

**KHUNG KẾ HOẠCH DẠY HỌC VÀ TỔ CHỨC CÁC HOẠT ĐỘNG CỦA TỔ CHUYÊN MÔN**  
(Kèm theo Công văn số 5512/BGDĐT-GDTrH ngày 18 tháng 12 năm 2020 của Bộ GDĐT)  
**TRƯỜNG THPT ÂU CƠ**  
**TỔ: NGŨ VĂN – TIẾNG ANH**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

**I. KẾ HOẠCH DẠY HỌC CỦA TỔ CHUYÊN MÔN**  
**MÔN HỌC/HOẠT ĐỘNG GIÁO DỤC TIẾNG ANH, KHỐI LỚP 11**  
(Năm học 2023 - 2024)

**1. Đặc điểm tình hình**

**1.1. Số lớp: 05 ; Số học sinh: 151; Số học sinh học chuyên đề lựa chọn (nếu có): 0**

**1.2. Tình hình đội ngũ: Số giáo viên: 02; Trình độ đào tạo: Cao đẳng: 0 ;Đại học: 02; Trên đại học: 0**

**Mức đạt chuẩn nghề nghiệp giáo viên <sup>1</sup>: Tốt: 02; Khá: 0; Đạt: 0; Chưa đạt: 0**

**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)

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	

**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)

STT	Tên phòng	Số lượng	Phạm vi và nội dung sử dụng	Ghi chú
1	Nghe	01	Các bài thi nghe	

**2. Kế hoạch dạy học<sup>2</sup>**

**2.1. Phân phối chương trình**

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

Tuần	Tiết	Bài học/ Unit	Nội dung/ Mạch kiến thức	Yêu cầu đạt được	Hình thức tổ chức dạy học	Ghi chú
1	1	<b>INTRODUCTION</b>	An overview about the new curriculum		Inside classroom	
	2	UNIT 1:	Getting started	- Prepare vocabulary and structure for the whole	Inside	

<sup>1</sup> 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.

<sup>2</sup> Đối với tổ 16ghép môn học: khung phân phối chương trình<sup>1</sup> cho các môn



		<b>A LONG AND HEALTHY LIFE</b>		skills	classroom	
	3		Language	- 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;	Inside classroom	
	4		Reading	- read for main ideas and specific information in an article about living a long and healthy life;	Inside classroom	
	5		Speaking	- give instructions for an exercise routine;	Inside classroom	
2	6		Listening	- listen for main ideas and specific information in a TV chat show about food and health;	Inside classroom	
	7		Writing	- write a short message in response to an invitation;	Inside classroom	
3	8		Communication & Culture/ CLIL	- offer help and respond to offers; - identify the main differences between bacteria and viruses;	Inside classroom	
	9		Looking back & Project	- design a poster about a healthy habit and give a poster presentation about it.	Inside classroom	
4	10	<b>UNIT 2 THE GENERATION GAP</b>	Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
	11		Language	- 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;	Inside classroom	
	12		Reading	- read for main ideas and specific information in an article about different generations;	Inside classroom	
5	13		Speaking	- talk about the different generations of a family; start a conversation and discussion;	Inside classroom	
	14		Listening	- listen for specific information in a conversation about family conflicts;	Inside classroom	
	15		Writing	- write an opinion essay about limiting teenagers' screen time;	Inside classroom	

6	16		Communication & Culture/ CLIL	- understand the generation gap in Asian American families;	Inside classroom	
	17		Looking back & Project	- carry out a survey to find out generational differences in families and give a group presentation about them.	Inside classroom	
	18		Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
7	19	UNIT 3 CITIES OF THE FUTURE	Language	- 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;	Inside classroom	
	20		Reading	- read for specific information in an article about the characteristics of future cities;	Inside classroom	
	21		Speaking	- discuss cities of the future and keep a conversation going by asking Wh-questions;	Inside classroom	
8	22		Listening	- listen for main ideas and specific information in an interview about the disadvantages of living in a smart city;	Inside classroom	
	23		Writing	- write an article about the advantages and disadvantages of living in a smart city;	Inside classroom	
	24		Communication & Culture/ CLIL	- express certainty and uncertainty; - recognize features of smart cities around the world;	Inside classroom	
9	25	REVIEW 1	Language	- revise the language and skills students have learnt	Inside classroom	
	26		Skills		Inside classroom	
	27	MID-TERM TEST	Mid-term test	All skills	Inside classroom	
10	28	UNIT 3 CITIES OF THE FUTURE	Looking back & Project	- design a poster about the ideal city of the future and give a poster presentation about it.	Inside classroom	
	29	UNIT 4	Getting started	- Prepare vocabulary and structure for the whole	Inside	





