

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

**KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 1
THEO BỘ SÁCH TIẾNG ANH 1 - EXPLORE OUR WORLD (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.

Phần in nghiêng (Expand): Kiến thức mới

Phần không in nghiêng (Review): Kiến thức ôn luyện

Tuần	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, phát âm)	Kiến thức ngôn ngữ
1	0. Getting started	1	Speaking: Know how to greet, ask and answer about name and say goodbye	Vocabulary: - <i>name</i> Structure: - Hello. – Hi. - What’s your name? – My name is (Eddie)./ I’m Eddie. - Goodbye. – Bye bye.
2		2	Speaking: Talk about classroom rules	Vocabulary: - stand up, sit down, <i>hands up, hands down</i> Structure: - <i>Hands up, please!</i>
3		3	Speaking: Talk about numbers of books some one see	Vocabulary: - Numbers one, two, book, <i>books</i> Structure: - <i>I see one book./ I see two books.</i>
4		4	Speaking: Talk about colors of a book	Vocabulary: - blue, red (ôn tập), <i>one blue book, one red book</i> Structure: - <i>I have one (blue/ red) book.</i>
5		5	Phonics: Be able to pronounce the sounds of letters Hh and Gg	Vocabulary: - <u>h</u> ello, goodbye, <u>h</u> en, goat Structure: - (<i>Hello</i>), (<i>goat</i>). - (<i>Goodbye</i>), (<i>hen</i>).
6	Review	1	Speaking: Review Getting started	Vocabulary: - Review vocabulary in Unit Getting started; Structures: - Review structures in Unit Getting started .
7	1. My school	1	Speaking:	Vocabulary: - an eraser, a book, a desk, a <i>notebook</i> ;

			Talk about school things which are nearby	Structure: - <i>This is (a book)/ (an eraser).</i>
8		2	Speaking: Talk about school things which are distant	Vocabulary: - a crayon, a chair, a pencil, a ruler; Structure: - <i>That is (a crayon).</i>
9		3	Speaking: Talk about colors of school things	Vocabulary: - green, yellow, green (chair), yellow (crayon); Structure: - <i>I have a (green chair).</i>
10		4	Speaking: Talk about numbers	Vocabulary: - Numbers three, four, <i>three books, four desks</i> ; Structure: - <i>I see (three books).</i>
11		5	Phonics: Be able to pronounce the sounds of letters Vv, Ee, Pp	Vocabulary: - have, <u>v</u> an, pen, <u>e</u> gg, <u>p</u> encil, <u>p</u> anda Structure: - <i>I don't have a (van). I don't have (an egg).</i>
12	Review	1	Speaking: Review the speaking topics in Unit 1	Vocabulary: - Review vocabulary in Unit 1; Structures: - Review structures in Unit 1.
13		1	Speaking: Talk about toys	Vocabulary: - a robot, a balloon, a doll, a train; Structure: - <i>This is my (robot)./ This is your (balloon).</i>
14	2. My toys	2	Speaking: Ask and answer about toys	Vocabulary: - a kite, a truck, a teddy bear, a yo-yo; Structure: - <i>Is this your (kite)? – Yes, it is./ No, it isn't.</i>
15		3	Speaking:	Vocabulary:

			Talk about colors of toys	- brown, orange, <i>orange kite</i> , <i>brown teddy bear</i> ; Structure: - <i>It's my (orange kite).</i>
16		4	Speaking: Talk about numbers	Vocabulary: - Numbers five, six, five balloons, six robots; Structure: - <i>I have (five balloons).</i>
17		5	Phonics: Be able to pronounce the sounds of letters Oo, Tt, Bb	Vocabulary: - doll, <i>dog</i> , <i>toy</i> , <i>teacher</i> , <i>boy</i> , <i>bat</i> ; Structure: - <i>Look at my (doll).</i>
18	Review	1	Speaking: Review the speaking topics Unit 2	Vocabulary: - Review vocabulary in Unit 2; Structures: - Review structures in Unit 2.
19	REVIEW FOR THE MID TERM TEST		Speaking: - Talk about the topics in units 0 - 2; - Pronounce correctly the sounds in units 0 – 2.	Vocabulary & Structure: - Review the vocabulary in units 0 – 2; - Review the structures in units 0 – 2.
20	MID-TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher's questions; - Reading and Writing: Do a written test.			
21		1	Speaking: Talk about family members	Vocabulary: - father, mother, <i>uncle</i> , <i>aunt</i> Structure: - <i>She's my (mother).</i> / <i>He's my (father).</i>
22	3. My Family	2	Speaking: Talk about rooms in the house	Vocabulary: - living room, bedroom, bathroom, <i>dining room</i> ; Structure: - <i>My (mother) is in the (living room).</i>
23		3	Speaking: Talk about favorite colors	Vocabulary: - black, white, <i>favorite</i> , <i>color</i> ; Structure: - <i>My favorite color is (blue).</i>

