**Phụ lục I**

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| **TRƯỜNG:** THPT TRẦN CAO VÂN  **TỔ:** NGOẠI NGỮ | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  **Độc lập - Tự do - Hạnh phúc** |

**KẾ HOẠCH GIÁO DỤC CỦA TỔ CHUYÊN MÔN**

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

(Năm học 2021- 2022)

**1. Đặc điểm tình hình**

**1.1. Số lớp:** 30**; Số học sinh:** 1.192**; Số học sinh học chuyên đề lựa chọn** (nếu có)**: Không**

**1.2. Tình hình đội ngũ: Số giáo viên:** 8; **Trình độ đào tạo**: Cao đẳng: ........ Đại học:07; Trên đại học:01

**Mức đạt chuẩn nghề nghiệp giáo viên [[1]](#footnote-1):** Tốt: …………….; Khá:................; Đạt:...............; Chưa đạt:........

**1.3. Thiết bị dạy học:***(Trình bày cụ thể các thiết bị dạy học có thể sử dụng trong các tiết dạy; yêu cầu nhà trường/bộ phận thiết bị chủ động cho tổ chuyên môn; đặc biệt các đồ dùng dạy học dùng cho việc đổi mới phương pháp dạy học)*

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| **STT** | **Thiết bị dạy học** | **Số lượng** | **Các bài thí nghiệm/thực hành** | **Ghi chú** |
| 1 | Laptop,Television | 1 | From Unit 1 to Unit 10 | Sử dụng chương trình powerpoint cho hầu hết các tiết học trừ tiết kiểm tra |
| 2 | Cassette , CDs, | 1 |  | Sử dụng phòng khi TV không sử dụng được |
| 3 | Posters | 6 |  | Thảo luận nhóm |

**1.4. 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 Lab | 1 | Dạy BDHSG |  |
| 2 |  |  |  |  |
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**2. Kế hoạch dạy học[[2]](#footnote-2)**

