

KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN
MÔN HỌC/HOẠT ĐỘNG GIÁO DỤC TIẾNG ANH, KHỐI LỚP 11
(Năm học 2024 - 2025)

I. Đặc điểm tình hình

1. Số lớp: 04 ; Số học sinh: 142; Số học sinh học chuyên đề lựa chọn (nếu có): 0

2. Tình hình đội ngũ:

Số giáo viên: 04;

Trình độ đào tạo: Cao đẳng: 0 ;Đại học: 04; Trên đại học: 0

Mức đạt chuẩn nghề nghiệp giáo viên ¹: Tốt: 04; Khá: 0; Đạt: 0; Chưa đạt: 0

3. Thiết bị dạy học:

STT	Thiết bị dạy học	Số lượng	Các bài thí nghiệm/thực hành	Ghi chú
1	Máy cassette	02	Getting started and listening lesson	
2	TV	10	Tất cả các bài học	

4. Phòng học bộ môn/phòng thí nghiệm/phòng đa năng/sân chơi, bãi tập: Không có

II. Kế hoạch dạy học²

1. Phân phối chương trình

Học kì I: 18 tuần x 3 tiết/ tuần = 54 tiết.

STT	Bài học (1)	Số tiết (2)	Yêu cầu cần đạt (3)	Ghi chú
UNIT 1: A LONG AND HEALTHY LIFE				
1	INTRODUCTION	1	An overview about the new curriculum	
2	Getting started	1	- Prepare vocabulary and structure for the whole skills	
3	Language	1	- 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;	
4	Reading	1	- read for main ideas and specific information in an article about living a long and healthy life;	
5	Speaking	1	- give instructions for an exercise routine;	

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.

² Đối với tổ 16ghép môn học: khung phân phối chương trình¹ cho các môn

6	Listening	1	- listen for main ideas and specific information in a TV chat show about food and health;	
7	Writing	1	- write a short message in response to an invitation;	
8	Communication & Culture/ CLIL	1	- offer help and respond to offers; - identify the main differences between bacteria and viruses;	
9	Looking back & Project	1	- design a poster about a healthy habit and give a poster presentation about it.	

UNIT 2: THE GENERATION GAP

10	Getting started	1	- Prepare vocabulary and structure for the whole skills	
11	Language	1	- 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;	
12	Reading	1	- read for main ideas and specific information in an article about different generations;	
13	Speaking	1	- talk about the different generations of a family; start a conversation and discussion;	
14	Listening	1	- listen for specific information in a conversation about family conflicts;	
15	Writing	1	- write an opinion essay about limiting teenagers' screen time;	
16	Communication & Culture/ CLIL	1	- understand the generation gap in Asian American families;	
17	Looking back & Project	1	- carry out a survey to find out generational differences in families and give a group presentation about them.	

UNIT 3: CITIES OF THE FUTURE

18	Getting started	1	- Prepare vocabulary and structure for the whole skills	
19	Language	1	- 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;	
20	Reading	1	- read for specific information in an article about the characteristics of future cities;	
21	Speaking	1	- discuss cities of the future and keep a conversation going by asking Wh-questions;	
22	Listening	1	- listen for main ideas and specific information in an interview about the disadvantages of living in a	

			smart city;	
23	Writing	1	- write an article about the advantages and disadvantages of living in a smart city;	
REVIEW 1				
24	Language	1	- revise the language and skills students have learnt	
25	Skills	1		
26	Skills	1		
27	MID-TERM TEST		All skills	
28	Communication & Culture/ CLIL	1	- express certainty and uncertainty; - recognize features of smart cities around the world;	
29	Looking back & Project	1	- design a poster about the ideal city of the future and give a poster presentation about it.	
30	CORRECTION	1	Feedback and correction of FIRST MID-TERM TEST	
UNIT 4: ASEAN AND VIET NAM				
31	Getting started	1	- Prepare vocabulary and structure for the whole skills	
32	Language	1	- 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;	
33	Reading	1	- read for main ideas and specific information in news items about ASEAN countries;	
34	Speaking	1	- discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions;	
35	Listening	1	- listen for main ideas and specific information in a conversation about an ASEAN school tour programme;	
36	Writing	1	- write a proposal for a welcome event;	
37	Communication & Culture/ CLIL	1	- give compliments and respond; - understand when and how people celebrate the New Year in ASEAN;	
38	Looking back & Project	1	- do research about an ASEAN member and give a presentation about it.	
UNIT 5: GLOBAL WARMING				



