**PHỤ LỤC KHUNG NỘI DUNG THIẾT KẾ BÀI DẠY MÔN TIẾNG ANH**

*(Kèm theo Kế hoạch số /KH-SGDĐT ngày /8/2025 của Sở GDĐT)*

**I. Sách giáo khoa lớp 10**

Bộ sách giáo khoa Kết nối tri thức với cuộc sống của Nhà xuất bản Giáo dục Việt Nam được phê duyệt theo Quyết định số 725/QĐ-UBND ngày 28/4/2022 của UBND tỉnh Điện Biên phê duyệt Danh mục sách giáo khoa lớp 3, lớp 7 và lớp 10 sử dụng trong cơ sở giáo dục phổ thông trên địa bàn tỉnh Điện Biên (môn Tiếng Anh sử dụng sách giáo khoa Tiếng Anh 10 Global Success).

**II. Nội dung thiết kế bài dạy**

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| **STT** | **Bài học**  **(1)** | | **Số tiết**  **(2)** | **Tiết**  **PPCT** | **Yêu cầu cần đạt**  **(3)** |
| **HỌC KỲ I. Số tuần: 18 - Tổng số tiết: 54** | | | | | |
| 1 | UNIT 1 | Getting started | 1 | 1 | By the end of this unit, students will be able to:  • pronounce the consonant blends /br/, /kr/, and /tr/ correctly in isolation and in sentences;  • understand and use words and phrases related to family life;  • use the present simple to talk about something that happens regularly in the present, and the present continuous to talk about activities happening at the moment of speaking;  • read for specific information in a text about the benefits of doing housework for children;  • explain why children should or shouldn’t do housework;  • listen for specific information in a talk show about family life;  • write about family routines; express opinions;  • understand family values in the UK;  • do research on Family Day in Viet Nam or other countries and give a group presentation about it. |
| Language | 1 | 2 |
| Reading | 1 | 3 |
| Speaking | 1 | 4 |
| Listening | 1 | 5 |
| Writing | 1 | 6 |
| Communication and Culture | 1 | 7 |
| Looking back & Project | 1 | 8 |
| 2 | UNIT 2 | Getting started | 1 | 9 | By the end of this unit, students will be able to:  • pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;  • understand and use words and phrases related to human activities and the  environment;  • use will and be going to to talk about the future; use the passive voice;  • read for main ideas and specific information in a text about green living;  • talk about ways to live green;  • listen for specific information in an announcement about a green event;  • write about ways to improve the environment;  • ask for and give advice; understand what a carbon footprint is;  • plan activities for a Go Green Weekend event and give a group presentation about the event. |
| Language | 2 | 10,11 |
| Reading | 1 | 12 |
| Speaking | 1 | 13 |
| Listening | 1 | 14 |
| Writing | 1 | 15 |
| Communication and Culture | 1 | 16 |
| Looking back & Project | 1 | 17 |
| 3 | UNIT 3 | Getting started | 1 | 18 | By the end of this unit, students will be able to:  • pronounce two-syllable words with correct stress;  • understand and use words and phrases related to music;  • use conjunctions to make compound sentences;  • use to-infinitives and bare infinitives after some verbs;  • read for specific information in a text about a famous TV music show;  • talk about a TV music show; |
| Language | 2 | 19,20 |
| Reading | 1 | 21 |
| Speaking | 1 | 22 |
| 4 | REVIEW 1 | Language | 1 | 23 | Review 1 is aimed at revising the language and skills Ss have learnt in Units 1-3. 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 | 24 |
| 5 | MID-TERM TEST | | 1 | 25 | Examine what they have learned in units 1-3 & Sts’ skills of listening, reading & writing. |
| 6 | UNIT 3  (Cont) | Listening | 1 | 26 | • listen for gist and specific information in an interview about a music festival;  • write a blog about an experiencesat a music event;  • make and respond to suggestions;  • identify chau van singing;  • do research on a form of traditional music in Viet Nam or another country and give a group presentation about it. |
| Writing | 1 | 27 |
| Communication and Culture | 1 | 28 |
| Looking back & Project | 1 | 29 |
| 7 | REVIEW 1  (cont) | Skills (2) | 1 | 30 | Review 1 is aimed at revising the language and skills Ss have learnt in Units1-3. |
| 8 | Feedback and correction | | 1 | 31 | Identify and reward specific qualities in sts work after learning Units 1, 2, 3; guide sts on what steps to take to improve & motivate them to act on their assessment. |
| 9 | UNIT 4 | Getting started | 1 | 32 | By the end of this unit, students will be able to:  • pronounce two-syllable words with the same spelling with correct stress;  • understand and use words and phrases related to community development; adjective suffixes: -ed vs. -ing; -ful vs. -less;  • use the past simple and past continuous with when and while;  • read for main ideas and specific information in a text about a volunteer club;  • talk about the benefits of volunteering activities;  • listen for specific information in an announcement for volunteers;  • write an application letter for volunteer work; • express feelings;  • identify factual information about the Save the Children organisation and its activities to help Viet Nam;  • do research on a volunteer project in their community and give a group presentation about it. |
| Language | 1 | 33 |
| Reading | 1 | 34 |
| Speaking | 1 | 35 |
| Listening | 1 | 36 |
| Writing | 1 | 37 |
| Communication and Culture | 1 | 38 |
| Looking back & Project | 1 | 39 |
| 10 | UNIT 5 | Getting started | 1 | 40 | By the end of this unit, students will be able to:  • pronounce common three-syllable nouns with correct stress;  • understand and use words and phrases related to inventions;  • use the present perfect, gerunds, and to-infinitives correctly;  • read for main ideas and specific information in a text about an invention; |
| Language | 2 | 41, 42 |
| Reading | 1 | 43 |
| 11 | REVIEW 2 | Language | 1 | 44 | Review 2 is aimed at revising the language and skills Ss have learnt in Units 4 - 5. 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 | 45 |
| Skills (2) | 1 | 46 |
| 12 | Revision for end-of term test | | 1 | 47 | Review skills and languages from units 1 to 5 |
| 13 | END-TERM TEST | | 1 | 48 | Examine what they have learned in units 1-5 & Sts’ skills of listening, reading & writing. |
| 14 | UNIT 5  (Cont) | Speaking | 1 | 49 | • talk about inventions and their uses;  • listen to instructions on how to use an invention for specific information;  • write about the benefits of an invention;  • make and respond to requests;  • understand computer hardware;  • collect information about an existing invention for the classroom or creat a new one and give a group presentation about it. |
| Listening | 1 | 50 |
| Writing | 1 | 51 |
| Communication and Culture | 1 | 52 |
| Looking back & Project | 1 | 53 |
| 15 | Feedback and correction | | 1 | 54 | Identify and reward specific qualities in sts work after learning Units 1-5; guide sts on what steps to take to improve & motivate them to act on their assessment. |