**2.1. Phân phối chương trình**

**PHÂN PHỐI CHƯƠNG TRÌNH HỌC KỲ I (TUẦN 1 ĐẾN TUẦN 18)**

**MÔN : TIẾNG ANH, LỚP: 10 - CHƯƠNG TRÌNH MỚI**

**NĂM HỌC: 2021-2022**

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| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Yêu cầu cần đạt**  **(3)** |
| 1 | INTRODUCTION | 1 | Students know about the English book – grade 10 in general (including themes, units, lessons, tests, etc)  - Ss know how to do an oral test, 3 regular tests, a middle-term test and a final term test. (one term)  - Ss have the opportunities to develop their skills. |
| 2 | UNIT 1:  FAMILY LIFE  **Lesson 1: Getting started + Voc. ( Language)** | **1** | - Ss grasp the overall topic of Unit 1: “*Family Life*”, lexical items related to *household chores*, consonant clusters, revision of *the present simple* vs. *the present continuous*.  -Ss comprehend the content of lesson thorough True / False/ NG statements.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 1 and4 skills in Unit 1.  - Ss develop the skill of working in pairs and groups. |
| 3 | UNIT 1:  FAMILY LIFE  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | For pronunciation, Ss know how to pronounce consonant clusters /tr/, /kr/, /br/.  - For grammar, Ss know how to use the present simple vs. the present continuous and use articles.  - Ss develop the skill of working in pairs and groups |
| 4 | UNIT 1:  FAMILY LIFE  **Lesson 3: Reading** | 1 | - Ss learn some vocabulary related to household chores  - Ss scan the text for specific information about sharing household chores and carefully read it for more detailed information through completing the table with correct information and answering questions.  - Ss understand new vocabulary by finding words or expressions with the definitions given.  - Ss develop the skill of working in pairs and groups. |
| 5 | NIT 1:  FAMILY LIFE  **Lesson 4: Listening** | 1 | Ss develop the listening skill.  -Ss listen for specific information in a talk show about how the roles of men and women in families have changed.  -Ss identify specific information through T/ F statements and question answering.  - Ss develop the skill of working in pairs and individually. |
| 6 | UNIT 1:  FAMILY LIFE  **Lesson 5: Looking back** | 1 | - Ss practice pronouncing consonant clusters /tr/, /kr/, /br/.  - Ss use some key words of household chores  - Ss do the exercises on present simple and present continuous tenses and exercises on vocabulary.  - Ss develop the skill of working in pairs and groups.  -Ss do more exercises related to Grammar points and vocabulary in Unit 1. |
| 7 | UNIT 2:  YOUR BODY AND YOU  **Lesson 1: Getting started + Voc. ( Language)** | 1 | - Ss grasp the overall topic of Unit 2: “*Your Body & You*”, lexical items related to *illness and health & systems of the body*, consonant clusters, revision of *the future simple* with WILL vs BE GOING TO & the passive voice.  - Ss comprehend the content of lesson thorough question answering.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 2 and4 skills in Unit 2.  - Ss develop the skill of working in pairs and groups. |
| 8 | UNIT 2:  YOUR BODY AND YOU  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | - For pronunciation, Ss know how to pronounce consonant clusters /pr/, /pl/, /gl, & /gr//.  - For grammar, Ss know how to use the *future simple* with WILL vs BE GOING TO & the passive voice.  - Ss develop the skill of working in pairs and groups |
| 9 | UNIT 2:  YOUR BODY AND YOU  **Lesson 3: Reading** | 1 | - Ss learn some vocabulary related to illness and health.  - Ss scan the text for specific information about acupuncture and carefully read it for more detailed information through answering questions.  - Ss understand new vocabulary by finding words which are closest in meaning to the words given.  - Ss develop the skill of working in pairs and groups. |
| 10 | UNIT 2:  YOUR BODY AND YOU  **Lesson 4: Listening** | 1 | - Ss develop the listening skill.  -Ss listen for gist about choosing a healthy diet.  - Ss identify specific information through T/ F statements and question answering.  - Ss develop the skill of working in pairs and individually. |
| 11 | UNIT 2:  YOUR BODY AND YOU  **Lesson 5: Looking back** | 1 | -Ss practice pronouncing consonant clusters /pr/, /pl/, /gl, & /gr/  -Ss use some key words of *illness and health & systems of the body*  -Ss do the exercises on the *future simple* with WILL vs BE GOING TO & the passive voice and exercises on vocabulary.  - Ss develop the skill of working in pairs and groups.  - Ss do more exercises related to Grammar points and vocabulary in Unit 2. |
| 12 | UNIT 3: MUSIC  **Lesson 1: Getting started + Voc. ( Language)** | 1 | - Ss grasp the overall topic of Unit 3: “*Music*”, lexical items related to music,Pronunciation of the ending sounds, compound sentences, To-infinitives and bare infinitives.  - Ss comprehend the content of lesson thorough True / False/ NG statements and question answering.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 3 and4 skills in Unit 3.  - Ss develop the skill of working in pairs and groups. |
| 13 | UNIT 3: MUSIC  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | For pronunciation, Ss know how to pronounce the ending sounds  - For grammar, Ss know how to use compound sentences, To-infinitives and bare infinitives  - Ss develop the skill of working in pairs and groups |
| 14 | UNIT 3: MUSIC  **Lesson 3: Reading** | 1 | - Ss learn some vocabulary related to music  - Ss scan the text for general ideas & specific information about TV shows through answering questions.  - Ss understand new vocabulary by finding words or expressions with the definitions given.  - Ss develop the skill of working in pairs and groups. |
| 15 | UNIT 3: MUSIC  **Lesson 4: Listening** | 1 | -Ss develop the listening skill.  -Ss listen for specific information in a conversation about music.  -Ss identify specific information through question answering.  - Ss develop the skill of working in pairs and individually. |
| 16 | UNIT 3: MUSIC  **Lesson 5: Looking back** | 1 | - Ss practice pronouncing the ending sounds  - Ss use some key words of music  - Ss do the exercises on compound sentences, To-infinitives and bare infinitives and exercises on vocabulary.  - Ss develop the skill of working in pairs and groups. |
| 17 | REVIEW UNITS 1,2,3  **Lesson 1: Language** | 1 | - Ss review vocabulary related to units 1,2,3.  - Ss do exercises on vocabulary and the present simple, the present continuous, the future simple. |
| 18 | REVIEW UNITS 1,2,3  **Lesson 2: Skills** | 1 | - Ss have the opportunities to develop their skills.  + For reading, Ss comprehend the text about country music through answering questions.  + For speaking, Ss talk about the chores.  + For listening, Ss listen for specific information about lifestyles.  + For writing, Ss write an essay about each person’s daily life. |
| 19 | REVISION FOR THE MID- TERM TEST  **(Grammar + Vocabulary)** | 1 | - Ss do exercises related to the vocabulary and grammar in Units 1,2,3 |
| 20 | REVISION FOR THE MID- TERM TEST  **(Skills)** | 1 | - Ss do some reading and listening tests |
| 21 | THE MID-TERM TEST | 1 | Ss do the mid-term test related to the knowledge they have learnt in Units 1,2,3 |
| 22 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 1: Getting started + Voc. ( Language)** | 1 | - Ss grasp the overall topic of Unit 4: “*For a Better Community*”, lexical items related to volunteers and volunteer work, consonant and consonant clusters, the Past simple vs the past continuous with WHEN & WHILE, irregular verbs, Adjective suffixes  -Ss comprehend the content of lesson thorough question answering.  - Ss have a chance to express their opinion about their choice. |
