

SỞ GIÁO DỤC VÀ ĐÀO TẠO HẢI PHÒNG
TRƯỜNG THPT QUỐC TUẤN

KẾ HOẠCH GIÁO DỤC NĂM HỌC 2022-2023

NHÓM: TIẾNG ANH

Cả năm: 35 Tuần thực học: Học kì I (18 tuần); Học kì II (17 tuần)

BỘ MÔN: TIẾNG ANH

Tháng 9 năm 2022

TRƯỜNG: THPT QUỐC TUẤN
TỔ: SỬ- ĐỊA- TIẾNG ANH

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

KẾ HOẠCH DẠY HỌC CỦA NHÓM CHUYÊN MÔN
MÔN HỌC: TIẾNG ANH, KHỐI LỚP 10,11,12
(Năm học 2022 - 2023)

Căn cứ Quyết định số 2650/QĐ-UBND ngày 16 tháng 8 năm 2022 của Ủy ban nhân dân thành phố về việc ban hành Kế hoạch thời gian năm học 2022-2023 của giáo dục mầm non, giáo dục phổ thông và giáo dục thường xuyên thành phố Hải Phòng ; Công văn số 280/SGDDĐT ngày 30 tháng 8 năm 2022 của SỞ GD-ĐT Hải Phòng về Lịch chỉ đạo thực hiện Chương trình Giáo dục trung học năm học 2022-2023; Công văn số 2577/SGDDĐT-GDTrH ngày 12 tháng 8 năm 2022 của Sở Giáo dục và Đào tạo về triển khai thực hiện Chương trình Giáo dục trung học năm học 2022-2023; Công văn số 2766/SGDDĐT-GDTrH ngày 31 tháng 8 năm 2022 của Sở Giáo dục và Đào tạo Hải Phòng về Hướng dẫn thực hiện nhiệm vụ Giáo dục trung học năm học 2022-2023; Căn cứ vào Kế hoạch giáo dục của nhà trường năm học 2022-2023; Căn cứ điều kiện, tình hình thực tiễn; Nhóm Tiếng Anh xây dựng kế hoạch giáo dục năm học 2022-2023 cụ thể như sau:

I. ĐẶC ĐIỂM TÌNH HÌNH

1. Số lớp: 26 lớp ; **Số học sinh:** 1.167 ; **Số học sinh học chuyên đề lựa chọn (nếu có):** khối 11, 12

2. Tình hình đội ngũ: **Số giáo viên:** 07; **Trình độ đào tạo:** Đại học:04; Trên đại học: 02

Mức đạt chuẩn nghề nghiệp giáo viên: Tốt: 07

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)

| STT | Thiết bị dạy học | Số lượng | Các bài thí nghiệm/thực hành | Ghi chú |
|-----|------------------|----------|--------------------------------------|-------------------|
| 1 | Ti vi | 26 | Các bài có sử dụng bài giảng điện tử | |
| 2 | Đồ dùng | 01 | Chiếc nón thần kỳ | tự làm |
| 3 | Máy tính | 07 | Các bài có sử dụng bài giảng điện tử | Cá nhân giáo viên |

II. KẾ HOẠCH DẠY HỌC

1. Phân phối chương trình

Môn: TIẾNG ANH **Khối:** 10 **Chương trình:** Cơ bản

Thời lượng: Cả năm: 35 tuần – thực hiện 105 tiết

Học kỳ 1: 18 tuần – thực hiện 54 tiết (03 tiết/ tuần)

Học kỳ 2: 17 tuần – thực hiện 51 tiết (03 tiết/ tuần)

Môn: TIẾNG ANH **Khối:** 10-HK1 : **Chương trình:** Cơ bản

| Stt | Bài học | Tiết theo PPCT | Yêu cầu cần đạt |
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| 1 | INTRODUCTION | 1 | - Get an overview of the English book grade 10 in general: themes, units - Know about tests: oral test, fifteen - minute tests, periodical tests, first term test |
| | Unit 1: FAMILY LIFE Lesson 1: Getting started | 2 | - Words & phrases related to family life: <i>household chores, homemaker, breadwinner, shop for groceries, do the heavy lifting, do the laundry, take out the rubbish, ...</i> - Read the conversation about family life & decide the T/F statements |
| | Unit 1: Lesson 2: Language | 3 | - Pronunciation: //br, /kr/, /tr/ - Grammar: <i>Present Simple & Present Continuous</i> - Vocabulary: <i>breadwinner, homemaker, housework, groceries, heavy lifting</i> |
| 2 | Unit 1: Lesson 3: Reading | 4 | - Vocabulary: <i>responsibility, gratitude, strengthen, bonds, character, ...</i> - Read the text & guess the meaning of words in context - Read the text & answer the questions |
| | Unit 1: Lesson 4: Speaking | 5 | - Vocabulary: <i>life skills, take responsibility, strengthen family bonds, ...</i> - Reading & deciding the reasons why children should/ shouldn't do housework - Completing the conversation - Making conversations exchanging opinions about whether children should/ shouldn't do housework |
| | Unit 1: Lesson 5: Listening | 6 | - Vocabulary: <i>family routines, cheer somebody up, carry on, share, ...</i> - Listening to the conversation & do the tasks that follow: get the topic of the conversation, decide T/F statements & complete sentences with the missing words |
| | Unit 1: Lesson 6: Writing | 7 | - Vocabulary: words and phrases related to family routines: <i>cleaning the house, having dinner, watch a game show, ..</i> - Reading & completing the table of information - Completing an email about family routines |

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| 3 | Unit1: Lesson 7: Communication & Culture/ CLIL | 8 | <ul style="list-style-type: none"> - Vocabulary: expressions to show agreement or disagreement and some words & phrases related to family life:<i>family values, life experience, table manner, respect, ...</i> - Communication: Practice the conversation showing agreement or disagreement to an idea - Culture: Read the text and make a list of the family values mentioned in the text |
| | Unit1: Lesson 8: Looking Back And Project | 9 | <ul style="list-style-type: none"> - Pronunciation: /br/, /kr/, /tr/ - Vocabulary: <i>do the washing up, clean the house, do the heavy lifting, do the cooking, laundry...</i> - Grammar: <i>Present Simple & Present Continuous</i> - Project: Do e research on Family Day in VN or other countries |
| 4 | Unit 2: HUMANS AND THE ENVIRONMENT Lesson 1: Getting started | 10 | <ul style="list-style-type: none"> - Vocabulary: words and phrases related to the environment: <i>environment, greener lifestyle, environmental issues, carbon footprint...</i> - Reading a conversation and answer the questions - Making the verb phrases <ul style="list-style-type: none"> - Completing the sentences |
| | Unit 2: Lesson 2: Language | 11 | <ul style="list-style-type: none"> - Pronunciation: /kl/, /pl/, /gr/, /pr/ - Grammar: + <i>The future with “will” & “be going to”</i> + <i>The passive voice</i> - Vocabulary: <i>household appliances, energy, carbon footprint, litter, eco-friendly</i> |
| | Unit 2: Lesson 3: Reading | 12 | <ul style="list-style-type: none"> - Vocabulary: <i>sustainable, organic, cutting down on, natural resources...</i> - Reading the text and guess the meaning of word in context - Reading for specific information to decide whether statements are T/F |
| 5 | Unit 2: Lesson 4: Speaking | 13 | <ul style="list-style-type: none"> - Vocabulary: <i>recycle, organic food, drop litter, plant trees...</i> - Matching reasons with activities <ul style="list-style-type: none"> - Discussing & Talking about what we should or shouldn’t do to live green |
| | Unit 2: Lesson 5: Listening | 14 | <ul style="list-style-type: none"> - Vocabulary: <i>clean up, pick up rubbish, collect used items...</i> - Listen & decide on T/F statements - Listening & fill in the gaps |
| | Unit 2: Lesson 6: Writing | 15 | <ul style="list-style-type: none"> - Vocabulary: <i>clean up activities, plant trees, put rubbish bins, clollect waste, ...</i> - Matching the suggestions for improving the environment with their expected results - Reading & copleting the paragraph <ul style="list-style-type: none"> - Writing yourown suggestions to protect the environment |

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| 6 | Unit 2: Lesson 7: Communication & Culture/ CLIL | 16 | - Vocabulary: + <i>ways to express what we should or shouldn't do to protect the environment</i> + <i>carbon footprint, emission, greenhouse gases, recycle...</i> - Communication: Complete the conversation & practice it in pairs - Culture/ CLIL: Read the passage & complete the table of information |
| | Unit 2: Lesson 8: Looking Back And Project | 17 | - Pronunciation: /kl/, /pl/, /gr/, /pr/ - Vocabulary: <i>green lifestyle, carbon footprint, litter, eco-friendly, appliances</i> - Grammar: + <i>The future with "will" & "be going to"</i> + <i>The passive voice</i> - Project: Plan activities for a Go Green Weekend event |
| | Unit 3: MUSIC Lesson 1: Getting started | 18 | - Vocabulary: <i>pop singer, teen idol, fan, talented artist, musical instrument, award...</i> - Reading the conversation and answer the questions - Reading the conversation & find the words or phrases referring to the given ones - Matching 2 parts to make complete sentences |
| 7 | Unit 3: Lesson 2: Language | 19 | - Pronunciation: stress in two-syllable words - Vocabulary: <i>perform, judge, audience, talented, single...</i> - Grammar: + Compound sentences + To- infinitive & Bare infinitive |
| | Unit 3: Lesson 3: Reading | 20 | - Vocabulary: <i>series, identify with, in search of, eliminate, competition, participant, vote, stage...</i> - Matching the words with their meaning - Reading for specific information to choose the best answers |
| | Unit 3: Lesson 4: Speaking | 21 | - Vocabulary: <i>participant, perform, judge, performance, audience...</i> - Reading & completing the notes - Making up a music show in form of an outline - Speaking out the ideas in the outline made before |
| | Unit 3: Lesson 5: Listening | 22 | - Vocabulary: <i>guest, ticket, music festival...</i> - Listening to tick the information you hear - Listening for specific information to decide if statements are T/F |

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| 8 | Unit 3: Lesson 6: Writing | 23 | <ul style="list-style-type: none"> - Vocabulary: <i>event, band, stage, idol, enjoy the music, relax...</i> - Reading the blog & complete the notes - Putting the words & phrases in right columns - Writing a blog about a music event |
| | Unit 3: Lesson 7: Communication & Culture/ CLIL | 24 | <ul style="list-style-type: none"> - Vocabulary: + <i>ways of making & responding to suggestions</i> + <i>words & phrases: slow chanting, dancing of a psychic, moon-shaped lute, bamboo clappers...</i> - Communication: Making & responding to suggestions - Culture/ CLIL: Reading & Completing the mind map |
| 9 | Unit 3 : Lesson 8: Looking Back And Project | 25 | <ul style="list-style-type: none"> - Pronunciation: stress in two-syllable words - Vocabulary: <i>artist, concert, enjoy, perform, instrument, fan...</i> - Grammar: + Compound sentences + To- infinitive & Bare infinitive - Project: Do a research on a form of traditional music in VN or another country |
| | REVIEW 1(Language) | 26 | <ul style="list-style-type: none"> - Pronunciation: /br/, /gr/, /kr/, /pr/, /tr/ - Vocabulary: words & phrases related to the topics on the environment & music - Grammar: + <i>Present Simple & Present Continuous</i> + <i>Passive voice</i> + <i>Compound sentences</i> |
| | REVIEW 1(Skills) | 27 | <ul style="list-style-type: none"> - Vocabulary: words & phrases related to the topics learnt in the previous units - Skills: + Listening for main idea to choose the best title & for specific information to fill in the gaps with numbers + Speaking: Talk about a favourite singer or musician + Reading: read & answer the question + Writing: write a paragraph on how to live green |
| | | 28 | Pronunciation: /br/, /gr/, /kr/, /pr/, /tr/ |

