*(Mẫu này dành cho giáo viên)*

Mẫu 1b

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| PHÒNG GDĐT ĐẠI LỘCTRƯỜNG THCSNGUYỄN DU**TỔ: TIẾNG ANH- NHẠC-MỸ THUẬT** | **KẾ HOẠCH GIÁO DỤC MÔN HỌC - NĂM HỌC 2023-2024****MÔN: TIẾNG ANH- HOCK KÌ 2****LỚP: 9** |

**I. Thông tin:**

1. Giáo viên: Nguyễn Thị Nở

 2. Dạy các lớp: 9/1,9/3,9/5

 **II. Kế hoạch cụ thể:**

***HỌC KỲ II***

**Từ tuần 19 đến tuần 35 (thực học)**

| **Tuần** | **Tiết** | **Tên chủ đề /Bài học** |  **Điều chỉnh theo lớp** |
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| **(1)** | **(2)** | **(3)** | **(7)** |
|  |  |  | **Nội dung/Mạch kiến thức****(4)** | **Yêu cầu cần đạt****(5)** | **Hình thức tổ chức dạy học** **(6)** |
| 19 | 55 | ***Unit 7:*** ***RECIPES AND EATING HABITS******Getting started***- Self- study:+ Act 1b – page 8+ Act 4 – page 8 | I. Vocabulary related to *traditional crafts*II. Listen and read a conversation about how to make a spawn salad 1/ Act 1 a,c– page 82/ Act 2 – page 83/ Act 3 – page 8 | - Use the lexical items related to making a prawn salad- Cover the content of the conversation about how to make a spawn salad - Know some more famous dishes of some countries in the world.- Get ready to learn new topic, different dishes. | - In class |
| 56 | ***Unit 7:*** **A closer look 1**- Self- study:+ Act 6: page 10 | I. Vocabulary:1/ Act 1 – page 92/ Act 2 – page 93/ Act 3 – page 93/ Act 4 – page 9II. Pronunciation:tone in statements used as questions 1/ Act 5 – page 10 | - Know some more words related cooking verbs- Remember the instructions on how to make a pizza- Identify the tone in statements used as questions and say these sentences correctly.-Be interested in the ways of preparing and cooking. | - In class |
| 57 | ***Unit 7:*****A closer look 2**- Self- study:+ Act 3b: page 11+ Act 6: page 12 | I. Quanti­fiers1/ Act 1 – page 112/ Act 2 – page 113/ Act 3a – page 11II. Conditional sentences type 11/ Act 4 – page122/ Act 5 – page 12 | - Use some quanti­fiers correctly -Write and use conditional sentences type 1 with modal verbs-Be interested in the ways of preparing and cooking. | - In class |
| 20 | 58 | ***Unit 7:* Communication**- Self- study:+ Act 4b– page 13 | I. Extra vocabularyII. Communication1/ Act 1 – page 132/ Act 2 – page 133/ Act 3 – page 134/ Act 4a – page 13 | - Write and talk about the recipe for a dish, its ingredients, how to prepare it and the steps to cook it. -Be aware of the eating habits of Vietnamese people. | - In class |
| 59 | ***Unit 7:*** ***Skills 1***- Self- study:+ Act 5 page 14 | I. Vocabulary:II. Reading:1/ Act 1 – page 142/ Act 2 – page 143/ Act 3 – page 14III. Speaking: Act 4 – page 14 | -Read for general and specific information about the eating habits of Japanese people-Talk about the eating habits of Vietnamese people- Be aware of the eating habits of Japanese people. | - In class |
| 60 | ***Unit 7:*** ***Skills 2*** | I. Vocabulary:II. Listening:1/ Act 1 – page 152/ Act 2 – page 153/ Act 3 – page 15III. Writing:1/ Act 4 – page 152/ Act 5 – page 15 | - Listen for specific information about a traditional dish- Write the recipe for a traditional dish- Be aware of the teenagers’eating habits. | - In class |
| 21 | 61 | ***Unit 7: Looking back+Project***- Chuyển Act 2 lên làm phần Warm up | I. Vocabulary:1/ Act 1 – page 162/ Act 2 – page 163/ Act 3 – page 16II. Grammar:1/ Act 4 – page 162/ Act 5 – page 16III. Communication:Act 6 – page 17 | - Revise all vocabulary and grammar that appear in unit 7.-Be aware of the recipe for a dish. | - In class |