39	Getting started	1	- Prepare vocabulary and structure for the whole skills	
40	Language	1	- 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;	
41	Reading	1	- read for main ideas and specific information in an article about the UN Climate Change Conference;	
42	Speaking	1	- talk about human activities and global warming, and present ideas clearly in a discussion;	
43	Listening	1	- listen for main ideas and specific information in a talk about black carbon and global temperature;	
44	Writing	1	- write a leaflet to persuade people to reduce black carbon emissions;	
45	Communication & Culture/ CLIL	1	- give warnings and respond; - understand the environmental impact of farming and how to reduce it;	
46	Looking back & Project	1	- carry out a survey to find out how local people try to limit global warming and present the survey results to the class.	
REVIEW 2				
47	Language	1	- Review the language they have learnt in Unit 4-5.	
48	Skills (1)	1	- Review the Listening and Speaking skills they have learnt in Unit 4-5.	
49	Skills (2)	1	- Review the Reading and Writing skills they have learnt in Unit 4-5.	
50	REVISION	1	Revision for end-of term test	
51		1	Revision for end-of term test	
52		1	Revision for end-of term test	
53	END-TERM TEST	1	All skills	
54	CORRECTION	1	Feedback and correction	

HỌC KỲ II: Từ tuần 19 đến tuần 35 (thực học)

STT	Bài học (1)	Số tiết (2)	Yêu cầu cần đạt (3)	Ghi chú
	UNIT 6: PRESERVING OUR HERITAGE			

55	Getting started	1	- Prepare vocabulary and structure for the whole skills	
56	Language	1	- 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;	
57	Reading	1	- read for main ideas and specific information in an article about an ideas competition;	
58	Speaking	1	- discuss ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement;	
59	Listening	1	- listen for main ideas and specific information in a tour guide's talk about Trang An Scenic Landscape Complex;	
60	Writing	1	- write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex;	
61	Communication & Culture/CLIL	1	- ask for and give directions; - learn about initiatives to preserve heritage around the world;	
62	Looking back & Project	1	- propose ways to preserve a type of heritage, and give a group presentation about it.	
UNIT 7: EDUCATION OPTIONS FOR SCHOOL -LEAVERS				
63	Getting started	1	- Prepare vocabulary and structure for the whole skills	
64	Language	1	- 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;	
65	Reading	1	- read for main ideas and specific information in an article about different study options after leaving school;	
66	Speaking	1	- discuss the benefits of vocational training and academic study, and end a conversation or discussion;	
67	Listening	1	- listen for main ideas and specific information in a conversation about courses provide data vocational school;	
68	Writing	1	- write a request letter to ask for information about vocational school courses;	
69	Communication &	1	- make an appointment; - understand the UK education after secondary	

	Culture/ CLIL		school;	
70	Looking back & Project	1	- do research on an educational institution and present the information to the class.	
UNIT 8: BECOMING INDEPENDENT				
71	Getting started	1	- Prepare vocabulary and structure for the whole skills	
72	Language	1	- 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;	
73	Reading	1	- read for main ideas and specific information in an article about how teens can become independent;	
74	Speaking	1	- give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions;	
75	Listening	1	- listen for main ideas and specific information in a conversation about becoming independent learners;	
76	Writing	1	- write an article about the pros and cons of self-study;	
77	Communication & Culture/ CLIL	1	- express best wishes and respond; - understand how American teenagers become independent;	
REVIEW 3				
78	Language	1	- revise the language and skills students have learnt	
79	Skills	1		
80	Skills	1		
81	MID-TERM TEST		All skills	
82	Looking back & Project	1	- create a detailed plan to develop a life skill and present it to the class.	
UNIT 9: SOCIAL ISSUES				
83	Getting started	1	- Prepare vocabulary and structure for the whole skills	
84	CORRECTION		Feedback and correction	
85	Language		- use rising and falling intonation in choice questions;	