| 23 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | For pronunciation, Ss know how to pronounce consonant & consonant clusters.  - For grammar, Ss know how to use the Past simple vs the past continuous with WHEN & WHILE, irregular verbs  - Ss develop the skill of working in pairs and groups |
| 24 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 3: Reading** | 1 | - Ss learn some vocabulary related to volunteers and volunteer work  - Ss scan the text for specific information about why people do volunteer work through completing the text.  - Ss understand new vocabulary by finding words or expressions with the definitions given.  - Ss develop the skill of working in pairs and groups. |
| 25 | THE MID-TERM TEST CORRECTION | 1 | - Ss correct the test to realise the mistakes and learn from them. |
| 26 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 4: Listening** | 1 | - Ss develop the listening skill.  -Ss listen for specific information in an announcement for volunteers.  -Ss identify specific information through question answering & multiple choice questions.  - Ss develop the skill of working in pairs and individually. |
| 27 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 5: Looking back** | 1 | - Ss practice pronouncing consonant & consonant clusters  - Ss use some key words of volunteers and volunteer work, consonant and consonant clusters, irregular verbs, Adjective suffixes  - Ss do the exercises on consonant and consonant clusters, the Past simple vs the past continuous with WHEN & WHILE, irregular verbs, Adjective suffixes and exercises on vocabulary.  - Ss develop the skill of working in pairs and groups. |
| 28 | UNIT 5: INVENTIONS  **Lesson 1: Getting started + Voc. ( Language)** | 1 | - Ss grasp the overall topic of Unit 5: “*Inventions*”, lexical items related to inventions, stress patterns of compound nouns and noun phrases, the revision of the present perfect, Gerunds & infinitives  -Ss comprehend the content of lesson thorough question answering.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 5 and4 skills in Unit 5.  - Ss develop the skill of working in pairs and groups. |
| 29 | UNIT 5: INVENTIONS  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | - For pronunciation, Ss know how to put the primary stress on compound nouns & noun groups  - For grammar, Ss know how to use the present perfect, Gerunds & infinitives  - Ss develop the skill of working in pairs and groups |
| 30 | UNIT 5: INVENTIONS  **Lesson 3: Reading** | 1 | - Ss learn some vocabulary related to inventions  - Ss read the text for general ideas and specific information about natural worlds as inspiration for inventions through answering questions.  - Ss understand new vocabulary by finding words or expressions with the definitions given.  - Ss develop the skill of working in pairs and groups. |
| 31 | UNIT 5: INVENTIONS  **Lesson 4: Listening** | 1 | -Ss develop the listening skill.  -Ss listen for specific information from an interview about the flying car.  -Ss identify specific information through information completing and question answering.  - Ss develop the skill of working in pairs and individually. |
| 32 | UNIT 5: INVENTIONS  **Lesson 5: Looking back** | 1 | -Ss practice pronouncing compound nouns or noun phrases with the correct tress patterns.  -Ss use some key words of inventions  -Ss do the exercises on the present perfect, Gerunds & infinitives  and exercises on vocabulary.  - Ss develop the skill of working in pairs and groups. |
| 33 | REVIEW 2  **Lesson 1: Language** | 1 | - Ss review vocabulary related to units 4.5  - Ss do exercises on vocabulary and the simple past, the past continuous, verb forms |
| 34 | REVIEW 2  **Lesson 2: Skills** | 1 | - Ss have the opportunities to develop their skills.  + For reading, Ss comprehend the text about an invention through True/ False statements  + For speaking, Ss talk about the important activities to the community.  + For listening, Ss listen for specific information about volunteer work for children.  + For writing, Ss write an essay about benefits of a handheld device. |
| 35 | UNIT 1: FAMILY LIFE  **Lesson 6: Writing** | 1 | - Ss develop the ability to write a paragraph.  - Ss write about doing housework.  - Ss develop the skill of working in pairs and individually. |
| 36 | UNIT 1: FAMILY LIFE  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skills and cultural understanding of family life in Singapore and in Vietnam.  - Ss talk about household chores.  - Ss develop the skill of working in pairs and groups. |
| 37 | UNIT 1: FAMILY LIFE  **Lesson 8: Speaking + Project** | 1 | - Ss express their opinion about housework  - Ss perform their viewpoints to other people in real life.  - Ss develop the skill of working in pairs.  - Ss know more about their classmates’ family through doing a survey |
| 38 | UNIT 2: FAMILY LIFE  **Lesson 6: Writing** | 1 | - Ss learn how to write a letter.  - Ss write about what to eat and not to eat.  - Ss develop the skill of working in pairs and individually. |
| 39 | UNIT 2: FAMILY LIFE  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding of health practices in Indonesia and in Vietnam.  - Ss talk about household chores.  - Ss develop the skill of working in pairs and groups. |
| 40 | UNIT 2: FAMILY LIFE  **Lesson 8: Speaking + Project** | 1 | - Ss express their opinion about good and bad habits  - Ss talk about how to get rid of bad habits  - Ss develop the skill of working in pairs.  - Ss do a survey on the importance of categories in staying healthy |
| 41 | UNIT 3: MUSIC  **Lesson 6: Writing** | 1 | - Ss learn how to write a biography.  - Ss develop the skill of working in pairs and individually. |
| 42 | UNIT 3: MUSIC  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding of folk music in Indonesia and Vietnam..  - Ss talk about some famous musicians.  - Ss develop the skill of working in pairs and groups. |
| 43 | UNIT 3: MUSIC  **Lesson 8: Speaking + Project** | 1 | - Ss express their opinion about TV shows  - Ss perform their viewpoints to other people in real life.  - Ss develop the skill of working in pairs.  - Ss do a research on Vietnamese folk song |
| 44 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 6: Writing** | 1 | - Ss develop the ability to write an application letter for volunteer work.  - Ss develop the skill of working in pairs and individually. |
| 45 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skills and cultural understanding of local and global activities for community development.  - Ss talk about household chores.  - Ss develop the skill of working in pairs and groups. |
| 46 | UNIT 4: FOR A BETTER COMMUNITY  **Lesson 8: Speaking + Project** | 1 | - Ss express their opinion about local community development.  - Ss perform their viewpoints to other people in real life.  - Ss develop the skill of working in pairs.  - Ss make a plan to help a person/ a place in need in their community. |
| 47 | UNIT 5: INVENTIONS  **Lesson 6: Writing** | 1 | - Ss develop the ability to write a paragraph.  - Ss write about the benefits of an invention.  - Ss develop the skill of working in pairs and individually. |
| 48 | UNIT 5: INVENTIONS  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skills and cultural understanding of inventions in Asia.  - Ss talk about some inventions.  - Ss develop the skill of working in pairs and groups. |
| 49 | UNIT 5: INVENTIONS  **Lesson 8: Speaking + Project** | 1 | - Ss talk about inventions, their uses and the benefits.  - Ss perform their viewpoints to other people in real life.  - Ss develop the skill of working in pairs.  - Ss describe an imaginary invention |
| 50 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 51 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 52 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 53 | **THE 1ST TERM TEST** | 1 | Ss do the First-term test |
| 54 | THE FIRST-TERM TEST CORRECTION | 1 | Ss correct the test and learn from their mistakes. |