24		4	Speaking: Talk about numbers	Vocabulary: - Numbers seven, eight, <i>seven brothers, eight mothers</i> ; Structure: - <i>There are (seven brothers).</i>
25		5	Phonics: Be able to pronounce the sounds Yy, Aa, Ii	Vocabulary: - <i>yellow, yogurt, apples, ants, sit, insects</i> Structure: - <i>I like (yogurt).</i>
26	Review	1	Speaking: Review the speaking topics Unit 3	Vocabulary: - Review vocabulary in Unit 3; Structures: - Review structures in Unit 3.
27	4. My Body	1	Speaking: Talk about body parts	Vocabulary: - arms, legs, <i>head, neck</i> ; Structure: - <i>This is my (head)./ These are my (arms).</i>
28		2	Speaking: Talk about parts of the face	Vocabulary: - eyes, ears, mouth, <i>chin</i> ; Structure: - <i>Look at my (eyes).</i>
29		3	Speaking: Talk about favorite colors	Vocabulary: - pink, purple, <i>gray, like</i> ; Structure: - <i>I like (pink).</i>
30		4	Speaking: Talk about numbers	Vocabulary: - Numbers nine, ten, <i>seven brothers, eight mothers</i> ; Structure: - <i>There are (seven brothers).</i>
31		5	Phonics: Be able to pronounce the sounds Jj, Cc, Xx	Vocabulary: - <i>jacket, cat, cup, fox, box</i> Structure: - <i>There is (a jacket).</i>
32	Review	1	Speaking: Review the speaking topics Unit 4	Vocabulary: - Review vocabulary in Unit 4; Structures: - Review structures in Unit 4.

33	REVIEW FOR THE FINAL TERM TEST	<p style="text-align: center;">Speaking:</p> <ul style="list-style-type: none"> - Talk about the topics in units 3 - 4; - Pronounce correctly the sounds in units 3 – 4. 	<p>Vocabulary & Structure:</p> <ul style="list-style-type: none"> - Review the vocabulary in units 3 - 4; - Review the structures in units 3 – 4.
34	<p>THE FINAL TERM TEST</p> <ul style="list-style-type: none"> - Speaking and Listening: Look at the flashcards and answer Teacher’s questions; - Reading and Writing: Do a written test. 		
35	<p>TEST CORRECTION AND QUIZ SHOW</p> <ul style="list-style-type: none"> - Test correction: Students get the marked tests back and follow Teacher’s guide. - Quiz show: Answer multiple-choice questions 		

KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 2

THEO BỘ SÁCH TIẾNG ANH 2 - EXPLORE OUR WORLD (1 TIẾT/ TUẦN)

1. Mục tiêu chung

Chương trình bổ trợ môn tiếng Anh 2 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.

Phần in nghiêng (Expand): Kiến thức mới

Phần không in nghiêng (Review): Kiến thức ôn luyện

Tuần	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, phát âm)	Kiến thức ngôn ngữ
1	0. Getting started	1	Speaking: Talk about school things which are nearby or distant	Vocabulary: - eraser, crayon, ruler, notebook; Structure: - <i>This is a chair./ That is an eraser.</i>
2		2	Speaking: Ask and answer about toys	Vocabulary: - teddy bear, robot, train, yo-yo; Structure: - <i>Is this your (teddy bear)? – Yes, it is./ No, it isn't.</i>
3		3	Speaking: Talk about family members and where they're in the house	Vocabulary: - father, mother, uncle, aunt; Structure: - <i>My (father) is in the (living room).</i>
4		4	Speaking: Talk about body parts	Vocabulary: - arms, legs, head, neck; Structure: - <i>This is my (head)./ These are my (arms).</i>
5		5	Phonics: Be able to pronounce the sounds of letters Ss and Uu	Vocabulary: - stand up, sit down, up, umbrella; Structure: - <i>(Stand up), please!</i> - <i>The umbrella is up.</i>
6	Review	1	Speaking: Review colors and numbers	Vocabulary: - Review colors: red, blue, green, yellow, brown, orange, black, white, pink, purple; - Review numbers 1 – 12. Structures: - <i>My favorite color is (red).</i> - <i>I'm (seven) years old.</i>
7	1. Stories	1	Speaking: Talk about characters in stories	Vocabulary: - a king, a princess, a prince, a fairy; Structure:

				- <i>Who's she/ he? – She/ He is a (king).</i>
8		2	Speaking: Ask and answer about characters in stories	Vocabulary: - a queen, a friend, a frog, a witch; Structure: - <i>Is this a (witch)? – Yes, it is./ No, it isn't.</i>
9		3	Speaking: Talk about materials of a crown	Vocabulary: - crown, gold, silver, diamond; Structure: - <i>She is wearing a crown of (gold).</i>
10		4	Speaking: Talk about numbers	Vocabulary: - Numbers thirteen, fourteen, thirteen frogs, fourteen crowns; Structure: - <i>Are there (thirteen frogs)? – Yes, there are./ No, there aren't.</i>
11		5	Phonics: Be able to pronounce the sounds of letters Qu, Ww, Kk	Vocabulary: - <u>q</u> ueen, <u>q</u> uilt, <u>w</u> atch, <u>w</u> atermelon, <u>k</u> ing, <u>k</u> angaroo; Structure: - <i>The (queen) wants (a quilt).</i> - <i>The (kangaroo) wants (a watermelon).</i>
12	Review	1	Speaking: Review the speaking topics Unit 1	Vocabulary: - Review vocabulary in Unit 1-Stories; Structures: - Review structures in Unit 1.
13	2. I like Food.	1	Speaking: Talk about food items, using "Let's ..."	Vocabulary: - bread, chicken, noodles, fish; Structure: - <i>Let's have some (bread).</i>
14		2	Speaking: Talk about drinks	Vocabulary: - water, milk, orange juice, lemonade; Structure: - <i>I want to drink (water).</i>
15		3	Speaking:	Vocabulary:

			Talk about shapes	- circle, square, <i>oval</i> , <i>hexagon</i> ; Structure: - <i>I can draw (a circle/ an oval).</i>
16		4	Speaking: Talk about numbers	Vocabulary: - Numbers fifteen, sixteen, <i>fifteen hexagons, sixteen ovals</i> ; Structure: - <i>Let's draw (fifteen hexagons).</i>
17		5	Phonics: Be able to pronounce the sounds of letters Ch, Rr, Nn	Vocabulary: - <u>ch</u> icken, <u>ch</u> ocolate, water, <u>car</u> rot, <u>n</u> oodles, <u>nut</u> Structure: - <i>Would you like some (chicken)? – Yes, please./ No, thanks.</i>
18	Review	1	Speaking: Review the speaking topics Unit 2	Vocabulary: - Review vocabulary in Unit 2; Structures: - Review structures in Unit 2.
19	REVIEW FOR THE MID TERM TEST		Speaking: - Talk about the topics in units 1 – 2; - Pronounce correctly the sounds in units 1 – 2.	Vocabulary & Structure: - Review the vocabulary in units 1 – 2; - Review the structures in units 1 – 2.
20	MID-TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher's questions; - Reading and Writing: Do a written test.			
21	3. Clothes	1	Speaking: Ask and answer about clothes	Vocabulary: - a coat, a shirt, a dress, <i>a T-shirt</i> ; Structure: - <i>Are you wearing (a coat)? – Yes, I am./ No, I'm not.</i>
22		2	Speaking: Ask and answer about clothes	Vocabulary: - pants, shorts, shoes, <i>glasses</i> ; Structure: - <i>What are you wearing? – I'm wearing (pants).</i>