| 62 | ***Unit 8: Tourism******Getting started***- Self- study:+ Act 4: page 20 | I. Vocabulary related to tourismII. Listen and read a dialogue about choices of holiday1/ Act 1 – page 202/ Act 2 – page 203/ Act 3 – page 20 | -Use lexical items to tourism, understand the dialogue and complete all the tasks following it.- Get ready to learn new topic. | - In class |
| 63 | ***Unit 8:*** **A closer look 1**- Self- study:+ Act 3: page 21+ Act 6: page 22 | I. Vocabulary:1/ Act 1 – page 212/ Act 2 – page 213/ Act 4 – page 21II. Pronunciation:tones in asking for information 1/ Act 5 – page 22 | -Use some vocabulary related to travelling and tourism correctly -identify tones in asking for information and ask questions for information with the correct intonation.- Be interested in travelling | - In class |
| 22 | 64 | ***Unit 8:*** **A closer look 2**- Self- study:+ Act 2b, 3b– page 23 | I. Article1/ Act 1 – page 232/ Act 2a – page 233/ Act 3a – page 234/ Act 4 – page 23 | - Use a, an, the and zero article correctly and appropriately.- Be interested in travelling | - In class |
| 65 | ***Unit 8:* Communication** | I. Extra vocabularyII. Communication1/ Act 1 – page 242/ Act 2 – page 243/ Act 3 – page 25 | -Discuss a place/country they would like to visit on holiday-Be aware of the reasons to choose place/country they would like to visit on holiday | - In class |
| 66 | ***Unit 8:*** ***Skills 1*** | I. Vocabulary:II. Reading:1/ Act 1 – page 262/ Act 2 – page 26III. Speaking:3/ Act 3 – page 264/ Act 4 – page 26 |  - Read for general and specific information about a tourist attraction.  - Talk about their choice of holiday.- Be interested in tourist attractions. | - In class |
| 23 | 67 | ***Unit 8:*** ***Skills 2***- Self- study:+ Act 1– page 27 | I. Vocabulary:II. Listening:1/ Act 2 – page 272/ Act 3 – page 27III. Writing:1/ Act 4 – page 272/ Act 5 – page 27 | - Listen for specific information about the benefits of tourism to an area/ country- Write a paragraph about the negative effects of tourism on an area/country -Be aware of the negative effects of tourism on an area/country | - In class |
| 68 | ***Unit 8: Looking back+Project***- Self- study:+ Act 3: page 28+ Act 6 – page 29 | I. Vocabulary:1/ Act 1 – page 282/ Act 2 – page 28II. Grammar:1/ Act 4 – page 282/ Act 5 – page 28 | - Revise the vocab, grammar they've learnt in Unit 8-Write a short advertisement for a tourist attraction in their area.-- Be interested in travelling | - In class |
| 69 | ***Unit 9: ENGLISH IN THE WORLD******Getting started***- Self- study:+ Act 4: page 32 | I. Vocabulary related to *traditional crafts*II. Listen and read for English language 1/ Act 1 – page 322/ Act 2 – page 323/ Act 3 – page 32 | - Get some more about a global language and experiences in learning and using English-Get ready to learn new topic. | - In class |
| 24 | 70 | ***Unit 9:*** **A closer look 1**- Self- study:+ Act 2b: page 33+ Act 6: page 34 | I. Vocabulary:1/ Act 1 – page 332/ Act 2a – page 333/ Act 3 – page 33II. Pronunciation:Stress on content words in sentences1/ Act 4 – page 342/ Act 5 – page 34 | - Use the lexical items related to languages and language use and learning- Identify the correct tones for new and known information and say sentences with the correct intonation.-Be interested in English language use and learning.  | - In class |
| 71 | ***Unit 9:*** **A closer look 2**- Self- study:+ Act 5: page 36 | I. Conditional sentences type 2 1/ 1/ Act 1 – page 352/ Act 2 – page 35II. Relative clauses:1/ Act 3 – page 352/ Act 4 – page 363/ Act 6 – page 36 | -Use conditional sentences type 2 correctly and appropriately-Use relative clauses correctly and appropriately .-Be aware of English language use and learning | - In class |
