

**KHUNG CHƯƠNG TRÌNH BỔ TRỢ CHƯƠNG TRÌNH TIẾNG ANH  
CHÍNH KHOÁ CỦA TRUNG TÂM NGOẠI NGỮ THTSMART  
ĐÃ ĐƯỢC KIỂM DUYỆT**

*(Kèm theo Công văn số /SGDDĐT-GDTrH ngày /9/2023 của Sở GDĐT)*

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**KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 1  
THEO BỘ SÁCH ENGLISH DISCOVERY (1 TIẾT/ TUẦN)**

**1. Mục tiêu chung**

Chương trình bổ trợ môn tiếng Anh 1 giúp học sinh củng cố và luyện tập nhuần nhuyễn những kiến thức ngôn ngữ trong chương trình chính khóa và sử dụng những kiến thức đó để thực hành nghe, nói theo các chủ đề mở rộng, nâng cao có liên quan đến chủ đề của chương trình học, giúp cải thiện năng lực nghe, nói và tự tin nói bằng tiếng Anh, thuyết trình bằng tiếng Anh về các chủ đề quen thuộc đã được học trong chương trình chính khóa.

Chuẩn bị tốt cho các chương trình học tiếp theo để đảm bảo phân cấp theo khung năng lực ngoại ngữ áp dụng tại Việt Nam do Bộ GD-ĐT ban hành.

**2. Mục tiêu cụ thể**

Sau khi hoàn thành chương trình này, học sinh có thể:

**a) Về kiến thức ngôn ngữ:**

- Nắm vững nền tảng kiến thức tiếng Anh cơ bản;
- Sử dụng vốn từ vựng đã được bổ sung và mở rộng để xây dựng thành các câu đầy đủ.

**b) Về kỹ năng nghe:**

- Nghe đúng ngữ pháp tiếng Anh và ngữ cảnh;
- Có phản xạ nghe tiếng Anh cơ bản.

**c) Về kỹ năng nói:**

- Tự tin nói tiếng Anh trước đám đông;
- Có khả năng phản ứng nhanh trong giao tiếp bằng lời nói;
- Tự tin nói một đoạn văn ngắn với các câu đơn giản.

**3. Nội dung chi tiết chương trình:**

- Tổng số tiết: 35 tiết;
- Số tiết học kỳ I: 18 tiết;
- Số tiết học kỳ II: 17 tiết;
- Thời gian mỗi tiết học: 40 phút.

Chú thích: Phần *in nghiêng* là phần kiến thức bổ trợ, nâng cao.

Tuần	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, phát âm)	Kiến thức ngôn ngữ
1	Welcome	1	<b>Speaking:</b> - Talk about classroom rules.	<b>Vocabulary:</b> - <i>stand up, sit down, hands up, hands down;</i> <b>Structure:</b> - <i>Hands up, please!</i>
2	1. My birthday	1	<b>Speaking:</b> - Talk about favorite colors.	<b>Vocabulary:</b> - orange, brown (ôn tập), yellow, purple (mở rộng); <b>Structure:</b> - <i>I like (yellow).</i>
3		2	<b>Speaking:</b> - Talk about someone's age.	<b>Vocabulary:</b> - Numbers 1-10; <b>Structure:</b> - <i>She's (three).</i> - <i>He's (six).</i>
4		3	<b>Phonics:</b> - Be able to pronounce the sounds /b/ and /p/.	<b>Vocabulary:</b> - bee, ball, bed, panda, pear, pig; <b>Structure:</b> - <i>It is a (ball).</i>
5		1	<b>Speaking:</b> - Talk about colors of classroom objects.	<b>Vocabulary:</b> - pencil, ruler, notebook, crayon; <b>Structure:</b> - <i>My (ruler) is (green).</i>
6	2. At school	2	<b>Speaking:</b> - Talk about numbers of classroom objects.	<b>Vocabulary:</b> - rubbers, chairs, pencil cases, pencil sharpeners; <b>Structure:</b> - <i>I see (two) (rubbers).</i>