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| 10 | Kiểm tra giữa kỳ 1 | 29 | <ul style="list-style-type: none"> - Vocabulary: words & phrases related to the topics on the environment & music - Grammar: + <i>Present Simple & Present Continuous</i> + <i>Passive voice</i> + <i>Compound sentences</i> - Vocabulary: words & phrases related to the topics learnt in the previous units |
| | Unit 4: FOR A BETTER COMMUNITY Lesson 1: Getting started | 30 | <ul style="list-style-type: none"> - Vocabulary: <i>community, volunteer, community work/ service...</i> - Reading the conversation & answer the questions - Reading the conversation & find the Adj ending with <i>-ed/ -ing/-ful/-less</i> and some phrasal verbs |
| 11 | Unit 4: Lesson 2: Language | 31 | <ul style="list-style-type: none"> - Pronunciation: stress in two-syllable words with the same spelling - Vocabulary: + words & phrases related to the topic: <i>donate, volunteer, remote, benefit, generous...</i> + <i>Adj with suffixes "-ed/-ing/-ful/-less"</i> - Grammar: Past Simple & Past Continuous |
| | Unit 4: Lesson 3: Reading | 32 | <ul style="list-style-type: none"> - Vocabulary: <i>various, participate, items, raise, deliver...</i> - Matching the words with their meaning - Reading for specific information to statements |
| | Unit 4: Lesson 4: Speaking | 33 | <ul style="list-style-type: none"> - Vocabulary: <i>contact with, life skill, ...</i> - Reading about the benefits of volunteering activities - Completing the diagram explaining the benefits of volunteering activities - Talking about the benefits of volunteering activities |
| 12 | Unit 4: Lesson 5: Listening | 34 | <ul style="list-style-type: none"> - Vocabulary: <i>community development project, non-profit organization, volunteer...</i> - Reading the job advert & answering the questions - Listening & choosing the best answers - Listening for specific information to decide if statements are T/F |
| | Unit 4: Lesson 6: Writing | 35 | <ul style="list-style-type: none"> - Vocabulary: <i>application letter/ form, volunteer work, interview, volunteer position, public announcement ...</i> - Read the letter & match the paragraph with their aims - Read the job advert & answer the questions - Writing an application letter |
| | Unit 4: Lesson 7: Communication & Culture/ CLIL | 36 | <ul style="list-style-type: none"> - Vocabulary: + <i>ways of expressing feelings</i> + <i>words & phrases: non-governmental organization, set up, practical support, remote area, school materials...</i> |

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| | | | <ul style="list-style-type: none"> - Communication: Listen & complete the conversation, then practice it in pairs - Culture/ CLIL: Read the text & complete the diagram |
| 13 | Unit 4: Lesson 8: Looking Back And Project | 37 | <ul style="list-style-type: none"> - Pronunciation: stress in two-syllable words with the same spelling - Vocabulary: <i>adj ending in -ed/-ing/-ful/-less...</i> - Grammar: Past Simple & past Continuous - Project: Do research on a volunteer project in your community |
| | Chữa bài kiểm tra giữa kỳ 1 | 38 | <ul style="list-style-type: none"> -Realise mistakes |
| | Unit 5: INVENTIONS Lesson 1: Getting started | 39 | <ul style="list-style-type: none"> - Vocabulary: invent, <i>invention, app, ...</i> - Reading the conversation & answer the questions - Find the nouns & Adj in the crossword - Complete the summary of the conversation |
| 14 | Unit 5: Lesson 2: Language | 40 | <ul style="list-style-type: none"> - Pronunciation: stress in three-syllable nouns - Vocabulary: <i>words & phrases related to the topic: experiment, device, hardware, software, equipment...</i> - Grammar: + Present Perfect + Gerund & To-infinitive |
| | Unit 5: Lesson 3: Reading | 41 | <ul style="list-style-type: none"> - Vocabulary: <i>robot, create, artificial intelligent, human intelligent, effective, convenient...</i> - Match the pictures with the use of AI - Read the text & choose the best title - Read the text & decide whether the statements are T/F |
| | Unit 5: Lesson 4: Speaking | 42 | <ul style="list-style-type: none"> - Vocabulary: + expressions to ask & answer about the uses of some inventions + words & phrases related to the topic: <i>internet, e-reader, robot, 3D printing...</i> - Talking about the uses of some inventions - Talking about an invention & what to use it for or how to use it |
| 15 | Unit 5: Lesson 5: Listening | 43 | <ul style="list-style-type: none"> - Vocabulary: <i>button, charge, stain, device, remove...</i> - Reading the job advert & answering the questions - Read & complete sentences - Listen & fill the gaps in the diagram - Listen & put a tick or cross next to the way to use Robo Vacuum |
| | Unit 5: Lesson 6: Writing | 44 | <ul style="list-style-type: none"> - Vocabulary: + structures to express the benefits of an invention + words & phrases related to the topic: <i>invention, benefit</i> |

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| | | | <ul style="list-style-type: none"> - Draw a diagram to show how an invention is used - Rewrite sentences with the same meaning - Writing a paragraph to describe 2/3 benefits of an invention |
| | Unit 5: Lesson 7: Communication & Culture/ CLIL | 45 | <ul style="list-style-type: none"> - Vocabulary: + <i>ways of making & responding to requests</i> + <i>words & phrases: processor, display, storage space, store...</i> - Communication: + Listen & complete the conversation, then practice it in pairs + Role-play similar conversations about other devices - Culture/ CLIL: + Read the text & match the words or phrases with their meaning + Look at the advertisement & decide which device is the most suitable for each person |
| 16 | Unit 5: Lesson 8: Looking Back And Project | 46 | <ul style="list-style-type: none"> - Pronunciation: stress in three-syllable nouns - Vocabulary: <i>do the crossword: benefit, invention, memory, telephone, computer...</i> - Grammar: + Present Perfect + Gerund & To-infinitive - Project: Collect information about an existing invention for the classroom or creating a new one |
| | Review 2: Unit 4-5 (Language) | 47 | <ul style="list-style-type: none"> - Pronunciation: stress in three-syllable words - Vocabulary: + words & phrases related to the topics learnt in the previous units + Adj ending in -ed/-ing/-ful/-less - Grammar: + <i>The verb form (-ing, bare infinitive, To-infinitive)</i> + <i>Past Simple & Past Continuous</i> + <i>Present Perfect</i> |
| | Review 2: Unit 4-5 (Skills) | 48 | <ul style="list-style-type: none"> - Vocabulary: words & phrases related to the topics learnt in the previous units - Skills: + Listening for main idea to choose the best title & for specific information to fill in the gaps + Speaking: Talk about features of a smart home + Reading: match the words with their meaning & read the text and choose the best answers + Writing: write a short paragraph to complete the application letter |
| 17 | Revision for the 1st term test | 49 | <ul style="list-style-type: none"> - Vocabulary: use words and phrases related to the topics learnt in the units in the 2nd term - Pronunciation: + pronunciation of the vowels, consonants, words ending in -ed/-s + word stress - Grammar: |
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| | | | <ul style="list-style-type: none"> + Passive voice with modals + Comparative & Superlative Adj + Relative clause + Reported speech + Conditional Sentence Type1 & Type2 |
| 18 | Kiểm tra cuối kỳ 1 | 52 53 | - Test knowledge learnt in previous units |
| | Chữa bài kiểm tra cuối kỳ 1 | 54 | -Realise mistakes |
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Môn: TIẾNG ANH Khối: 10-HK2 : Chương trình: Cơ bản

| Stt | Bài học | Tiết theo PPCT | Yêu cầu cần đạt |
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| 19 | Unit 6: GENDER EQUALITY Lesson 1 : Getting Started | 55 | <ul style="list-style-type: none"> - Words & phrases related to gender equality: <i>gender, treat, equally, equality, job opportunity, encourage...</i> -Read the conversation & decide the T/F statements - Complete the summary of the conversation |
| | Unit 6: Lesson 2: Language | 56 | <ul style="list-style-type: none"> - Pronunciation: Stress in 3-syllable Adj & V -Vocabulary: <i>gender, treat, equal, surgeon, kindergarten</i> - Grammar: Passive voice with modals |
| | Unit 6: Lesson 3: Reading | 57 | <ul style="list-style-type: none"> -Vocabulary: <i>be forced to do st, domestic violence, uneducated, low-paying job, promote, challenge...</i> - Read the text & guess the meaning of words in context - Read the text & decide if statements are T/F |
| | Unit 6: Lesson 4: Speaking | 58 | <ul style="list-style-type: none"> -Vocabulary: <i>words & phrases expressing jobs: surgeon, shop assistant, airline pilot, firefighter, engineer...</i> - Discuss & decide which jobs are traditionally done by men or women |

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| 20 | | | <ul style="list-style-type: none"> - Discuss & talk about why some jobs are traditionally done by men or women - Talk about your career choice |
| | Unit 6: Lesson 5: Listening | 59 | <ul style="list-style-type: none"> -Vocabulary:<i>cosmonaut, parachutist, space, award...</i> - Listen & choose the best answer - Listen & answer the questions |
| | Unit 6: Lesson 6: Writing | 60 | <ul style="list-style-type: none"> -Vocabulary: words and phrases related to the responsibilities & qualities for some job - Read & choose suitable information to complete the table - Discuss & give reasons why both men and women can do the same job well - Write a paragraph about the surgeon's job |
| 21 | Lesson 7 : Communication & Culture/ CLIL | 61 | <ul style="list-style-type: none"> -Vocabulary: expressions to show agreement or disagreement and some words & phrases related to the topic:<i>take place, suitable, be lifted, professional...</i> - Communication: + Listen & complete the conversation; then practice it + Making a similar conversation showing agreement or disagreement about after jobs - Culture: Read the text and fill the linetime |
| | Lesson 8: Looking back and Project | 62 | <ul style="list-style-type: none"> - Pronunciation: Stress in 3-syllable Adj & V -Vocabulary: do the crossword: <i>gender, treat, equal, surgeon, kindergarten</i> - Grammar: Passive voice with modals - Project: do a survey about students' future jobs |
| | Unit 7: VIETNAM & INTERNATIONAL ORGANISATIONS Lesson 1: Getting Started | 63 | <ul style="list-style-type: none"> - Vocabulary: words and phrases related to the topic: <i>organization, international, create = form, join, aim, support, provide, member...</i> - Read the conversation & choose the best answer - Find the words for the meanings given - Complete the sentences |
| 22 | Unit 7: Lesson 2 : Language | 64 | <ul style="list-style-type: none"> - Pronunciation: stress in words with more than 3 syllables -Vocabulary: <i>intend, go into, accept, promise, encourage...</i> - Grammar: Comparative & Superlative Adj |
| | Unit 7: Lesson 3: Reading | 65 | <ul style="list-style-type: none"> -Vocabulary: <i>support, create, essential, respect, practical, get access, benefit...</i> -Read the text and guess the meaning of word in context - Read the text & answer the questions |
| | Unit 7: Lesson 4: Speaking | 66 | <ul style="list-style-type: none"> -Vocabulary:<i>programme, community, focus on, activity...</i> |