**PHÂN PHỐI CHƯƠNG TRÌNH HỌC KỲ I TUẦN 1 ĐẾN TUẦN 18**

**MÔN : TIẾNG ANH, LỚP: 11 - CHƯƠNG TRÌNH MỚI**

**NĂM HỌC: 2021-2022**

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| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Yêu cầu cần đạt**  **(3)** |
| 1 | INTRODUCTION | 1 | - Ss know about the English book- grade 11 in general. (Including themes, units, lessons, tests etc. )- Ss know how to do an oral test, 3 regular tests, a middle-term test and a final term test.( one term ) - Ss have the opportunities to develop their skills. |
| 2 | |  | | --- | | UNIT 1: GENERATION GAP |   **Lesson 1: Getting started + Voc. ( Language)** | 1 | Students will be able to :  - get to know the topic, vocabulary about the generation gap and family rules  - have a good relationship with other members in the family.  - distinguish between compound nouns and free combinations of words.  - understand vocabulary related to the generation gap  - Ss develop the skill of working in pairs and groups. |
| 3 | |  | | --- | | UNIT 1: GENERATION GAP |   **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | Students will be able to :  - identify the stressed and unstressed words in a sentence and pronounce them correctly  - use should and ought to to give opinions and advice; must and have to to express obligatio  - have a good relationship with other members in the family.  - Ss develop the skill of working in pairs and groups |
| 4 | |  | | --- | | UNIT 1: GENERATION GAP |   **Lesson 3: Reading** | 1 | Students will be able to:  - find specific details when reading a text about the sources of conflict between teenagers and their parents.  - guess the meaning of new words from the context.  - have a good relationship with other members in the family.  - Ss develop the skill of working in pairs and groups. |
| 5 | |  | | --- | | UNIT 1: GENERATION GAP |   **Lesson 4: Listening** | 1 | -Ss develop the listening skill.  - understand differences in opinions and preferences, and related conflicts between teenagers and parents  - give opinions and advice on how to solve the problems between teenagers and parents.  - have a good relationship with other members in the family.  - Ss develop the skill of working in pairs and individually. |
| 6 | UNIT 1: GENERATION GAP  **Lesson 5: Looking back**  **+ Practice test for unit 1** | 1 | + Ss revise what they have learned in unit 1.  students will be able to :  - identify and pronounce stressed and unstressed words in a sentence.  - use and form compound nouns, use modal verbs to express obligation.  - opinions and advice, use the new language in this unit.  - talk about common conflicts between parents and their teenage children.  - get on well with other members in the family.  - Ss develop the skill of working in pairs and groups. |
| 7 | UNIT 2: RELATIONSHIPS  **Lesson 1: Getting started + Voc. ( Language)** | 1 | Students will be able to :  - use words and phrases related to the topic Relationships  - know the lesson objectives: getting to know the topic, some vocabulary related to relationships.  - have a good relationship with their friends.  - use lexical items related to the "friendships " topic |
| 8 | UNIT 2: RELATIONSHIPS  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | Students will be able to :  - understand the ways to pronounce contracted forms  - understand uses of linking verbs and cleft sentences  - have a good relationship with their friends. |
| 9 | UNIT 2: RELATIONSHIPS  **Lesson 3: Reading** | 1 | Students will be able to :  - guess the meaning of words in the context  - scan for some specific information to answer comprehensive questions  - understand the teenage relationship problems |
| 10 | UNIT 2: RELATIONSHIPS  **Lesson 4: Listening** | 1 | Students will be able to :  - listen to get the specific information to fill in blanks.  - listen to get general information to answer question.  - listen to a story about child- parent relationship.  - understand the problems and know how to solve. |
| 11 | UNIT 2: RELATIONSHIPS  **Lesson 5: Looking back + Practice test for unit 2** | 1 | Students will be able to :  - review what they have learnt in the unit.  - have a self-assessment to see how far they have progressed and which areas need further practice.  - get on well with their friends . |
| 12 | UNIT 3: BECOMING INDEPENDENT  **Lesson 1: Getting started**  **+ Voc. ( Language)** | 1 | Ss can:  - know more vocabulary related to being independent.  - form words in ending with the suffixes – ity, -ce, -ness, -tion  - get to know the topic of becoming independent, vocabulary related to being independent.  - make dialogues using expressions  - be raised an awareness of becoming independent |
| 13 | UNIT 3: BECOMING INDEPENDENT  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | Students can: - link between a consonant and a vowel  - use To-infinitive after certain adjectives and nouns |
| 14 | UNIT 3: BECOMING INDEPENDENT  **Lesson 3: Reading** | 1 | Ss can:  - read a text about why people do volunteer work for the main idea and specific information.  - talk about benefits of doing volunteer works.  - be awareness of helping community. |
| 15 | UNIT 3: BECOMING INDEPENDENT  **Lesson 4: Listening** | 1 | -Pupils will be able to:  - listen to a radio show of three grade 11 students for specific information.  - be educated to be aware of how some parents help their children to become independent. |
| 16 | UNIT 3: BECOMING INDEPENDENT  **Lesson 5: Looking back**  **+ Practice test for unit 3** | 1 | Students will be able to:  - review what they have learnt in the unit.  - have a self – assessment to see how far they have progressed and which areas need further practice.  - know to learn English better, Ss should review, practice, practice and practice what they have learnt |
| 17 | REVIEW UNITS 1,2,3  **Lesson 1: Language** | 1 | Ss will be able to revise the language they have learnt from units 1-3.  **-** Words / phrases related to topics “ The generation gap”, “ Relationships”, and “Becoming independent"  - Modal verbs, Linking verbs, Cleft sentences, and To infinitive. |
| 18 | REVIEW UNITS 1,2,3  **Lesson 2: Skills** | 1 | Ss will be able to practise  - Main skills: listening, reading  - Sub-skills: speaking, writing |
| 19 | REVISION FOR MID- TERM TEST  **(Grammar + Vocabulary)** | 1 | - Ss do exercises related to the vocabulary and grammar in Units 1,2,3 |
| 20 | REVISION FOR MID- TERM TEST  **(Skills)** | 1 | -Ss do some reading and listening tests |
| 21 | THE MID-TERM TEST | 1 | Ss do the mid-term test related to the knowledge they have learnt in Units 1,2,3 |
| 22 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 1: Getting started + Voc. ( Language)** | 1 | Students will be able to :  - get to know the topic of caring for people with disabilities, and the past simple and the present.  - scan for specific information to answer questions  - identify the meaning of words depending on the context  - be educated to help people with disabilities to integrate in the community.  - enrich their vocabulary with words or phrases related to people with disabilities and how to support them |
| 23 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | Students will be able to :  - know the elision of weak vowels before /l/, /n/ and /r/  - know how to use and distinguish between the past simple and present perfect  - be educated to help people with disabilities to integrate in the community. |
| 24 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 3: Reading** | 1 | Students will be able to :  - read for general ideas and specific information about helping people disabilities.  - scan for specific information to answer questions.  - identify the meaning of words depending on the context.  - be educated to help people with disabilities to integrate in the community. |
| 25 | THE MID-TERM TEST CORRECTION | 1 | - Ss correct the test to realise the mistakes and learn from them. |
| 26 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 4: Listening** | 1 | - Students will be able to :  - listen for specific information in a radio programme about an outstanding person with a disability.  - be educated to help people with disabilities to integrate in the community. |
| 27 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 5: Looking back+**  **Practice test for unit 4** | 1 | - Students will be able to :  - review all the grammar points, pronunciation and vocabulary.  - conduct a survey and prepare an action plan for voluntary work in your neighbourhood.  - be educated to help people with disabilities to integrate in the community. |
| 28 | UNIT 5: BEING PART OF ASEAN  **Lesson 1: Getting started**  **+ Voc. ( Language)** | 1 | Ss can:  - get to know the topic, vocabulary related to ASEAN- its aims, member states and activities.  - use gerunds and state verbs in continuous forms.  - know about the cooperation and solidarity among ASEAN countries.  - use lexical items related to vocabulary with words or phrases related to the topic of ASEAN |
| 29 | UNIT 5: BEING PART OF ASEAN  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | Ss can:  - say statements and *yes/no* questions with appropriate intonation.  - understand and use Gerunds after some words, verbs and prepositions, and phrases;  - know about the cooperation and solidarity among ASEAN countries. |
| 30 | UNIT 5: BEING PART OF ASEAN  **Lesson 3: Reading** | 1 | Ss can:  **-** read for general ideas and specific information about ASEAN.  **-** know about the cooperation and solidarity among ASEAN countries. |
| 31 | UNIT 5: BEING PART OF ASEAN  **Lesson 4: Listening** | 1 | Ss can:  **-** listen for general ideas and specific information about the ASEAN member state.  **-** listen to decide the True-False Statements or choose the main ideas.  **-** identify the meaning of words depending on the context  **-** know about the cooperation and solidarity among ASEAN countries.. |
| 32 | UNIT 5: BEING PART OF ASEAN  **Lesson 5: Looking back**  **+**  **Practice test for unit 5** | 1 | -Ss can:  **-** review the falling and rising intonations, words and phrases related to ASEAN, Gerund and state verbs in continuous forms.  **-** know about the cooperation and solidarity among ASEAN countries. |
| 33 | REVIEW 2  **Lesson 1: Language** | 1 | Ss will be able to revise the language and skills they have practised in Units 4,5.  **Vocabulary**: Words / phrases about ‘Caring for those in need’ and ‘Being part of ASEAN’.  **Grammar**: The Past Simple, The Present Perfect, Gerunds and State verbs in the continuous forms.  **Pronunciation:** Elision of weak vowels before **|**n|, |l|, |r|; Falling and rising intonation |
| 34 | REVIEW 2  **Lesson 2: Skills** | 1 | Ss will be able to practise  - Main skills: listening, reading  - Sub-skills: speaking, writing |
| 35 | UNIT 1: GENERATION   |  | | --- | | GAP |   **Lesson 6: Writing** | 1 | - Ss write a letter to a teen to inform him /her about the rules in my family before his/her home stay with us.  . |
| 36 | UNIT 1: GENERATION GAP  **Lesson 7:**  **Communication and culture** | 1 | - Ss will be able to :  - talk about conflicts between teenagers and parents.  - give opinions and advice on how to solve the problems between teenagers and parents.  - have a good relationship with other members in the family.  - Ss develop the skill of working in pairs. |
| 37 | UNIT 1: GENERATION GAP  **Lesson 8: Speaking + Project** | 1 | - Ss develop the skill of working in pairs and individually.  - Ss interview their classmates about the problems in their family |
| 38 | UNIT 2: RELATIONSHIPS  **Lesson 6: Writing** | 1 | Students will be able to :  - know how to write online posting about relationship problems  - write a paragraph about relationship problems  - get on well with their classmates.. |
| 39 | UNIT 2: RELATIONSHIPS  **Lesson 7:**  **Communication and culture** | 1 | Students will be able to :  - know about online friends and know how to do right things with online friends  - know how to avoid bad things about friendship with people on Net |
| 40 | UNIT 2: RELATIONSHIPS  **Lesson 8: Speaking + Project** | 1 | Students will be able to :  - express their own opinions.  - tell problems.  - know how to express problems in relationship.  - Ss engage in a storytelling contest held by their school |
| 41 | UNIT 3: BECOMING INDEPENDENT  **Lesson 6: Writing** | 1 | Sts will be able to:  - write a letter requesting information  - be educated to know that tone is very important in writing |
| 42 | UNIT 3: BECOMING INDEPENDENT  **Lesson 7:**  **Communication and culture** | 1 | Sts will be able to:  - discuss a father’s words to his son to work out what it means to be independent  - know some information about American vs Vietnamese ways of rasing children.  - be raised an awareness of becoming independent |
| 43 | UNIT 3: BECOMING INDEPENDENT  **Lesson 8: Speaking + Project** | 1 | Ss can:  - talk about the skills teens need to develop in order to become independent and the reason why those skills are necessary.  - be educated to raise their awareness of becoming independent |
| 44 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 6: Writing** | 1 | Students will be able to :  - write an article about problems facing disabled people  - propose solutions to problems facing people with disabilities.  - be educated to help people with disabilities to integrate in the community. |
| 45 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 7:**  **Communication and culture** | 1 | Students will be able to :  - listen to an introduction to a charitable organization and discussing a campaign to support it.  - know the International Day of Persons with disabilities.  - be educated to help people with disabilities to integrate in the community. |
| 46 | UNIT 4: CARING FOR THOSE IN NEED  **Lesson 8: Speaking + Project** | 1 | |  | | --- | | Students will be able to :  - practice interviewing a volunteer and discussing voluntary work  - be educated to help people with disabilities to integrate in the community.  - interview Ss to find out how many students have taken part in voluntary work and report their findings. | |
| - 47 | UNIT 5: BEING PART OF ASEAN  **Lesson 6: Writing** | 1 | Ss can:  **-** write a shortbrochureintroducing an ASEAN member state.  **-** identify the meaning of words depending on the context  **-** know about the cooperation and solidarity among ASEAN countries |
| 48 | UNIT 5: BEING PART OF ASEAN  **Lesson 7:**  **Communication and culture** | 1 | Ss can:  **-** talk aboutSingaporeScholarships and ASEAN Scholarships.  **-** read and speak about Lamvong- a traditional Lao dance.  **-** know about the cooperation and solidarity among ASEAN countries. |
| 49 | UNIT 5: BEING PART OF ASEAN  **Lesson 8: Speaking + Project** | 1 | Ss can:  **-** talk about ASEAN member states.  **-** know about the cooperation and solidarity among ASEAN countries.  - Do some research on ASEAN countries |
| 50 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 51 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 52 | REVISION  FOR 1ST TERM TEST | 1 | **Review the knowledge of units 1,2,3,4,5 through exercises** |
| 53 | **THE 1ST TERM TEST** | 1 | Ss do the First-term test |
| 54 | THE FIRST - TERM TEST CORRECTION | 1 | Ss correct the test and learn from their mistakes. |