7		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /r/ and /l/.</p>	<p><b>Vocabulary:</b></p> <p>- rabbit, ring, robot, leaf, lemon, lion;</p> <p><b>Structure:</b></p> <p><i>I see a (red) (robot).</i></p>
8	<b>Review 1</b>	1	<p><b>Speaking:</b></p> <p>Review units 1, 2</p> <p>- Talk about favorite colors, age, colors and numbers of classroom objects;</p> <p>- Pronounce correctly the sounds /b/, /p/, /r/ and /l/.</p>	<p><b>Review units 1, 2</b></p> <p><b>Vocabulary:</b> colors, numbers, classroom objects, words beginning with sounds /b/, /p/, /r/ and /l/;</p> <p><b>Structures:</b></p> <p>- Review the structures in units 1, 2.</p>
9	<b>3. My family</b>	1	<p><b>Speaking:</b></p> <p>- Talk about family members.</p>	<p><b>Vocabulary:</b></p> <p>- mum, dad, baby sister, baby brother;</p> <p><b>Structure:</b></p> <p><i>- I love my (baby brother).</i></p>
10		2	<p><b>Speaking:</b></p> <p>- Talk about family members and feelings.</p>	<p><b>Vocabulary:</b></p> <p>- uncle, aunt, granny, happy, sad, cousin;</p> <p><b>Structure:</b></p> <p><i>- My (uncle) is (happy).</i></p>
11		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /s/ and /z/.</p>	<p><b>Vocabulary:</b></p> <p>- seal, sofa, sock, zebra, zoo zipper;</p> <p><b>Structure:</b></p> <p><i>- Is it a (sofa)? – Yes, it is./ No, it isn't.</i></p>
12	<b>4. My body</b>	1	<p><b>Speaking:</b></p> <p>- Talk about parts of the body.</p>	<p><b>Vocabulary:</b></p> <p>- head, arms, legs, neck;</p> <p><b>Structure:</b></p> <p><i>- It's got (four) (arms).</i></p> <p><i>(It = The monster)</i></p>

13		2	<p><b>Speaking:</b></p> <p>- Talk about parts of the face.</p>	<p><b>Vocabulary:</b></p> <p>- <i>face, ears, eyes, nose, mouth;</i></p> <p><b>Structure:</b></p> <p>- <i>This is my (face).</i></p> <p>- <i>These are my (ears).</i></p>
14		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /h/ and /g/.</p>	<p><b>Vocabulary:</b></p> <p>- hippo, hand, <i>hat</i>, guitar, gorilla, <i>girl</i>;</p> <p><b>Structure:</b></p> <p>- <i>This is a (hippo).</i></p> <p>- <i>That is a (gorilla).</i></p>
15	<b>Review 2</b>	1	<p><b>Speaking:</b></p> <p>Review units 3, 4</p> <p>- Talk about family members and body parts;</p> <p>- Pronounce correctly the sounds /s/, /z/, /h/ and /g/.</p>	<p><b>Review units 3, 4</b></p> <p><b>Vocabulary:</b> family members, body parts, words beginning with sounds /s/, /z/, /h/ and /g/;</p> <p><b>Structures:</b></p> <p>- Review structures in units 3, 4.</p>
16	<b>REVIEW FOR THE MID-TERM TEST</b>		<p><b>Speaking:</b></p> <p>- Talk about the topics in units 1 – 4;</p> <p>- Pronounce correctly the sounds in units 1 – 4.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>- Review the vocabulary in units 1 – 4;</p> <p>- Review the structures in units 1 – 4.</p>
17	<p><b>MID-TERM TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>			
18	<p><b>TEST CORRECTION AND QUIZ SHOW</b></p> <p>- <b>Test correction:</b> Students get the marked tests back and follow Teacher's guide;</p> <p>- <b>Quiz show:</b> Answer multiple-choice questions.</p>			

19	5. Pets	1	<p><b>Speaking:</b></p> <p>- Ask and answer about pets.</p>	<p><b>Vocabulary:</b></p> <p>- cat, dog, hamster, goldfish;</p> <p><b>Structure:</b></p> <p>- <i>Is this a (cat)? - Yes, it is. / No, it isn't.</i></p>
20		2	<p><b>Speaking:</b></p> <p>- Talk about pets that someone has got.</p>	<p><b>Vocabulary:</b></p> <p>- big, small, cute, lovely, soft;</p> <p><b>Structure:</b></p> <p>- <i>I've got a (big) (dog).</i></p>
21		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /d/ and /t/.</p>	<p><b>Vocabulary:</b></p> <p>- dog, duck, desk, tortoise, tiger, teddy;</p> <p><b>Structure:</b></p> <p>- <i>Have you got a (dog)? - Yes, I have. / No, I haven't.</i></p>
22	6. My house	1	<p><b>Speaking:</b></p> <p>- Ask and answer about places at home.</p>	<p><b>Vocabulary:</b></p> <p>- bedroom, living room, bathroom, garden;</p> <p><b>Structure:</b></p> <p>- <i>Is (Dad) in the (bedroom)? - Yes, (he) is./ No, (he) isn't.</i></p>
23		2	<p><b>Speaking:</b></p> <p>- Talk about things at home.</p>	<p><b>Vocabulary:</b></p> <p>- door/ doors, window/ windows, table/ tables, mirror/ mirrors;</p> <p><b>Structure:</b></p> <p>- <i>There is a (door).</i></p> <p>- <i>There are (two) (windows).</i></p>
24		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /w/ and /v/.</p>	<p><b>Vocabulary:</b></p> <p>- wing, wall, water, violin, van, vase;</p> <p><b>Structure:</b></p> <p>- <i>Is there a (wing)? - Yes, there is./ No, there isn't.</i></p> <p>- <i>Is there some (water) ? – Yes, there is./ No, there isn't.</i></p>

