

Môn TIẾNG ANH

I – MỤC TIÊU

Môn Tiếng Anh ở Trung học cơ sở nhằm giúp học sinh :

1. Về kiến thức

Có kiến thức cơ bản, tối thiểu, ban đầu, tương đối hệ thống và hoàn chỉnh về tiếng Anh, phù hợp với trình độ, đặc điểm tâm lí lứa tuổi.

2. Về kĩ năng

Sử dụng tiếng Anh như một công cụ giao tiếp ở mức độ cơ bản, tối thiểu, ban đầu dưới các dạng nghe, nói, đọc, viết.

3. Về thái độ

Có hiểu biết khái quát về đất nước, con người và nền văn hoá của một số nước nói tiếng Anh, từ đó có tình cảm và thái độ tốt đẹp đối với đất nước, con người, nền văn hoá và ngôn ngữ của các nước nói tiếng Anh ; biết tự hào, yêu quý và tôn trọng nền văn hoá và ngôn ngữ của dân tộc mình.

II – NỘI DUNG

1. Kế hoạch dạy học

Lớp	Số tiết/tuần	Số tuần	Tổng số tiết/năm
6	3	35	105
7	3	35	105
8	3	35	105
9	2	35	70

Cộng (toàn cấp)		140	385
-----------------	--	-----	-----

2. Nội dung dạy học từng lớp

Lưu ý : * Phần *Language focus* được rải đều cho cả năm học.

LỚP 6

3 tiết / tuần × 35 tuần = 105 tiết

Themes / Topics	Competences	Language focus*
1. Personal information Oneself Friends House and family	Greeting people / Saying goodbye Introducing oneself and others Identifying places and objects Describing houses and families Counting to 100	Tenses: present simple, present progressive, future simple Modal verbs: <i>can / cannot, must / must not</i> Wh-questions: <i>How? What? Where? Which? When? Why?</i>
2. Education School facilities and school activities Children's life in school	Giving and obeying orders Describing classrooms / classroom objects and locations / size of school Asking and telling the time	<i>Yes / No</i> questions Imperatives: commands (positive / negative) Adjectives
3. Community Transportation Places	Describing places and locations in the community Identifying means of transportation and road signs	Comparatives and superlatives of adjectives Possessive case Personal pronouns
4. Health The body Food and drink	Identifying parts of the body Describing people Talking about food and drinks Talking about quantities and prices	Prepositions of position Partitives: <i>a box of, a can of</i> Indefinite quantifiers: <i>some, any, a few, a little, lots, a lot of</i>
5. Recreation Sports and games Seasons Plans	Describing sporting activities Talking about frequency / preferences Describing the weather Talking about vacation / free time plans	Adverbs of frequency: <i>sometimes, usually</i> Articles: <i>a(n), the</i>

6. The world around us Countries and nationalities Environment	Talking about countries, nationalities, languages Making comparisons / suggestions Talking about environmental issues	<i>What about verb-ing ..?</i> <i>Why don't we ...?</i>
---	---	--

LỚP 7

3 tiết / tuần × 35 tuần = 105 tiết

Themes / Topics	Competences	Language focus*
1. Personal information Friends House and home	Exchanging personal information Describing rooms and homes Talking about future activities Talking about occupations	Tenses: future simple, present progressive, past simple Modals: <i>may, should, ought to</i> <i>Wh</i> -questions: <i>Why? How far? How much?</i>
2. Education School activities Children's life at school	Talking about school schedules and regulations Talking about after-school activities	Comparatives and superlatives of adjectives Imperatives Exclamations
3. Community Places in the community Neighborhood	Talking about distances and directions Talking about past events Talking about ability	Adverbs: <i>either, neither</i> Indefinite quantifiers: <i>many, a lot of</i> Prepositions of position
4. Health Physical comfort Healthy living	Talking about personal hygiene and comfort Identifying kinds of healthy food and drinks	Adverbs of manner <i>This, that, these, those</i> <i>Like / prefer + to</i> -infinitive
5. Recreation Sports and games Television and radio programs	Talking about leisure activities Identifying TV / radio programs Describing and comparing city / village lifestyles	<i>Like + gerund</i> <i>There is / There are</i>

6. The world around us Geography of Vietnam and some Southeast Asian Countries People and places	Talking about famous people and places Talking about preferences	
---	---	--

LỚP 8

3 tiết / tuần × 35 tuần = 105 tiết

Themes / Topics	Competences	Language focus*
1. Personal information Friends House and home	Making arrangements Talking about intentions and predictions Describing places and people	Tenses: present simple, past progressive, present perfect Modal verbs: <i>may, should, ought to</i>
2. Education School life and study habits Young children's life	Giving advice and instructions Expressing obligation Writing a letter to a friend	Indirect questions with <i>if</i> Imperatives Conditional sentence type 1
3. Community Country life and city life Neighborhood	Talking about future events and changes Talking about similarities and differences	Reported speech Prepositions of time Reflexive pronouns: <i>myself, yourself</i>
4. Health First aid Healthy environment	Describing processes and consequences Making and responding to offers, requests Writing a thank-you note	Comparisons: <i>like, (not) as ... as, (not) the same as, different from</i> The passive Connectors: <i>when, while</i>