**PHÂN PHỐI CHƯƠNG TRÌNH HỌC KỲ I TUẦN 1 ĐẾN TUẦN 18**

**MÔN : TIẾNG ANH, LỚP: 12 - CHƯƠNG TRÌNH MỚI**

**NĂM HỌC: 2021-2022**

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| **STT** | **Bài học**  **(1)** | **Số tiết**  **(2)** | **Yêu cầu cần đạt**  **(3)** |
| 1 | INTRODUCTION | 1 | - Ss know about the English book- grade 12 in general. (Including themes, units, lessons, tests etc. ) - Ss know how to do an oral test, 3 regular tests, a mid-term test and a final term test. ( one term )  - Ss have the opportunities to develop their skills. |
| 2 | UNIT 1: LIFE STORIES  **Lesson 1: Getting started + Language (Vocbulary)** | 1 | - Ss grasp the overall topic of Unit 1: “*Life Stories*”, lexical items related to *people’s life stories*, homophones, revision of *the past simple* vs. *the past continuous*.  - Ss comprehend the content of lesson through True / False statements.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 1 and 4 skills in Unit 1.  - Ss develop the skill of working in pairs and groups. |
| 3 | UNIT 1: LIFE STORIES  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | - For pronunciation, Ss understand homophones in connected speech.  - For grammar, Ss know how to use the past simple vs. the past continuous and use articles.  - Ss develop the skill of working in pairs and groups |
| 4 | UNIT 1: LIFE STORIES **Lesson 3: Looking back**  **(Pronunciation + Grammar)** | 1 | - Ss use the homophones in connected speech correctly.  - Ss do exercises on past simple and past continuous tenses**,** articles.  - Ss develop the skill of working in pairs and groups. |
| 5 | UNIT 1: LIFE STORIES  **Lesson 4: Reading** | 1 | - Ss learn some vocabulary related to people’s life stories.  - Ss scan the text for specific information about two people’s life stories and carefully read it for more detailed information through completing the table with correct information and answering questions.  - Ss understand new vocabulary by finding words or expressions with the definitions given.  - Ss develop the skill of working in pairs and groups. |
| 6 | UNIT 1: LIFE STORIES  **Lesson 5: Listening** | 1 | - Ss listen for specific information in a talk show about privacy and lessons learnt from people’s life stories.  - Ss identify specific information through multiple-choice task and question answering.  - Ss develop the skill of working in pairs and individually. |
| 7 | Practice Test 1 ( Review unit 1) &  **Looking back**  **( Vocabulary)** | 1 | + Ss revise what they have learned in unit 1.  - Ss use some key words of the life stories.  - Ss do exercises related to the vocabulary and grammar points in Unit 1 |
| 8 | UNIT 2: URBANISATION  **Lesson 1: Getting started & Voc. ( Language ( Vocabulary)** | 1 | - Ss grasp the overall topic of Unit 2: “*Urbanisation*”, some vocabulary related to *urbanisation* and its features.  - Ss comprehend the content of lesson through answering questions  - Ss get started with some language items and 4 skills in Unit 2.  - Ss develop the skill of working in pairs and individually.. |
| 9 | UNIT 2: URBANISATION  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | - For pronunciation, Ss pronounce diphthongs in connected speech.  - For grammar, Ss use the subjunctive in *that*-clauses after certain verbs and expressions.  - Ss develop the skill of working in pairs and individually. |
| 10 | UNIT 2: URBANISATION  **Lesson 3: Looking back**  **(Pronunciation + Grammar)** | 1 | - Ss use diphthongs in connected speech.  - Ss do exercises on the subjunctive in *that*-clauses after certain verbs and expressions. |
| 11 | UNIT 2: URBANISATION  **Lesson 4: Reading** | 1 | - Ss scan the text for specific information in an article about urbanization and its causes.  - Ss learn new vocabulary by finding words or expressions with the definitions given.  - Ss comprehend the content of the lesson through true-false statements and answering questions.  - Ss develop the skill of working in pairs and groups. |
| 12 | UNIT 2: URBANISATION  **Lesson 5: Listening** | 1 | - Ss listen to a passage about the advantages and disadvantages of urbanisation.  - Ss understand general ideas to choose the best title.  -Ss identify specific information through multiple-choice task  - Ss develop the skill of working in pairs and individually. |
| 13 | Practice Test 2 ( Review unit 2) &  **Looking back**  **( Vocabulary)** |  | + Ss revise what they have learned in unit 2.  -Ss use some key words of urbanisation.  - Ss do exercises on compound adjectives and the subjunctive and exercises on vocabulary. |
| 14 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 1: Getting started & Language**  **(Vocabulary)** | 1 | - Ss grasp the overall topic of Unit 3: “*The green movement*”, some vocabulary related to *The green movement* and its features.  - Ss understand new vocabulary by finding noun phrases with the meaning given.  - Ss comprehend the content of the lesson through True/False statements and answering questions.  - Ss get started with some language items and 4 skills in Unit 3.  - Ss develop the skill of working in pairs and individually. |
| 15 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 2: Language (Pronunciation + Grammar)** | 1 | - For pronunciation, Ss recognise assimilation in connected speech  - For grammar, Ss distinguish the simple, compound and complex sentences and how to use relative clauses with which referring to the whole sentence.  - Ss develop the skill of working in pairs and individually. |
| 16 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 3: Looking back (Pronunciation + Grammar)** | 1 | - Ss use the assimilation in connected speech correctly.  - Ss use simple, compound and complex sentences and which.  - Ss do exercises on simple, compound, complex sentences and match the simple sentences with **which** |
| 17 | UNIT 3: THE GREEN  MOVEMENT  **Lesson4: Reading** | 1 | - Ss scan the text for specific information in an article about soot pollution.  - Ss understand new vocabulary by filling the missing information.  - Ss comprehend the content of the lesson through choosing the main idea for each paragraph.  - Ss develop the skill of working in pairs and groups. |
| 18 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 5: Listening** | 1 | - Ss listen for general ideas and specific information in a talk show about a school’s Go Green initiative.  - Ss understand general ideas and specific details to answer comprehension questions and choose True/False statements  - Ss identify specific information through completing the table. |
| 19 | Practice Test 3 ( Review unit 3 ) &  **Looking back**  **( Vocabulary)** | 1 | + Ss revise what they have learned in unit 3.  - Ss use some key words of the green movement.  - Ss do exercises on simple, compound, complex sentences and which and exercises on vocabulary |
| 207 | REVIEW UNITS 1,2,3  **Lesson 1: Language** | 1 | - Ss use vocabulary related to units 1,2,3 and compound adjectives.  - Ss listen to recognize homophones.  - Ss do exercises on the subjunctive in *that*-clauses, simple past and past continuous.  - Ss make compound or complex sentences using the words and phrases given. |
| 21 | REVIEW UNITS 1,2,3  **Lesson 2: Skills** | 1 | - Ss have the opportunities to develop their skills.  + For reading, Ss comprehend the text about the causes and effects of counter-urbanisation through True/ False statements.  + For speaking, Ss talk about one of the historical figures given.  + For listening, Ss listen for specific information about wave energy.  + For writing, Ss write an essay about the pros and cons of solar energy. |
| 222 | THE MID-TERM TEST | 1 | Test Ss’ knowledge |
| 23 | UNIT 4: THE MASS MEDIA  **Lesson 1: Getting started + Language (Vocbulary)** | 1 | - Ss grasp the overall topic of Unit 4: “*The mass media*”, some vocabulary related to *The mass media*.  - Ss comprehend the content of lesson through answering questions.  - Ss have a chance to express their opinion about their choice.  - Ss get started with some language items in Unit 4 and 4 skills in Unit 4. |
| 24 | UNIT 4: THE MASS MEDIA  **Lesson 2: Language (Pronunciation + Grammar)** | 1 | - For pronunciation, Ss pronounce verbs ending -Ed  - For grammar, Ss use the prepositions after certain verbs and the past perfect vs. the past simple.  **-** Ss develop the skill of working in pairs and individually. |
| 25 | UNIT 4: THE MASS MEDIA  **Lesson 3: Looking back (Pronunciation + Grammar)** |  | - Ss review and recognize the pronunciation of Ed in connected speech.  - Ss consolidate the use of simple past tense and past perfect tense.  + Ss do exercises on simple past tense and past perfect tenses. |