		1	- understand and use words and phrases related to social issues; - use linking words and phrases to connect ideas, clauses, or sentences;	
86	Reading	1	- read for main ideas and specific information in an article about peer pressure;	
87	Speaking	1	- talk about experiences of peer pressure and respond to peer pressure situations;	
88	Listening	1	- listen for specific information in a conversation about types of bullying;	
89	Writing	1	- write a proposal for a school campaign against cyberbullying;	
90	Communication & Culture/ CLIL	1	- express disappointment and sympathy; - understand some of the social problems facing teens in the US today;	
91	Looking back & Project	1	- plan activities for a campaign to raise people's awareness about a social issue and give a group presentation about it.	
UNIT 10- LIFELONG LEARNING				
92	Getting started	1	- Prepare vocabulary and structure for the whole skills	
93	Language	1	- use rising and falling intonation in question tags; - understand and use words and phrases related to ecosystems; - understand and use compound nouns;	
94	Reading	1	- read for main ideas and specific information in an article about a national park;	
95	Speaking	1	- talk about ways to protect local biodiversity and respond to situations that may harm the environment;	
96	Listening	1	- listen for specific information in a talk about the human impact on ecosystems, and make predictions;	
97	Writing	1	- write an opinion essay about spending money on restoring local ecosystems;	
98	Communication & Culture/ CLIL	1	- express likes and dislikes; - understand how ecosystems around the world are protected and restored;	
99	Looking back & Project	1	- design a poster about a local ecosystem and how to restore/protect it, and present it to the class.	
REVIEW 4				



100	Language	1	revise the language and skills students have learnt	
101	Skills (1)	1	revise the language and skills students have learnt	
102	Skills (2)	1	revise the language and skills students have learnt	
103	REVISION	1	Revision for end-of term test	
104	END-TERM TEST		All skills	
105	CORRECTION	1	Feedback and correction	

2. 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	60'	Tiết 27-Tuần 9	- Hs ghi nhớ và vận dụng tốt các kiến thức đã học hoàn thành tốt các bài tập kiểm tra.	- Viết
- Cuối Học kỳ 1	60'	Tiết 53-Tuần 18	- Hs ghi nhớ và vận dụng tốt các kiến thức đã học hoàn thành tốt các bài tập kiểm tra.	- Viết - Nói
- Giữa Học kỳ 2	60'	Tiết 81-Tuần 27	- Hs ghi nhớ và vận dụng tốt các kiến thức đã học hoàn thành tốt các bài tập kiểm tra.	- Viết
- Cuối Học kỳ 2	60'	Tiết 104-Tuần 35	- Hs ghi nhớ và vận dụng tốt các kiến thức đã học hoàn thành tốt các bài tập kiểm tra.	- Viết - Nói

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

(Năm học 2024 - 2025)

1. Khối lớp: 10, 11, 12; Số học sinh: 469

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	Cuộc thi OTE cấp trường	Rèn luyện kỹ năng giao tiếp, thuyết trình	03 - 05	Tháng 11	Sân trường	Nhóm tiếng Anh	Chuyên môn, Đoàn trường	- Âm thanh - Trang trí - Giấy bút - Máy chiếu

Đông Giang, ngày 30 tháng 8 năm 2024

DUYỆT CỦA BGH

TỔ TRƯỞNG

NHÓM TRƯỞNG CM

(Ký và ghi rõ họ tên)

(Ký và ghi rõ họ tên)



HIỆU TRƯỞNG
Trần Văn Nghĩ

Thị Kan
Nguyễn Thị Kan

Thị Kan
Nguyễn Thị Kan