25	<b>Review 3</b>	1	<p><b>Speaking:</b></p> <p>Review units 5, 6</p> <p>- Talk, ask and answer about pets, places and things at home;</p> <p>- Pronounce correctly the sounds /d/, /t/, /v/ and /w/.</p>	<p><b>Review units 5, 6</b></p> <p><b>Vocabulary:</b> pets, adjectives to describe a pet, home and things at home, words beginning with sounds /d/, /t/, /v/ and /w/;</p> <p><b>Structures:</b></p> <p>- Review structures in units 5, 6.</p>
26	<b>7. Food</b>	1	<p><b>Speaking:</b></p> <p>- Ask and answer about food items.</p>	<p><b>Vocabulary:</b></p> <p>- cake, yoghurt, <i>banana/ bananas, cookie/ cookies;</i></p> <p><b>Structure:</b></p> <p>- <i>Do you like (bananas)? - Yes, I do./ No, I don't.</i></p>
27		2	<p><b>Speaking:</b></p> <p>- Talk about food items.</p>	<p><b>Vocabulary:</b></p> <p>- fish, salad, <i>meat, rice;</i></p> <p><b>Structure:</b></p> <p>- <i>I would like some (fish).</i></p>
28		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /dz/ and /j/.</p>	<p><b>Vocabulary:</b></p> <p>- juice, jelly, <i>jam, yak/ yaks, yellow, yo-yo/ yo-yos</i></p> <p><b>Structure:</b></p> <p>- <i>She/ He likes (juice).</i></p>
29	<b>8. I'm happy!</b>	1	<p><b>Speaking:</b></p> <p>- Ask and answer about feelings.</p>	<p><b>Vocabulary:</b></p> <p>- thirsty, tired, <i>sleepy, bored;</i></p> <p><b>Structure:</b></p> <p>- <i>Are you (tired)? - Yes, I am./ No, I'm not.</i></p>
30		2	<p><b>Speaking:</b></p> <p>- Talk about what someone wants to do.</p>	<p><b>Vocabulary:</b></p> <p>- eat, drink, <i>sleep, play;</i></p> <p><b>Structure:</b></p> <p>- <i>I'm (thirsty). I want to (drink).</i></p>

31		3	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sounds /f/ and /tʃ/.</p>	<p><b>Vocabulary:</b></p> <p>- shark, sheep, ship, cheetah, chick, cherry;</p> <p><b>Structure:</b></p> <p>- Can you see a (sheep)? - Yes, I can./ No, I can't.</p>
32	<b>Review 4</b>	1	<p><b>Speaking:</b></p> <p>Review units 7, 8</p> <p>- Talk, ask and answer about food items and feelings;</p> <p>- Pronounce correctly the sounds /dʒ /, /j /, /f/ and / tʃ/</p>	<p><b>Review units 7, 8</b></p> <p><b>Vocabulary:</b> food items, feelings and words beginning with sounds /dʒ /, /j /, /f/ and / tʃ/;</p> <p><b>Structures:</b></p> <p>- Review structures in units 7, 8.</p>
33	<b>REVIEW FOR THE FINAL TERM TEST</b>		<p><b>Speaking:</b></p> <p>- Talk about the topics in units 5 – 8;</p> <p>- Pronounce correctly the sounds in units 5 – 8.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>- Review the vocabulary in units 5 – 8;</p> <p>- Review the structures in units 5 – 8.</p>
34	<p><b>THE FINAL TERM TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>			
35	<p><b>TEST CORRECTION AND QUIZ SHOW</b></p> <p>- <b>Test correction:</b> Students get the marked tests back and follow Teacher's guide;</p> <p>- <b>Quiz show:</b> Answer multiple-choice questions.</p>			

# **KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 1**

## **THEO BỘ SÁCH PHONICS-SMART (1 TIẾT/ TUẦN)**

### **1. Mục tiêu chung**

Chương trình bổ trợ môn tiếng Anh 1 giúp học sinh củng cố và luyện tập nhuần nhuyễn những kiến thức ngôn ngữ trong chương trình chính khóa và sử dụng những kiến thức đó để thực hành nghe, nói theo các chủ đề mở rộng, nâng cao có liên quan đến chủ đề của chương trình học, giúp cải thiện năng lực nghe, nói và tự tin nói bằng tiếng Anh, thuyết trình bằng tiếng Anh về các chủ đề quen thuộc đã được học trong chương trình chính khóa.