| 26 | THE MID-TERM TEST CORRECTION | 1 | - Ss correct the test to realise the mistakes and learn from them. |
| 27 | UNIT 4: THE MASS MEDIA  **Lesson 4: Reading** | 1 | - Ss scan the text for specific information in an article about forms of mass media.  - Ss learn new vocabulary by matching the words given with its meaning.  - Ss comprehend the content of the lesson through choosing the main idea for each paragraph and True /False/Not given statements.  **-** Ss develop the skill of working in pairs and groups. |
| 28 | UNIT 4: THE MASS MEDIA  **Lesson 5: Listening** | 1 | - Ss listen for general ideas and specific information in a conversation about social media: language-learning apps  - Ss listen and understand general ideas and specific details  - Ss identify specific information through multiple-choice task and question answering. |
| 29 | Practice Test 4 ( Review unit 4 ) &  **Looking back**  **( Vocabulary)** | 1 | + Ss revise what they have learned in unit 4.  - Ss use some key words of the social media apps.  - Ss do exercises on simple past tense and past perfect tense, exercises on vocabulary |
| 30 | UNIT 5:  CULTURAL IDENTITY  **Lesson 1: Getting started + Language (Vocbulary)** | 1 | - Ss grasp the overall topic of Unit 5: “*Cultural identity*”, some vocabulary related to *Cultural identity*.  -Ss comprehend the content of lesson through answering questions.  - Ss learn new vocabulary by finding the verbs or adjectives going with the nouns or noun phrases given and finding words or expressions with the meanings given.  - Ss get started with some language items in Unit 5 and 4 skills in Unit 5. |
| 31 | UNIT 5:  CULTURAL IDENTITY  **Lesson 2: Language**  **(Pronunciation + Grammar)** | 1 | - For pronunciation, Ss recognise assimilation in connected speech.  - For grammar, Ss distinguish between the present perfect tense and the present perfect continuous tense, and use repeated comparatives.  - Ss develop the skill of working in pairs and groups. |
| 32 | UNIT 5:  CULTURAL IDENTITY  **Lesson 3: Looking back**  **(Pronunciation + Grammar)** |  | - Ss review and recognize the assimilation in connected speech.  - Ss consolidate the use of present perfect tense and present perfect continuous tense, repeated comparatives  - Ss do the exercises on present perfect tense and present perfect continuous tense, repeated comparatives . |
| 33 | UNIT 5:  CULTURAL IDENTITY  **Lesson 3: Reading** | 1 | - Ss scan the text for specific information in a passage about cultural identity in today’s modern society.  - Ss understand the content of the lesson by answering questions, choosing the sentence to complete each paragraph.  - Ss develop the skill of working in pairs and individually. |
| 34 | UNIT 5:  CULTURAL IDENTITY  **Lesson 4: Listening** | 1 | - Ss listen for general ideas and specific information in a talk about cultural diversity in an Asian country.  - Ss understand general ideas and specific details to do tasks.  - Ss identify specific information through completing the sentences.  - Ss to develop the skill of working in pairs and individually.. |
| 35 | Practice Test 5 ( Review unit 5 &  **Looking back**  **( Vocabulary)** | 1 | + Ss revise what they have learned in unit 5.  - Ss use some key words of the cultural identity.  - Ss do the exercises on present perfect tense and present perfect continuous tense, repeated comparatives and exercises on vocabulary. |
| 36 | REVIEW 2  **Lesson 1: Language** | 1 | - Ss use vocabulary related to units 4,5  - Ss listen to recognize the pronunciation of the verbs ending ED  - Ss do exercises on prepositions and present perfect tense and present perfect continuous tense.  - Ss match the two halves of the sentences. |
| 37 | REVIEW 2  **Lesson 2: Skills** | 1 | - Ss do all the exercises in SKILLS  **+** For Reading: Ss read for general specific information about mass media.  + For Speaking: Ss express opinions about social networking  + For listening: Ss listen for specific information about maintaining cultural identity abroad  + For Writing: Ss writing an essay about cultural identity in the globalised world |
| 38 | UNIT 1: LIFE STORIES  **Lesson 6: Writing** | 1 | - Ss learn new vocabulary in writing lesson.  - Ss understand and use tenses to do sentence combination + transformation (simple present, present continuous, simple past and past continuous tenses |
| 39 | UNIT 1: LIFE STORIES  **Lesson 7: Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding.  - Ss talk about life stories.  - Ss develop the skill of working in pairs and groups. |
| 40 | UNIT 1: LIFE STORIES  **Lesson 8: Speaking + Project** | 1 | - Ss talk about some famous historical figures of Vietnam.  - Ss express their opinion about a historical figure’s life story.  - Ss perform their viewpoints to other people in real life.  - Ss develop the skill of working in pairs.  -Ss are able to prepare for a Public Speaking Contest-  Present the topic ‘A famous person you admire’ |
| 41 | UNIT 2: URBANISATION  **Lesson 6: Writing** | 1 | - Ss learn new vocabulary and structures in writing lesson.  - Ss unsderstand and use tenses to do sentence combination + transformation (present perfect and present perfect continuous tenses) |
| 42 | UNIT 2: URBANISATION  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding.  - Ss talk about the similarities and differences between the urbanization in Bangkok and in Hanoi.  - Ss develop the skill of working in pairs and groups. |
| 43 | UNIT 2: URBANISATION  **Lesson 8: Speaking + Project** | 1 | - Ss express their opinion about some features of life in big cities.  - Ss talk about a preferable place of living.  - Ss develop the skill of working in pairs and groups  -Ss prepare a presentation about the urbanization of a city/ country. |
| 44 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 6: Writing** | 1 | - Ss learn new vocabulary and structures in writing lesson.  - Ss understand and use tenses to do Sentence Transformation+Combination (simple future, future continuous, future perfect, future perfect continuous) |
| 45 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding.  - Ss develop the skill of working in pairs and groups. |
| 46 | UNIT 3: THE GREEN  MOVEMENT  **Lesson 8: Speaking + Project** | 1 | - Ss talk about lifestyle choices and deciding if they are environmental friendly.  - Ss express their opinion about lifestyle choices.  -Ss prepare their survey form based on the suggested questionnaire. |
| 47 | UNIT 4: THE MASS MEDIA  **Lesson 6: Writing** | 1 | - Ss learn new vocabulary and structures in writing lesson  - Ss understand and use tenses to do sentence combination + transformation (simple past and past perfect, past perfect continuous tenses) |
| 48 | UNIT 4: THE MASS MEDIA  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding.  - Ss develop the skill of working in pairs and groups. |
| 49 | UNIT 4: THE MASS MEDIA  **Lesson 8: Speaking + Project** | 1 | - Ss talk about social networking..  - Ss express their opinion about using social networking.  - Ss develop the skill of working in pairs and individually.  -Ss prepare a survey on opinions about social networking sites and apps. |
| 50 | UNIT 5:  CULTURAL IDENTITY  **Lesson 6: Writing** | 1 | - Ss learn new vocabulary and structures in writing lesson.  - Ss understand and use Sequences of tenses in adverbial clauses of time to do sentence combination + transformation (present perfect and present perfect continuous tenses) |
| 51 | UNIT 5:  CULTURAL IDENTITY  **Lesson 7:**  **Communication and culture** | 1 | - Ss develop their communication skill and cultural understanding.  - Ss talk about the migration and cultural identity and know about the festivals that help ethnic groups in Vietnam to maintain their cultural identity.  - Ss develop the skill of working in pairs and groups. |
| 52 | UNIT 5:  CULTURAL IDENTITY  **Lesson 8: Speaking + Project** | 1 | - Ss talk about some activities that can help maintain cultural identity.  - Ss practise sharing and giving responses to new information.  - Ss express their opinion about some activities that can help maintain cultural identity.  - Ss develop the skill of working in pairs and groups  - Ss prepare for a presentation on the cultural identity of an ethnic group in Viet Nam. |
| 53 | REVISION FOR THE FIRST TERM TEST | 1 | Ss review what they have learnt , practice doing exercises to improve their techniques of doing English |
| 54 | THE FIRST TERM TEST | 1 | Test Ss’ knowledge |