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| | | | <ul style="list-style-type: none"> - Complete the conversation & practice it - Ask & answer to complete the table - Discuss & talk about the benefits of a programme or a project |
| 23 | Unit 7 : Lesson 5 : Listening | 67 | <ul style="list-style-type: none"> -Vocabulary:<i>member, relation, international/ non-governmental organization, peacekeeping activities...</i> - Listen & decide on T/F statements - Listen & complete sentences |
| | Unit 7: Lesson 6: Writing | 68 | <ul style="list-style-type: none"> -Vocabulary:<i>cultural, popular, experiencing, benefit, create, promote...</i> - Complete sentences - Complete the diagram - Write a paragraph about the benefits of VN as a member of of an international organisation |
| | Unit 7:Lesson 7: Communication & Culture/ CLIL | 69 | <ul style="list-style-type: none"> -Vocabulary:ways of making & responding to invitations and words & phrases related to the topic: <i>raise, make sure, improve, support, advice...</i> - Communication: + Complete the conversation & practice it in pairs + Make the similar conversations to the previous ones - Culture/ CLIL: Read the text & complete the diagram |
| 24 | Unit 7:Lesson 8 : Looking back and Project | 70 | <ul style="list-style-type: none"> - Pronunciation: stress in words with more than 3 syllables -Vocabulary: <i>promote, aim, enter, commit, welcome...</i> - Grammar: Comparative & Superlative Adj - Project: Do a research on an international organization: name, aims, activities |
| | Unit 8: NEW WAYS TO LEARN Lesson 1 : Getting Started | 71 | <ul style="list-style-type: none"> - Vocabulary: <i>upload, search for, discuss, method, do research...</i> - Read the conversation & decide on T/F statements - Match the V with the N to make phrases - Complete sentences |
| | Unit 8: Lesson 2 : Language | 72 | <ul style="list-style-type: none"> - Pronunciation: sentence stress - Vocabulary: <i>prepare, face-to-face, strategy, online learning, blended learning...</i> - Grammar: Relative clause |
| 25 | Unit 8: Lesson 3:Reading | 73 | <ul style="list-style-type: none"> - Vocabulary: <i>prepare, face-to-face, strategy, online learning, blended learning, focus on, distraction...</i> - Read& choose the main idea of each paragraph - Read & decide the person who mentions something |

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| | Unit 8: Lesson 4: Speaking | 74 | <ul style="list-style-type: none"> - Vocabulary: <i>technical problem, internet connection, discuss face to face...</i> - Put the ideas in suitable categories - Discuss & provide explanations to support your ideas <ul style="list-style-type: none"> - Discuss & talk about online learning |
| | Unit 8: Lesson 5: Listening | 75 | <ul style="list-style-type: none"> - Vocabulary: <i>blended learning, material, search information, review...</i> - Listen & answer the questions - Listen & complete the flow chart |
| 26 | Unit 8: Lesson 6: Writing | 76 | <ul style="list-style-type: none"> - Vocabulary: <i>blended learning, material, search information, teamwork skill...</i> - Discuss & tick the benefits of blended learning - Complete the outline of the paragraph - Write a paragraph about the benefits of blended learning |
| | Unit 8 : Lesson 7 : Communication & Culture/ CLIL | 77 | <ul style="list-style-type: none"> - Vocabulary: ways to give instructions & the vocabulary related to the topic: <i>class discussion, digital learning resource, audio-visual material, school camp, lifeskill...</i> - Communication: + Listen & complete the conversation & practice it in pairs + Make a similar conversation about how to install a study app on a smartphone - Culture/ CLIL: Read the text & answer the questions |
| | Unit 8: Lesson 8: Looking back and Project | 78 | <ul style="list-style-type: none"> - Pronunciation: sentence stress - Vocabulary: <i>blended, teamwork, connection, traditional, online...</i> - Grammar: Relative clause - Project: Do a survey to find out how students in your school use electronic devices to learn |
| 27 | Review 3: Language | 79 | <ul style="list-style-type: none"> - Pronunciation: sentence stress - Vocabulary: words & phrases related to the topics in the previous units: gender equality, organisations, ways to learn - Grammar: + <i>Relative clause</i> + <i>Comparative & Superlative Adj</i> |
| | Review 3: Skills | 80 | <ul style="list-style-type: none"> - Vocabulary: words & phrases related to the topics learnt in the previous units - Skills: + Listening for main idea to choose the best title & for specific information to complete sentences <ul style="list-style-type: none"> + Speaking: talk about the advantages of learning online + Reading: read & decide whether statements are T/F |

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| | | | + Writing: write a paragraph about an international organization |
| | Bài kiểm tra giữa kỳ 2 | 81 | - Skills: Reading, Listening, Writing -Grammar: + <i>Comparative & Superlative Adj</i> + <i>Relative clause</i> + <i>Passive voice with modals</i> |
| 28 | | 82 | -Pronunciation: + pronunciation of vowels , consonants & the ending –ed/-s + word stress -Vocabulary: words & phrases related to the topics learnt in the previous units |
| | Unit 9: PROTECTING THE ENVIRONMENT Lesson 1: Getting Started | 83 | - Vocabulary: <i>environment, environmental, protect, protection, global warming, deforestation, practical action...</i> - Read the conversation & answer the questions - Match the words to make phrases - Complete sentences |
| | Unit 9: Lesson 2: Language | 84 | - Pronunciation: rhythm of sentences - Vocabulary: <i>biodiversity, habitat, ecosystem, wildlife, climate change...</i> - Grammar: Reported speech |
| 29 | Unit 9: Lesson 3 : Reading | 85 | - Vocabulary: <i>global warming, issue= problem, damage, endangered, natural balance...</i> - Read the text & choose the best title - Read the text & decide which paragraph contains the information - Complete sentences |
| | Unit 9: Lesson 4: Speaking | 86 | - Vocabulary: <i>disappearance, deforestation, recycle, illegal, strict law...</i> - Match the problems with the suggested solutions - Complete the presentation outline - Discuss & talk about an environmental problem and solutions to it |
| | Unit 9: Lesson 5: Listening | 87 | - Vocabulary: <i>endangered animals, make aware of importance of st, illegal hunting, banning wildlife trade...</i> - Listen for specific information to decide if statements are T/F - Listen & complete the notes |
| 30 | Unit 9: Lesson 6 : Writing | 88 | - Vocabulary: <i>environmental organization, destroy, respect, nature, natural, natural habitat, support ...</i> - Read the text & complete the table of information in form of an outline - Write a paragraph about “Save the Elephants” |

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| | Unit 9: Lesson 7: Communication & Culture/ CLIL | 89 | <ul style="list-style-type: none"> - Vocabulary: + ways of making & responding to apologies + words & phrases: <i>Earth Hour, global event, movement, positive environmental impact, save, draw attention to st, promote...</i> -Communication: + Listen & complete the conversation, then practice it in pairs + Make similar conversation making & responding to apologies - Culture/ CLIL: Read the text & complete the fact file about Earth Hour |
| | Unit 9: Lesson 8: Looking back and Project | 90 | <ul style="list-style-type: none"> - Pronunciation: Rhythm of sentences - Vocabulary: <i>habitat, impact, endangered, global warming...</i> - Grammar: Reported speech - Project: Collect information about a local or an international environmental organisation |
| 31 | Chữa bài kiểm tra giữa kỳ 2 | 91 | -Realise mistakes |
| | Unit 10: ECOTOURISM Lesson 1: Getting Started | 92 | <ul style="list-style-type: none"> - Vocabulary: <i>ecotourism, fieldtrip, eco-friendly, explore, damage ...</i> - Read the conversation to find & correct the mistake in each sentence - Put the phrases into the correct column - Complete sentences |
| | Unit 10: Lesson 2: Language | 93 | <ul style="list-style-type: none"> - Pronunciation: intonation of sentences - Vocabulary: <i>responsible, be aware of st, impact, profit, crafts...</i> - Grammar: Conditional sentence Type 1 & Type 2 |
| 32 | Unit 10 :Lesson 3 : Reading | 94 | <ul style="list-style-type: none"> - Vocabulary: <i>ecotour brochure, barrier reef tour, trekking tour, national park tour, whale-watching tour...</i> - Read the text & answer the questions - Read the text & do the crossword - Read the text & decide which kind of tour each statement talks about |
| | Unit 10: Lesson 4: Speaking | 95 | <ul style="list-style-type: none"> - Vocabulary: + ways to express Dos or Don'ts + words & phrases related to the topic: <i>hunt, waste, avoid, litter...</i> - Match the verbs with the phrases to describe pictures - Discuss which we should or should not do to become ecotourist - Talk about what ecotourists should or should not do |
| | Unit 10: Lesson 5: Listening | 96 | <ul style="list-style-type: none"> - Vocabulary: <i>floating market, river village, arts & craft market, host family...</i> - Listen & number the pictures in right order |

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| | | | - Listen & fill in the gaps |
| 33 | Unit 10: Lesson 6: Writing | 97 | - Vocabulary: + structures of a website advertisement + words & phrases related to the topic: <i>vegetable & herb garden, local farm, handmade product...</i> - Look at the pictures & complete the notes - Rewrite sentences with the same meaning - Write a website advertisement for an ecotour to Hoi An Village |
| | Unit 10: Lesson 7: Communication & Culture/ CLIL | 98 | - Vocabulary: + ways of asking for & giving advice + words & phrases related to the topic: <i>mass tourism, ecotourism, sustainable tourism, responsible tourism</i> - Communication: + Listen & complete the conversation, then practice it in pairs + Make similar conversation asking for & giving advice about trips - Culture/ CLIL: + Read the text & fill in the gaps + Read & tick the description that fit best each kind of tourism |
| | Unit 10: Lesson 8: Looking back and Project | 99 | - Pronunciation: Intonation of sentences - Vocabulary: <i>eco/ mass/ sustainable tourism, impact, responsible, benefit, profit..</i> - Grammar: Conditional sentence Type 1 & Type 2 - Project: Design an ecotour |
| 34 | Review 4: Language | 100 | - Pronunciation: stress of sentences - Vocabulary: + words & phrases related to the topics learnt in the previous units (about protecting the environment & ecotourism) - Grammar: + Reported speech + Conditional Sentence Type 1 & Type 2 |
| | Review 4: Skills | 101 | - Vocabulary: words & phrases related to the topics learnt in the previous units - Skills: + Listening for main idea to choose the best title & for specific information to fill in the gaps + Speaking: Discuss & make plan for a day trip + Reading: Read the text & match the words with their meaning and choose the best answers |

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| | | | + Writing: write a paragraph about what should or should not be done to reduce the negative impact of travelling on the environment |
| | Revision for the 2nd term test | 102 | - Vocabulary: use words and phrases related to the topics learnt in the units in the 2 nd term |
| 35 | | 103 | -Pronunciation: + pronunciation of the vowels,consonants, words ending in – ed/-s + word stress - Grammar: + Passive voice with modals + Comparative & Superlative Adj + Relative clause + Reported speech + Conditional Sentence Type1 & Type2 |
| | Bài kiểm tra cuối kỳ 2 | 104 | |
| | | 105 | - Test knowledge learnt in previous units |
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Môn: TIẾNG ANH **Khối:** 11 : **Chương trình:** Cơ bản

Thời lượng: **Cả năm:** 35 tuần – thực hiện 105 tiết

Học kỳ 1: 18 tuần – thực hiện 54 tiết (03 tiết/ tuần)

Học kỳ 2: 17 tuần – thực hiện 51 tiết (03 tiết/ tuần)

| Stt | Bài học | Tiết theo PPCT | Yêu cầu cần đạt |
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| 1 | INTRODUCTION | 1 | - Get an overview of the English book grade 11 in general: themes, units - Know about tests: oral test, fifteen - minute tests, periodical tests, first term test |
| | Unit 1: GENERATION GAP Lesson 1: Getting started | 2 | -Vocabulary about generation gap: <i>generation gap, family rules, conflicts, extended and nuclear families</i> -Reading a conversation about the generation gap and do the tasks |
| | Unit 1: Lesson 2: Language | 3 | - Pronunciation: strong and weak forms of words in connected speech - Grammar: <i>should, ought to, must and have to</i> -Vocabulary: table manner, household, junkfood... |
| 2 | Unit 1: Lesson 3: Reading | 4 | -Vocabulary: <i>acquaintance, give & take, constancy, rumours &gossip, pursuits...</i> - Reading the text for the main information and answer the questions. |
| | Unit 1: Lesson 4: Speaking | 5 | -Vocabulary: <i>expect, appearance, judge, curfew, disapproval, respect, privacy.</i> - Reading three situations and match them with the problems. - Ticking the complaints that you hear in family - Giving advices |
| | Unit 1: Lesson 5: Listening | 6 | -Vocabulary: <i>forbid, flashy, elegant, concentrate</i> - Listening to Tom and Linda discussing their conflicts with their parents and decide T – F statements, choose the best answer |
| 3 | Unit 1: Lesson 6: Writing | 7 | -Vocabulary: <i>thankful, rule, sibling, forbid.</i> -Writing about family rule. |
| | Unit1: Lesson 7: Communication And Culture | 8 | -Vocabulary : <i>multi-generation, unemployment, pressure, frustrating, outweigh</i> |