Chuẩn bị tốt cho các chương trình học tiếp theo để đảm bảo phân cấp theo khung năng lực ngoại ngữ áp dụng tại Việt Nam do Bộ GD-ĐT ban hành.

### **2. Mục tiêu cụ thể**

Sau khi hoàn thành chương trình này, học sinh có thể:

#### **a) Về kiến thức ngôn ngữ:**

- Nắm vững nền tảng kiến thức tiếng Anh cơ bản;
- Sử dụng vốn từ vựng đã được bổ sung và mở rộng để xây dựng thành các câu đầy đủ.

#### **b) Về kỹ năng nghe:**

- Nghe đúng ngữ pháp tiếng Anh và ngữ cảnh;
- Có phản xạ nghe tiếng Anh cơ bản.

#### **c) Về kỹ năng nói:**

- Tự tin nói tiếng Anh trước đám đông;
- Có khả năng phản ứng nhanh trong giao tiếp bằng lời nói;
- Tự tin nói một đoạn văn ngắn với các câu đơn giản.

### **3. Nội dung chi tiết chương trình:**

- Tổng số tiết: 35 tiết;
- Số tiết học kỳ I: 17 tiết;
- Số tiết học kỳ II: 18 tiết;
- Thời gian mỗi tiết học: 40 phút.

Chú thích: Phần *in nghiêng* là phần kiến thức bổ trợ, nâng cao.

Week	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, Phát âm)	Kiến thức ngôn ngữ
1	Getting started	1	<b>Speaking:</b> Talk about classroom rules.	<b>Vocabulary:</b> <i>stand up, sit down, hands up, hands down ;</i> <b>Structure:</b> <i>Hands up, please!</i>
2	Unit 1	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Aa; - Talk about objects with “an”	<b>Vocabulary:</b> - apple, ant, <i>alligator, arrow;</i> <b>Structure:</b> - <i>An apple./ An ant.</i>
3		2	<b>Speaking:</b> - Talk about how things are.	<b>Vocabulary:</b> - small, big, green, <i>little;</i> <b>Structure:</b> - <i>It’s a (small) (apple).</i>
4	Unit 2	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Bb; - Talk about nearby objects.	<b>Vocabulary:</b> - bird, butterfly, <i>ball, boy;</i> <b>Structure:</b> - <i>This is a (ball).</i>
5		2	<b>Speaking:</b> - Talk about distant objects.	<b>Vocabulary:</b> - bear, bee, <i>bed, bird;</i> <b>Structure:</b> - <i>That is a (bed).</i>
6	Unit 3	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Cc; - Ask and answer about an object.	<b>Vocabulary:</b> - cat, cow, <i>car, carrot;</i> <b>Structure:</b> - <i>Is it a cat? - Yes, it is./ No, it isn’t.</i>
7		2	<b>Speaking:</b> - Talk about color of things.	<b>Vocabulary:</b> - blue, orange, <i>black, white ;</i> <b>Structure:</b> - <i>The (cat) is (black).</i>

8	<b>Review 1</b>	1	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Review the sound of letters Aa, Bb, Cc.</li> </ul>	<p><b>Review units 1, 2, 3</b></p> <p><b>Vocabulary:</b></p> <p>Review the words beginning with letters Aa, Bb, and Cc;</p> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>- Review structures in units 1, 2, 3;</li> </ul>
9	<b>Unit 4</b>	1	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Dd;</li> <li>- Ask and answer about what an object is.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- duck, donkey, <i>door</i>, <i>dinosaur</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>What's this? – It's a (door).</i></li> </ul>
10		2	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Ask and answer about color of things.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- dog, <i>dolphin</i>, <i>desk</i>, <i>dice</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>What color is the (desk? – It's (green).</i></li> </ul>
11	<b>Unit 5</b>	1	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Ee;</li> <li>- Talk about what someone sees.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- egg, elephant, <i>elbow</i>, <i>eggplant</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>I see an (egg).</i></li> </ul>
12		2	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Talk about how many things someone sees.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- four, five, <i>six</i>, <i>seven</i>;</li> <li>- <i>eggs</i>, <i>elephants</i>, <i>elbows</i>, <i>eggplants</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>I see (four) (eggs).</i></li> </ul>
13	<b>Unit 6</b>	1	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Ff;</li> <li>- Talk about what someone has got.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- fish, frog, <i>fox</i>, <i>fan</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>I have got a (fish).</i></li> </ul>

