Culture/CLIL | 58 | 20 |
| 59 | Unit 6: Looking back & Project | 59 |
| 60 | Unit 7: Getting started | 60 | By the end of this unit, students will be able to:  • Linking /r/ between two vowels  • understand and use words and phrases related to the mass media  • use adverbial clauses of manner and result correctly;  • read for main ideas and specific information in an article about comparing digital media and traditional media  • Compare different types of mass media  • listen for main ideas and specific information and attitudes towards fake news on the internet  • Describe pie charts  • make small talk  • Mass media types around the world  • Compare two types of mass media |
| 61 | Unit 7: Language | 61 | 21 |
| 62 | Unit 7: Reading | 62 |
| 63 | Unit 7: Speaking | 63 |
| 64 | Unit 7: Listening | 64 | 22 |
| 65 | Unit 7: Writing | 65 |
| 66 | Unit 7: Communication & Culture/ CLIL | 66 |
| 67 | Unit 7: Looking back & Project | 67 | 23 |
| 68 | Unit 8: Getting started | 68 | By the end of this unit, students will be able to:  • use assimilation  • understand and use words and phrases related to conserving wildlife  • use adverbial clauses of condition and comparision correctly;  • read for main ideas and specific information in news items about wildlife conservation  • Suggest activities for a wildlife conservation event  • listen for main ideas and specific information in a talk about the threats facing tigers  • write a prolem-solving report on protecting tigers  • express concern  • Design a poster about an endangered species |
| 69 | Unit 8: Language | 69 |
| 70 | Unit 8: Reading | 70 | 24 |
| 71 | Unit 8: Speaking | 71 |
| 72 | Unit 8: Listening | 72 |
| 73 | Unit 8: Writing | 73 | 25 |
| 74 | Unit 8: Communication & Culture/ CLIL | 74 |
| 75 | Unit 8: Looking back & Project | 75 |
| 76 | REVIEW 3: Language | 76 | 26 | Review 3 is aimed at revising the language and skills Ss have learnt in Units 6 – 8. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 77 | REVIEW 3: Skills (1) | 77 |
| 78 | REVIEW 3: Skills (2) | 78 |
| 79 | REVIEW 3: Skills (2) + **Test listening** | 79 | 27 |  |
| 80 | **Mid-term test** | 80 |  |
| 81 | Unit 9: Getting started | 81 | By the end of this unit, students will be able to:  • use sentence streess and rhythm  • understand and use words and phrases related to a career path  • use three-word phrasal verbs  • read for main ideas and specific information in an article about things to consider when choosing a career path, and understanding text structure.  • talk about the things to consider when following different career paths  • listen for specific information in a conversation about a career in teaching  • write a curriculum vitae  • ask for and giving clarification  • in-demand careers for the future  • do a survey on school-leavers’ career plans |
| 82 | Unit 9: Language | 82 | 28 |
| 83 | Unit 9: Reading | 83 |
| 84 | Unit 9: Speaking | 84 |
| 85 | Unit 9: Listening | 85 | 29 |
| 86 | Unit 9: Writing | 86 |
| 87 | Unit 9: Communication & Culture/ CLIL | 87 |
| 88 | Unit 9: Looking back & Project | 88 | 30 |
| 89 | Unit 10: Getting started | 89 | By the end of this unit, students will be able to:  • use intonation in question  • understand and use words and phrases related to lifelong learning  • understand and use reported speech reporting orders requests, offers, and advice  • read for main ideas and specific information in a head teacher’s message to school-leavers  • talk about great role models for lifelong learning  • listen for specific information in a talk about the challenges of lifelong learning  • synthesis and summarize information to write an article about the benefits and challenges of lifelong learning  • thank and accepting thanks  • one of the oldest university graduates  • design a leaflet about a lifelong learning habit |
| 90 | Unit 10: Language | 90 |
| 91 | Unit 10: Reading | 91 | 31 |
| 92 | Unit 10: Speaking | 92 |
| 93 | Unit 10: Listening | 93 |
| 94 | Unit 10: Writing | 94 | 32 |
| 95 | Unit 10: Communication & Culture/ CLIL | 95 |
| 96 | Unit 10: Looking back & Project | 96 |
| 97 | REVIEW 4: Language | 97 | 33 | Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| 98 | REVIEW 4: Skills (1) | 98 |
| 99 | REVIEW 4: Skills (2) | 99 |
| 100 | Revision for end-of term test | 100 | 34 | Knowledge:  - To revise the language and skills Ss have learnt in Units 6-10.  - To evaluate the knowledge students have achieved in unit 6, 7, 8, 9, 10. |
| 101 | Revision for end-of term test | 101 |
| 102 | Revision for end-of term test | 102 |
| 103 | **End-of-term test** | 103 | 35 | Skills:  - Improve students’ skills of using language through the test. |
| 104 | 104 |
| 105 | 105 |