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| | | | <ul style="list-style-type: none"> - Communication: Ask and answer the Qs. Report their groups' opinions to the class - Culture: Read the text about the coming back of the extended families and do the task. |
| | Unit1: Lesson 8: Looking Back And Project | 9 | <ul style="list-style-type: none"> -Pronunciation: strong and weak forms of words in connected speech -Vocabulary: <i>curfew, homestay, conflict, nuclear family.</i> - Grammar: <i>should, ought to, must and have to.</i> |
| 4 | Unit 2: RELATIONSHIPS Lesson 1: Getting started | 10 | <ul style="list-style-type: none"> -Vocabulary: strict, friendship, involve, romantic... - Reading a conversation and decide whether they are true, false or not given. <ul style="list-style-type: none"> - finding the verbs that come before the words in the list. |
| | Unit 2: Lesson 2: Language | 11 | <ul style="list-style-type: none"> - Pronunciation: contracted forms - Grammar: <i>Use linking verbs to describe or identify the subject, and use cleft sentences for emphasis.</i> -Vocabulary: <i>strict, friendship, involve, romantic, sympathetic, reconciled, argument...</i> |
| | Unit 2: Lesson 3: Reading | 12 | <ul style="list-style-type: none"> -Vocabulary: <i>split, drop, divorce , betrayed, trust, engage initiative,</i> -Reading the text for main ideas and specific information |
| 5 | Unit 2: Lesson 4: Speaking | 13 | <ul style="list-style-type: none"> - Vocabulary: <i>idea, permission, deal, advice.</i> -Talking about the past experiences and how they affected one's life |
| | Unit 2: Lesson 5: Listening | 14 | <ul style="list-style-type: none"> - Vocabulary: <i>enthusiastic, upset, confident, adult, experience, respect</i> - Listening to the tape and decide on true or false statements,fill in the gaps. |
| | Unit 2: Lesson 6: Writing | 15 | <ul style="list-style-type: none"> - Vocabulary: <i>uncomfortable, unreasonable, talented, famous, influence</i> - Writing a online posting about relationship |
| | Unit 2: Lesson 7: Communication And Culture | 16 | <ul style="list-style-type: none"> -Vocabulary : <i>contact, benefit, friendship,</i> - understanding about online friendship: the advantages and disadvantages of having online friends, and about the different ways of dating around the world |

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| 6 | Unit 2: Lesson 8: Looking Back And Project | 17 | <ul style="list-style-type: none"> - Vocabulary: <i>meet face to face, dating, break up, lend an ear, romantic relationship...</i> - Grammar: <i>Use linking verbs to describe or identify the subject, and use cleft sentences for emphasis.</i> -Pronunciation: contracted forms |
| | Unit 3: BECOMING INDEPENDENT Lesson1: Getting started | 18 | <ul style="list-style-type: none"> - Vocabulary: self-reliant, decisive, well-informed, reliable... - Reading the conversation and do the task |
| 7 | Unit 3: Lesson2: Language | 19 | <ul style="list-style-type: none"> - Vocabulary: Know how to form NOUNS, ADVERBS from the words such as reliable, self-reliant, - Pronunciation: strong and weak forms of words in connected speech; linking between a consonant and a vowel. - Grammar: “ to infinitive” after some adjectives and nouns |
| | Unit 3: Lesson 3: Reading | 20 | <ul style="list-style-type: none"> - <i>Vocabulary</i>: Use vocabulary related to time-management skills: obvious, fortunate, concerned, narrow-minded, dedicated -Reading for general ideas specific information about time-management skills. |
| | Unit 3: Lesson 4: Speaking | 21 | <ul style="list-style-type: none"> - Speaking: giving opinions about the importance of the skills needed for being independent. - Vocabulary: <i>advice, effectively, opinion,</i> |
| 8 | Unit 3: Lesson 5: Listening | 22 | <ul style="list-style-type: none"> - Vocabulary: <i>fullfil, punish, overprotective, motivated,</i> -Listening for specific information and do the tasks followed: multiple choice and comprehension questions |
| | Unit 3: Lesson 6: Writing | 23 | <ul style="list-style-type: none"> - Vocabulary: <i>copying with loneliness, interpersonal skills, goal setting, overcome, enrol, enquire, schedule, concentrate, course duration,.....</i> |

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| | | | - Writing a letter requesting further information about a course. |
| | Unit 3: Lesson 7: Communication And Culture | 24 | - Discussion about a father's words to his son to work out what it means to be independent. |
| 9 | Unit 3 : Lesson 8: Looking Back And Project | 25 | - <i>Vocabulary</i> : Understand the meaning of the key word: adjectives with suffixes : -ing; -ed; -ful; less and words referring to volunteer activities - <i>Pronunciation</i> : Pronounce linking between a consonant and a vowel. - <i>Grammar</i> .: “ to infinitive” after some adjectives and nouns |
| | Review 1: Unit 1-2-3(Language) | 26 | - <i>Vocabulary</i> : related to the generation gaps, relationship, becoming independent. |
| | Review 1: Unit 1-2-3(Skills) | 27 | - <i>Pronunciation</i> : strong and weak forms of words in connected speech, contracted forms. Pronounce linking between a consonant and a vowel. - <i>Grammar</i> : <i>should, ought to, must and have to</i> <i>Use linking verbs to describe or identify the subject, and use cleft sentences for emphasis.</i> “ to infinitive” after some adjectives and nouns Reading: read and complete the text with the words from the box. And answer the question. |
| 10 | Kiểm tra giữa kỳ 1 | 28 | - Reading comprehension - <i>Grammar</i> : <i>should, ought to, must and have to</i> <i>Use linking verbs to describe or identify the subject, and use cleft sentences for emphasis.</i> “ to infinitive” after some adjectives and nouns - <i>Pronunciation</i> : words ending –ed/-s/-es; stress in 2,3 syllable words. |

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| | | | -Vocabulary: related to the generation gaps, relationship, becoming independent. |
| | Unit 4: CARING FOR THOSE IN NEED Lesson 1: Getting started | 29 | - Vocabulary: understand the meaning of words and phrases related to people with disabilities : <i>disability, blind, deaf, dumb, get around, integrate, campaign, charity, donate</i> - Reading the conversation about people with disabilities and how to support them and do the task. |
| | Unit 4: Lesson 2: Language | 30 | - Vocabulary: understand the meaning of words and phrases related to topic such as <i>disrespectful, impairment, cognitive, ...</i> - Pronunciation: pronounce the elision of weak vowels before /l/, /n/ and /r/correctly - Grammar: understand and use the grammar structures presented in the lesson: the past simple and the present perfect |
| 11 | Unit 4: Lesson 3: Reading | 31 | - Vocabulary: understand the meaning of words and phrases related to attitudes to disabled people and community activities such as <i>energetic, enthusiastically, slogan, mobility impairment...</i> -Reading for general ideas specific information about helping people with disabilities. |
| | Unit 4: Lesson 4: Speaking | 32 | - Vocabulary: <i>unfair, hidden, hardship, unite, background, discrimination, firendliness, indicate,</i> - Grammar: The use of Present Simple, Past Simple or Present Perfect tenses - Writing an article about problems facing disabled people & solutions to solve them |
| | Unit 4: Lesson 5: Listening | 33 | - Vocabulary: <i>inspirational, outstanding, glass-bone, genetic, fragile bone, wheelchair, supportive, charitable, broadcasting, honoured, auditioned, potential,</i> |

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| | | | - Listening for specific information in a radio program on outstanding people with disabilities to do the gap filling information or note down the words or numbers |
| 12 | Unit 4: Lesson 6: Writing | 34 | - Vocabulary: <i>get involved, coach, extracurricular, coordination, rewarding,</i> - Interviewing a volunteer & discussing the voluntary work |
| | Unit 4: Lesson 7: Communication And Culture | 35 | - Vocabulary: <i>mainstreaming, barry, humanitarian, heal, wounded, large-scale, hygiene,</i> - Talking about International day for persons with disabilities |
| | Unit 4: Lesson 8: Looking Back And Project | 36 | - Vocabulary: understand the meaning of words or word collocation such as - Pronunciation: Use the elision in connected speech correctly. - Grammar: understand and use the grammar structures presented in the lesson: the past simple and the present perfect |
| 13 | Chữa bài kiểm tra giữa kỳ 1 | 37 | -Realise mistakes |
| | Unit 5: BEING PART OF ASEAN Lesson 1: Getting started | 38 | - Vocabulary: understand the meaning of words and phrases related to Asian and the ASEAN charter: Charter, External Interference, principle, stable, form... - Reading the conversation about ASEAN, its aims, member states & activities and do the task. |
| | Unit 5: Lesson 2: Language | 39 | - Vocabulary: understand the meaning of words and phrases related to ASEAN: solidarity, cooperation, dominate, constitution, principle... - Pronunciation: pronounce statements and <i>yes/no</i> questions with appropriate intonation. |

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| | | | - Grammar: understand and use the grammar structures presented in the lesson: Gerunds after some words, verbs and prepositions, and phrases ,verbs in continuous forms. |
| 14 | Unit 5: Lesson 3: Reading | 40 | - Vocabulary: understand the meaning of words and phrases related to "The Association of Southeast Asian Nations: bloc, motto, promote, internal affairs, integrate, Para Games, association, constitution -Reading for general ideas specific information about ASEAN. |
| | Unit 5: Lesson 4: Speaking | 41 | - Vocabulary: <i>Southeast Asea, population, country, capital, host, ...</i> - Talking about ASEAN member states, the cooperation and solidarity among ASEAN countries. |
| | Unit 5: Lesson 5: Listening | 42 | - Vocabulary: <i>promote, empty-handed, heritage sites, ethnic, workshop ,</i> - Listening for gist and specific information in sport instructors's talk about the Asean School Games. |
| 15 | Unit 5: Lesson 6: Writing | 43 | - Vocabulary: <i>land area, agricultural exporter, high rank, ancestor worship, World Heritage Sites, several, ...</i> - Writing a short brochure introducing an ASEAN member state. |
| | Unit 5: Lesson 7: Communication And Culture | 44 | - Vocabulary: <i>behavior, accommodation, popular, graceful, guest, ...</i> - Talking about Singapore Scholarships and ASEAN Scholarships, Lamvong- a traditional Lao dance. |
| | Unit 5: Lesson 8: Looking Back And Project | 45 | - Vocabulary: understand the meaning of words and phrases related to being part of Asean. : solidarity, cooperation, currency unit, landlocked ... - Pronunciation: pronounce falling and rising intonation in connected speech correctly - Grammar: understand and use the grammar structures presented in the lesson: Gerunds after some words, verbs and prepositions, and phrases, verbs in continuous forms. |

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| 16 | Review 2: Unit 4-5(Language) | 46 | - Vocabulary: Know the use of words or phrases related to the lesson such as charter, stability, bloc, ... - Pronunciation: pronounce elision of weak vowels before /l/, /n/, r/, falling and rising intonation. - Grammar: Understand and use the grammar structures presented in the lesson: Simple past and present perfect; gerunds; state verbs in continuous forms |
| | Review 2: Unit 4-5(Skills) | 47 | |
| | Revision for the 1 st term test | 48 | |
| 17 | Revision for the 1 st term test | 49 | |
| | Revision for the 1 st term test | 50 | |
| | Revision for the 1 st term test | 51 | |
| 18 | Revision for the 1 st term test | 52 | - Realise strong and weak points |
| | Kiểm tra cuối kỳ 1 | 53 | |
| | Chữa bài kiểm tra cuối kỳ 1 | 54 | |
| | Dạy bù, kết thúc học kì 1 | | |
| | Bài học | Tiết theo PPCT | Yêu cầu cần đạt |
| 19 | UNIT 6 :GLOBAL WARMING Lesson 1 : Getting Started | 55 | -Vocabulary: words and phrases related to global warming |
| | Lesson 2 : Language | 56 | -Pronunciation: intonation in yes-no questions and echo-questions - Grammar: perfect gerunds and perfect participles |
| | Lesson 3 : Reading | 57 | - Information about the causes and effects of global warming |
| 20 | Lesson 4 : Speaking | 58 | -Expressing opinions, agreements or disagreements about solutions to global warming |
| | Lesson 5 : Listening | 59 | Listening for specific information |