14			<p><b>Speaking:</b></p> <p>- Ask and answer about the ability of an animal.</p>	<p><b>Vocabulary:</b></p> <p>- swim, jump, fly, <i>climb</i>;</p> <p><b>Structure:</b></p> <p>- <i>Can a (fish) (swim)? - Yes, it can./ No, it can't.</i></p>
15	<b>Review 2</b>	1	<p><b>Phonics:</b></p> <p>- Review the sound of letters Dd, Ee, Ff.</p>	<p><b>Review units 4, 5, 6</b></p> <p><b>Vocabulary:</b></p> <p>Review the words beginning with letters Dd, Ee, and Ff;</p> <p><b>Structures:</b></p> <p>- Review the structures in units 4, 5, 6.</p>
16	<b>REVIEW FOR MID-TERM TEST</b>		<p><b>Speaking &amp; Phonics:</b></p> <p>Review the sound of letters Aa to Ff;</p> <p>Review the speaking topics in units 1 – 6.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 1 – 6.</p>
17	<p><b>MID-TERM TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>			
18	<b>Unit 7</b>	1	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Gg;</p> <p>- Ask and answer about what someone can see.</p>	<p><b>Vocabulary:</b></p> <p>- goat, <i>girl, gorilla, guitar</i>;</p> <p><b>Structure:</b></p> <p>- <i>Can you see the (goat)? - Yes, I can./ No, I can't.</i></p>
19		2	<p><b>Speaking:</b></p> <p>- Talk about what someone or an animal is doing.</p>	<p><b>Vocabulary:</b></p> <p>- <i>eating, playing, sleeping, singing</i>;</p> <p><b>Structure:</b></p> <p>- <i>The (goat) is (eating).</i></p>
20	<b>Unit 8</b>	1	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Hh;</p>	<p><b>Vocabulary:</b></p> <p>- horse/ horses, hippo/ hippos, <i>hen/ hens, hamster/ hamsters</i>;</p>

			- Talk about the animals someone likes or don't like.	<b>Structure:</b> - <i>I like (horses).</i> - <i>I don't like (hippos).</i>
21		2	<b>Speaking:</b> - Talk about where an animal lives.	<b>Vocabulary:</b> - farm, zoo, <i>forest, house;</i> <b>Structure:</b> - <i>The (hen) is on the (farm).</i>
22	<b>Unit 9</b>	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Ii; - Talk about an object someone hasn't got.	<b>Vocabulary:</b> - inkpot, <i>insect, igloo, iguana;</i> <b>Structure:</b> - <i>I haven't got an (insect).</i>
23		2	<b>Speaking:</b> - Ask and answer about school things that someone has got or not.	<b>Vocabulary:</b> - book, bag, <i>pencil, ruler;</i> <b>Structure:</b> - <i>Have you got a book? - Yes, I have./ No, I haven't.</i>
24	<b>Review 3</b>	1	<b>Phonics:</b> - Review the sound of letters Gg, Hh, Ii.	<b>Review units 7, 8, 9.</b> <b>Vocabulary:</b> Review the words beginning with letters Gg, Hh, and Ii; <b>Structures:</b> - Review the structures in units 7, 8, 9.
25	<b>Unit 10</b>	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Jj; - Talk about a clothes item that someone has got.	<b>Vocabulary:</b> - jacket, a pair of jeans, <i>jumper, jug;</i> <b>Structure:</b> - <i>She's/ He's got a (jacket).</i>
26		2	<b>Speaking:</b> - Talk about what someone is wearing.	<b>Vocabulary:</b> - socks, a hat, <i>shoes, a T-shirt;</i>