5. Recreation Holidays and vacations Festivals	Making suggestions Talking about the weather Accepting and declining an invitation Writing a postcard	<i>Will</i> making offers and requests <i>Would / Do you mind if...?</i> <i>Would / Do you mind + verb-ing ... ?</i>
6. The world around us Technology Wonders of the world	Expressing agreement / disagreement Talking about likely / unlikely events Writing a set of instructions	

LỚP 9

2 tiết / tuần × 35 tuần = 70 tiết

Themes / Topics	Competences	Language focus*
1. Personal information Friends Clothing Home village	Making and responding to introduction Talking about habitual actions Writing about an argument / a personal letter / an exposition	Tenses: past simple with <i>wish</i> , present perfect Modal verbs: <i>may / might</i> Modal verbs with <i>if</i> Tag questions
2. Education Learning a foreign language	Asking for and giving information Expressing opinions Writing a letter of inquiry	Direct and reported speech The passive Conditional sentences type 1 and type 2
3. Community The media	Asking for and giving opinions Writing about the Internet	Adverb clauses of result, reason and concession Relative clauses: defining and non-defining

4. Health Healthy environment Saving energy	Asking for and giving reasons Making suggestions Persuading Expressing concern Writing a speech about reducing garbage, reusing paper or saving energy	Gerunds after some verbs: <i>suggest + verb-ing</i> and <i>suggest + that</i> (clause) with <i>should</i> Adjective + <i>that</i> clause Phrasal verbs
5. Recreation Celebrations	Giving and responding to compliments Describing events Writing a letter to a pen pal	
6. The world around us Natural disasters Life on other planets	Talking about the weather and natural disasters Describing events Talking about possibility / assumptions Writing an exposition / a story	

III – CHUẨN KIẾN THỨC, KĨ NĂNG

1. Những yêu cầu chung

LỚP 6

Hết lớp 6, học sinh có khả năng sử dụng những kiến thức tiếng Anh đã học trong phạm vi chương trình để:

- Nghe** – Nghe hiểu được các câu mệnh lệnh và lời nói đơn giản thường dùng trên lớp học.
– Nghe hiểu được những câu nói, câu hỏi – đáp đơn giản với độ dài khoảng 40 – 60 từ về thông tin cá nhân, gia đình và nhà trường.
- Nói** – Hỏi – đáp đơn giản về thông tin cá nhân, gia đình và nhà trường trong phạm vi các chủ điểm có trong chương trình.
– Thực hiện một số chức năng giao tiếp đơn giản: chào hỏi, đưa ra và thực hiện mệnh lệnh, nói vị trí đồ vật, hỏi – đáp về thời gian, miêu tả người, miêu tả thời tiết,...

- Đọc** – Đọc hiểu được nội dung chính các đoạn đọc thoại hoặc hội thoại đơn giản, mang tính thông báo với độ dài khoảng 50 – 70 từ, xoay quanh các chủ điểm có trong chương trình.
- Viết** – Viết được một số câu đơn giản có tổng độ dài khoảng 40 – 50 từ có nội dung liên quan đến các chủ điểm có trong chương trình.

LỚP 7

Hết lớp 7, học sinh có khả năng sử dụng những kiến thức tiếng Anh đã học trong phạm vi chương trình để:

- Nghe** – Nghe hiểu được nội dung chính các đoạn đọc thoại hoặc hội thoại đơn giản về các nội dung chủ điểm đã học trong chương trình.
- Hiểu được nội dung chính các đoạn đọc thoại hoặc hội thoại ở tốc độ chậm vừa phải có độ dài khoảng 60 – 80 từ.
- Nói** – Hỏi – đáp hoặc trao đổi về thông tin cá nhân đơn giản, các hoạt động học tập, vui chơi, giải trí và sinh hoạt hằng ngày.
- Thực hiện một số chức năng giao tiếp cơ bản: diễn đạt ý định, lời mời, lời khuyên, góp ý, thu xếp thời gian và địa điểm các cuộc hẹn, hỏi đường và chỉ đường,...
- Đọc** – Đọc hiểu được nội dung các đoạn đọc thoại hoặc hội thoại đơn giản với độ dài khoảng 80 – 100 từ, xoay quanh các chủ điểm có trong chương trình.
- Viết** – Viết được một đoạn có độ dài khoảng 50 – 60 từ gồm một số câu đơn giản về nội dung liên quan đến các chủ điểm đã học hoặc viết có hướng dẫn để phục vụ các nhu cầu giao tiếp cá nhân và xã giao đơn giản như thư mời, lời mời.
- Viết lại được các nội dung chính được diễn đạt qua nói.

LỚP 8

Hết lớp 8, học sinh có khả năng sử dụng những kiến thức tiếng Anh đã học trong phạm vi chương trình để:

- Nghe** – Nghe hiểu được nội dung chính và nội dung chi tiết các đoạn đọc thoại hoặc hội thoại trong phạm vi các nội dung chủ điểm đã học trong chương trình.

- Hiểu được các lời độc thoại hoặc đối thoại có độ dài khoảng 80 – 100 từ ở tốc độ tương đối chậm.
- Nói** – Hỏi – đáp, miêu tả, kể, giải thích về các thông tin liên quan cá nhân, các hoạt động học tập, sinh hoạt vui chơi, giải trí.
- Thực hiện một số chức năng giao tiếp cơ bản: thông báo, trình bày, diễn đạt lời đề nghị, chấp nhận hoặc từ chối lời đề nghị, diễn đạt lời hứa,...
- Đọc** – Đọc hiểu được nội dung chính và nội dung chi tiết các văn bản với độ dài khoảng 110 – 140 từ, xoay quanh các chủ điểm có trong chương trình.
- Viết** – Viết theo mẫu và có gợi ý các văn bản có độ dài khoảng 60 – 80 từ về nội dung liên quan đến các chủ điểm đã học hoặc để phục vụ các nhu cầu giao tiếp đơn giản như viết thư cảm ơn, viết lời mời,...