23		3	Speaking: Talk about shapes	Vocabulary: - a rectangle, a triangle, <i>pentagon, sides;</i> Structure: - <i>(A rectangle) has got (four) sides.</i>
24		4	Speaking: Talk about numbers	Vocabulary: - Numbers seventeen, eighteen, <i>seventeen</i> <i>pentagons, eighteen triangles;</i> Structure: - <i>Can you draw (seventeen pentagons)? – Yes, I can./ No, I can't.</i>
25		5	Phonics: Be able to pronounce the sounds of letters “Sh, Dd, Ff”	Vocabulary: - <u>shirt</u> , <u>shell</u> , red, <u>duck</u> , scarf, <i>fan;</i> Structure: - <i>Do you want (a shirt)? – Yes, I do./ No, I don't.</i>
26	Review	1	Speaking: Review the speaking topics Unit 3	Vocabulary: - Review vocabulary in Unit 3; Structures: - Review structures in Unit 3.
27		1	Speaking: Talk about animals	Vocabulary: - giraffe, zebra, crocodile, <i>elephant;</i> Structure: - <i>I can see (a giraffe).</i>
28		2	Speaking: Talk about actions of animals.	Vocabulary: - drink, eat, walk, <i>sleep;</i> Structure: - <i>The (crocodile) is (drinking).</i>
29	4. Animals	3	Speaking: Talk about shapes	Vocabulary: - a heart, a star, <i>line, point;</i> Structure: - <i>Can you see a (heart)? – Yes, I can./ No, I can't.</i>
30		4	Speaking: Talk about numbers	Vocabulary: - Numbers nineteen, twenty, <i>nineteen lines, twenty points;</i> Structure: - <i>What can you see? – I can see (nineteen lines).</i>

31		5	<p>Phonics: Be able to pronounce the sounds of letters “Mm, Zz, Ll”</p>	<p>Vocabulary: - <u>m</u>onkey, <u>m</u>an, <u>z</u>ebra, <u>z</u>oo, crocodile, <u>l</u>izard; Structure: - <i>The (monkey) is at the zoo.</i></p>
32	Review	1	<p>Speaking: Review the speaking topics Unit 4</p>	<p>Vocabulary: - Review vocabulary in Unit 4; Structures: - Review structures in Unit 4.</p>
33	REVIEW FOR THE FINAL TERM TEST		<p>Speaking: - Talk about the topics in units 3 - 4; - Pronounce correctly the sounds in units 3 – 4.</p>	<p>Vocabulary & Structure: - Review the vocabulary in units 3 - 4; - Review the structures in units 3 – 4.</p>
34	<p>THE FINAL TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher’s questions; - Reading and Writing: Do a written test.</p>			
35	<p>TEST CORRECTION AND QUIZ SHOW - Test correction: Students get the marked tests back and follow Teacher’s guide. - Quiz show: Answer multiple-choice questions</p>			

KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 3

THEO BỘ SÁCH TIẾNG ANH 3 - EXPLORE OUR WORLD (1 TIẾT/ TUẦN)

1. Mục tiêu chung

Chương trình bổ trợ môn tiếng Anh 3 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;
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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.

Phần in nghiêng (Expand): Kiến thức mới

Phần không in nghiêng (Review): Kiến thức ôn luyện

Tuần	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, phát âm)	Kiến thức ngôn ngữ
1	Getting started	1	Speaking: Talk about favorite colors and numbers.	Vocabulary: - Review colors: red, blue, green, yellow, brown, orange, black, white, pink, purple; - Review numbers 1 – 12. Structures: - <i>My favorite color is (red).</i> - <i>I'm (eight) years old.</i>
2	1. My classroom	1	Speaking: Ask and answer about classroom objects.	Vocabulary: - a board, a computer, a crayon, a clock (ôn tập), a globe (mở rộng) Structure: - <i>Is there a (board) in your classroom? – Yes, there is./ No, there isn't.</i>
3		2	Speaking: Talk about quantity of classroom objects.	Vocabulary: - chairs, desks, pictures, ceiling fans, lights; Structure: - <i>There is a (celing fan) in my classroom.</i> - <i>There are (five) (lights) in my classroom.</i>
4		3	Phonics: Be able to pronounce the sounds of letters “oo, p, b”	Vocabulary: - school, pool, paper, poster, book, notebook; Structure: - <i>Do you see a (school)? – Yes, I do./ No, I don't.</i>
5		2. My World	1	Speaking: Talk about things around in nature.