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

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| **STT** | **Chuyên đề**  **(1)** | **Số tiết**  **(2)** | **Yêu cầu cần đạt**  **(3)** |
| 1 | Systematize the tenses learned in the 1st semester of English 10 and some types of exercises for further practice | 2 | Học sinh phân biệt được cách sử dụng các thì, nắm vững được các thì thông qua việc luyện tập các dạng bài cơ bản và nâng cao |
| 2 | How to use tag questions in the 2nd semester of English 11 | 2 | Học sinh hiểu được ý nghĩa của việc dùng câu hỏi đuôi, biết được nguyên tắc chung khi thành lập câu hỏi đuôi và một số trường hợp đặc biệt khi dùng câu hỏi đuôi |
| 3 | “How to use conditional sentences in the 2nd semester of English 12” | 3 | Học sinh nắm vững cách dùng câu điều kiện, phát triển kỹ năng làm việc nhóm có hiệu quả |

*(1)Tên bài học/chuyên đề được xây dựng từ nội dung/chủ đề/chuyên đề(được lấy nguyên hoặc thiết kế lại phù hợp với điều kiện thực tế của nhà trường)theo chương trình, sách giáo khoa môn học/hoạt động giáo dục.*

*(2) Số tiết được sử dụng để thực hiện bài học/chủ đề/chuyên đề.*

*(3) Yêu cầu (mức độ) cần đạt theo chương trình môn học: Giáo viên chủ động các đơn vị bài học, chủ đề và xác định yêu cầu (mức độ) cần đạt.*

