***Phụ lục I***

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| TRƯỜNG THCS NGÔ MÂY**TỔ VĂN – TIẾNG ANH** | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM****Độc lập - Tự do - Hạnh phúc** |

# **KẾ HOẠCH DẠY HỌC**

**MÔN HỌC/HOẠT ĐỘNG GIÁO DỤC TIẾNG ANH LỚP 6**

**(Năm học 2021 - 2022)**

**I. Đặc điểm tình hình**

1. **Số lớp:** 03.; Số học sinh: 80; Số học sinh học chuyên đề lựa chọn (nếu có):……………
2. **Tình hình đội ngũ:** Số giáo viên: 05 ; Trình độ đào tạo: Cao đẳng: 0 ; Đại học: 04; Trên đại học : không

 Mức đạt chuẩn nghề nghiệp: Tốt:.04. ; Khá: không ; Đạt: không; Chưa đạt:không….

1. **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)*

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| **STT** | **Thiết bị dạy học** | **Số lượng** | **Các bài thí nghiệm/thực hành** | **Ghi chú** |
| 1 | Bảng phụ | 10 |  | Có sẵn+ gv làm |
| 2 | Loa | 02 |  |  |
| 3 | Tranh | 7 |  |  |
| 4 | Bảng thông minh | 0 |  |  |
| 5 | Ti vi( hỗ trợ việc dạy tiếng Anh) | 03 |  |  |

1. **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)*

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| **STT**  | **Tên phòng**  | **Số lượng**  | **Phạm vi và nội dung sử dụng**  | **Ghi chú**  |
| 1 | Phòng dạy học | 03 |  |  |

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

1. **Phân phối chương trình**

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| **STT** | **Bài học****(1)** | **Số tiết (2)** | **Yêu cầu cần đạt****(3)** |
| 1 | **BREAKING THE ICE** | 1 | Know how to greet someone in a friendly way+ *Hello!/ Hi!*/ *How are you? I’m fine. Thank you. And you?*Weather symbols, songs/ chants and activities (*sunny, rainy, cloudy, windy, snowy*)- Know how to introduce themselves by name and ask someone’s name inEnglish+ *What’s your name? My name is ….*Think and make a “Rules” corner |
| 2 | **Starter Unit** | 8 |  Reminding students of words about hobbies and interests Reminding students of the verb *be* in affirmative and negative forms Reminding students of preposition to say where things areReminding students of the verb *be* to ask about where people and things are.Reminding students of possessive adjectives and possessive pronounsReminding students of basic adjectives to describe thingsRemind students of *this, that, these, those, have got* to ask and answering questions about presentsReminding students of countries and nationalitiesReminding students of question words and conjunctions to write an email about oneself |
| 3 | **Unit 1****TOWNS AND CITIES** | 9 | Teaching students how to understand people comparing placesTeaching students how to compare things using comparative adjectivesTeaching students how to ask for directionsTeaching students how to write a description of a town or cityHelping students how to read a mapHelping students to revise words and phrases in an entertaining way. |
| 4 | **Unit 2 :DAYS** | 9 | Teaching students how to talk about daily routines using adverbs of frequencyTeaching students to understand the general idea of a textTeaching students to talk about routines using the present simpleTeaching students to understand the main ideas in an interview about a celebrationTeaching students to ask and answer questions about routines using the present simpleTeaching students how to practice making plans and suggestionsTeaching students how to write a description of a celebration or special dayHelping students understand the time zonesHelping students to revise words and phrases in an entertaining way. |
| 5 | **PROGRESS REVIEW 1** | 2 | Helping students to check their progress through further practicesHelping teachers to assess their students’ competence |
| 6 | Mid-term test | 1 | Check students’ knowledge they have learnt |
| 7 | **Unit 3 :WILD LIFE** | 9 | Teaching students words about animalsTeaching students how to read a text for specific informationTeaching students to talk about their country using superlative adjectivesTeaching students how to understand a podcast about animal skillsTeaching students to talk about abilities using *can* and questions with *How*Teaching students how to ask for permission to do thingsTeaching students how to write an information leaflet about animals in danger and give examplesHelping students to talk about the different animal groupsHelping students to revise words and phrases in an entertaining way. |
| 8 | Test correction | 1 | Correct students’s mistakes |
| 9 | **Unit 4 :****LEARNING WORLD** | 9 | Teaching students of words about school subjectsTeaching students how to identify the writer’s opinion about school projectTeaching students how to use the present continuous to talk about things that are happening now.Teaching students to listen to interviews about learning a languageTeaching students how to differentiate the present continuous from the present simpleTeaching students how to ask for help when studying languagesTeaching students how to write an email about their schoolHelping students to discuss the positive and negative things about homeschoolingHelping students to revise words and phrases in an entertaining way. |
| 10 | **PROGRESS REVIEW 2** | 2 | Helping students to check their progress through further practices.Helping teachers to assess their students’ competence.  |
| 11 | Revision | 2 | Review the vocabulary and structure of unit 1,2,3,4 |
| 12 | 1st term test | 1 |  Check students’ knowledge they have learnt |
| 13 | **Unit 5 :****FOOD AND HEALTH** | 9 | Teaching students words of food to talk about food they like and dislikeTeaching students how to summarize a textReminding students of countable and uncountable nouns when talking about food and mealsTeaching students how to understand specific information in interviews about healthReminding students of verbs -*ing* and imperatives when talking about likes and dislikes and giving adviceTeaching students how to order food and drink in a caféTeaching students how to write a blog about food using sequencing wordsHelping students to understand and talk about nutrientsHelping students to revise words and phrases in an entertaining way. |
| 14 | **Unit 6 :SPORTS** | 9 | Teaching students words to talk about different sportsTeaching students how to read for specific informationTeaching students how to use the models *there was, there were* to talk about past eventsTeaching students how to use regular and irregular verbs to understand specific information in a programme about the X GamesTeaching students how to use the past simple to talk about the events in the pastTeaching students how to talk about what they did at the weekendTeaching students how to write a profile of a sports star using paragraphsHelping students to understand some sportsHelping students to revise words and phrases in an entertaining way. |
| 15 | **PROGRESS REVIEW 3** | 3 | Helping students to check their progress through further practices.Helping teachers assess their students’ competence. |
| 16 | **Unit 7 :****GROWING UP** | 9 | Teaching students words to describe peopleTeaching students how to understand the general idea of a textTeaching students how to use the past simple in affirmative and negative forms to talk about situations and events in the pastTeaching students how to listen for specific biographical informationTeaching students how to use the past simple to ask questions about events in the pastTeaching students to role-play an interview with a famous personTeaching students how to write biographical questions and answer for a magazineHelping students to read and understand an extract from a work of literatureHelping students to revise words and phrases in an entertaining way. |
| 17 | Revision | 1 | Review the vocabulary and structure of unit 5,6,7. |
| 19 | Mid-term test | 1 | Check students’ knowledge they have learnt |
| 20 | **Unit 8 :****GOING AWAY** | 9 |  Reminding students of things for a holidayTeaching students to read for detailed informationTeaching students how to use *be going to* to talk about future plans and intentions and make predictions about the futureTeach students the weather words to talk about the weatherTeaching students how to use the first conditional to talk about conditions and their resultsTeach students how to make offers and promisesTeaching students how to write an email about a friend’s visitHelping students to know the theme park in Japan and can talk about the theme park in their countryHelping students to revise words and phrases in an entertaining way. |
| 21 | Test correction | 1 | Correct students’s mistakes |
| 22 | **PROGRESS REVIEW 4** | 3 | Helping students to check their progress through further practices.Helping teachers to assess their students’ competence. |
| 23 | Revision | 5 | Review the vocabulary and structure of unit 5,6,7,8 |
| 24 | 2nd term test | 1 | Check students’ knowledge they have learnt |