| 72 | ***Unit 9:* Communication** | I. Extra vocabularyII. Communication1/ Act 1 – page 372/ Act 2 – page 373/ Act 3 – page 37 |  -Build up an English learner profile by interviewing.- Be aware of some experiences in learning and using English. | - In class |
| 25 | 73 | ***Unit 9:*** ***Skills 1***- Self- study:+ Act 4: page 38 | I. Vocabulary:II. Reading:1/ Act 1 – page 382/ Act 2 – page 38III. Speaking:3/ Act 3 – page 384/ Act 5 – page 38 | - Get general and specific information about English as a global language.- Talk about learning English.- Be aware of English language as a means of international communication. | - In class |
| 74 | ***Unit 9:*** ***Skills 2*** | I. Vocabulary:II. Listening:1/ Act 1 – page 392/ Act 2 – page 39III. Writing:1/ Act 3 – page 392/ Act 4 – page 39 | - Get general and specific information about students' experiences in learning and using languages- Write a paragraph about the uses of English in everyday life.-Be aware of some experiences in learning and using English. | - In class |
| 75 | ***Unit 9: Looking back+Project***- Self- study:+ Act 6: page 41 | I. Vocabulary:1/ Act 1 – page 402/ Act 2 – page 403/ Act 3 – page 404/ Act 4 – page 40II. Grammar: Act 5 – page 40 | - Revise the vocabulary, grammar they've learnt in Unit 9- Present a chart of varieties of English-Be aware of some experiences in learning and using English. | - In class |
| 26 | 76 | **Review 3** | Review Grammar  | Ss can do the tasks. | - In class |
| 77 | **Review 3** | Review Reading, Writing , Speaking and Listening | Review Reading, Writing , Speaking and Listening | - In class |
| 78 | ***THE SECOND MID-TERM TEST***  |  Knowledge in unit 7,8,9 | -Use words and phrases related to the topic in units 7-9.-Use grammar notes learnt in units 7-9.-Read and listen for general and specific information related to topics from units 7-9-Write complete sentences using words and grammar notes learnt in units 7-9.-Be hard-working, patient and careful. | - In class |
| 27 | 79 | ***Unit* 10*:*** ***SPACE TRAVEL*****Getting started**- Self- study:+ Act 3: page 48 | I. Vocabulary related to ***Space travel***II. Listen and read for ***Space travel*** 1/ Act 1 – page 48 2/ Act 2 – page 48 | - Know some information about space travel -Use lexical items to Space travel, understand the dialogue and complete all the tasks following it.-Get ready to learn new topic. | - In class |
| 80 | ***Unit* 10*:*****A closer look 1**- Self- study:+ Act 4: page 49+ Act 6: page 50 | I. Vocabulary:1/ Act 1 – page 492/ Act 2 – page 493/ Act 3 – page 49II. Pronunciation:continuing or finishing tones 1/ Act 5 – page 50 | - Use the lexical items related to astronomy and space travel - Identify continuing or finishing tones and say sentences with the correct intonation.-Be interested in astronomy and space travel. | - In class |
| 81 | ***Unit* 10*:*** **A closer look 2**- Self- study:+ Act 5: page 52 | I. The past simple and the past perfect1/ Act 1 – page 512/ Act 2 – page 51II. Defining relative clauses:1/ Act 3 – page 522/ Act 4 – page 52 | -Use the past simple and the past perfect with confidence-Use defining relative clauses correctly and appropriately.-Be interested in astronomy and space travel. | - In class |
| 28 | 82 | ***Test correction***  |  |  |  |
| 83 | ***Unit* 10*:* Communication**- Self- study:+ Act 4: page 53 | I. Extra vocabularyII. Communication1/ Act 1 – page 532/ Act 2 – page 533/ Act 3 – page 53 | - Talk about space travel history and life on a space station.- Be interested in life on a space station. | - In class |