LỚP 9

Hết lớp 9, học sinh có khả năng sử dụng những kiến thức tiếng Anh đã học trong phạm vi chương trình để:

- Nghe** – Nghe hiểu được nội dung chính và nội dung chi tiết các đoạn độc thoại hoặc hội thoại trong phạm vi các nội dung chủ điểm đã học trong chương trình.
- Hiểu được các lời độc thoại hoặc đối thoại có độ dài khoảng 100 – 120 từ ở tốc độ tương đối chậm.
- Nói** – Hỏi – đáp, miêu tả, kể, giải thích, trình bày nhận xét, quan điểm cá nhân về các thông tin liên quan đến cá nhân, các hoạt động học tập, sinh hoạt hàng ngày.
- Thực hiện một số chức năng giao tiếp cơ bản: nói hoạt động theo thói quen, đưa ra gợi ý, đưa ra cách thuyết phục,...
- Đọc** – Đọc hiểu được nội dung chính và nội dung chi tiết các văn bản với độ dài khoảng 150 – 180 từ, xoay quanh các chủ điểm có trong chương trình.
- Hiểu được các loại dấu chấm, ngắt câu và các thành tố liên kết trong văn bản đã học trong chương trình.
- Viết** – Viết theo mẫu và có gợi ý các văn bản có độ dài khoảng 80 – 100 từ về nội dung liên quan đến các chủ điểm đã học hoặc để phục vụ các nhu cầu giao tiếp cá nhân và xã giao đơn giản như điền vào các phiếu cá nhân, viết tin nhắn, lời mời, viết thư cho bạn.

2. Những yêu cầu cụ thể

Lưu ý : * Phần *Language focus* được dùng trong cả chủ điểm.

LỚP 6

Themes / Topics	Attainment targets	Language focus*
<p>1. Personal information</p> <ul style="list-style-type: none"> - Oneself - Friends - House and family 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Greet people - Say goodbye - Identify oneself and others - Introduce oneself and others - Ask how people are - Talk about someone's age - Ask for and give numbers - Count to 100 - Describe family and family members - Identify places, people and objects <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write about oneself, one's family or friends within 40 – 50 words using suggested idea, words or picture cues</p>	<p>Grammar:</p> <ul style="list-style-type: none"> - Present simple of <i>to be</i> (<i>am, is, are</i>) - <i>Wh</i>-questions: <i>How? How old? How many? What? Where? Who?</i> - Personal pronouns: <i>I, we, she, he, you, they</i> - Possessive pronouns: <i>my, her, his, your</i> - Indefinite articles: <i>a(n)</i> - Imperatives: <i>come in, sit down, stand up</i> - <i>This / That / These / Those</i> - <i>There is ... / There are...</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of household objects: <i>living room, chair, stereo,...</i> - Words describing family members: <i>father, mother, brother, sister,...</i> - Names of occupations: <i>engineer, teacher, student,...</i> - Numbers from 1 to 100

Themes / Topics	Attainment targets	Language focus*
<p>2. Education</p> <ul style="list-style-type: none"> - School facilities and activities - Children's life in school 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and tell the time - Identify possession - Describe school timetables - Describe classrooms / classroom objects / locations of objects - Give and obey orders <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write about school life, school facilities or school activities within 40 – 50 words using suggested idea / words or picture cues</p>	<p>Grammar:</p> <ul style="list-style-type: none"> - Present simple: <i>have, get up, brush, wash, go</i> - <i>Wh</i>-questions: <i>What time? How many? Which?</i> - <i>Yes / No</i> questions: <i>Do / Does</i> - Possessive case - Adjectives: <i>big, small, beautiful</i> - Prepositions of time: <i>at, on, in</i> - Prepositions of places: <i>at, on, in</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words describing school facilities: <i>school, classroom, floor,...</i> - Words to talk about school subjects: <i>English, Math, Literature,...</i> - Words describing a timetable: <i>Monday, Tuesday,...</i> - Ordinal numbers: from <i>first</i> to <i>tenth</i> - Words describing time: <i>(a quarter) to, past, half past,...</i>

Themes / Topics	Attainment targets	Language focus*
<p>3. Community</p> <ul style="list-style-type: none"> - In and around the house - Places in town / city and country - Transportation 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Give personal details - Describe household objects - Identify places and their layouts - Talk about habitual actions - Identify means of transportation and road signs - Describe on-going activities <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write about places around your house, in town / city / country within 40 – 50 words using suggested idea / words or picture cues</p>	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, present progressive - Modal verbs: <i>can / can't, must / mustn't</i> - <i>Wh</i>-questions: <i>How? Where? Which? What?</i> - <i>Yes /No</i> questions: <i>Is there ...? Are there...? Do you ...?</i> - Adjectives: <i>quiet, noisy</i> - Adverbial phrases: <i>by bike, by bus</i> - Prepositions of position: <i>next to, behind, between</i> - Articles: <i>a(n), the</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of public places in the community: <i>restaurant, bookstore, temple,...</i> - Means of transportation: <i>car, bus, train, plane, truck,...</i>
<p>4. Health</p>	<p>Speaking</p>	<p>Grammar:</p>