**2. Kiểm tra, đánh giá định kỳ**

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| **Bài kiểm tra, đánh giá** | **Thời gian****(1)** | **Thời điểm****(2)** | **Yêu cầu cần đạt****(3)** | **Hình thức****(4)** |
| Giữa học kỳ 1 | 90 phút | Week 10,11 | Review and check the knowledge which Ss have learnt through all topics from unit 1to unit 2 | Viết trên giấy+ Speaking |
| Cuối học kỳ 1 | 90 phút | Week 17, 18 | Sts will be able to consolidate the knowledge they learned through some topics in the first semester. | Viết trên giấy + Speaking |
| Giữa học kỳ 2 | 90 phút | Week 28, 29 | Review and check the knowledge which have learnt through all topics: from unit 5 to unit 7. | Viết trên giấy + Speaking |
| Cuối học kỳ 2 | 90 phút | Week 34, 35 | Sts will be able to consolidate the knowledge they learned through some topics in the second semester. | Viết trên giấy + Speaking |

**III. Các nội dung khác (nếu có):**

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| **HIỆU TRƯỞNG** |  | *Thiện An, ngày 26 tháng 8 năm 2021* **TỔ TRƯỞNG** **Vũ Thị Hà** |

  ***Phụ lục 2***

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| TRƯỜNG THCS NGÔ MÂY**TỔ VĂN – TIẾNG ANH** | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM****Độc lập - Tự do - Hạnh phúc** |

**KẾ HOẠCH TỔ CHỨC CÁC HOẠT ĐỘNG GIÁO DỤC CỦA TỔ CHUYÊN MÔN**

**(NĂM HỌC 2021- 2022)**

**1. Khối lớp: 6; Số học sinh: 80**

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| **STT** | **Chủ đề****(1)** | **Yêu cầu cần đạt****(2)** | **Số tiết****(3)** | **Thời điểm****(4)** | **Địa điểm****(5)** | **Chủ trì****(6)** | **Phối hợp****(7)** | **Điều kiện thực hiện****(8)** |
| 1 | **FOOD AND HEALTH** | Học sinh nắm được các bước chuẩn bị cho hoạt động. | 01 | Tuần 19  | Phòng học lớp 6 | GV Tiếng Anh |  |  |
| 2 | **FOOD AND HEALTH** | Học sinh nói lên được món ăn ưa thích nhất của mình, và giá trị dinh dưỡng của món ăn đó. | 01 | Tuần 22 | Phòng học lớp 6 | Gv Tiếng Anh | Nhà Trường, các thành viên trong tổ đặc thù, GVCN | Projector, laptop, plash card, sản phẩm các nhóm |

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| **HIỆU TRƯỞNG** |  | *Thiện An, ngày 26 tháng 8 năm 2021* **TỔ TRƯỞNG** **Vũ Thị Hà** |

1. Đối với tổ ghép môn học: khung phân phối chương trình cho các môn [↑](#footnote-ref-1)