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| | Lesson 6 : Writing | 60 | -Writing an essay about causes, effects of global warming and possible solutions |
| 21 | Lesson 7 : Communication and Culture | 61 | -Preparing a talk on global warming for Green Teens Club -Young voices for the planets |
| | Lesson 8: Looking back and Project | 62 | -Review the use of rising intonation on yes-no questions, perfect participles in sentences. |
| | UNIT 7: FURTHER EDUCATION Lesson 1 : Getting Started | 63 | - Get to know the topic of "Further Education" - Vocabulary: words and phrases related to further education: vocational, academic, undergraduate, postgraduate, doctorate, major, gap year, CV. |
| 22 | Lesson 2 : Language | 64 | -Pronunciation: read wh- questions in correct intonation - Grammar: distinguish the present perfect and the present perfect continuous |
| | Lesson 3 : Reading | 65 | -Reading for general ideas and specific information about higher education opportunities |
| | Lesson 4 : Speaking | 66 | -Express preferences for different further education pathways |
| 23 | Lesson 5 : Listening | 67 | -Listening skill for specific information about studying abroad. |
| | Lesson 6 : Writing | 68 | -Write an email asking for information about higher education opportunities |
| | Lesson 7: Communication and Culture | 69 | -Discussing higher education in Viet Nam and in Singapore |

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| 24 | Lesson 8: Looking back and Project | 70 | - Review falling intonation on Wh questions, the present perfect and the present perfect continuous |
| | UNIT 8: OUR WORLD HERITAGE SITES Lesson 1: Getting started | 71 | -Words and phrases related to the topic of World Heritage Sites. |
| | Lesson 2: Language | 72 | -Pronunciation: recognise and use appropriate intonation on choice questions -Grammar: revise the use of participles and to infinitives to replace relative clauses |
| 25 | Lesson 3: Reading | 73 | -Reading for general ideas and specific information about Ha Long Bay – a World Heritage Site of Vietnam and the reasons why people are attracted to it. |
| | Lesson 4: Speaking | 74 | - Making suggestions and talking about cultural sites. |
| | Lesson 5: Listening | 75 | - Listening specific information the topic of "World Heritage Sites" with some information about Phong Nha- Ke Bang National Park. |
| 26 | Lesson 6: Writing | 76 | -Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognized as a World Heritage Site. |
| | Lesson 7: Communication and Culture | 77 | - Discussing where to go on a field trip -Know more about Taj Mahal, a World Heritage Site in India |
| | Lesson 8: Looking back and Project | 78 | -Selecting a heritage site in VN and making a proposal for its preservation and protection |
| 27 | Review 3 (Units 6-7- 8) Language | 79 | -Review knowledge and skills of unit 6,7,8 |
| | Review 3 (Units 6-7- 8) skills | 80 | |
| | KIỂM TRA GIỮA KÌ II | 81 | - Test knowledge and skills of unit 6,7 8 |

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| 28 | UNIT 9: CITIES OF THE FUTURE Lesson 1: Getting Started | 82 | -Words and phrases related to cities of the future. |
| | Lesson 2: Language | 83 | - Pronunciation: intonation in questions tags -Grammar: question tags and the conditional sentence type 0 |
| | Lesson 3: Reading | 84 | - Reading for general ideas and specific information about the city of the future |
| 29 | Lesson 4: Speaking | 85 | - Explaining facts and giving predictions |
| | Lesson 5: Listening | 86 | - Listening for specific information about future cities. |
| | Lesson 6: Writing | 87 | - Expressing views and writing an email to a friend. |
| 30 | Lesson 7: Communication and Culture | 88 | - Discussing ideal cities of the future A smart city in South Korea |
| | Lesson 8: Looking back and Project | 89 | - Designing a poster of an ideal city. |
| | Chữa bài kiểm tra giữa kỳ 2 | 90 | - Help SS realize their mistakes |
| 31 | UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY Lesson 1: Getting Started | 91 | words and phrases related to healthy lifestyle and longevity. |
| | Lesson 2: Language | 92 | -Pronunciation: fall-rise intonation on statements and questions - Grammar: conditional sentences and to-infinitives/gerunds in reported speech |

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| | Lesson 3: Reading | 93 | -Reading for specific information |
| 32 | Lesson 4: Speaking | 94 | -Giving advice on body care |
| | Lesson 5: Listening | 95 | -Listening for specific information |
| | Lesson 6: Writing | 96 | - Writing a story about how young people have changed their lifestyle to overcome a problem. |
| 33 | Lesson 7: Communication and Culture | 97 | - Understanding the benefits of meditation and discussing ways to relieve stress - A longevity hot spot in Japan |
| | Lesson 8: Looking Back And Project | 98 | - Giving a presentation on a longevity hot spot - Conducting a survey on factors that help people to live longer |
| | Review 4 (Units 9-10) language | 99 | -Revising the language learnt in unit 9,10. |
| 34 | Review 4 (Units 9-10) Skills | 100 | -Revising the skills learnt in unit 9,10. |
| | Revision for the 2nd term test | 101 | - Revising knowledge learnt in previous units |
| | | 102 | |
| | | 103 | |
| 35 | Kiểm tra cuối kỳ 2 | 104 | - Test knowledge learnt in previous units |
| | | 105 | |

Môn: TIẾNG ANH Khối: 12- Chương trình: Cơ bản

Thời lượng: Cả năm: 35 tuần – thực hiện 105 tiết
Học kỳ 1: 18 tuần – thực hiện 54 tiết (03 tiết/ tuần)
Học kỳ 2: 17 tuần – thực hiện 51 tiết (03 tiết/ tuần)

| Số tt | Bài học | Tiết theo PPCT | Yêu cầu cần đạt |
|-------|--|----------------|---|
| 1 | INTRODUCTION | 1 | <ul style="list-style-type: none"> - Help Ss to know about the English book grade 12 in general. (Including themes, tests, lessons etc. - Introduce how to do an oral test, a fifteen - minute tests and a written test. - To introduce the theme and units: Get to know the topic, the theme and units |
| | Unit 1: LIFE STORIES Lesson 1: Getting started | 2 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of Words and phrases related to people’s life stories. - Reading a conversation about two people’s life stories and do the tasks. |
| | Unit 1: Lesson 2: Language | 3 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related people’s life stories. - Pronunciation: Homophones - Grammar: understand and use the grammar structures presented in the lesson: Past simple & past continuous; Articles; Omission of articles. |
| 2 | Unit 1: Lesson 3: Reading | 4 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related to people’s life stories - Reading for specific information in an article about two people’s life stories |
| | Unit 1: Lesson 4: Speaking | 5 | Express their opinion about some famous historical figures of Vietnam to be able to talk about a historical figure’s life story. |
| | Unit 1: Lesson 5: Listening | 6 | <ul style="list-style-type: none"> - Listening for specific information in a talk show about privacy and lessons learnt from people’s life stories. |
| 3 | Unit 1: Lesson 6: Writing | 7 | Writing a life story. |
| | Unit1: Lesson 7: Communication And Culture | 8 | <ul style="list-style-type: none"> - Communication: Listen and complete sentences about a story life - Culture: Read the text about the creator of Sherlock Holmes and do the task. |
| | Unit1: Lesson 8: Looking Back And Project | 9 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related people’s life stories. - Pronunciation: Homophones |

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| | | | - Grammar: understand and use the grammar structures presented in the lesson: Past simple & past continuous; Articles; omission of articles. |
| 4 | Unit 2: URBANISATION Lesson 1: Getting started | 10 | - Vocabulary: understand the meaning of Words and phrases related to urbanization and its features - Reading a conversation about the urbanization and its features and do the tasks. |
| | Unit 2: Lesson 2: Language | 11 | - Vocabulary: understand the meaning of words and phrases related urbanization and its features; word formation: compound adjs. - Pronunciation: Diphthongs - Grammar: understand and use the grammar structures presented in the lesson: The subjunctive in <i>that-clauses</i> after certain verbs and expressions. |
| | Unit 2: Lesson 3: Reading | 12 | - Vocabulary: understand the meaning of words and phrases related to urbanization - Reading for specific information in an article about urbanization and its causes |
| 5 | Unit 2: Lesson4: Speaking | 13 | Discussing the key features of urbanization and expressing opinions about a preferable place of living. |
| | Unit 2: Lesson5: Listening | 14 | - Listening for general ideas and specific information in a discussion about the advantages & disadvantages of urbanization. |
| | Unit 2: Lesson6: Writing | 15 | - Describing a line graph about the rate of urbanization. |
| 6 | Unit 2: Lesson7: Communication And Culture | 16 | - Communication: Listen about the urban world in 2050 and choose the correct option. - Culture: Read the text about the urbanization in Bangkok, Thailand and do the task. |
| | Unit 2: Lesson8: Looking Back And Project | 17 | - Vocabulary: understand the meaning of words and phrases related to urbanization - Pronunciation: Sentence stress - Grammar: understand and use the grammar structures presented in the lesson: The subjunctive in <i>that-clauses</i> after certain verbs and expressions. |
| | Unit 3: THE GREEN MOVEMENT Lesson1: Getting started | 18 | - Vocabulary: understand the meaning of words and phrases related to advantages and disadvantages of a green lifestyle. - Reading a conversation about the advantages and disadvantages of a green lifestyle and do the tasks. |
| | Unit 3: Lesson2: Language | 19 | - Vocabulary: understand the meaning of words and phrases related to topic: a green lifestyle/ green movement - Pronunciation: Assimilations |

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| 7 | | | - Grammar: understand and use the grammar structures presented in the lesson: Simple compound & complex sentences; Relative clauses with <i>which</i> referring to the whole clause. |
| | Unit 3: Lesson3: Reading | 20 | - Vocabulary: understand the meaning of words and phrases related to soot pollution/ black carbon - Reading for specific information in an article about soot pollution |
| | Unit 3: Lesson 4: Speaking | 21 | Discussing lifestyle choices and deciding if they are environmentally friendly. |
| 8 | Unit 3: Lesson 5: Listening | 22 | - Listening for general ideas and specific information in a talk show about a school's Go Green initiative. |
| | Unit 3: Lesson 6: Writing | 23 | -Writing an essay about the advantages and disadvantages of a green lifestyle. |
| | Unit 3: Lesson 7: Communication And Culture | 24 | - Communication: Listen to an overview of the green movement in Vietnam and do T or F task. - Culture: Read the text about the greenest countries & cities in the world and do the question answering task. |
| 9 | Unit 3 : Lesson8: Looking Back And Project | 25 | - Vocabulary: understand the meaning of words and phrases related to a green lifestyle/ green movement - Pronunciation: Assimilations - Grammar: understand and use the grammar structures presented in the lesson: Simple compound & complex sentences; Relative clauses with <i>which</i> referring to the whole clause |
| | Review 1: Unit 1-2-3(Language) | 26 | - Vocabulary: understand the meaning of words and phrases related to life story; urbanization; a green lifestyle/ green movement |
| | Review 1: Unit 1-2-3(Skills) | 27 | - Pronunciation: Homophones; diphthongs; Assimilations - Grammar: understand and use the grammar structures presented in the lesson: Past simple & past continuous; Articles; The subjunctive in <i>that-clauses</i> after certain verbs and expressions; Simple compound & complex sentences; Relative clauses with <i>which</i> referring to the whole clause - Skills: Reading, Speaking, Listening, Writing: practice & complete the tasks in each skill. |