| 84 | ***Unit* 10*:*** ***Skills 1***- Self- study:+ Act 4: page 54 | I. Vocabulary:II. Reading:1/ Act 1 – page 542/ Act 2 – page 54III. Speaking:3/ Act 3 – page 54 | - Read for specific information about two famous astronauts’ space travel - Talk about space travel history and life on a space station and the skills needed to become an astronaut.-- Be aware of qualities and skills necessary for an astronaut | - In class |
| 29 | 85 | ***Unit* 10*:*** ***Skills 2***- Self- study:+ Act 5: page 55 | I. Vocabulary:II. Listening:1/ Act 1 – page 552/ Act 2 – page 553/ Act 3 – page 55III. Writing:1/ Act 4 – page 552/ Act 6 – page 55 | - Listen for general and specific information about some space tourism services - Write a short paragraph using advertising language-Be interested in some space tourism services  |  |
| 86 | ***Unit* 10*: Looking back+Project***- Self- study:+ Act 3b: page 56 + Act 5: page 57 | I. Vocabulary:1/ Act 1 – page 562/ Act 2 – page 56II. Grammar:3/ Act 3 – page 564/ Act 4 – page 56III. Communication:Act 6 – page 57  | - Revise the vocab , grammar they've learnt in Unit 10 and design attractive posters by using graphics and impressive advertising language-Be aware of astronomy and space travel. | - In class |
| 87 | ***Unit* 11*: CHANGING ROLES******IN SOCIETY*****Getting started**- Self- study:+ Act 4: page 60 | I. Vocabulary related to ***Changing roles in society***II. Listen and read1/ Act 1 – page 602/ Act 2 – page 603/ Act 3 – page 60 | - Use the lexical items related to changing roles in society.- understand the conversation about the role of teacher and father in the future - Get ready to learn new topic.  |  |
|  | 88 | ***Unit* 11*:*** **A closer look 1**- Self- study:+ Act 6: page 62 | I. Vocabulary:1/ Act 1 – page 612/ Act 2– page 613/ Act 3– page 614/ Act 4 – page 61II. Pronunciation:agreeing and disagreeing tones1/ Act 5 – page 622/ Act 6 – page 62 | - Use the lexical items related to changing roles in society.-Identify the rising or falling tones in agreement and disagreement sentences and say the sentences correctly.-Be aware of the changing roles in society. | - In class |
| 89 | ***Unit* 11*:*** **A closer look 2**- Self- study:+ Act 4: page 63 | I. Future passive: review1/ Act 1 – page 622/ Act 2 – page 62II. Non-defining relative clauses:1/ Act 3 – page 632/ Act 5– page 63 | - Use the future passive correctly - Recognise non-defining relative clauses and use them correctly.-Be aware of the changing roles in society. | - In class |
| 90 | ***Unit* 11*:* Communication**Self- study:+ Act 4: page 65 | I. Extra vocabularyII. Communication1/ Act 1 – page 642/ Act 2 – page 653/ Act 3 – page 65 | - Describe the changing roles of schools.-Be aware of the changing roles of the women in the future. | - In class |
| 31 | 91 | ***Unit* 11*:*** ***Skills 1***- Self- study:+ Act 4: page 66 | I. Vocabulary:II. Reading:1/ Act 1 – page 652/ Act 2 – page 66III. Speaking:1/ Act 3 – page 66 | - Read for specific information about the changing roles of women in society and its effects - Talk about roles in the future.-Be aware of the changing roles of the women in society and its effects. | - In class |
| 92 | ***Unit* 11*:*** ***Skills 2*** | I. Vocabulary:II. Listening:1/ Act 1 – page 672/ Act 1 – page 673/ Act 3 – page 67III. Writing:1/ Act 4 – page 672/ Act 5 – page 67 | -Listen for specific information about women life in Kenya.-Write about roles of teenagers in the future.Be aware of the changing roles of the women in society and its effects. | - In class |