**2. Chuyên đề lựa chọn (đối với cấp trung học phổ thông)**

**3. Kiểm tra, đánh giá định kỳ**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bài kiểm tra, đánh giá | Thời gian  (1) | Thời điểm  (2) | Yêu cầu cần đạt  (3) | Hình thức  (4) |
| Giữa Học kỳ 1 | - Khối 10: 60 phút  - Khối 11: 60 phút  - Khối 12: 60 phút | Tuần 9+10  Tuần 9,10  Tuần 9,10 | **- Khối 10:**  + Nghe: Topics related to Units 1-2-3  + Stress in two -syllable words  (in Units 1, 2 & 3)  +Vocabulary: Word meaning,Collocation/ Preposition, Word form  +Grammar:To-Infinitive/Bare-Infinitive/ Present simple/ Present continuous, Will/ Be going to/ coordinating conjunction (**and, or, but, so, yet, for**)  **+** Cloze Text  + Reading comprehension: Unit 1,2,3  +Error identification  +Sentence transformation  **- Khối 11**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 1- 3 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm các âm unit 1,2,3*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: *Thì của động từ, câu điều kiện*  **+** Vocabulary: Unit 1,2,3  + Cloze test: Unit 1,2,3  + Reading comprehension: Unit 1,2,3  +Error identification  +Sentence transformation  **- Khối 12:**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 1- 3 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của đuôi* ***“s”***  *- Cách phất âm của đuôi* ***“ed”***  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: *Thì của động từ, câu bị động*, *câu gián tiếp*  **+** Vocabulary: Unit 1,2,3  + Cloze test: Unit 1,2,3  + Reading comprehension: Unit 1,2,3  +Error identification  +Sentence transformation | Viết + nghe |
| Cuối Học kỳ 1 | - Khối 10: 60 phút  - Khối 11: 60 phút  - Khối 12; 60 phút | Tuần 17  Tuần 17  Tuần 17 | **- Khối 10**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 1- 5 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của những âm đã học từ unit 1-5*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , câu so sánh, bị động với modal, tường thuật, mệnh đề quan hệ  **+** Vocabulary: Unit 1-5  + Cloze test: Unit 1-5  + Reading comprehension: Unit 1-5  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học  **- Khối 11**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 1- 8 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của những âm đã học từ unit 1-8*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , câu điều kiện, câu gián tiếp  **+** Vocabulary: Unit 1-8  + Cloze test: Unit 1-8  + Reading comprehension: Unit 1-8  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học  **- Khối 12**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 1- 8 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của đuôi* ***“s”***  *- Cách phất âm của đuôi* ***“ed”***  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , câu bị động, câu gián tiếp (dạng statements), câu gián tiếp (dùng to V/ V-ing),mệnh đề quan hệ, mệnh đề quan hệ rút gọn  **+** Vocabulary: Unit 1-8  + Cloze test: Unit 1-8  + Reading comprehension: Unit 1-8  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học | Viết + nghe+ nói |
| Giữa Học kỳ 2 | - Khối 10: 60 phút  - Khối 11: 60 phút  - Khối 12: 60 phút | Tuần 27  Tuần 27  Tuần 27 | **- Khối 10**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 6- 8 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm các âm thuộc các bài 6-8*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ, bị động của động từ khiếm khuyết, câu so sánh, mệnh đề quan hệ  **+** Vocabulary: Unit 6-8  + Cloze test: Unit 6-8  + Reading comprehension: Unit 6-8  +Error identification  +Sentence transformation  **- Khối 11**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 9- 11 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm các âm thuộc các bài 9-11*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ, mệnh đề quan hệ  **+** Vocabulary: Unit 9-11  + Cloze test: Unit 9-11  + Reading comprehension: Unit 9-11  +Error identification  +Sentence transformation  **- Khối 12**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 10- 12 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của đuôi* ***“s”***  *- Cách phất âm của đuôi* ***“ed”***  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , câu bị động, câu gián tiếp (dạng statements), câu gián tiếp (dùng to V/ V-ing),mệnh đề quan hệ, mệnh đề quan hệ rút gọn, modal verbs  **+** Vocabulary: Unit 10-12  + Cloze test: Unit 10-12  + Reading comprehension: Unit 10-12  +Error identification  +Sentence transformation | Viết + nghe |
| Cuối Học kỳ 2 | Khối 10: 60 phút  Khối 11: 60 phút  Khối 12; 60 phút | Tuần 35  Tuần 35  Tuần 35 | **- Khối 10**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 6- 10 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của những âm đã học từ unit 6-10*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Các chủ điểm học trong bài 9,10  **+** Vocabulary: Unit 6-10  + Cloze test: Unit 6-10  + Reading comprehension: Unit 6-10  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học  **- Khối 11**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 9- 16 ( bỏ 15) và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của những âm đã học từ unit 9-16 (bỏ 15)*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , mệnh đề quan hệ, câu chẻ, câu hỏi đuôi, câu bị động đặt biệt  **+** Vocabulary: Unit 9-16  + Cloze test: Unit 9-16  + Reading comprehension: Unit 9-16  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học  **- Khối 12**  **+** Nghe một đoạn hội thoại khoảng 1-1.5 phút thuộc các chủ đề liên quan bài 10- 16 và trả lời câu hỏi True/false  +Phonology  *- Cách phát âm của những âm đã học từ unit 10-16*  *- Trọng âm của những từ có hai âm tiết*  *- Trọng âm của những từ có ba âm tiết*  + Grammar: Thì của động từ , câu so sánh, động từ có 2 từ, mệnh đề trạng ngữ chỉ thời gian  **+** Vocabulary: Unit 10-16  + Cloze test: Unit 10-16  + Reading comprehension: Unit 10-16  +Error identification  +Sentence transformation  **Theme speaking**  Nói theo các chủ đề đã học | Viết + nghe + nói |

