*(Mẫu này dành cho giáo viên)*

Mẫu 1b

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| PHÒNG GDĐT ĐẠI LỘC  TRƯỜNG 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 8  2/ Act 2 – page 8  3/ 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 9  2/ Act 2 – page 9  3/ Act 3 – page 9  3/ Act 4 – page 9  II. 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. Quanti­fiers  1/ Act 1 – page 11  2/ Act 2 – page 11  3/ Act 3a – page 11  II. Conditional sentences type 1  1/ Act 4 – page12  2/ 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 vocabulary  II. Communication  1/ Act 1 – page 13  2/ Act 2 – page 13  3/ Act 3 – page 13  4/ 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 14  2/ Act 2 – page 14  3/ Act 3 – page 14  III. 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 15  2/ Act 2 – page 15  3/ Act 3 – page 15  III. Writing:  1/ Act 4 – page 15  2/ 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 16  2/ Act 2 – page 16  3/ Act 3 – page 16  II. Grammar:  1/ Act 4 – page 16  2/ Act 5 – page 16  III. 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 tourism  II. Listen and read a dialogue about choices of holiday  1/ Act 1 – page 20  2/ Act 2 – page 20  3/ 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 21  2/ Act 2 – page 21  3/ Act 4 – page 21  II. 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. Article  1/ Act 1 – page 23  2/ Act 2a – page 23  3/ Act 3a – page 23  4/ 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 vocabulary  II. Communication  1/ Act 1 – page 24  2/ Act 2 – page 24  3/ 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 26  2/ Act 2 – page 26  III. Speaking:  3/ Act 3 – page 26  4/ 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 27  2/ Act 3 – page 27  III. Writing:  1/ Act 4 – page 27  2/ 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 28  2/ Act 2 – page 28  II. Grammar:  1/ Act 4 – page 28  2/ 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 32  2/ Act 2 – page 32  3/ 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 33  2/ Act 2a – page 33  3/ Act 3 – page 33  II. Pronunciation:  Stress on content words in sentences  1/ Act 4 – page 34  2/ 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 35  2/ Act 2 – page 35  II. Relative clauses:  1/ Act 3 – page 35  2/ Act 4 – page 36  3/ 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 vocabulary  II. Communication  1/ Act 1 – page 37  2/ Act 2 – page 37  3/ 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 38  2/ Act 2 – page 38  III. Speaking:  3/ Act 3 – page 38  4/ 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 39  2/ Act 2 – page 39  III. Writing:  1/ Act 3 – page 39  2/ 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 40  2/ Act 2 – page 40  3/ Act 3 – page 40  4/ Act 4 – page 40  II. 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 49  2/ Act 2 – page 49  3/ Act 3 – page 49  II. 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 perfect  1/ Act 1 – page 51  2/ Act 2 – page 51  II. Defining relative clauses:  1/ Act 3 – page 52  2/ 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 vocabulary  II. Communication  1/ Act 1 – page 53  2/ Act 2 – page 53  3/ 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 54  2/ Act 2 – page 54  III. 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 55  2/ Act 2 – page 55  3/ Act 3 – page 55  III. Writing:  1/ Act 4 – page 55  2/ 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 56  2/ Act 2 – page 56  II. Grammar:  3/ Act 3 – page 56  4/ Act 4 – page 56  III. 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 read  1/ Act 1 – page 60  2/ Act 2 – page 60  3/ 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 61  2/ Act 2– page 61  3/ Act 3– page 61  4/ Act 4 – page 61  II. Pronunciation:  agreeing and disagreeing tones  1/ Act 5 – page 62  2/ 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: review  1/ Act 1 – page 62  2/ Act 2 – page 62  II. Non-defining relative clauses:  1/ Act 3 – page 63  2/ 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 vocabulary  II. Communication  1/ Act 1 – page 64  2/ Act 2 – page 65  3/ 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 65  2/ Act 2 – page 66  III. 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 67  2/ Act 1 – page 67  3/ Act 3 – page 67  III. Writing:  1/ Act 4 – page 67  2/ 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 68  2/ Act 2 – page 68  II. Grammar:  1/ Act 3 – page 68  2/ Act 4 – page 68  III. 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 72  2/ 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 73  2/ Act 2 – page 73  3/ Act 3 – page 73  II. Pronunciation:  Stress on content words in sentences  Act 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: review  1/ Act 1 – page 75  II. Verb + to-infinitive/Verb + V-ing:  1/ Act 2 – page 76  2/ Act 3 – page 76  3/ 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 vocabulary  II. Communication  1/ Act 1 – page 77  2/ Act 2 – page 77  3/ 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 78  2/ Act 2 – page 78  3/ Act 3 – page 78  III. Speaking:  1/ Act 4 – page 78  2/ 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 79  2/ Act 2 – page 79  3/ Act 3 – page 79  III. Writing:  1/ Act 4 – page 79  2/ 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 80  2/ Act 3 – page 80  II. Grammar:  1/ Act 4 – page 80  2/ Act 5 – page 80  III. 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**