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| 10 | Kiểm tra giữa kỳ 1 | 28 | - Test knowledge and skills of unit 6,7 8 |
| | Unit 4: THE MASS MEDIA Lesson 1: Getting started | 29 | - Vocabulary: understand the meaning of Words and phrases related to the mass media. - Reading a conversation about the mass media in our life and do the tasks. |
| | Unit 4: Lesson 2: Language | 30 | - Vocabulary: understand the meaning of words and phrases related to the mass media. - Pronunciation: the verb ending -ed - Grammar: understand and use the grammar structures presented in the lesson: Preposition after certain verbs; the past perfect and past simple. |
| 11 | Unit 4: Lesson 3: Reading | 31 | - Vocabulary: understand the meaning of words and phrases related to the mass media. - Reading for specific information in an article about forms of mass media. |
| | Unit 4: Lesson 4: Speaking | 32 | - Talking about social networking |
| | Unit 4: Lesson 5: Listening | 33 | - Listening for specific information in a conversation about social media: language-learning apps. |
| 12 | Unit 4: Lesson 6: Writing | 34 | - Describing a pie chart showing the use of online resources. |
| | Unit 4: Lesson 7: Communication And Culture | 35 | - Communication: Listen to a conversation about learning E with video and do T or F task. - Culture: Read the text about social media apps and do the question answering task. |
| | Unit 4: Lesson 8: Looking Back And Project | 36 | - Vocabulary: understand the meaning of words and phrases related to the mass media. - Pronunciation: the verb ending -ed - Grammar: understand and use the grammar structures presented in the lesson: Preposition after certain verbs; the past perfect and past simple. |
| 13 | Chữa bài kiểm tra giữa kỳ 1 | 37 | -Check their knowledge |
| | Unit 5: CULTURAL IDENTITY Lesson 1: Getting started | 38 | - Vocabulary: understand the meaning of Words and phrases related to cultural identity. - Reading a conversation about preserving cultural identity and do the tasks. |
| | Unit 5: Lesson 2: Language | 39 | - Vocabulary: understand the meaning of words and phrases related to cultural identity. |

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| | | | <ul style="list-style-type: none"> - Pronunciation: Assimilation - Grammar: understand and use the grammar structures presented in the lesson: the present perfect and the present perfect continuous; Repeated comparatives to say that something is changing. |
| 14 | Unit 5: Lesson 3: Reading | 40 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related to topic: cultural identity in modern society. - Reading for specific information in a passage about cultural identity in today's modern society. |
| | Unit 5: Lesson 4: Speaking | 41 | -Talk about the ways to maintain cultural diversity. |
| | Unit 5: Lesson 5: Listening | 42 | - Listening for general ideas and specific information in a talk about a cultural diversity in an Asian country. |
| 15 | Unit 5: Lesson 6: Writing | 43 | - Writing an essay about the most important feature that defines someone's cultural identity. |
| | Unit 5: Lesson 7: Communication And Culture | 44 | <ul style="list-style-type: none"> - Communication: Listen to a talk about preserving migrants' cultural identity and do Qs task. - Culture: Read the text about festivals of some ethnic groups and do the question answering task. |
| | Unit 5: Lesson 8: Looking Back And Project | 45 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related to cultural identity. - Pronunciation: Assimilation - Grammar: understand and use the grammar structures presented in the lesson: the present perfect and the present perfect continuous; Repeated comparatives to say that something is changing. |
| 16 | Review 2: Unit 4-5(Language) | 46 | <ul style="list-style-type: none"> - Vocabulary: understand the meaning of words and phrases related to life stories, urbanization; a green lifestyle/ green movement; the mass media; cultural identity - Pronunciation: Homophones; diphthongs; Assimilations; the verb ending –ed. - Grammar: Past simple & past continuous; Articles; The subjunctive in <i>that-clauses</i> after certain verbs and expressions; Simple compound & complex sentences; Relative clauses with <i>which</i> referring to the whole clause; Preposition; the past perfect and past simple; the present perfect and the present perfect continuous; Repeated comparatives - Skills: Reading, Speaking, Listening, Writing: practice & complete the tasks in each skill. |
| | Review 2: Unit 4-5(Skills) | 47 | |

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| | Revision for the 1st term test | 48 | - Vocabulary: understand the meaning of words and phrases related to life stories, urbanization; a green lifestyle/ green movement; the mass media; cultural identity |
| 17 | Revision for the 1st term test | 49 | -Phonetics: vowels, consonant, the verb ending –ed/-s/-es |
| | Revision for the 1st term test | 50 | -Stress: 2, 3 & more than 3 syllables |
| | Revision for the 1st term test | 51 | - Grammar: Past simple & past continuous; Articles; The subjunctive in <i>that-clauses</i> ; Simple compound & complex sentences; Relative clauses with <i>which</i> referring to the whole clause; Preposition; the past perfect and past simple; the present perfect and the present perfect continuous; Repeated comparatives |
| 18 | Revision for the 1st term test | 52 | |
| | Kiểm tra cuối kỳ 1 | 53 | |
| | Chữa bài kiểm tra cuối kỳ 1 | 54 | - Realise strong and weak points |
| 19 | UNIT 6 : ENDANGERED SPECIES | | |
| | Lesson 1 : Getting started | 55 | Listen and reading for general ideas and specific information and identifying different opinions about protecting endangered species. |
| | Lesson 2 : Language | 56 | - For vocabulary, that is words and phrases related to Endangered species: survive, habitat, endangered, - For pronunciation, that is the linking vowel to vowel in connected speech - For grammar, that is the future perfect vs. double comparatives. |
| | Lesson 3 : Reading | 57 | Reading for general ideas and specific information and identifying different opinions about protecting endangered species. |
| 20 | Lesson 4 : Speaking | 58 | Express their opinion about some activities that can help discuss lifestyle choices and deciding if they are environmental friendly. |
| | Lesson 5 : Listening | 59 | Develop the listening skills for specific details in a talk about why animals are in danger of extinction. Identify specific information through multiple-choice task and question answering |
| | Lesson 6 : Writing | 60 | Writing a report about endangered species |

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| 21 | Lesson 7 : Communication and Culture | 61 | Talk about how sea turtles are protected in Malaysia. |
| | Lesson 8 : Looking back and project | 62 | -Use some key words of the endangered species. -Do the exercises on the future perfect tense and double comparatives. |
| | UNIT 7 : ARTIFICIAL INTELLIGENCE Lesson 1 : Getting started | 63 | Know the overall topic of Unit 7: “Artificial intelligence”, some vocabulary related to Artificial intelligent |
| 22 | Lesson 2 : Language | 64 | - For vocabulary, that is words and phrases related to Artificial intelligence - For pronunciation, that is the sentence stress in connected speech - For grammar, that is the active and passive causatives. |
| | Lesson 3 : Reading | 65 | Scan a text for specific information in an article in an article about artificial intelligence application |
| | Lesson 4 : Speaking | 66 | --Express their opinion about the risks of artificial intelligence - Perform their viewpoints to other people in real life. |
| 23 | Lesson 5 : Listening | 67 | Listening for specific information in a conversation about Ray Kurzweil’s predictions about the future of A.I. |
| | Lesson 6 : Writing | 68 | Writing an essay about the advantages and disadvantages of intelligent machines. resources. |
| | Lesson 7 : Communication and Culture | 69 | To help Ss learn about people’s attitudes towards artificial intelligence in some developed countries. |
| 24 | Lesson 8 : Looking back and Project | 70 | + Use the sentence stress in connected speech correctly + Use some key words of the artificial intelligence. + Do the exercises on passive causative. |
| | UNIT 8 : THE WORLD OF WORK Lesson 1 : Getting started | 71 | |
| | Lesson 2: Language | 72 | - For vocabulary, that is words and phrases related to The world of work |

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| | | | <ul style="list-style-type: none"> - For pronunciation, that is the stressed words in connected speech - For grammar, that is the reported speech. |
| 25 | Lesson 3: Reading | 73 | Scan a text for specific information about the world of work. |
| | Lesson 4: Speaking | 74 | <ul style="list-style-type: none"> + Express opinions about the skills and qualities needed for getting a job. + Perform their viewpoints to other people in real life. |
| | Lesson 5 : Listening | 75 | |
| 26 | Lesson 6 : Writing | 76 | Writing a CV to support an application for employment. |
| | Lesson 7 : Communication and Culture | 77 | <ul style="list-style-type: none"> - To learn about the job seeking experience of an English school leaver. - To develop their communication skills and cultural understanding |
| | Lesson 8 : Looking back and Project | 78 | <ul style="list-style-type: none"> - Use the stressed words in connected speech correctly. - Use some key words of the world of work. - Do the exercises on the reported speech. |
| 27 | Review 3 (Language-Units 6-7-8) | 79 | Revising the language learnt in unit 6,7,8 |
| | Review 3 (Skills- Units 6-7-8) | 80 | Revising the language learnt in unit 6,7,8 |
| | Bài kiểm tra giữa kỳ 2 | 81 | - Test knowledge of unit 6,7,8 |
| 28 | UNIT 9 : CHOOSING A CAREER Lesson 1 : Getting started | 82 | Listen and read comprehension thorough questions and answers about Choosing a career |
| | Lesson 2 : Language | 83 | <ul style="list-style-type: none"> - For vocabulary, that is words and phrases related to leaving school and choosing a career. - For pronunciation, that is the unstressed words in connected speech - For grammar, that is the phrasal verbs (consisting of a verb, an adverb, and a preposition) |

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| | Lesson 3 : Reading | 84 | Scan a text for specific information about choosing a career. Read through choosing the main idea for each paragraph. |
| 29 | Lesson 4 : Speaking | 85 | - Express their opinion about the future jobs. - Perform their viewpoints to other people in real life. |
| | Lesson 5 : Listening | 86 | Listen for main ideas and specific information in an interview with school leavers about the positive and negative points of some careers. |
| | Lesson 6 : Writing | 87 | Writing a job application letter in response to an advertisement. |
| 30 | Lesson 7 : Communication and Culture | 88 | s - Understand and communicate about communication skills and cultural understanding about summer jobs and taking a year out. |
| | Lesson 8 : Looking back and Project | 89 | -Use the unstressed words in connected speech correct - Use some key words of career. - Do the exercises on phrasal verbs and adverbial clauses of condition, comparison, manner and result. |
| | Chữa bài kiểm tra giữa kỳ 2 | 90 | -Realise mistakes |
| 31 | UNIT 10 : LIFELONG LEARNING Lesson 1 : Getting started | 91 | Listen and read about a lifelong learning. |
| | Lesson 2 :Language | 92 | - For vocabulary: words and phrases to the characteristics of lifelong learning. - For pronunciation, get to know intonation of questions. - For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3. |
| | Lesson 3 :Reading | 93 | Reading general ideas and specific information about lifelong learning. |
| 32 | Lesson 4 : Speaking | 94 | Give a presentation about how to keep learning throughout life. |
| | Lesson 5 : Listening | 95 | Listen for specific information about a successful lifelong learner. |
| | Lesson 6 : Writing | 96 | Write a description of a bar chart about barriers to lifelong learning. |
| | Lesson 7 : Communication and Culture | 97 | |

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| 33 | Lesson 8 : Looking back and Project | 98 | - For vocabulary; words and phrases related to the characteristics of lifelong learning. - For pronunciation, get to know intonation of questions. - For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3. |
| | Review 4(Language-Units 9-10) | 99 | Revising the language learnt in unit 9,10 |
| 34 | Review 4(Skills- Units 9-10) | 100 | Revising the language learnt in unit 9,10 |
| | Revision for the 2nd term test | 101 | - Revising knowledge learnt in previous units |
| | Revision for the 2nd term test | 102 | |
| 35 | Revision for the 2nd term test | 103 | - Revising knowledge learnt in previous units |
| | Revision for the 2nd term test | 104 | - Revising knowledge learnt in previous units |
| | Kiểm tra cuối kỳ 2 | 105 | - Test knowledge learnt in previous units |

2. Phân phối chương trình tự chọn.

2.1. Phân phối chương trình tự chọn khối 11

Thời lượng: Cả năm: 35 tuần – thực hiện 35 tiết
Học kỳ 1: 18 tuần – thực hiện 18 tiết (01 tiết/ tuần)
Học kỳ 2: 17 tuần – thực hiện 17 tiết (01 tiết/ tuần)