Themes / Topics	Attainment targets	Language focus*
<ul style="list-style-type: none"> - Parts of the body - Health - Food and drinks - The menu 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify parts of the body - Describe people's appearance - Talk about feelings, wants and needs - Use appropriate language in buying food and drinks - Talk about quantities and prices <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues or passages of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write sentences of 40 – 50 words about related topics using suggested idea / words or picture cues</p>	<ul style="list-style-type: none"> - Present simple - <i>Wh</i>-questions: <i>How much? How many? What color?</i> - <i>Yes / No</i> question: <i>Can you ...?</i> - Polite requests: <i>Would you...? / Do you like ...?</i> - Quantifiers: <i>some, any</i> - Partitives: <i>a bottle of, a can of</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words describing parts of the body: <i>head, leg,...</i> - Colors: <i>gray, red, orange,...</i> - Words describing people's appearance and feelings: <i>tall, short, thin, hot, thirsty, hungry, tired, cold,...</i> - Names of food and drinks: <i>apple, bread, rice, meat, milk,...</i> - Kinds of currency: <i>VND, US\$</i>
<p>5. Recreation</p> <ul style="list-style-type: none"> - Sports / games and pastime - Seasons 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about sports and pastime activities - Talk about frequency 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, present progressive - <i>Wh</i>-questions: <i>Which? How long? How often?</i> - Adverbs of sequence: <i>first, then, next, after that,</i>

Themes / Topics	Attainment targets	Language focus*
<p>- Plans</p>	<ul style="list-style-type: none"> - Express preferences - Describe the weather - Talk about vacation / free time plans - Talk about duration - Make suggestions - Describe timetables <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues and / or passages of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write a paragraph of 40 – 50 words about related topics using suggested idea / words or picture cues</p>	<p><i>finally</i></p> <ul style="list-style-type: none"> - Adverbs of frequency: <i>once a week, always,...</i> - Adjectives: <i>hot, cold,...</i> - Prepositions: <i>on, in, at,...</i> - <i>Going to ...</i> - <i>What ... like?</i> - <i>Let's ...</i> - <i>What about + verb-ing ..?</i> - <i>Why don't you ...?</i> - <i>Like + verb-ing</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of sports and pastime activities: <i>badminton, soccer, tennis,...</i> - Words to talk about seasons and the weather: <i>spring, fall, cold, hot,...</i>
<p>6. The world around us</p> <ul style="list-style-type: none"> - Countries - Environment 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about countries, nationalities, languages - State dimensions - Identify quantities - Talk about occupations 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, present progressive - Modal verbs: <i>should / should not</i> - <i>Wh</i>-questions: <i>How long ...? How high?</i> - Adjectives: comparatives / superlatives - Prepositions: <i>from, to</i>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Make comparisons / suggestions - Talk about environmental issues <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 40 – 60 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read dialogues and / or passages of 50 – 70 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write about related topics of 40 – 50 words using suggested idea / words or picture cues</p>	<ul style="list-style-type: none"> - Indefinite quantifiers: <i>a lot of, a few, a little, some,...</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of countries: <i>the USA, Great Britain,...</i> - Nationalities: <i>Vietnamese, British, American, Canadian,...</i> - Names of languages: <i>Vietnamese, English, French, Chinese,...</i> - Names of natural features: <i>river, mountain, beach, forest,...</i> - Words relating to environmental issues: <i>pollution, waste, destroy, damage,...</i>

LỚP 7

Themes / Topics	Attainment targets	Language focus*
<p>1. Personal information</p> <ul style="list-style-type: none"> - Friends - Oneself and others - House and home 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about oneself - Introduce others - Agree with others - Ask for and give personal information - Talk about addresses - Talk about means of transport and distances 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, future simple (<i>will, shall</i>) - <i>Wh</i>-questions: <i>Why? When? Where? Which? How far? How long?</i> - Adverbs of time: <i>still, till, until</i> - Indefinite quantifiers: <i>many, a lot of, lots of</i> - Comparatives / superlatives of adjectives

