

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

KHUNG CHƯƠNG TRÌNH BỔ TRỢ MÔN TIẾNG ANH LỚP 4 THEO BỘ SÁCH TIẾNG ANH 4 - GLOBAL SUCCESS (01 TIẾT/ TUẦN)

1. Mục tiêu chung

Chương trình bổ trợ môn Tiếng Anh 4 – GLOBAL SUCCESS giúp học sinh phát triển năng lực giao tiếp bằng Tiếng Anh thông qua việc củng cố và mở rộng vốn từ vựng, cấu trúc câu và thực hành kỹ năng nghe, nói. Chương trình được biên soạn dựa trên thực tiễn của việc dạy và học Tiếng Anh tiểu học ở địa phương; nội dung bám sát các chủ đề quen thuộc trong sách giáo khoa chính khóa. Học sinh được luyện tập kỹ năng nói thông qua việc nghe, nói; thực hành hỏi và trả lời trực tiếp với giáo viên bản ngữ và thực hiện việc giao tiếp với bạn cùng học. Từ đó, phát âm rõ ràng, tương đối chính xác các tổ hợp phụ âm, ngữ điệu, nhịp điệu.

2. Mục tiêu cụ thể

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 các từ vựng và cấu trúc câu đã được bổ sung để xây dựng thành các câu đầy đủ.

b) Về kỹ năng nghe:

- Hình thành phản xạ nghe ở mức đơn giản.
- Trau dồi kỹ năng nghe cơ bản như nghe tìm ý chính, tìm từ khoá, nghe tìm đáp án đúng cho từng tình huống cụ thể.

c) Về kỹ năng nói:

- Bước đầu giúp học sinh có khả năng giao tiếp đơn giản bằng tiếng Anh, tạo nền tảng vững chắc cho các bậc học tiếp theo.
- Có khả năng phản ứng nhanh trong các tình huống giao tiếp thông thường.

3. Nội dung chi tiết chương trình:

- Tổng số tiết: 35 tiết; thời gian mỗi tiết học: 40 phút
- Học kỳ I: 18 tiết
- Học kỳ II: 17 tiết
- Phần không in nghiêng (Review): Kiến thức ôn luyện
- Phần in nghiêng (Expand): Kiến thức mới

Unit	Tiết	Kỹ năng ngôn ngữ	Kiến thức ngôn ngữ
Unit 1. My friends	1	Speaking: Ask and answer about someone's nationality	Vocabulary: English, Australian, <i>Singaporean</i> , <i>American</i> , <i>Japanese</i> , <i>Malaysian</i> Structure: - <i>What nationality are you?</i> - <i>I'm <u>Australian</u>.</i>
Unit 2. Time and daily routines	2	Speaking: Ask and answer about the time someone does a certain activity every day	Pronunciation: /t/ sound: time, ten, at, get Vocabulary: get up, have breakfast, <i>do morning exercise</i> , <i>get dressed</i> , <i>take a shower</i> , <i>do homework</i> Structure: - <i>What time does he/she <u>get up</u>?</i> - <i>He/She <u>gets up</u> at <u>5.30</u>.</i>
Unit 3. My week	3	Speaking: Ask and answer about what someone does on the weekend	Vocabulary: listen to music, watch TV, read a book, <i>go shopping</i> , <i>chat with friends</i> Structure: - <i>What does he/she do on <u>Sundays</u>?</i> - <i>He/She <u>reads a book</u>.</i>
	4	Speaking: Ask and answer about whether someone does something at the weekend	Vocabulary: play football, do housework, <i>do karate</i> , <i>do martial arts</i> , <i>watch English cartoons</i> , <i>go camping</i> , Structure: - <i>Do you <u>play soccer</u> at the weekend?</i> <i>Yes, I do. / No, I don't.</i> - <i>Does he/she <u>go camping</u> at the weekend?</i> <i>Yes, he/she does. / No, he/she doesn't.</i>
	5	Speaking:	Pronunciation: /dz/ sound: juice, jelly, orange