				<b>Structure:</b> - <i>I'm wearing (a hat).</i>
27	Unit 11	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Kk; - Ask and answer about objects that belong to someone or not.	<b>Vocabulary:</b> - kite, kitten, <i>key</i> , <i>kiwi</i> ; <b>Structure:</b> - <i>Is this your (kite)? - Yes, it is./ No. it isn't.</i>
28		2	<b>Speaking:</b> - Ask and answer about toys that someone loves or not.	<b>Vocabulary:</b> - ball/ balls, doll/ dolls, <i>robot/ robots</i> , <i>yo-yo/ yo-yos</i> ; <b>Structure:</b> - <i>Do you love (balls)? - Yes, I do./ No, I don't.</i>
29	Unit 12	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Ll; - Talk about things, using "There is".	<b>Vocabulary:</b> - lemon, <i>lion</i> , <i>lamp</i> , <i>lock</i> ; <b>Structure:</b> - <i>There is a (lemon).</i>
30		2	<b>Speaking:</b> - Talk about quantity of things, using "There are".	<b>Vocabulary:</b> - eight, nine, ten, <i>eleven</i> , <i>twelve</i> , <i>lemons</i> , <i>lions</i> , <i>lamps</i> , <i>locks</i> ; <b>Structure:</b> - <i>There are (eight) (lemons).</i>
31	Unit 13	1	<b>Phonics:</b> - Be able to pronounce the sound of letter Mm; - Introduce something, using "This is".	<b>Vocabulary:</b> - mouth, mum, <i>milk</i> , <i>mango</i> ; <b>Structure:</b> - <i>This is my (mouth).</i>
32		2	<b>Speaking:</b> - Talk about family members.	<b>Vocabulary:</b> - dad, sister, <i>brother</i> , <i>grandpa</i> ; <b>Structure:</b>

				- <i>I love my (dad).</i>
33	<b>Review 4</b>	1	<p><b>Phonics:</b></p> <p>- Review the sound of letters Jj, Kk, Ll, Mm.</p>	<p><b>Review units 7, 8, 9.</b></p> <p><b>Vocabulary:</b></p> <p>Review the words beginning with letters Jj, Kk, Ll, and Mm;</p> <p><b>Structures:</b></p> <p>- Review structures in units 10, 11, 12, 13</p>
34	<b>REVIEW FOR FINAL TEST</b>		<p><b>Speaking &amp; Phonics:</b></p> <p>Review the sound of letters Aa to Ff;</p> <p>Review the speaking topics in units 7 – 13.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 7 – 13.</p>
35	<p><b>THE FINAL TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>			

# **KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 1**

## **THEO BỘ SÁCH GLOBAL SUCCESS (1 TIẾT/ TUẦN)**

### **1. Mục tiêu chung**

Chương trình bổ trợ môn tiếng Anh 1 giúp học sinh củng cố và luyện tập nhuần nhuyễn những kiến thức ngôn ngữ trong chương trình chính khóa và sử dụng những kiến thức đó để thực hành nghe, nói theo các chủ đề mở rộng, nâng cao có liên quan đến chủ đề của chương trình học, giúp cải thiện năng lực nghe, nói và tự tin nói bằng tiếng Anh, thuyết trình bằng tiếng Anh về các chủ đề quen thuộc đã được học trong chương trình chính khóa.

Chuẩn bị tốt cho các chương trình học tiếp theo để đảm bảo phân cấp theo khung năng lực ngoại ngữ áp dụng tại Việt Nam do Bộ GD-ĐT ban hành.

### **2. Mục tiêu cụ thể**

Sau khi hoàn thành chương trình này, học sinh có thể:

#### **a) Về kiến thức ngôn ngữ:**

- Nắm vững nền tảng kiến thức tiếng Anh cơ bản;
- Sử dụng vốn từ vựng đã được bổ sung và mở rộng để xây dựng thành các câu đầy đủ.

#### **b) Về kỹ năng nghe:**

- Nghe đúng ngữ pháp tiếng Anh và ngữ cảnh;
- Có phản xạ nghe tiếng Anh cơ bản.

#### **c) Về kỹ năng nói:**

- Tự tin nói tiếng Anh trước đám đông;
- Có khả năng phản ứng nhanh trong giao tiếp bằng lời nói;
- Tự tin nói một đoạn văn ngắn với các câu đơn giản.

### **3. Nội dung chi tiết chương trình:**

- Tổng số tiết: 35 tiết;
- Số tiết học kỳ I: 18 tiết;
- Số tiết học kỳ II: 17 tiết;
- Thời gian mỗi tiết học: 40 phút.

Chú thích: Phần *in nghiêng* là phần kiến thức bổ trợ, nâng cao.