Học kỳ 1

| STT | Bài học | Số tiết | Yêu cầu cần đạt |
|-----|----------------------|---------|---|
| 1 | Modals | 1 | Modals: Should, ought to |
| 2 | Practice test | 1 | Practice test 1 |
| 3 | Modals(cont...) | 1 | Must, have to |
| 4 | Linking verbs | 1 | Linking verbs: be, seem, verbs of perception |
| 5 | Cleft sentences | 1 | Practice test 2 |
| 6 | Practice test | 1 | Cleft sentences: It is/ was...that... |
| 7 | Infinitives (part 1) | 1 | To- infinitives after certain adjectives and nouns(part 1) |
| 8 | Practice test | 1 | Practice test 3 |
| 9 | Infinitives (part 2) | 1 | To- infinitives after certain adjectives and nouns(part 2) |
| 10 | Practice test | 1 | Practice test 4 |
| 11 | Tenses | 1 | The past simple and the present perfect |
| 12 | Practice test | 1 | Practice test 5 |
| 13 | Gerunds | 1 | Gerunds |
| 14 | State verbs | 1 | State verbs in continuous form |
| 15 | Practice test | 1 | Practice test 6 |
| 16 | Practice test | 1 | Practice test 7 |
| 17 | Practice test | 1 | Practice test 8 |
| 18 | Practice test | 1 | Practice test 9 |

Học kỳ 2

| STT | Bài học | Số tiết | Yêu cầu cần đạt |
|------------|---------------------|----------------|--|
| 19 | Grammar | 1 | Grammar : Perfect Gerund & perfect Participles |
| 20 | Vocabulary(Unit 6) | 1 | Vocabulary related to Global Warming |
| 21 | Practice test | 1 | Practice test 1 |
| 22 | Grammar | 1 | Grammar : The present perfect and the present perfect continuous |
| 23 | Vocabulary(U7) | 1 | Vocabulary and pronunciation : (Unit 7) |
| 24 | Practice test | 1 | Practice test 2 |
| 25 | Grammar | 1 | Grammar :Participle and To V |
| 26 | Vocabulary(U8) | 1 | Vocabulary and pronunciation:World Heritage Sites in Viet nam |
| 27 | Practice test | 1 | Practice test 3 |
| 28 | Grammar | 1 | Grammar :Question tags |
| 29 | Vocabulary(U9) | 1 | Vocabulary and pronunciation :City life in the future |
| 30 | Practice test | 1 | Practice test 5 |
| 31 | Grammar | 1 | Grammar :Reported speech with conditionals |
| 32 | Grammar | 1 | Grammar :Reported speech with Infinitive &Gerund |
| 33 | Vocabulary(U9) | 1 | Vocabulary :Healthy life and Longevity |
| 34 | Practice test | 1 | Practice test 6 |
| 35 | Practice test | 1 | Practice test 7 |

2.2. Phân phối chương trình tự chọn khối 12

Thời lượng: Cả năm: 35 tuần – thực hiện 35 tiết
Học kỳ 1: 18 tuần – thực hiện 18 tiết (01 tiết/ tuần)
Học kỳ 2: 17 tuần – thực hiện 17 tiết (01 tiết/ tuần)

Học kỳ 1

| STT | Bài học | Số tiết | Yêu cầu cần đạt |
|-----|-------------------|---------|---|
| 1 | Grammar (Unit 1) | 1 | Review: Tenses(The past simple and the past continuous) |
| 2 | Grammar (Unit 1) | 1 | Definite and indefinite articles Omission of articles |
| 3 | Practice test | 1 | Practice test 1 |
| 4 | Grammar (Unit 2) | 1 | The subjunctive in <i>That-</i> clauses after certain verbs and expressions |
| 5 | Practice test | 1 | Practice test 2 |
| 6 | Practice test | 1 | Practice test 3 |
| 7 | Grammar (Unit 3) | 1 | Simple compound and complex sentences |
| 8 | Grammar (Unit 3) | 1 | Relative clauses with <i>Which</i> referring to the whole clause |
| 9 | Practice test | 1 | Practice test 4 |
| 10 | Practice test | 1 | Practice test 5 |
| 11 | Grammar | 1 | Prepositions after certain verbs |
| 12 | Grammar | 1 | The past perfect vs. the past simple |
| 13 | Grammar | 1 | The present perfect vs. the present perfect continuous |
| 14 | Grammar | 1 | Repeated comparatives to say that something is changing |
| 15 | Practice test | 1 | Practice test 6 |
| 16 | Practice test | 1 | Practice test 7 |
| 17 | Practice test | 1 | Practice test 8 |
| 18 | Practice test | 1 | Practice test 9 |

Học kỳ 2

| STT | Bài học | Số tiết | Yêu cầu cần đạt |
|------------|------------------------------|----------------|--|
| 19 | Grammar (Unit 6) | 1 | The future perfect ; Double comparatives |
| 20 | Vocabulary and pronunciation | 1 | Vocabulary and pronunciation (Unit 6) |
| 21 | Practice Test | 1 | Practice Test 10 |
| 22 | The passive voice | 1 | The active and passive causatives |
| 23 | Vocabulary and pronunciation | 1 | Vocabulary and pronunciation (Unit 7) |
| 24 | Practice Test | 1 | Practice Test 11 |
| 25 | Reported speech | 1 | Reported speech: reporting orders, requests, offers, advice,instructions,... |
| 26 | Vocabulary and pronunciation | 1 | Vocabulary and pronunciation (Unit 8) |
| 27 | Practice Test 3 | 1 | Practice Test 12 |
| 28 | Phrasal verbs | 1 | Phrasal verbs (consisting of a verb, an adverb and a preposition) |
| 29 | Grammar | 1 | Adverbial clauses of condition, comparison, manner, and result |
| 30 | Vocabulary and pronunciation | 1 | Vocabulary and pronunciation (Unit 9) |
| 31 | Practice Test | 1 | Practice Test 13 |
| 32 | Conditionals | 1 | Conditionals Type 3; Mixed conditionals of Type 2 and Type 3 |
| 33 | Vocabulary and pronunciation | 1 | Vocabulary and pronunciation (Unit 10) |
| 34 | Practice Test | 1 | Practice Test 14 |
| 35 | Practice Test | 1 | Practice Test 15 |

3. Kiểm tra, đánh giá định kỳ

Căn cứ Quyết định số 2650/QĐ-UBND ngày 16 tháng 8 năm 2022 của Ủy ban nhân dân thành phố về việc ban hành Kế hoạch thời gian năm học 2022-2023 của giáo dục mầm non, giáo dục phổ thông và giáo dục thường xuyên thành phố Hải Phòng; Công văn số 280/SGDĐT ngày 30 tháng 8 năm 2022 của SỞ GD-ĐT Hải Phòng về Lịch chỉ đạo thực hiện Chương trình Giáo dục trung học năm học 2022-2023; Công văn số 2577/SGDĐT-GDTrH ngày 12 tháng 8 năm 2022 của Sở Giáo dục và Đào tạo về triển khai thực hiện Chương trình Giáo dục trung học năm học 2022-2023; Công văn số 2766/SGDĐT-GDTrH ngày 31 tháng 8 năm 2022 của Sở Giáo dục và Đào tạo Hải Phòng về Hướng dẫn thực hiện nhiệm vụ Giáo dục trung học năm học 2022-2023. Biên bản họp thống nhất của nhóm chuyên môn.

1. Mục tiêu:

- Đánh giá mức độ tiếp thu bài của học sinh để giáo viên điều chỉnh phương pháp giảng dạy.
- Phân loại học sinh; phán đoán; xếp hạng việc học tập và mức độ tiến bộ của học sinh từ đó giáo viên đưa ra các biện pháp động viên, khắc phục.

2. Hình thức, thời điểm kiểm tra, công cụ và tiêu chí đánh giá.

- Kiểm tra và chấm bài theo quy định (Công văn số 1232/SGDĐT-GDTrH ngày 05/9/2018 và Công văn số 1369/SGDĐT-GDTrH ngày 28/9/2018 của Sở Giáo dục và Đào tạo); Thông tư 26/2020/TT-BGDĐT ngày 20/8/2020; Thông tư 22/2021/TT-BGDĐT ngày 20/7/2021.

| Lớp | Phần I: trắc nghiệm khách quan | Phần II: tự luận |
|-----|--------------------------------|------------------|
| 10 | 40% - 10 câu TNKQ | 60% |
| 11 | 60% - 15 câu TNKQ | 40% |
| 12 | 80% - 20 câu TNKQ | 20% |

HỌC KỲ I

2.1. Kiểm tra thường xuyên

| Khối | Bài kiểm tra, đánh giá thường xuyên | Thời gian | Thời điểm | Yêu cầu cần đạt | Hình thức |
|------|-------------------------------------|-----------|-----------|--|------------------------|
| 10 | KT tx số 1 (sau U1) | 15 phút | 3 | Vocabulary U1 ; Present simple tense, present continuous tense, Consonant cluster /tr/, /kr/, /br/ | Trắc nghiệm và tự luận |
| | KT tx số 2 (sau U2) | 15 phút | 6 | Vocabulary U 2, will, going to; Passive voice; Consonant cluster /tr/, /kr/, /br/ | Trắc nghiệm và tự luận |

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|-----------|--------------------------------|---------|-----------|--|------------------------|
| | KT tx số 3 (sau U4) | 15 phút | 13 | - Vocabulary U4 - Grammar: | Trắc nghiệm và tự luận |
| 11 | KT tx số 1 (sau U1) | 15 phút | 3 | - Vocabulary U1 - Grammar: Modals: Should, ought to, Must, have to | Trắc nghiệm và tự luận |
| | KT tx số 2 (sau U2) | 15 phút | 6 | - Vocabulary U2 - Linking verbs, Cleft sentences | Trắc nghiệm và tự luận |
| | KT tx số 3 (sau U4) | 15 phút | 13 | - Vocabulary U4 - The past simple and the present perfect | Trắc nghiệm và tự luận |
| 12 | KT tx số 1 (sau U1) | 15 phút | 3 | - Vocabulary U 1 - The past simple and the past continuous) - Definite and indefinite articles - Omission of articles | Trắc nghiệm và tự luận |
| | KT tx số 2 (sau U2) | 15 phút | 6 | - Vocabulary U 2 - The subjunctive in <i>That</i> - clauses after certain verbs and expressions | Trắc nghiệm và tự luận |
| | KT tx số 3 (sau U4) | 15 phút | 13 | - Vocabulary U 4 - Grammar: The past perfect vs. the past simple; Prepositions after certain verbs | Trắc nghiệm và tự luận |

2.2. Kiểm tra giữa kì 1 và cuối kì 1

| Khối | Kiểm tra giữa kì 1 và cuối kì 1 | Thời gian | Thời điểm | Yêu cầu cần đạt | Hình thức |
|-------------|--|------------------|------------------|---|---|
| 10 | Kiểm tra giữa kì 1 | 60 phút | 9 | - Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 8. - Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC) Phonetics - /kr/ - /a/ | Kiểm tra viết Phối hợp giữa TNKQ và TL |

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|-----------|---------------------------|----------------|-----------|---|---|
| | | | | <p>Grammar</p> <ul style="list-style-type: none"> - The Present Simple - The Present continuous - will/ going to - Vocabulary (U1,2,3) - Passive voice <p>- toV/V</p> <p>Reading Topic: U2,3</p> | |
| | Kiểm tra cuối kì 1 | 60 phút | 17 | <ul style="list-style-type: none"> - Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 16. - Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC) <p>-Vocabulary of family life topic, your body and you topic, music topic, and for a better community topic.</p> <p>pronunciation “est”, "i"</p> <p>- Grammar: the present simple and the present continuous, will and be going to, the passive voice, the past simple tense and past continuous tense, compound sentence, to-infinitive, bare infinitive</p> <p>- Reading</p> | <p>Kiểm tra viết</p> <p>Phối hợp giữa TNKQ và TL (đủ 4 kỹ năng)</p> |
| 11 | Kiểm tra giữa kì 1 | 45 phút | 9 | <ul style="list-style-type: none"> - Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 8. - Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC) <p>-Vocabulary of unit 1,2,3</p> <p>- Grammar: + the present simple and the present continuous tense.</p> <p>+ the future simple with will and going to; the passive voice.</p> <p>+ compound sentences, and the verbs followed by the <i>to-infinitive and bare infinitive</i></p> | <p>Kiểm tra viết</p> <p>Phối hợp giữa TNKQ và TL</p> |