6		2	<p>Speaking: Talk about things around in nature.</p>	<p>Vocabulary: - the sky, the moon, a rainbow, a lake, the beach; Structure: - <i>I can see (the moon). It's (beautiful/ white/ blue).</i></p>
7		3	<p>Phonics: Be able to pronounce the sounds of letters “y, i, ee”</p>	<p>Vocabulary: - butterfly, <i>fly</i>, <i>river</i>, <i>insect</i>, <i>tree</i>, <i>bee</i>; Structure: - <i>What color is the (butterfly)?</i> - <i>It's (orange and black).</i></p>
8	Review 1	1	<p>Speaking: Review units 1, 2 - Talk about classroom objects, things in nature; - Pronounce correctly the sounds of letters “oo, p, b”, “y, i, ee”</p>	<p>Review units 1, 2 Vocabulary: classroom objects, things in nature; Structures: - Review structures in units 1, 2.</p>
9		1	<p>Speaking: Talk about family members</p>	<p>Vocabulary: - grandparents, parents, <i>cousin</i>, <i>aunt</i>, <i>uncle</i>; Structure: - <i>I live with my (parents).</i></p>
10	3. My family	2	<p>Speaking: Ask and answer about family members and their appearance</p>	<p>Vocabulary: - handsome, beautiful, young, <i>cute</i>, <i>thin</i>; Structure: - <i>What does your (brother) look like? – He's (cute).</i></p>
11		3	<p>Phonics: Be able to pronounce the sounds of letters “f, s, sh”</p>	<p>Vocabulary: - father, <i>friend</i>, sister, <i>smart</i>, short, <i>shy</i>; Structure: - <i>Is your (father) (smart)? – Yes, (he) is./ No, (he) isn't.</i></p>
12	4. My house	1	<p>Speaking: Talk about rooms/ places in a house</p>	<p>Vocabulary: - kitchen, bathroom, living room, <i>garden</i>, <i>backyard</i>; Structure: - <i>My house has a (big/ small) (kitchen).</i></p>

13		2	<p>Speaking: Talk about at-home activities</p>	<p>Vocabulary: - cooking, washing dishes, watching TV, <i>reading a book</i>, <i>drinking water</i>; Structure: - <i>Are you cooking? – Yes, I am./ No, I’m not.</i></p>
14		3	<p>Phonics: Be able to pronounce the sounds of letters “o, ou, oi”</p>	<p>Vocabulary: - sofa, window, house, <i>flour</i>, toilet, <i>coin</i>; Structure: - <i>Where is the (sofa)? – It’s in the (living room).</i></p>
15	Review 2	1	<p>Speaking: Review units 3, 4 - Talk about family members, appearance, rooms in a house and at-home activities; - Pronounce correctly the sounds of letters “f, s, sh”, “o, ou, oi”</p>	<p>Review units 3, 4 Vocabulary: family members, appearance, rooms in a house and at-home activities; Structures: - Review structures in units 3, 4.</p>
16	REVIEW FOR THE MID-TERM TEST		<p>Speaking: - Talk about the topics in units 1 – 4; - Pronounce correctly the sounds in units 1 – 4.</p>	<p>Vocabulary & Structure: - Review the vocabulary in units 1 – 4; - Review the structures in units 1 – 4.</p>
17	<p>MID-TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher’s questions; - Reading and Writing: Do a written test.</p>			
18	<p>TEST CORRECTION AND QUIZ SHOW - Test correction: Students get the marked tests back and follow Teacher’s guide. - Quiz show: Answer multiple-choice questions</p>			
19	5. Cool clothes	1	<p>Speaking: Talk about clothes someone wears when it’s hot or cold.</p>	<p>Vocabulary: - a skirt, gloves, a scarf, <i>sandals</i>, <i>a long coat</i>; Structure: - <i>I wear (a skirt) when it’s (hot/ cold).</i></p>

20		2	Speaking: Ask and answer about clothes	Vocabulary: - a jacket, boots, <i>jeans</i> , a <i>T-shirt</i> , a <i>jumper</i> ; Structure: - <i>Is (she/ he) wearing (a jacket)? – Yes, she/ he is./ No, she/ he isn't.</i>
21		3	Phonics: Be able to pronounce the sounds of the letters “l, w, h”	Vocabulary: - a long coat, a <i>blouse</i> , a watch, a <i>woolen cap</i> , a hat, <i>high-heel shoes</i> ; Structure: - <i>Have you got (a long coat)? – Yes, I have. / No, I haven't.</i>
22	6. My Toys	1	Speaking: Talk about toys	Vocabulary: - train, kite, yo-yo, <i>balloon</i> , <i>rubik's cube</i> ; Structure: - <i>This is my (train). This is your (kite).</i>
23		2	Speaking: Talk about toys using “Let’s...”	Vocabulary: - a plane, a puppet, a puzzle, a drum, a <i>scooter</i> ; Structure: - <i>Let's play with my (robot).</i>
24		3	Phonics: Be able to pronounce the sounds of letters “t, d, a_e”	Vocabulary: - robot, <i>toy box</i> , doll, <i>dinosaur</i> , game, <i>tape</i> ; Structure: - <i>Is there a (robot) in the toy box? – Yes, there is./ No, there isn't.</i>
25	Review 3	1	Speaking: Review units 5, 6 - Talk, ask and answer about clothes and toys; - Pronounce correctly the sounds of the letters “l, w, h”, “t, d, a_e”	Review units 5, 6 Vocabulary: clothes and toys; Structures: - Review structures in units 5, 6.
26	7. My Body	1	Speaking: Talk about body parts	Vocabulary: - arms, head, legs, <i>shoulders</i> , <i>neck</i> ; Structure: - <i>Touch your (arms).</i>