		<b>ASEAN AND VIET NAM</b>		skills	classroom	
	30		Language	- 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;	Inside classroom	
11	31	<b>CORRECTION</b>	Feedback and correction	All skills	Inside classroom	
	32	<b>UNIT 4 ASEAN AND VIET NAM</b>	Reading	- read for main ideas and specific information in news items about ASEAN countries;	Inside classroom	
	33		Speaking	- discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions;	Inside classroom	
12	34		Listening	- listen for main ideas and specific information in a conversation about an ASEAN school tour programme;	Inside classroom	
	35		Writing	- write a proposal for a welcome event;	Inside classroom	
	36		Communication & Culture/ CLIL	- give compliments and respond; - understand when and how people celebrate the New Year in ASEAN;	Inside classroom	
13	37	<b>UNIT 5 GLOBAL WARMING</b>	Looking back & Project	- do research about an ASEAN member and give a presentation about it.	Inside classroom	
	38		Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
	39		Language	- 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;	Inside classroom	
14	40		Reading	- read for main ideas and specific information in an article about the UN Climate Change Conference;	Inside classroom	
	41		Speaking	- talk about human activities and global warming,	Inside	

				and present ideas clearly in a discussion;	classroom	
	42		Listening	- listen for main ideas and specific information in a talk about black carbon and global temperature;	Inside classroom	
	43		Writing	- write a leaflet to persuade people to reduce black carbon emissions;	Inside classroom	
15	44		Communication & Culture/ CLIL	- give warnings and respond; - understand the environmental impact of farming and how to reduce it;	Inside classroom	
	45		Looking back & Project	- carry out a survey to find out how local people try to limit global warming and present the survey results to the class.	Inside classroom	
	46		Language		Inside classroom	
16	47	<b>REVIEW 2</b>	Skills 1	- revise the language and skills students have learnt	Inside classroom	
	48		Skills 2		Inside classroom	
17	49	<b>REVISION</b>	Revision for end-of term test	- revise the language and skills students have learnt	Inside classroom	
	50					
	51					
	52					
18	53	<b>END-TERM TEST</b>	End-of-term test	All skills	Inside classroom	
	54	<b>CORRECTION</b>	Feedback and correction	All skills	Inside classroom	

**Học kì II: 17 tuần x 3 tiết/ tuần = 51 tiết.**

Tuần	Tiết	Bài học/ Unit	Nội dung/ Mạch kiến thức	Yêu cầu đạt được	Hình thức tổ chức dạy học	Ghi chú
19	55	<b>UNIT 6: PRESERVING OUR HERITAGE</b>	Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
	56		Language	- use falling and level-rising intonation in statements, commands, and lists;	Inside classroom	



				<ul style="list-style-type: none"> <li>- understand and use words and phrases related to preserving heritage;</li> <li>- use to-infinitive clauses to express purpose and modify nouns or noun phrases;</li> </ul>		
	57		Reading	- read for main ideas and specific information in an article about an ideas competition;	Inside classroom	
20	58		Speaking	- discuss ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement;	Inside classroom	
	59		Listening	- listen for main ideas and specific information in a tour guide's talk about Trang An Scenic Landscape Complex;	Inside classroom	
	60		Writing	- write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex;	Inside classroom	
21	61		Communication & Culture/ CLIL	<ul style="list-style-type: none"> <li>- ask for and give directions;</li> <li>- learn about initiatives to preserve heritage around the world;</li> </ul>	Inside classroom	
	62		Looking back & Project	- propose ways to preserve a type of heritage, and give a group presentation about it.	Inside classroom	
	63		Getting started	- Prepare vocabulary and structure for the whole skills		
22	64	<b>UNIT 7 EDUCATION OPTIONS FOR SCHOOL - LEAVERS</b>	Language	<ul style="list-style-type: none"> <li>- use rising and falling intonation in Wh-and Yes/No questions;</li> <li>- understand and use words and phrases related to education after leaving school;</li> <li>- use perfect gerunds and perfect participle clauses correctly;</li> </ul>	Inside classroom	
	65		Reading	- read for main ideas and specific information in an article about different study options after leaving school;	Inside classroom	
	66		Speaking	- discuss the benefits of vocational training and academic study, and end a conversation or discussion;	Inside classroom	
23	67		Listening	- listen for main ideas and specific information in a conversation about courses provide data	Inside classroom	