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Ask for and give telephone numbers - Make arrangements - Talk about future plans - Talk about dates and months - Describe rooms and homes / apartments - Talk about occupations <p>Listening Students will be able to: Listen to a monologue or a dialogue of 60 – 80 words for general information</p> <p>Reading Students will be able to: Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing Students will be able to: Write an informal letter of invitation of 50 – 60 words using suggested idea or words</p>	<ul style="list-style-type: none"> - Ordinal number - Exclamation: <i>What</i> + noun! - Prepositions of position: <i>in, at, on, under, near, next to, behind...</i> - Compound adjectives <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of occupations: <i>farmer, doctor, nurse, engineer, journalist,...</i> - Words describing dates and months: <i>Monday, Tuesday, January, February,...</i> - Words describing house and home: <i>apartment, bookshelf, sofa,...</i> - Phone numbers - Words relating to distances: <i>metre, kilometre,...</i>
<p>2. Education</p> <ul style="list-style-type: none"> - School facilities - School activities - School children's life 	<p>Speaking Students will be able to:</p> <ul style="list-style-type: none"> - Ask and say the time / timetables - Talk about school subjects / schedules and regulations - Talk about school libraries - Ask for and give directions - Ask about and describe class / recess activities 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, present progressive - <i>Wh</i>-questions: <i>What? Where?</i> - Modal verbs: <i>should, would</i> - Prepositions of time: <i>in, at, on</i> - Adverbs of frequency - <i>This, that, these, those</i>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Talk about popular after-school activities - Make suggestions / arrangements <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 60 – 80 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write a paragraph of 50 – 60 words about related topics using suggested words or picture cues</p>	<ul style="list-style-type: none"> - <i>Would you like to...?</i> - <i>Let's</i> - <input type="checkbox"/> <i>It</i> <input type="checkbox"/> indicating time <p>Vocabulary:</p> <ul style="list-style-type: none"> - Names of school subjects: <i>Physical Education, Literature, Geography,...</i> - Names of different kinds of books in the library: <i>magazine, science book, reference book,...</i> - Words describing activities at recess and after school: <i>play catch / marbles / blind man's bluff, go to school / cafeteria / the circus, watch a movie, tidy the room,...</i>
<p>3. Community</p> <ul style="list-style-type: none"> - Places in the community - Neighborhood 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about vacations - Talk about routines and ability - Ask for and give directions / distances - Inquire about prices - Make purchases - Describe characteristics of friends and neighbors 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, past simple - <i>Wh</i>-questions: <i>How much? How far?</i> - Regular vs. irregular verbs - Modal verbs: <i>can / could</i> - Comparatives of adjectives: <i>more, less, fewer</i> - Adverbs of frequency: <i>usually, often,</i>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Talk about hobbies - Talk about past events - Describe a process - Talk about occupations <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 60 – 80 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe a process of 50 – 60 words using word cues - Write a note of 50 – 60 words with word cues 	<p><i>sometimes,...</i></p> <ul style="list-style-type: none"> - Prepositions of position: <i>next to, between, opposite, in front of,...</i> - <input type="checkbox"/> <i>It</i> <input type="checkbox"/> indicating distance <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words describing a process: <i>first, then, next,...</i> - Words to talk about vacation activities, routines, facilities, directions: <i>watch video, read books,...</i> - Words related to hobbies and characteristics: <i>collect stamps, favourite, sporty,...</i> - Words to talk about prices and purchases: <i>phone card, cost, change, expensive,...</i>
<p>4. Health</p> <ul style="list-style-type: none"> - Physical comfort - Healthy living 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about habits, routines and a diary entry - Talk about a visit to the dentist - Talk about common sicknesses, symptoms, cures, health and safety precautions - Identify different kinds of food, menu, recipes - Express preferences 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tense: past simple - Question forms, negative forms - Imperatives - <i>Why, Because</i> - <i>Too / either</i> - <i>So / neither</i>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Describe how to make a meal - Talk about diets <p>Listening</p> <p>Students will be able to:</p> <p>Listen to monologues or dialogues within 60 – 80 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a letter / poster of 50 – 60 words using picture cues or suggested idea - Write a menu with word cues 	<ul style="list-style-type: none"> - <i>Would you like...; I'd like...</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about health, symptoms and cures: <i>temperature, height, weight, safety precaution, illnesses medicine,...</i> - Words to talk about different kinds of food, fruits and drinks, meals and diet: <i>taste, smell, soya sauce, spinach,...</i> - Words to talk about habits and routines
<p>5. Recreation</p> <ul style="list-style-type: none"> - Sports - TV and radio programs - Video games 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe sporting / free time activities - Talk about hobbies - Give advice - Make and decline an invitation - Make suggestions - Make inquiries and express preferences 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, present progressive - Modal verbs: <i>must, can, ought to, should</i> - Adjectives and adverbs: <i>good / well; slow / slowly</i> - Comparatives / superlatives of adjectives - Adverbs of manner: <i>skillfully, badly, quickly</i>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Talk about TV and radio programs - Talk about video games and their effects <p>Listening</p> <p>Students will be able to:</p> <p>Listen to monologues or dialogues within 60 – 80 words for general information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write a paragraph of 50 – 60 words about related topics using suggested cues</p>	<ul style="list-style-type: none"> - <i>Like / prefer + to-infinitive</i> - <i>What would you like to ...?</i> - <i>How about...? / What about...?</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about sports, games, films, music: <i>athletic, championship, cartoon, adventure, detective,...</i> - Words to talk about TV and radio programs: <i>series, perform, satellite,...</i> - Words to talk about / to compare city and country life: <i>quiet, noisy, crowded, busy,...</i>
<p>6. The world around us</p> <ul style="list-style-type: none"> - Geography of Vietnam and Southeast Asian countries - People and places 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Name countries and their capital cities - Discuss vacation destinations - Talk about tourist attractions - Talk about famous people and places - Describe and compare city and village lifestyles 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present simple, past simple - Modal verbs: <i>may / can</i> - Adverbs of frequency - <i>Why, Because</i> <p>Vocabulary:</p>

Themes / Topics	Attainment targets	Language focus*
	<p>Listening Students will be able to: Listen to a monologue or a dialogue of 60 – 80 words for general information</p> <p>Reading Students will be able to: Read a dialogue or a passage of 80 – 100 words for general information</p> <p>Writing Students will be able to: - Write a paragraph of 50 – 60 words using suggested cues or words - Complete a table</p>	<p>- Names of some countries and capital cities in Asia: <i>Thailand, Singapore, Bangkok, Kuala Lumpur,...</i></p> <p>- Words to talk about some famous places/people in Asia or well-known scientists in the world: <i>Angkor Wat, Thomas Edison, Andersen, famous, well-known, attractive,...</i></p>