27		2	<p>Speaking: Talk about someone's physical appearance</p>	<p>Vocabulary: - curly hair, straight hair, <i>long hair</i>, <i>round face</i>, <i>black eyes</i>; Structure: - <i>My friend has (curly hair).</i></p>
28		3	<p>Phonics: Be able to pronounce the sounds of letters "m, n, ea"</p>	<p>Vocabulary: - mouth, <i>thumbs</i>, nose, <i>knees</i>, ear, <i>beard</i>; Structure: - <i>I have got (one) (mouth)./ I have got no beard.</i></p>
29	8. Good Food	1	<p>Speaking: Ask and answer about food items</p>	<p>Vocabulary: - soup, vegetables, egg, <i>fruits</i>, <i>meat</i>; Structure: - <i>You should eat soup because it's good for you.</i></p>
30		2	<p>Speaking: Talk about drinks, using "should/ shouldn't"</p>	<p>Vocabulary: - lemonade, milk, coconut water, <i>wine</i>, <i>beer</i>; Structure: - <i>You should drink (lemonade)./ You shouldn't drink beer.</i></p>
31		3	<p>Phonics: Be able to pronounce the sounds of the letters "a, e, ch"</p>	<p>Vocabulary: - sandwich, <i>carrot</i>, egg, <i>bell pepper</i>, chicken, <i>chocolate</i>; Structure: - <i>What's your favorite food? – I like (sandwiches).</i></p>
32	Review 4	1	<p>Speaking: Review units 7, 8 - Talk, ask and answer about food items and body parts; - Pronounce correctly the sounds of the letters "m, n, ea", "a, e, ch"</p>	<p>Review units 7, 8 Vocabulary: body part and food items; Structures: - Review structures in units 7, 8.</p>
33	REVIEW FOR THE FINAL TERM TEST		<p>Speaking: - Talk about the topics in units 5 – 8; - Pronounce correctly the sounds in units 5 – 8.</p>	<p>Vocabulary & Structure: - Review the vocabulary in units 5 – 8; - Review the structures in units 5 – 8.</p>

34	THE FINAL TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher's questions; - Reading and Writing: Do a written test.
35	TEST CORRECTION AND QUIZ SHOW - Test correction: Students get the marked tests back and follow Teacher's guide. - Quiz show: Answer multiple-choice questions

KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 4

THEO BỘ SÁCH TIẾNG ANH 4 - EXPLORE OUR WORLD (1 TIẾT/ TUẦN)

1. Mục tiêu chung

Chương trình bổ trợ môn tiếng Anh 4 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.

Phần in nghiêng (Expand): Kiến thức mới

Phần không in nghiêng (Review): Kiến thức ôn luyện

Tuần	Unit	Tiết	Kỹ năng ngôn ngữ (Nghe-Nói, phát âm)	Kiến thức ngôn ngữ
1	Getting started	1	Speaking: Talk about places in school to new students/ teachers	Vocabulary: - library, playground, computer room, <i>music room, hall</i> ; Structure: - <i>Let me show you the (library).</i>
2	1. Weather and clothes	1	Speaking: Ask and answer about weather and what to wear in different weather	Vocabulary: - sunny, rainy, snowy, (ôn tập), <i>stormy, foggy (mở rộng)</i> Structure: - <i>How's the weather? – It's (rainy). You should wear (a raincoat/ a coat/ a hat/ boots)</i>
3		2	Speaking: Talk about clothes and possessive 's	Vocabulary: - pyjamas, slippers, sneakers, <i>mittens, hoodie</i> ; Structure: - <i>Whose (pyjamas) are these/ is this? – They're/ It's my (mother's)</i>
4		3	Phonics: Be able to pronounce the sounds of letters "o, r, th", and practice word stress.	Vocabulary: - <i>foggy, go jogging, rainy, run outside, the weather (is cold) wear my bathing suit</i> ; Structure: - <i>When it's (foggy), I don't (go jogging).</i>
5		2. Day by Day	1	Speaking: Talk about objects in the house.
6	2		Speaking: Talk about daily activity.	Vocabulary: - fold the clothes, sweep the floor, <i>clean my room, set the table, wash the dishes</i> ; Structure: - <i>How do you help at home? – I (fold the clothes).</i>