*(1) Thời gian làm bài kiểm tra, đánh giá.*

*(2) Tuần thứ, tháng, năm thực hiện bài kiểm tra, đánh giá.*

*(3) Yêu cầu (mức độ) cần đạt đến thời điểm kiểm tra, đánh giá (theo phân phối chương trình).*

*(4) Hình thức bài kiểm tra, đánh giá: viết (trên giấy hoặc trên máy tính); bài thực hành; dự án học tập.*

**III. Các nội dung khác (nếu có)**

**1. Bồi dưỡng học sinh giỏi môn Tiếng Anh**

**2. Tổ chức hoạt động giáo dục cho sinh**

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| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **TỔ TRƯỞNG**  *(Ký và ghi rõ họ tên)*    *PHẠM THỊ THANH GIANG* | *Cần Đước, ngày 15 tháng 9 năm 2024*  **HIỆU TRƯỞNG**  *(Ký và ghi rõ họ tên)* | |  |  |

1. Theo Thông tư số 20/2018/TT-BGDĐT ngày 22/8/2018 ban hành quy định chuẩn nghề nghiệp giáo viên cơ sở giáo dục phổ thông. [↑](#footnote-ref-1)
2. Đối với tổ ghép môn học: khung phân phối chương trình cho các môn [↑](#footnote-ref-2)