				vocational school;		
	68		Writing	- write a request letter to ask for information about vocational school courses;	Inside classroom	
	69		Communication & Culture/ CLIL	- make an appointment; - understand the UK education after secondary school;	Inside classroom	
	70		Looking back & Project	- do research on an educational institution and present the information to the class.	Inside classroom	
	71		Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
24	72		Language	- 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;	Inside classroom	
	73		Reading	- read for main ideas and specific information in an article about how teens can become independent;	Inside classroom	
25	74	<b>UNIT 8 BECOMING INDEPENDENT</b>	Speaking	- give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions;	Inside classroom	
	75		Listening	- listen for main ideas and specific information in a conversation about becoming independent learners;	Inside classroom	
	76		Writing	- write an article about the pros and cons of self-study;	Inside classroom	
26	77		Communication & Culture/ CLIL	- express best wishes and respond; - understand how American teenagers become independent;	Inside classroom	
	78		Looking back & Project	- create a detailed plan to develop a life skill and present it to the class.	Inside classroom	
27	79	<b>REVIEW 3</b>	Language	- revise the language and skills students have learnt	Inside classroom	
	80		Skills		Inside	



					classroom	
	81	<b>MID-TERM TEST</b>	Mid-term test	All skills	Inside classroom	
28	82	<b>UNIT 9 SOCIAL ISSUES</b>	Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
	83		Language	- 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;	Inside classroom	
	84		Reading	- read for main ideas and specific information in an article about peer pressure;	Inside classroom	
29	85	<b>CORRECTION</b>	Feedback and correction	All skills	Inside classroom	
	86	<b>UNIT 9 SOCIAL ISSUES</b>	Speaking	- talk about experiences of peer pressure and respond to peer pressure situations;	Inside classroom	
	87		Listening	- listen for specific information in a conversation about types of bullying;	Inside classroom	
30	88		Writing	- write a proposal for a school campaign against cyberbullying;	Inside classroom	
	89	<b>UNIT 9 SOCIAL ISSUES</b>	Communication & Culture/ CLIL	- express disappointment and sympathy; - understand some of the social problems facing teens in the US today;	Inside classroom	
	90		Looking back & Project	- plan activities for a campaign to raise people's awareness about a social issue and give a group presentation about it.	Inside classroom	
31	91	<b>UNIT 10 THE ECOSYSTEM</b>	Getting started	- Prepare vocabulary and structure for the whole skills	Inside classroom	
	92		Language	- use rising and falling intonation in question tags; - understand and use words and phrases related to ecosystems; - understand and use compound nouns;	Inside classroom	
	93		Reading	- read for main ideas and specific information in an article about a national park;	Inside classroom	



32	94		Speaking	- talk about ways to protect local biodiversity and respond to situations that may harm the environment;	Inside classroom	
	95		Listening	- listen for specific information in a talk about the human impact on ecosystems, and make predictions;	Inside classroom	
	96		Writing	- write an opinion essay about spending money on restoring local ecosystems;	Inside classroom	
33	97		Communication & Culture/ CLIL	- express likes and dislikes; - understand how ecosystems around the world are protected and restored;	Inside classroom	
	98		Looking back & Project	- design a poster about a local ecosystem and how to restore/protect it, and present it to the class.	Inside classroom	
	99	REVIEW 4	Language	- revise the language and skills students have learnt	Inside classroom	
34	100		Skills 1		Inside classroom	
	101		Skills 2		Inside classroom	
	102	REVISION	Revision for end-of term test	- revise the language and skills students have learnt	Inside classroom	
35	103				Inside classroom	
	104	END-TERM TEST	End-of-term test	All skills	Inside classroom	
	105	CORRECTION	Feedback and correction	All skills	Inside classroom	

4044

## 2.2. 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)
Mid-term test 1	60 minutes	Week 9	- Multiple choice question + Written Test	Tại lớp
End-term test 1	60 minutes	Week 18	- Multiple choice question + Written Test, Oral test	Tại lớp
Mid-term test 2	60 minutes	Week 27	- Multiple choice question + Written Test	Tại lớp
End-term test 2	60 minutes	Week 35	- Multiple choice question + Written Test, Oral test	Tại lớp

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

(Năm học 2023 - 2024)

### 1. Khối lớp: 10, 11, 12; Số học sinh: 430

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	Tháng 12	Sân trường	Nhóm tiếng Anh	Đoàn trường	- Âm thanh - Trang trí - Giấy bút - Máy chiếu

DUYỆT CỦA BGH



*Trần Văn Nghĩa*

TỔ TRƯỞNG

(Ký và ghi rõ họ tên)

*Thị*  
Nguyễn Thị Kan

Đông Giang, ngày 03 tháng 9 năm 2023

NHÓM TRƯỞNG CM

(Ký và ghi rõ họ tên)

*Thị*  
Nguyễn Thị Kan