Week	Unit	Kỹ năng ngôn ngữ (Nghe-Nói, Phát âm)	Kiến thức ngôn ngữ
1	Getting started	<p><b>Speaking:</b></p> <p>- Talk about classroom rules.</p>	<p><b>Vocabulary:</b></p> <p>- <i>stand up, sit down, hands up, hands down ;</i></p> <p><b>Structure:</b></p> <p>- <i>Hands up, please!</i></p>
2	1. In the school playground	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Bb;</p> <p><b>Speaking:</b></p> <p>- Talk about things in the school playground.</p>	<p><b>Vocabulary:</b></p> <p>- ball, bike, <i>boy, boat;</i></p> <p><b>Structure:</b></p> <p>- <i>It's a (ball).</i></p>
3	2. In the dining room	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Cc;</p> <p><b>Speaking:</b></p> <p>- Talk about things someone hasn't got.</p>	<p><b>Vocabulary:</b></p> <p>- cake, cup, <i>cap, coat;</i></p> <p><b>Structure:</b></p> <p>- <i>I haven't got a (cake).</i></p>
4	Fun time 1	<p><b>Phonics:</b></p> <p>- Review the sound of letters Bb, Cc;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 1, 2.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 1, 2.</p>
5	3. At the street market	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Aa;</p> <p><b>Speaking:</b></p> <p>- Talk about things at the street market.</p>	<p><b>Vocabulary:</b></p> <p>- apple, bag, <i>ant, map;</i></p> <p><b>Structure:</b></p> <p>- <i>That is an (apple).</i></p> <p>- <i>That is a (bag).</i></p>

6	<b>4. In the bedroom</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Dd;</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Ask and answer about things in the bedroom.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- desk, door, <i>doll</i>, <i>dice</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>Is it a (dice)? - Yes, it is./ No, it isn't.</i></li> </ul>
7	<b>Fun time 2</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Review the sound of letters Aa, Dd;</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Review the topics in units 3, 4.</li> </ul>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 3, 4.</p>
8	<b>Review 1</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Review the sound of letters Aa, Bb, Cc, Dd;</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Review the topics in units 1 – 4.</li> </ul>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 1 – 4.</p>
9	<b>5. At the fish and chip shop</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Ii;</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Talk about food that someone wants at the shop.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- chicken, fish, <i>fig</i>, <i>six</i> ;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>I would like (six) (fish).</i></li> <li>- <i>She/ He would like some (chicken).</i></li> </ul>
10	<b>6. In the classroom</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Be able to pronounce the sound of letter Ee;</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Ask and answer about things in the classroom.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- pencil, bell, <i>envelope</i>, <i>egg</i>;</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- <i>Is it a (pencil)?/ Is it an (egg)? - Yes, it is./ No, it isn't.</i></li> </ul>
11	<b>Fun time 3</b>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Review the sound of letters Ii, Ee;</li> </ul> <p><b>Speaking:</b></p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 5, 6.</p>

		- Review the topics in units 5, 6.	
12	<b>7. In the garden</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Gg;</p> <p><b>Speaking:</b></p> <p>- Ask and answer about things in the garden.</p>	<p><b>Vocabulary:</b></p> <p>- garden, gate, <i>grass</i>, <i>guitar</i>;</p> <p><b>Structure:</b></p> <p>- <i>Is there a (garden)? - Yes, there is./ No, there isn't.</i></p>
13	<b>8. In the park</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Hh;</p> <p><b>Speaking:</b></p> <p>- Practise using the negative imperative.</p>	<p><b>Vocabulary:</b></p> <p>- hair, head, <i>hive</i>, <i>hotdog</i>;</p> <p><b>Structure:</b></p> <p>- <i>Don't touch your (hair).</i></p> <p>- <i>Don't touch the (hive).</i></p>
14	<b>Fun time 4</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Gg, Hh;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 7, 8.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 7, 8.</p>
15	<b>Review 2</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Ii, Ee, Gg, Hh;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 5 – 8.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 5 – 8.</p>
16	<p><b>REVIEW FOR THE MID-TERM TEST</b></p> <p><b>Speaking &amp; Phonics:</b></p> <p>Review the sound of letters and speaking topics in units 1 – 8;</p> <p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 1 – 8.</p>		
17	<p><b>MID-TERM TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>		