LỚP 8

Themes / Topics	Attainment targets	Language focus*
<p>1. Personal information</p> <p>- Friends - House and home</p>	<p>Speaking Students will be able to: - Introduce people and respond to introductions - Describe people's appearance</p>	<p>Grammar:</p> <p>- Tenses: present simple, past simple - Infinitive - Modal verbs: <i>must, have to, ought to</i></p>

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Make arrangements - Talk about intentions - Ask for and give reasons - Talk about past events <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write about oneself or others of 60 – 80 words using word cues or pictures - Write a description of 60 – 80 words of a room in the house using word cues or pictures 	<ul style="list-style-type: none"> - Reflexive pronouns: <i>yourself, myself, themselves</i> - Adverbs of place: <i>here, there, upstairs, downstairs,...</i> - Prepositions of time: <i>after, before, until, as soon as</i> - Adjective + <i>too / enough</i> + <i>to</i>-infinitive - <i>Let's</i> - <i>Why, Because</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words describing house and home: <i>rug, armchair, couch, oven, sink, cooker,...</i> - Names of telecommunication devices: <i>fax machine, mobile phone,...</i> - Words describing appearance: <i>thin, tall, short,...</i>
<p>2. Education</p> <ul style="list-style-type: none"> - School life and study habits 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for and respond to favors - Give advice and instructions - Express obligation 	<p>Grammar:</p> <ul style="list-style-type: none"> - Present simple with future meaning - Reported speech: commands, requests and advice - Gerunds

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Offer and respond to assistance - Talk about study habits - Talk about future plans <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write an informal letter of 60 – 80 words to a friend using word cues - Write a paragraph of 60 – 80 words telling about a future plan using suggested guidelines or questions 	<ul style="list-style-type: none"> - Modal verbs: <i>may, can, could, should</i> - Adverbs of manner: <i>well, fast, badly, hard,...</i> - Prepositions of time: <i>in, on, at, after, before</i> - <i>Tell / ask somebody to do something</i> - <i>Be about to</i> - <i>Used to</i> - <i>Certainly. / Of course.</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about study habits: <i>semester, report, examination, revise, learn by heart,...</i> - Words to talk about school life: <i>care, take part in, perform, look after,...</i> - Words to talk about future plans: <i>play soccer, go camping, cook meals,...</i>
<p>3. Community</p> <ul style="list-style-type: none"> - Shopping - Neighborhood - Country life and 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for information and assistance - Talk about price, quantity and size 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present perfect (with <i>for</i> and <i>since</i>), present progressive (to talk about the future / to show changes), future simple - Adverbs: <i>already, yet</i>

Themes / Topics	Attainment targets	Language focus*
city life	<ul style="list-style-type: none"> - Talk about differences / similarities - Talk about future events and changes <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a letter to a friend of 60 – 80 words about the neighborhood using suggested guidelines or words - Write a community notice of 60 – 80 words using suggested questions 	<ul style="list-style-type: none"> - Comparisons: <i>(not) as...as; (not) the same as; different from</i> - Verbs to show changes: <i>get, become,...</i> - Comparison of adjectives <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about neighborhood: <i>grocery store, stadium, drugstore,...</i> - Words describing country / city life: <i>traffic jam, beautiful, quiet, clean, noisy, polluted,...</i>
<p>4. Health</p> <ul style="list-style-type: none"> - First aid - Healthy environment 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Make suggestions - Make and respond to formal requests, offers and promises 	<p>Grammar:</p> <ul style="list-style-type: none"> - Future simple - Passive forms : present and future - Modal: <i>will</i> to make offers, requests, promises

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Give and respond to instructions - Express personal feelings <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage within 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a thank-you note of 60 – 80 words using suggested questions or word cues - Write a set of instructions of 60 – 80 words using suggested questions and pictures or word cues 	<ul style="list-style-type: none"> - Adjectives followed by an infinitive and a noun-clause - <i>Would you mind ...?</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words concerning first aid: <i>ambulance, bandage, bad burn,...</i> - Words about healthy environment: <i>recycle, garbage, wrap,...</i> - Sequence markers: <i>first, then, next, finally,...</i>
<p>5. Recreation</p> <ul style="list-style-type: none"> - Holidays and vacations - Festivals 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Make suggestions, predictions, reservations and plans - Describe past activities 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tense: past progressive - Connectors: <i>when, while</i> - Reported speech

Themes / Topics	Attainment targets	Language focus*
	<ul style="list-style-type: none"> - Talk about the weather - Make and respond to formal requests - Accept and decline an invitation <p>Listening</p> <p>Students will be able to:</p> <p>Listen to monologues or dialogues within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a postcard of 60 – 80 words using suggested guidelines - Write a paragraph of 60 – 80 words about a festival using suggested questions or guidelines 	<ul style="list-style-type: none"> - Requests with: <i>Would / Do you mind if ... ?</i> <i>Would / Do you mind + verb-ing ... ?</i> - <i>ed</i> and <i>-ing</i> participles - Compound words: <i>rice-cooking, fire-making,...</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words describing vacation: <i>seaside, resort, temple, waterfall,...</i> - Names of resorts: <i>Ha Long Bay, Mount Rushmore, Napa Valley,...</i> - Names of festivals: <i>Rice-cooking Festival, Mid-Autumn Festival, School Festival, Flower Festival,...</i>
<p>6. The world around us</p> <ul style="list-style-type: none"> - Technology - Wonders of the 	<p>Speaking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about processes - Express agreement / disagreement 	<p>Grammar:</p> <ul style="list-style-type: none"> - Tenses: present perfect with <i>yet</i> and <i>already</i>, present perfect vs. past simple - The Passive: past passive

