**Phụ lục I**

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

(*Kèm theo Công văn số 5512/BGDĐT-GDTrH ngày 18 tháng 12 năm 2020 của Bộ GDĐT*)

| **TRƯỜNG:** ..................................................................  **TỔ:** .............................................................................. | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  **Độc lập - Tự do - Hạnh phúc** |
| --- | --- |

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

**MÔN HỌC/HOẠT ĐỘNG GIÁO DỤC .........................., KHỐI LỚP............**

(Năm học 20..... - 20.....)

**I. Đặc điểm tình hình**

**1. Số lớp:** ..................**; Số học sinh:** ...................**; Số học sinh học chuyên đề lựa chọn** (nếu có)**: ……………**

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

**Mức đạt chuẩn nghề nghiệp giáo viên [[1]](#footnote-0):** Tốt:.............; Khá:................; Đạt:...............; Chưa đạt:........

**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 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| … |  |  |  |  |
| … |  |  |  |  |

**4. Phòng học bộ môn/phòng thí nghiệm/phòng đa năng/sân chơi, bãi tập** *(Trình bày cụ thể các phòng thí nghiệm/phòng bộ môn/phòng đa năng/sân chơi/bãi tập có thể sử dụng để tổ chức dạy học môn học/hoạt động giáo dục)*

| STT | Tên phòng | Số lượng | Phạm vi và nội dung sử dụng | Ghi chú |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| ... |  |  |  |  |