7		3	<p>Phonics: Be able to pronounce the sounds of letters ‘u, br, fr’ and practice word stress</p>	<p>Vocabulary: - (eat) lunch (at home), (<i>wash the cups</i>), brush (my teeth), (<i>eat broccoli</i>), (play with my) friend, (<i>eat fries</i>); Structure: - <i>I (like/ don’t like) (eating lunch at home).</i></p>
8	Review 1	1	<p>Speaking: Review units 1, 2 - Talk about weather, clothes, objects in the house and daily activities; - Pronounce correctly the sounds of letters “o, r, th”, “u, br, fr” and practice word stress</p>	<p>Review units 1, 2 Vocabulary: weather, clothes, objects in the house and daily activities; Structures: - Review structures in units 1, 2.</p>
9		1	<p>Speaking: Ask and answer about activities at school</p>	<p>Vocabulary: - count (the crayons), highlight (the new words), stick (the stickers), <i>underline (the numbers)</i>, <i>circle (the letters)</i>); Structure: - <i>Can you help me (count the crayons)? – Yes, sure./ Sorry, I can’t.</i></p>
10	3. Fun at School	2	<p>Speaking: Ask and answer about objects in the classroom</p>	<p>Vocabulary: - scissors, a calculator, tape, behind, opposite, next to, in front of, <i>a stapler, a compass</i>; Structure: - <i>Where is the calculator? – It’s next to the book.</i> - <i>Where are the scissors? – They’re opposite the compass.</i></p>
11		3	<p>Phonics: Be able to pronounce the sounds of letters “oo, cr, st” and practice word stress</p>	<p>Vocabulary: - (read an English) book, (<i>stand on one</i>) foot, (draw with) crayons, (<i>buy</i>) ice cream, (collect) stickers, (<i>collect</i>) stamps; Structure:</p>

				<p>- <i>Let's (read an English book).</i> - <i>That's a good idea.</i></p>
12	4. Wonderful Jobs	1	<p>Speaking: Ask and answer about jobs and the reasons why someone likes a job</p>	<p>Vocabulary: - an actor/ actress, a scientist, a police officer, <i>an astronaut</i>, <i>a zookeeper</i>; Structure: - <i>What do you want to be in the future? – I want to be (an actor).</i></p>
13		2	<p>Speaking: Ask and answer about places where people work</p>	<p>Vocabulary: - theater, studio, police station, <i>hospital</i>, <i>fire station</i>; Structure: - <i>Where do the (actors/ photographers/ police officers/ doctors and nurses/ fire fighters) work? – They work in the (theater).</i></p>
14		3	<p>Phonics: Be able to pronounce the sounds of letters “y, th, dr” and practice word stress</p>	<p>Vocabulary: - yoga (teacher), <i>lawyer</i>, <i>athlete</i>, <i>author</i>, driver, hairdresser; Structure: - <i>I (like/ don't like) (eating lunch at home).</i></p>
15	Review 2	1	<p>Speaking: Review units 3, 4 - Talk about classroom objects, activities at school, jobs and places where people work; - Pronounce correctly the sounds of letters “oo, cr, st”, “y, th, dr” and practice word stress</p>	<p>Review units 3, 4 Vocabulary: classroom objects, activities at school, jobs and places where people work; Structures: - Review structures in units 3, 4.</p>
16	REVIEW FOR THE MID- TERM TEST		<p>Speaking: - Talk about the topics in units 1 – 4;</p>	<p>Vocabulary & Structure: - Review the vocabulary in units 1 – 4;</p>