| 93 | ***Unit* 11*: Looking back+Project***- Self- study: | I. Vocabulary:1/ Act 1 – page 682/ Act 2 – page 68II. Grammar:1/ Act 3 – page 682/ Act 4 – page 68III. Communication:Act 5 – page 15 | -Revise the vocab. , grammar they've learnt in unit 11 and give presentations about what they think the world in the future will be like.- -Be aware of the changing roles in the future. | - In class |
| 32 | 94 | ***Unit* 12*: MY FUTURE CAREER*****Getting started**- Self- study:+ Act 3: page 72 | I. Vocabulary related to jobs and career.II. Listen and read 1/ Act 1 – page 722/ Act 2 – page 72 | - Use lexical items related to jobs and career.-Talk about choosing future jobs.-Get ready to learn new topic. | - In class |
| 95 | ***Unit* 12*:*** **A closer look 1**- Self- study:+ Act 5: page 74 | I. Vocabulary:1/ Act 1 – page 732/ Act 2 – page 733/ Act 3 – page 73II. Pronunciation:Stress on content words in sentencesAct 4 – page 74 | - Use lexical items related to jobs and career.-Identify in which situations to use high tones and say sentences with the correct high tone-Be aware of jobs, careers, factors affecting career choice.  | - In class |
| 96 | ***Unit* 12*:*** **A closer look 2**- Self- study:Act 4 –page 76 | I. Despite and in spite of: review1/ Act 1 – page 75II. Verb + to-infinitive/Verb + V-ing:1/ Act 2 – page 762/ Act 3 – page 763/ Act 5 – page 76 | - use the structures Verb + to-infinitive/Verb + V-ing correctly.-Be aware of jobs, careers, factors affecting career choice.  | - In class |
| 33 | 97 | ***Unit* 12*:* Communication** | I. Extra vocabularyII. Communication1/ Act 1 – page 772/ Act 2 – page 773/ Act 3 – page 77 | - Talk about choosing future jobs and reasons for the choices.- Be aware of personality traits and abilities for a certain job. | - In class |
| 98 | ***Unit* 12*:*** ***Skills 1*** | I. Vocabulary:II. Reading:1/ Act 1 – page 782/ Act 2 – page 783/ Act 3 – page 78III. Speaking:1/ Act 4 – page 782/ Act 5 – page 78 | -Read for general and specific information about choosing a career-Talk about a person's likes/dislikes, personality traits and abilities for a certain job**.**-Be aware of jobs, careers, factors affecting career choice. | - In class |
| 99 | ***Unit* 12*:*** ***Skills 2***- Self- study:+ Act 1: question 2 – page 79 | I. Vocabulary:II. Listening:1/ Act 1 – page 792/ Act 2 – page 793/ Act 3 – page 79III. Writing:1/ Act 4 – page 792/ Act 5 – page 79 | - Listen for general and specific information about choosing future jobs and reasons for these choice- Write about the qualities one needs to be able to do a certain job.-Be aware of qualities in affecting career choice. | - In class |
| 34 | 100 | ***Unit* 12*: Looking back+Project***- Self- study:Self- study:+ Act 6: – page 81 | I. Vocabulary:1/ Act 2 – page 802/ Act 3 – page 80II. Grammar:1/ Act 4 – page 802/ Act 5 – page 80III. Communication:Act 6 – page 81 | - Revise the vocab, grammar they've learnt in unit 12 and present a picture of your imagined career path.-Be aware of jobs, careers, factors affecting career choice. | - In class |
| 101 | **Review 4** | Review Grammar  | Ss can do the tasks. | - In class |
| 102 | **Review 4** | Review Reading, Writing and Listening. | Reading, Writing and Listening skills. | - In class |
| 35 | 103 | **Review** | Further practice. | Ss do exercises skillfully. | - In class |
| 104 | **THE 2ND SEMESTER TEST** |  |  | - In class |
| 105 | **CORRECTION OF 2nd SEMESTER TEST** |  |  | - In class |

**TỔ TRƯỞNG NHÓM TRƯỞNG CHUYÊN MÔN GIÁO VIÊN**

**Võ Thị Mỹ Hạnh Phạm Thị Thiên Nguyễn Thị Nở**