Themes / Topics	Attainment targets	Language focus*
world	<p>- Say what something was like</p> <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue within 80 – 100 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 110 – 140 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write an informal letter to a friend within 60 – 80 words using suggested ideas or word cues - Write a set of instructions within 60 – 80 words using suggested ideas or word cues 	<ul style="list-style-type: none"> - Indirect questions with <i>if</i> or <i>whether</i> - Verb + <i>to</i>-infinitive - Question words before <i>to</i>-infinitive <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words related to technology: <i>facsimile, loudspeaker, microwave,...</i> - Names of some wonders of the world / famous landmarks: <i>Stonehenge, Great Wall, Big Ben,...</i> - Words describing sequence: <i>first, then, next, after that, finally,...</i>

LỚP 9

Themes / Topics	Attainment targets	Language focus*
1. Personal	Speaking	Grammar:

Themes / Topics	Attainment targets	Language focus*
<p>information</p> <ul style="list-style-type: none"> - Friends - Clothing - Home village 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Make and respond to introductions - Ask and respond to questions on personal preferences - Ask for and give information about the geography of one's home country - Talk about a picnic in the country - Describe directions / locations <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write an argument letter with a frame using suggested ideas or word cues - Write an exposition of 80 – 100 words from picture and word cues 	<ul style="list-style-type: none"> - Tenses: past simple, past simple with <i>wish</i>, present perfect - <i>Used to</i> - The passive - Prepositions of time - Adverb clauses of result <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to describe the geography of a country: climates, population, religions, languages, social customs, habits - Words about clothing: types / styles, colours, fashions, material, designs - Words to describe the country / a trip to the country: natural landscapes, location, direction, outing activities
<p>2. Education</p>	<p>Speaking</p>	<p>Grammar:</p>

Themes / Topics	Attainment targets	Language focus*
<p>- Learning a foreign language</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for and give information about language study / language courses - Express opinions / preferences - Talk about methods of study <p>Listening</p> <p>Students will be able to:</p> <p>Listen to monologues or dialogues within 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write a letter of enquiry within 80 – 100 words following a model and an outline given</p>	<ul style="list-style-type: none"> - Direct and reported speech - Reported questions, <i>here</i> and <i>now</i> words with reported speech - Modal verbs with <i>if</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to describe school settings, study courses, school life - Words to talk about language study: timetables, courses, subjects, ways of learning, learning activities
<p>3. Community</p>	<p>Speaking</p>	<p>Grammar:</p>

Themes / Topics	Attainment targets	Language focus*
<p>- The media</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for and give opinions - Express agreement and disagreement - Talk about the development and the use of the media, especially the Internet <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write to express opinions based on a model and guidelines given within 80 – 100 words</p>	<ul style="list-style-type: none"> - Tag questions - Gerunds after some verbs: <i>like, love, enjoy, dislike, hate,...</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about the media: history, development, different uses - Words to express opinions about the media: like, dislike, advantages, disadvantages
<p>4. Health</p> <p>- Healthy</p>	<p>Speaking</p> <p>Students will be able to:</p>	<p>Grammar:</p> <ul style="list-style-type: none"> - Conditional sentence: type 1

Themes / Topics	Attainment targets	Language focus*
environment - Saving energy	<ul style="list-style-type: none"> - Ask for and give reasons - Persuade - Show concern - Make and respond to suggestions - Talk about the problems of environment pollution and solutions to the problems - Talk about the problems of energy waste and solutions to the problems <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a letter of complaint of 80 – 100 words using frame and idea cues - Write a speech of 80 – 100 words based on suggested frame and idea cues 	<ul style="list-style-type: none"> - Adjective + <i>that</i> clause - Adverb clauses of reason: <i>as, because</i> - Connectives: <i>and, but, because, or, so, therefore, however</i> - Phrasal verbs - <i>Suggest</i> + verb-<i>ing</i> - <i>Suggest (that)</i> + subject + <i>should</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about the environment around students' life: problems, conservation activities, solutions, activities to protect the environment - Words to talk about energy waste problems around students' life and solutions to save energy
5. Recreation	Speaking	Grammar: <ul style="list-style-type: none"> - Adverb clauses of concession: <i>although /</i>

Themes / Topics	Attainment targets	Language focus*
<p>- Celebrations</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Give and respond to compliments - Describe events - Talk about popular celebrations in Viet Nam and in other countries - Express opinions on different events <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue / dialogue of 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <p>Write a letter to a pen pal within 80 – 100 words based on a suggested outline and idea cues</p>	<p><i>though</i></p> <ul style="list-style-type: none"> - Relative pronouns and relative clauses (defining and non-defining) <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to describe popular celebrations in different countries: <i>Tet, Easter, Christmas, Mid-Autumn Festival, Wedding, Passover, Father's Day,...</i> - Words to express compliments, feelings and opinions on related topics
<p>6. The world around us</p>	<p>Speaking</p> <p>Students will be able to:</p>	<p>Grammar:</p> <ul style="list-style-type: none"> - Relative pronouns