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|-----------|---------------------------|----------------|-----------|---|--|
| | Kiểm tra cuối kì 1 | 45 phút | 17 | <ul style="list-style-type: none"> - Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 16. - Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC) -Vocabulary of unit 1,2,3,4,5 - Grammar: <ul style="list-style-type: none"> + the present simple and the present continuous tense. + the future simple with will and going to; the passive voice. + compound sentences, and the verbs followed by the <i>to-infinitive and bare infinitive</i> +Past simple and the present perfect + Gerunds/ state verbs in continuous forms | Kiểm tra viết Phối hợp giữa TNKQ và TL (đủ 4 kỹ năng) |
| 12 | Kiểm tra giữa kì 1 | 45 phút | 9 | <ul style="list-style-type: none"> - Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 8. - Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC) - Pronunciation: - / ion/ - / i: / -Stress - The Past Simple - The Past continuous - Article - Subjunctive mood - Vocabulary (U1,2,3) - Word formation - Communication - Structures Topic: Urbanisation | Trắc nghiệm và tự luận |
| | Kiểm tra cuối kì 1 | 45 phút | 16 | <p>Kiểm tra các kiến thức cơ bản từ tuần 1 đến tuần 16. Mức độ kiến thức: 40% NB, 30% TH, 20% VD, 10% VDC)</p> <ul style="list-style-type: none"> - Pronunciation: - / ion/ - / i: / -Stress - The Past Simple - The Past continuous - Article | Trắc nghiệm và tự luận (đủ 4 kỹ năng) |

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| | | | | <ul style="list-style-type: none"> - Subjunctive mood - Vocabulary (U1,2,3) - Word formation - Communication - Structures - Reading | |
|--|--|--|--|---|--|

HỌC KỲ II

2.3. Kiểm tra thường xuyên

| Khối | Bài kiểm tra, đánh giá thường xuyên | Thời gian | Thời điểm | Yêu cầu cần đạt | Hình thức |
|------|-------------------------------------|-----------|-----------|--|------------------------|
| 10 | KT tx số 1 (sau U6) | 15 phút | 21 | Vocabulary unit 6; Grammar: modal verbs in active and in passive ; two-syllable stress | Trắc nghiệm và tự luận |
| | KT tx số 2 (sau U7) | 15 phút | 24 | Vocabulary unit 7; Grammar: Comparative and superlative adjectives; Modal verbs in the passive voice; Articles; | Trắc nghiệm và tự luận |
| | KT tx số 3 (sau U9) | 15 phút | 30 | Pronunciation and vocabulary in unit 9 Reported Speech: Statement | Trắc nghiệm và tự luận |
| 11 | KT tx số 1 (sau U6) | 15 phút | 21 | Vocabulary of unit 6 - Grammar : Perfect Gerund & perfect Particles | Trắc nghiệm và tự luận |
| | | 15 phút | 24 | Vocabulary of unit 7 | Trắc nghiệm và tự luận |

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|-----------|--------------------------------|----------------|-----------|---|------------------------|
| | KT tx số 2 (sau U7) | | | Grammar: Comparative and superlative adjectives/ Articles | |
| | KT tx số 3 (sau U9) | 15 phút | 30 | Vocabulary of unit 9 Grammar:Reported speech | Trắc nghiệm và tự luận |
| 12 | KT tx số 1 (sau U6) | 15 phút | 21 | Vocabulary and pronunciation unit 6 Grammar : The future perfect ; Double comparatives | Trắc nghiệm và tự luận |
| | KT tx số 2 (sau U7) | 15 phút | 24 | Vocabulary and pronunciation Unit 7 Grammar:The active and passive causatives | Trắc nghiệm và tự luận |
| | KT tx số 3 (sau U9) | 15 phút | 30 | Vocabulary and pronunciation Unit 9 Grammar:Phrasal verbs (consisting of a verb, an adverb and a preposition) Adverbial clauses of condition, comparison, manner, and result | Trắc nghiệm và tự luận |

2.4 Kiểm tra giữa kì 2 và cuối kì 2

| Khối | Bài kiểm tra, đánh giá giữa kì 2 và cuối kì 2 | Thời gian | Thời điểm | Yêu cầu cần đạt | Hình thức |
|-------------|--|------------------|------------------|---|---|
| 10 | Kiểm tra giữa kì 2 | 60 phút | 26 | Vocabulary unit 6; modal verbs in active and in passive ; two-syllable stress Comparative and superlative adjectives; Modal verbs in the passive voice; Articles; relative clauses; stress in two-syllable words | Kiểm tra viết Phối hợp giữa TNKQ và TL |

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| | | | | vocabulary unit 8 ; Stress in three-syllable words; relative clauses | |
| | Kiểm tra cuối kì 2 | 60 phút | 33 | Vocabulary unit 6; modal verbs in active and in passive ; two-syllable stress Comparative and superlative adjectives; Modal verbs in the passive voice; Articles; relative clauses; stress in two-syllable words vocabulary unit 8 ; Stress in three-syllable words; relative clauses Reported speech,; Relative pronouns Stress in three-syllable words Conditional sentences type 1,2 Reading | Kiểm tra viết Phối hợp giữa TNKQ và TL (đủ 4 kỹ năng) |
| 11 | Kiểm tra giữa kì 2 | 45 phút | 26 | -Vocabulary of unit 7,8 - Grammar: Comparative and superlative adjectives/ Articles /Relative clauses Reading | Kiểm tra viết Phối hợp giữa TNKQ và TL |
| | Kiểm tra cuối kì 2 | 45 phút | 33 | Vocabulary of unit 7,8,9,10 - Grammar: Comparative and superlative adjectives/ Articles Relative clauses Reported speech Reading | Kiểm tra viết Phối hợp giữa TNKQ và TL (đủ 4 kỹ năng) |
| 12 | Kiểm tra giữa kì 2 | | | The future perfect ; Double comparatives; Vocabulary and pronunciation (Unit 6) | Kiểm tra viết Phối hợp giữa TNKQ và TL |

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|--|---------------------------|----------------|-----------|---|--|
| | | 45 phút | 26 | The active and passive causatives; Vocabulary and pronunciation (Unit 7) Reported speech: reporting orders, requests, offers, advice, instructions, ...; Vocabulary and pronunciation (Unit 8) Reading | |
| | Kiểm tra cuối kì 2 | 45 phút | 33 | Grammar : The future perfect ; Double comparatives; Vocabulary and pronunciation (Unit 6) The active and passive causatives; Vocabulary and pronunciation (Unit 7) Reported speech: reporting orders, requests, offers, advice, instructions, ...; Vocabulary and pronunciation (Unit 8) Phrasal verbs (consisting of a verb, an adverb and a preposition) Adverbial clauses of condition, comparison, manner, and result Conditionals Type 3; Mixed conditionals of Type 2 and Type 3 Reading | Kiểm tra viết Phối hợp giữa TNKQ và TL (đủ 4 kỹ năng) |

III. Các nội dung khác:

1. Đổi mới phương pháp dạy học và hình thức tổ chức dạy học

a. Chỉ tiêu:

- Tất cả các giáo viên đều áp dụng phương pháp kỹ thuật dạy học tích cực mới nhằm phát huy tính tích cực, chủ động của học sinh trong từng giờ dạy.
- Mỗi GV có ít nhất 9 tiết dạy ứng dụng công nghệ thông tin kết hợp với các phương pháp, kỹ thuật dạy học mới trong năm học
- Áp dụng triệt để các hình thức tổ chức dạy học: cá nhân, cặp đôi, nhóm, cả lớp, hỗ trợ tư vấn, giải quyết vấn đề...

b. Giải pháp

- Giáo viên soạn giáo án theo yêu cầu mới, bám sát chuẩn kiến thức kỹ năng để xác định các phương pháp kỹ thuật dạy học, hình thức tổ chức dạy học phù hợp với từng tiết dạy
- Sử dụng linh hoạt các phương pháp dạy học tích cực (thảo luận nhóm, cặp; các kỹ thuật dạy học tích cực (động não, khăn trải bàn, sơ đồ tư duy, bê cá, kỹ thuật phòng tranh kỹ năng giải quyết vấn đề phù hợp với năng lực học sinh, không mang tính hình thức.
- Giáo dục học sinh ý thức tự học, phương pháp tự học kết hợp với tài liệu phù hợp với chủ đề. Thường xuyên kiểm tra và định hướng kết quả hoạt động tự học.
- Tích cực dự giờ, trao đổi kinh nghiệm với đồng nghiệp
- Tích cực tham gia các hoạt động đổi mới PPDH trên "trường học kết nối"
- GV chuẩn bị chu đáo nội dung chuyên đề trong quá trình tham gia sinh hoạt chuyên môn trong tổ.

2. Thiết kế sản phẩm đổi mới phương pháp dạy học

a. Chỉ tiêu :

- Nhóm có 07 tiết dạy đổi mới phương pháp dạy học /năm (Đổi mới PPDH, đổi mới KTĐG theo hướng phát triển năng lực của học sinh)

b. Giải pháp

- Rà soát nội dung, chương trình môn học, chuẩn kiến thức kỹ năng để xác định nội dung cần xây dựng sản phẩm đổi mới phương pháp dạy học
- Đăng kí tên sản phẩm, trao đổi, thảo luận với các GV trong tổ để xác định những nội dung kiến thức, kỹ năng và những năng lực cần hình thành cho học sinh , dự kiến các phương pháp, kỹ thuật dạy học tích cực sẽ áp dụng, thời gian triển khai và hoàn thành sản phẩm.
- Soạn giáo án theo hướng phát triển năng lực học sinh dạy thể nghiệm để các GV trong nhóm đóng góp ý kiến
- Rút kinh nghiệm từ góp ý của đồng nghiệp, hoàn thiện sản phẩm
- Trao đổi, học tập kinh nghiệm trên trang trên" trường học kết nối"

3. Tổ chức Festival Ngoại Ngữ cấp trường

- Thời gian: Tháng 3
- **Hình thức:** Tổ chức theo chủ đề năm học

4. Chỉ tiêu chính của năm học:

a. Chất lượng chung:

| Giỏi | Khá | TB | Y | K |
|-------------|------------|-----------|----------|----------|
| 15 % | 65% | 15% | 5 % | 0 |

b. Chất lượng thi tốt nghiệp THPT

- Điểm trung bình: 3,5 điểm đến 5 điểm, hoặc bám trung bình thành phố.
- Không có học sinh bị điểm liệt
- Có ít nhất 20 học sinh từ 8 điểm trở lên. Có học sinh tham gia khối thi đạt biểu dương hoặc tổng từ 25 điểm trở lên.

- Có 1 học sinh đạt giải HSG cấp thành phố.
- Tham gia đầy đủ và có hiệu quả các đợt tập huấn chuyên môn, tự học tự bồi dưỡng theo yêu cầu của ngành.
- Tham gia đầy đủ các cuộc thi, hội thi, các đợt phát động thi đua, ủng hộ do ngành và địa phương tổ chức.
- Kiểm tra 100% giáo viên. Mỗi tháng thực hiện kiểm tra 1-2 chủ đề nội bộ của nhóm.
- Đăng tải thông tin và báo cáo đầy đủ.

NHÓM CHUYÊN MÔN

Nguyễn Thị Hồng

TỔ CHUYÊN MÔN

Vũ Thị Thùy Dung

An Lão, ngày tháng 9 năm 2022

**KT.HIỆU TRƯỞNG
PHÓ HIỆU TRƯỞNG**

Phạm Văn Trường