**II. Kế hoạch dạy học[[2]](#footnote-1)**

**1. Phân phối chương trình**

| STT | Bài học  (1) | | Số tiết  (2) | Yêu cầu cần đạt  (3) |
| --- | --- | --- | --- | --- |
| 1 | UNIT 1 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce the diphthongs /eɪ/ and /əʊ/ in words and  sentences;  • understand and use phrases related to life stories;  • use the past simple and the past continuous correctly;  • read for main ideas and specific information in an article about  Steve Jobs’ life and achievements;  • talk about the lives of two national heroes of Viet Nam;  • listen for main ideas and specific information in a talk about Walt Disney's life;  • synthesise and summarise information from different sources to write a biography of Walt Disney’s life;  • express pleasure and respond to it;  • learn about the lives and achievements of three famous queens in  world history;  • design a visual story of a person’s life and present it to the class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 2 | UNIT 2 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and sentences;  • understand and use words related to cultural diversity;  • use definite and indefinite articles correctly;  • read for main ideas and specific information in an article about  globalisation and cultural diversity;  • discuss and plan a Cultural Diversity Day;  • listen for people’s attitudes and specific information in an  interview about Halloween in Viet Nam;  • write an opinion essay on the impact of world festivals on young  Vietnamese people;  • make introductions and respond to them;  • identify the concept and examples of culture shock;  • do research on a country’s culture and give a group presentation about it.  • talk about the different generations of a family; start a conversation and discussion;  • listen for specific information in a conversation about family conflicts;  • write an opinion essay about limiting teenagers’ screen time;  • understand the generation gap in Asian American families;  • carry out a survey to find out generational differences in families and give a group presentation about them. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 3 | UNIT 3 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce the diphthongs /ɪə/, /eə/, and /ʊə/ in words  and sentences;  • understand and use words and phrases related to green living;  • use verbs with prepositions correctly;  • use relative clauses to refer to a whole sentence correctly;  • read for main ideas and specific information in emails about going  green with plastics;  • discuss ways to reduce, reuse, and recycle paper and express opinions;  • listen for main ideas, specific information, and instructions in a  conversation about creating a compost pile;  • write a problem-solving report to suggest green solutions;  • make predictions;  • recognise festival traditions that are not friendly environmentally  and suggest solutions;  • design a leaflet promoting an eco-friendly habit and present it to the class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 4 | REVIEW 1 | Language | 1 tiết | Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.  The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.  Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| Skills (1) | 1 tiết |
| Skills (2) | 1 tiết |
| 5 | MID-TERM TEST | | 1 tiết |  |
| 6 | UNIT 4 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce unstressed words in connected speech;  • understand and use words related to urbanisation;  • use the present perfect with It/This/That ... the first/best ... correctly;  • use double comparatives to show change correctly;  • read for main ideas and specific information in an article about the  urbanisation of Ha Noi;  • talk about the changes in a living area;  • listen for main ideas and specific information in a radio talk about  urbanisation;  • describe a line graph about trends in urbanisation;  • make complaints and respond to them;  • understand urbanisation in Malaysia and Australia;  • do some research on an urban area in Viet Nam and give a group  presentation about it. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 7 | UNIT 5 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce stressed auxiliary and modal verbs in connected speech;  • understand and use words and phrases related to work;  • use simple, compound, and complex sentences correctly;  • read for main ideas, specific information and inference in job advertisements;  • give opinions about different jobs;  • listen for main ideas and specific information in a phone conversation about a job vacancy;  • write a job application letter;  • express anxiety and respond to it;  • recognise some unusual jobs around the world;  • do research on suitable part-time jobs for students and present the information to the class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 8 | REVIEW 2 | Language | 1 tiết | Review 2 is aimed at revising the language and skills Ss have learnt in Units 4-5, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.  The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.  Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| Skills (1) | 1 tiết |
| Skills (2) | 1 tiết |
| 9 | REVISION | Revision for end-of term test | 1 tiết |  |
| 10 | END-TERM TEST | | 1 tiết |  |
| 11 | Feedback and correction | | 1 tiết |  |
| 12 | In reserve | | 1 tiết |  |
| 13 | UNIT 6 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce homophones in connected speech;  • understand and use words and phrases related to science and technology;  • use active and passive causatives correctly;  • read for specific information in an article about AI applications in  education;  • discuss applications of AI in education;  • listen for specific information and instructions for operating a home robot;  • write an essay about the advantages and disadvantages of home  robots;  • get attention and interrupt;  • understand the evolution of robots;  • research or design a new AI application in our daily lives and give  a group presentation about it. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 14 | UNIT 7 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and pronounce linking /r/ between two vowels;  • understand and use words and phrases related to the mass media;  • use adverbial clauses of manner and result correctly;  • read for main ideas, specific information, and the writer’s views  in an article comparing digital media and traditional media;  • compare different types of mass media;  • listen for specific information and attitudes towards fake news;  • write a description of pie charts;  • make small talk;  • learn about two types of mass media used around the world;  • prepare a comparison of two types of mass media and present it to the class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 15 | UNIT 8 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • identify and use assimilation in connected speech to sound natural;  • understand and use words related to conserving wildlife;  • use adverbial clauses of condition and comparison correctly;  • read for main ideas and specific information in news items about wildlife conservation;  • suggest activities for a wildlife conservation event;  • listen for main ideas and specific information in a talk about the threats facing tigers;  • write a problem-solving report on protecting tigers;  • express concern;  • understand the criteria on the International Union for Conservation  of Nature (IUCN) Red List;  • give a poster presentation about an endangered species. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 16 | REVIEW 3 | Language | 1 tiết | Review 3 is aimed at revising the language and skills Ss have learnt in Units 6–8, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.  The review can be taught in three lessons, e.g. 1: Language, 2: Listening and speaking skills, 3: Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.  Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| Skills (1) | 1 tiết |
| Skills (2) | 1 tiết |
| 17 | MID-TERM TEST | | 1 tiết |  |
| 18 | UNIT 9 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • use sentence stress appropriately to speak with a natural rhythm;  • understand and use words related to choosing a career path;  • use three-word phrasal verbs correctly;  • read for main ideas and specific information in an article about things to consider when choosing a career path, and understand text  structure;  • talk about the things to consider when following different career paths;  • listen for main ideas and specific information in a conversation about a career in teaching;  • write a curriculum vitae (CV);  • ask for and give clarification;  • understand in-demand careers for the future;  • do a survey on school- leavers’ career plans and report it to the class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 19 | UNIT 10 | Getting started | 1 tiết | By the end of this unit, students will be able to:  • use appropriate rising and falling intonation in questions;  • understand and use phrases related to lifelong learning;  • use reported speech to report orders, requests, offers, and advice  correctly;  • read for main ideas and specific information in a head teacher’s message to school-leavers;  • talk about great role models for lifelong learning;  • listen for main ideas and specific information in a talk about the challenges of lifelong learning;  • synthesise and summarise information to write an article about the benefits and challenges of lifelong learning;  • thank and accept thanks;  • learn about one of the oldest university graduates;  • create a leaflet about a lifelong learning habit and present it to the  class. |
| Language | 1 tiết |
| Reading | 1 tiết |
| Speaking | 1 tiết |
| Listening | 1 tiết |
| Writing | 1 tiết |
| Communication and Culture/CLIL | 1 tiết |
| Looking back & Project | 1 tiết |
| 20 | REVIEW 4 | Language | 1 tiết | Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10, and providing exam practice by following question formats used in the National Upper-secondary School Exam Paper.  The review can be taught in three lessons, e.g: 1. Language, 2. Listening and speaking skills, 3. Reading and writing skills. Teachers can also choose to give some activities for homework and spend less time on the review in class.  Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss’ answers and add some more information if necessary. |
| Skills (1) | 1 tiết |
| Skills (2) | 1 tiết |
| 21 | REVISION | Revision for end-of term test | 1 tiết |  |
| 22 | END-TERM TEST | | 1 tiết |  |
| 23 | Feedback and correction | | 1 tiết |  |
| 24 | In reserve | | 1 tiết |  |
| 25 | In reserve | | 1 tiết |  |
| 26 | In reserve | | 1 tiết |  |
| 27 | In reserve | | 1 tiết |  |

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

| STT | Chuyên đề  (1) | Số tiết  (2) | Yêu cầu cần đạt  (3) |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 2 |  |  |  |
| … |  |  |  |

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

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

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

**3. Kiểm tra, đánh giá định kỳ**

| Bài kiểm tra, đánh giá | Thời gian  (1) | Thời điểm  (2) | Yêu cầu cần đạt  (3) | Hình thức  (4) |
| --- | --- | --- | --- | --- |
| Giữa Học kỳ 1 |  |  |  |  |
| Cuối Học kỳ 1 |  |  |  |  |
| Giữa Học kỳ 2 |  |  |  |  |
| Cuối Học kỳ 2 |  |  |  |  |

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

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

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

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

**III. Các nội dung khác (nếu có):**

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| **TỔ TRƯỞNG**  *(Ký và ghi rõ họ tên)* | *…., ngày tháng năm 20…*  **HIỆU TRƯỞNG**  *(Ký và ghi rõ họ tên)* |
| --- | --- |

1. Theo Thông tư số 20/2018/TT-BGDĐT ngày 22/8/2018 ban hành quy định chuẩn nghề nghiệp giáo viên cơ sở giáo dục phổ thông. [↑](#footnote-ref-0)
2. Đối với tổ ghép môn học: khung phân phối chương trình cho các môn [↑](#footnote-ref-1)