			- Pronounce correctly the sounds in units 1 – 4.	- Review the structures in units 1 – 4.
17	MID-TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher’s questions; - Reading and Writing: Do a written test.			
18	TEST CORRECTION AND QUIZ SHOW - Test correction: Students get the marked tests back and follow Teacher’s guide. - Quiz show: Answer multiple-choice questions			
19	5. Animal Friends	1	Speaking: Ask and answer about animals	Vocabulary: - a swan, a buffalo, a turtle, <i>a donkey, a rooster</i> ; Structure: - <i>How many (swans) are there on the farm? – There are (five) swans on the farm.</i>
20		2	Speaking: Talk about animals’ activities	Vocabulary: - cat/ lick the paws, - dog/ wave the tail, - swan/ swim in the lake, - donkey/ carry things, - turtle/ crawl slowly - kangaroo/ carry a baby; Structure: - <i>The cat is licking the paws</i>
21		3	Phonics: Be able to pronounce the sounds of letters “or, ur, g” and practice word stress	Vocabulary: - horse, <i>tortoise, turtle, turkey, goat, goose</i> ; Structure: - <i>My favorite animal is a (horse). It’s (fast/ slow/ cute/ noisy).</i>
22	6. Amazing Activities	1	Speaking: Ask and answer about activities someone does for fun or in free time	Vocabulary: - do karate, jump rope, fly a kite, <i>play card, read comics</i> ; Structure: - <i>What do you do after school? – I (do karate).</i>
23		2	Speaking: Ask and answer about activities someone does for fun or in free time	Vocabulary: - play chess, go fishing, do a puzzle, <i>play board games, watch cartoons</i> ; Structure:

				- <i>What do you like doing in your free time? – I like (playing chess). It’s fun.</i>
24		3	<p>Phonics: Be able to pronounce the sounds of letters “z, pl, fl” and practice word stress</p>	<p>Vocabulary: - (do a) puzzle, (go to the) zoo, play (badminton), <i>plant a (tree)</i>, fly (a kite), (<i>draw</i>) <i>flowers</i>; Structure: - <i>What are the children doing? – They’re (doing a puzzle).</i></p>
25	Review 3	1	<p>Speaking: Review units 5, 6 - Ask and answer about animals and free time activities; - Pronounce correctly the sounds of letters “or, ur, g”, “z, pl, fl” and practice word stress</p>	<p>Review units 5, 6 Vocabulary: animals and free time activities; Structures: - Review structures in units 5, 6.</p>
26		1	<p>Speaking: Talk about animals and their body parts</p>	<p>Vocabulary: - a giraffe, a peacock, an owl, <i>a long neck, colorful feathers, big eyes</i>; Structure: - <i>A giraffe has a long neck..</i></p>
27	7. Awesome Animals	2	<p>Speaking: Ask and answer about animals and their body parts</p>	<p>Vocabulary: - a rhino, a panda, a fox, <i>a large horn, thick fur, a big tail</i>; Structure: - <i>What’s your favorite animal? – I like (rhinos) because they have (large horns).</i></p>
28		3	<p>Phonics: Be able to pronounce the sounds of letters “a, tr, cl” and practice word stress</p>	<p>Vocabulary: - zebra, zoo, trunk, stripes, claws, <i>climb (a tree)</i>; Structure: - <i>I want to see the (trunks) of the (elephants). Let’s go to the zoo.</i></p>

				- <i>I want to see the pandas climbing a tree. Let's go to the zoo.</i>
29	8. Our Feelings	1	Speaking: Ask and answer about places	Vocabulary: - aquarium, museum, restaurant, <i>gareilly</i> , church; Structure: - <i>Was she/ he at the (museum) yesterday? – Yes, she/ he was./ No, she/ he wasn't.</i>
30		2	Speaking: Ask and answer about someone's feeling in the past	Vocabulary: - proud, bored, relaxed, scared, <i>thirsty</i> ; Structure: - <i>How was (she/ he) yesterday? – She was (proud).</i>
31		3	Phonics: Be able to pronounce the sounds of letters "a, pr, sl" and practice word stress	Vocabulary: - calm, <i>glad</i> , proud, <i>surprised</i> , sleepy, <i>slow</i> ; Structure: - <i>I saw a (turtle) at the (aquarium). It was (slow).</i> - <i>I saw (my brother) at the (museum). He was (calm).</i>
32	Review 4	1	Speaking: Review units 7, 8 - Talk, ask and answer about animals, places and feelings; - Pronounce correctly the sounds of letters "a, tr, cl", "a, pr, sl" and practice word stress.	Review units 7, 8 Vocabulary: animals, places and feelings; Structures: - Review structures in units 7, 8.
33	REVIEW FOR THE FINAL TERM TEST		Speaking: - Talk about the topics in units 5 – 8; - Pronounce correctly the sounds in units 5 – 8.	Vocabulary & Structure: - Review the vocabulary in units 5 – 8; - Review the structures in units 5 – 8.
34	THE FINAL TERM TEST - Speaking and Listening: Look at the flashcards and answer Teacher's questions;			

	- Reading and Writing: Do a written test.
35	TEST CORRECTION AND QUIZ SHOW - Test correction: Students get the marked tests back and follow Teacher's guide. - Quiz show: Answer multiple-choice questions