Themes / Topics	Attainment targets	Language focus*
<ul style="list-style-type: none"> - Natural disasters - Life on other planets 	<ul style="list-style-type: none"> - Make predictions - Talk about the weather forecast - Describe events - Talk about assumptions - Talk about possibility - Name and describe natural disasters <p>Listening</p> <p>Students will be able to:</p> <p>Listen to a monologue or a dialogue of 100 – 120 words for general or specific information</p> <p>Reading</p> <p>Students will be able to:</p> <p>Read a dialogue or a passage of 150 – 180 words for general or specific information</p> <p>Writing</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Write a story of 80 – 100 words based on pictures / word cues or prompts - Write an exposition of 80 – 100 words based on pictures / word cues or prompts 	<ul style="list-style-type: none"> - Relative clauses (defining and non-defining) - Modal verbs: <i>may / might</i> - Conditional sentences: type 1 and type 2 <p>Vocabulary:</p> <ul style="list-style-type: none"> - Words to talk about natural disasters: <i>earthquakes, tidal waves, typhoons, volcanoes, tornadoes, snow storms,...</i> - Words to talk about the weather forecast and preparations for natural disasters - Words to talk about life on other planets - Words to describe UFOs and other alien events on the Earth and other planets

IV – GIẢI THÍCH – HƯỚNG DẪN

1. Quan điểm xây dựng và phát triển chương trình

Chương trình môn Tiếng Anh ở Trung học cơ sở được xây dựng theo 6 chủ điểm, lặp lại có mở rộng từ lớp 6 đến lớp 9. Dưới chủ điểm là các chủ đề. Hệ thống chủ điểm và chủ đề là cơ sở hình thành và phát triển các khả năng ngôn ngữ. Kiến thức ngôn ngữ như ngữ âm, từ vựng và ngữ pháp được giới thiệu nhằm phục vụ cho việc hình thành và phát triển các khả năng ngôn ngữ. Việc biên soạn chương trình theo chủ điểm có những thuận lợi như :

– Đối với người biên soạn chương trình : phát triển nội dung chủ điểm một cách tự nhiên và phong phú nhằm phát huy tối đa các khả năng ngôn ngữ cần có trong giao tiếp.

– Đối với người biên soạn sách giáo khoa : lựa chọn và sắp xếp các khả năng ngôn ngữ và kiến thức ngôn ngữ một cách linh hoạt đáp ứng những yêu cầu giao tiếp trong các chủ điểm.

– Đối với người thực hiện quá trình dạy học : chủ động tổ chức hoạt động giao tiếp theo chủ điểm nhằm hình thành và phát triển các kĩ năng giao tiếp và các kiến thức ngôn ngữ phù hợp với nhu cầu, sở thích, trình độ khác nhau của học sinh.

2. Về phương pháp dạy học

Để hình thành và phát triển các kĩ năng nghe, nói, đọc, viết thông qua luyện tập các kiến thức ngôn ngữ như ngữ âm, từ vựng, ngữ pháp, cần quán triệt các phương pháp dạy học cơ bản như :

– Giáo viên tổ chức và hướng dẫn học sinh tham gia tích cực vào quá trình học tập thông qua các hoạt động cá nhân, theo cặp và nhóm. Giáo viên cần kết hợp hài hoà các phương pháp và kĩ thuật dạy học, sử dụng hiệu quả các thiết bị, đồ dùng dạy học và các tài liệu hỗ trợ nhằm tạo hứng thú học tập cho học sinh. Giáo viên cần sử dụng tiếng mẹ đẻ một cách hợp lí và có hiệu quả trong quá trình dạy học.

– Học sinh là chủ thể của hoạt động học tập. Học sinh tham gia học tập và hoạt động giao tiếp tích cực, chủ động, sáng tạo và với tinh thần hợp tác cao. Học sinh cần luyện tập thực hành giao tiếp một cách có ý thức trong hoạt động học tập trên lớp và tự học.

3. Về đánh giá kết quả học tập của học sinh

Kết quả học tập của học sinh cần được thực hiện qua hai phương thức kiểm tra : thường xuyên và định kì.

Nội dung kiểm tra cần bám sát các nội dung chương trình, sách giáo khoa và chuẩn kiến thức, kĩ năng.

Các hình thức kiểm tra cần đa dạng, bao gồm kiểm tra miệng, kiểm tra 15 phút, kiểm tra một tiết, kiểm tra học kì và kiểm tra cuối năm.

Đánh giá kết quả học tập của học sinh phải được thực hiện thông qua cả bốn kĩ năng (nghe, nói, đọc, viết) và kiến thức ngôn ngữ (ngữ âm, từ vựng, ngữ pháp) theo tỉ lệ : nghe 20%, nói 20%, đọc 20%, viết 20% và kiến thức ngôn ngữ 20%.

4. Về việc vận dụng chương trình theo vùng miền và các đối tượng học sinh

Chương trình môn Tiếng Anh được thực hiện bắt buộc trong tất cả các trường Trung học cơ sở trên toàn quốc. Tùy theo điều kiện của từng vùng, miền khác nhau, chương trình Tiếng Anh Trung học cơ sở có thể được điều chỉnh theo hướng dẫn của Bộ Giáo dục và Đào tạo.