**2.3. Kiểm tra, đánh giá định kỳ**

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| **Bài kiểm tra, đánh giá** | **Thời gian**  **(1)** | **Thời điểm**  **(2)** | **Yêu cầu cần đạt**  **(3)** | **Hình thức**  **(4)** |
| Giữa Học kỳ 1 | Từ ...../11- ...../11/2021 | Tuần 10 | Kiểm tra mưc độ tiếp nhận của học sinh từ tuần 1 đến tuần 10. Với các mức độ ( Nhận biết, thông hiểu, vận dụng và vận dung cao) | Kiểm tra Viết  (Trắc nghiệm và tự luận) cho học sinh khối 10 và 11, khối 12 (Trắc nghiệm) |
| Cuối Học kỳ 1 |  | Tuần 18 | Kiểm tra mưc độ tiếp nhận của học sinh từ tuần 11 đến tuần 17. Với các mức độ ( Nhận biết, thông hiểu, vận dụng và vận dung cao) | Kiểm tra Viết  (Trắc nghiệm và tự luận) cho học sinh khối 10 và 11, khối 12 (Trắc nghiệm) |
| Giữa Học kỳ 2 | Từ ...../2-...../2/2022 | Tuần 29 | Kiểm tra mưc độ tiếp nhận của học sinh từ tuần 19 đến tuần 29. Với các mức độ ( Nhận biết, thông hiểu, vận dụng và vận dung cao) | Kiểm tra Viết  (Trắc nghiệm và tự luận) cho học sinh khối 10 và 11, khối 12 (Trắc nghiệm) |
| Cuối Học kỳ 2 | Từ ...../5-...../5/2022 | Tuần 35 | Kiểm tra mưc độ tiếp nhận của học sinh từ tuần 19 đến tuần 35. Với các mức độ ( Nhận biết, thông hiểu, vận dụng và vận dung cao) | Kiểm tra Viết  (Trắc nghiệm và tự luận) cho học sinh khối 10 và 11, khối 12 (Trắc nghiệm) |

**3. Các nội dung khác (nếu có):**

**1. Nhiệm vụ 1: Bồi dưỡng học sinh giỏi**

**a) Chỉ tiêu:**

50% học sinh đạt giải.

**b. Biện pháp thực hiện:**

Xây dựng kế hoạch, chương trình bồi dưỡng học sinh giỏi các lớp10,11,12.

Tăng cường số buổi bồi dưỡng thêm cho các đội tuyển.

Tham gia tổ chức thi chọn đội tuyển lớp 10, trong quá trình giảng dạy phát hiện học sinh có năng khiếu đưa vào đội tuyển.

Tạo điều kiện thuận lợi nhất cho các học sinh tham gia học bồi dưỡng và dự thi.

**2. Nhiệm vụ 2: Phụ đạo học sinh yếu**

Xác định phụ đạo Hs yếu là một trong những nhiệm vụ quan trọng để nâng cao chất lượng giáo dục Hs đại trà để duy trì trường chuẩn quốc gia và đăng ký kiểm định chất lượng giáo dục trong thời gian đến.

**\*Đối với tổ chuyên môn**

* Thực hiện đầy đủ chương trình theo đúng kế hoạch của tổ.
* Có Kế hoạch dạy học chi tiết theo từng khối lớp (theo định hướng đổi mới) được lãnh đạo nhà trường phê duyệt.
* Thực hiện nghiêm túc quy chế chuyên môn, đúng tiến độ, đúng mức độ yêu cầu chương trình và kế hoạch giáo dục.
* Soạn kế hoạch bài dạy đầy đủ trước khi lên lớp, soạn theo định hướng phát triển năng lực học sinh, phù hợp đối tượng …
* Đổi mới phương pháp dạy học, Tổ chuyên môn tổ chức tăng cường dạy học theo hướng phát huy tính tích cực, sáng tạo trong học tập của học sinh, giúp học sinh vận dụng kiến thức trong giải quyết vấn đề thực tiễn.
* Đổi mới phương pháp kiểm tra đánh giá theo hướng vận dụng và liên hệ thực tế.
* Vận dụng tốt các phương pháp dạy học vào các đối tượng khác nhau. Tăng cường rèn luyện kĩ năng cho học sinh, bám sát đối tượng …

**KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN**

(Năm học 2021-2022)

**1. Khối lớp: 10,11,12 ; Số học sinh:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STT** | **Chủ đề**  **(1)** | **Yêu cầu cần đạt**  **(2)** | **Số tiết**  **(3)** | **Thời điểm**  **(4)** | **Địa điểm**  **(5)** | **Chủ trì**  **(6)** | **Phối hợp**  **(7)** | **Điều kiện thực hiện**  **(8)** |
| 1 | Câu lạc bộ tiếng Anh | - Phát triển kỹ năng giao tiếp  - Phát triển tài năng và sự tự tin của HS.  - Giao lưu, học hỏi lẫn nhau, giúp nhau tiến bộ.  - Tìm hiểu trao đổi phương pháp học tập của nhau.  - Giảm bớt căng thẳng sau những giờ học tập căng thẳng.  - CLB sẽ góp phần thúc đẩy việc học và ứng dụng Tiếng Anh trong nhà trường |  | Từ tháng 10/2021 |  | Tổ Ngoại Ngữ | Đoàn thanh niên |  |
| 2 | Thi OTE | - Thúc đẩy phong trào học tiếng Anh trong toàn trường, tạo cơ hội cho học sinh phát triển rèn luyện kỹ năng nghe, giao tiếp, góp phần nâng cao chất lượng dạy và học bộ môn tiếng Anh.  - Nhằm tạo một sân chơi bổ ích và lý thú, giúp các em phát triển năng lực làm việc nhóm, phát huy khả năng thuyết trình trước đám đông, thể hiện tài năng, sự năng động, sáng tạo và tự tin trong môitrường tiếng Anh. |  | Từ tháng 12/2021 |  | Tổ Ngoại Ngữ |  |  |
| ... |  |  |  |  |  |  |  |  |

**2. Khối lớp: 10,11,12; Số học sinh:…………….**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STT** | **Chủ đề**  **(1)** | **Yêu cầu cần đạt**  **(2)** | **Số tiết**  **(3)** | **Thời điểm**  **(4)** | **Địa điểm**  **(5)** | **Chủ trì**  **(6)** | **Phối hợp**  **(7)** | **Điều kiện thực hiện**  **(8)** |
| 1 | Ngoại khóa liên tổ tự nhiên và xã hội |  |  |  |  | Các TT CM | Đoàn thanh niên |  |
| 2 |  |  |  |  |  |  |  |  |
| ... |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **TỔ TRƯỞNG**  **VÕ THỊ KIM DUNG** | *Tam kỳ, ngày 27 tháng 9 năm 2021*  **HIỆU TRƯỞNG**  **NGUYỄN VĂN TẤN** |
|  |  |

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. [↑](#footnote-ref-2)