18	<b>TEST CORRECTION AND QUIZ SHOW</b>		
	<p>- <b>Test correction:</b> Students get the marked tests back and follow Teacher's guide;</p> <p>- <b>Quiz show:</b> Answer multiple-choice questions.</p>		
19	<b>9. In the shop</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Oo;</p> <p><b>Speaking:</b></p> <p>- Ask and answer about things in the shops.</p>	<p><b>Vocabulary:</b></p> <p>- clocks, mops, <i>boxes</i>, <i>(fishing) rods</i>;</p> <p><b>Structure:</b></p> <p>- <i>Are they (clocks)? - Yes, they are./ No, they aren't.</i></p>
20	<b>10. At the zoo</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Mm;</p> <p><b>Speaking:</b></p> <p>- Ask and answer about things at the zoo.</p>	<p><b>Vocabulary:</b></p> <p>- <i>mango, monkey, mask, mountain</i>;</p> <p><b>Structure:</b></p> <p>- <i>Is that a (mango)? - Yes, it is./ No, it isn't.</i></p>
21	<b>Fun time 5</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Mm, Oo;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 9, 10.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 9, 10.</p>
22	<b>11. At the bus stop</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Uu;</p> <p><b>Speaking:</b></p> <p>- Ask and answer what someone is doing.</p>	<p><b>Vocabulary:</b></p> <p>- <i>run/ running, cut/ cutting (a banana), hug/ hugging (mother), jump/ jumping</i>;</p> <p><b>Structure:</b></p> <p>- <i>Is she/ he (hugging) her/ his mother? - Yes, she/ he is./ No, she/ he isn't.</i></p>
23	<b>12. At the lake</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Ll;</p> <p><b>Speaking:</b></p> <p>- Ask and answer about things someone can see.</p>	<p><b>Vocabulary:</b></p> <p>- <i>lake, leaf, ladybug, lizard</i>;</p> <p><b>Structure:</b></p> <p>- <i>Can you see the (lake)? - Yes, I can./ No, I can't.</i></p>

24	<b>Fun time 6</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Ll, Uu;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 11, 12.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 11, 12.</p>
25	<b>Review 3</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Mm, Oo, Ll, Uu;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 9 – 12.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 9 – 12.</p>
26	<b>13. In the school canteen</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Nn;</p> <p><b>Speaking:</b></p> <p>- Talk about food items someone's eating.</p>	<p><b>Vocabulary:</b></p> <p>- bananas, noodles, nuts, <i>onions</i>;</p> <p><b>Structure:</b></p> <p>- <i>I'm eating (bananas).</i></p>
27	<b>14. In the toy shop</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Tt;</p> <p><b>Speaking:</b></p> <p>- Talk about things someone wants to buy in the toy shop.</p>	<p><b>Vocabulary:</b></p> <p>- teddy bear, top, <i>tent</i>, <i>toy train</i>;</p> <p><b>Structure:</b></p> <p>- <i>I want to buy a (tent).</i></p>
28	<b>Fun time 7</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Nn, Tt;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 13, 14.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 13, 14.</p>
29	<b>15. At the football match</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Ff</p> <p><b>Speaking:</b></p>	<p><b>Vocabulary:</b></p> <p>- football, father, <i>flag</i>, <i>fence</i>;</p> <p><b>Structure:</b></p> <p>- <i>I can't see the (football).</i></p> <p>- <i>I can't see your (father).</i></p>

		- Talk about what someone can't see.	
30	<b>16. At home</b>	<p><b>Phonics:</b></p> <p>- Be able to pronounce the sound of letter Ww</p> <p><b>Speaking:</b></p> <p>- Practise using "Let's"</p>	<p><b>Vocabulary:</b></p> <p>- window, <i>watch</i>, <i>wall</i>, <i>well</i>;</p> <p><b>Structure:</b></p> <p>- <i>Let's look at the (window).</i></p>
31	<b>Fun time 8</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Ff, Ww;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 15, 16.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 15, 16.</p>
32	<b>Review 4</b>	<p><b>Phonics:</b></p> <p>- Review the sound of letters Nn, Tt. Ff, Ww;</p> <p><b>Speaking:</b></p> <p>- Review the topics in units 13 – 16.</p>	<p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 13 – 16.</p>
33	<p><b>REVIEW FOR THE FINAL TEST</b></p> <p><b>Speaking &amp; Phonics:</b></p> <p>Review the sound of letters and speaking topics in units 9 – 16;</p> <p><b>Vocabulary &amp; Structure:</b></p> <p>Review the vocabulary and structures in units 9 – 16.</p>		
34	<p><b>THE FINAL TEST</b></p> <p>- <b>Speaking and Listening:</b> Look at the flashcards and answer Teacher's questions;</p> <p>- <b>Reading and Writing:</b> Do a written test.</p>		
35	<p><b>TEST CORRECTION AND QUIZ SHOW</b></p> <p>- <b>Test correction:</b> Students get the marked tests back and follow Teacher's guide;</p> <p>- <b>Quiz show:</b> Answer multiple-choice questions.</p>		