Unit 4. My birthday party		Offer someone food/drink and accept/decline someone's offer	Vocabulary: chips, lemonade, orange juice, <i>jelly, pasta, chocolate, cookie</i> Structure: - <i>Would you like some <u>chips</u>?</i> - <i>Yes, please./ No, thanks.</i>
	6	Speaking: Ask and answer about what someone would like to eat or drink	Vocabulary: jam, coke, water, <i>ice-cream, cupcake- cupcakes, pancake-pancakes, cookie-cookies</i> Structure: - <i>What would you like to eat/drink?</i> - <i>I'd like to a/an/some _____.</i>
Unit 5. Thing we can do	7	Speaking: Ask and answer about someone's abilities	Pronunciation: - Sounds: /j/, /n/ - Words: yes, no Vocabulary: ride a bike, play the piano, play the guitar, <i>play the drums, skate, drive a car</i> Structure: - <i>What can you do?</i> - <i>I can <u>ride a bike</u>.</i>
	8	Speaking: Ask and answer about what someone can do	sing, dance, swim, <i>play the guitar, play volleyball, speak English, do gymnastics</i> Structure: - <i>What can he/ she do?</i> - <i>He/ She can <u>sing</u>.</i>
Review 1	9	Speaking: Review the topics from Unit 1 to Unit 5: Ask and answer questions using picture cues	Vocabulary & Structure: Reinforce the content from session 1 to session 8 + Session 1: Nationality + Session 2: Daily routines + Session 3: Daily routines + Session 4: Weekend + Session 5: Making offers + Session 6: Making offers

			+ Session 7: Abilities + Session 8: Abilities
Unit 6. Our school facilities	10	Speaking: Ask and answer questions about the location of a school	Vocabulary: city, village, <i>countryside</i> , <i>commune</i> , <i>district</i> , <i>province</i> Structures: - <i>Where's his/her school?</i> - <i>It's in <u>the city</u>. (Nam Dinh City)</i>
Unit 7. Our timetables	11	Speaking: Talk about where someone learns a subject	Vocabulary: art, English, music, IT, art room, <i>music room</i> , <i>computer room</i> , <i>classroom</i> Structure: <i>I learn <u>music</u> in the <u>music room</u>.</i>
Unit 8. My favorite subject	12	Speaking: Ask and answer about someone's favourite subjects	Vocabulary: PE, Vietnamese, science, <i>history</i> , <i>ethics</i> , <i>geography</i> , Structures: - <i>What's your favourite subject?</i> <i>It's <u>Vietnamese</u>.</i> - <i>What's his/her favourite subject?</i> <i>It's <u>science</u>.</i>
	13	Speaking: Ask for and give reasons why someone likes a school subject	Vocabulary: math teacher, English teacher, <i>architect</i> , <i>singer</i> , <i>interesting</i> , <i>exciting</i> , <i>fun</i> , Structure: - <i>Why do you like <u>music</u>?</i> - <i>Because it's <u>interesting</u>.</i> - <i>Because I want to be a <u>singer</u>.</i>
Unit 9. Our sports day	14	Speaking: Ask and answer about when a sports day is	Vocabulary: 12 months of the year; <i>ordinal numbers from 1st to 31st</i> Structure: - <i>When's your sports day?</i> - <i>It's on <u>the first of December</u>.</i>
	15	Speaking:	Vocabulary: run, ride bike, <i>play football</i> , <i>play</i>

		Ask and answer about activities in the sports day	<i>chess, play tug of war</i> Structure: - <i>What do you do on sports day?</i> - <i>I play tug of war.</i>
Unit 10. Our summer holiday	16	Speaking: Ask and answer about what someone did in the past	Pronunciation: Phonics: <i>were, where</i> Vocabulary: <i>beach, campsite, mountain, sea resort, island</i> Structure: - <i>Where did you go last weekend?</i> - <i>I went to the <u>beach</u>.</i>
Review 2	17	Speaking: Review the topics from Unit 6 to Unit 10: Ask and answer questions using picture cues.	Reinforce the content from session 10 to session 16 + Session 10: Our school facilities + Session 11: Our timetables + Session 12: My favorite subject + Session 13: My favorite subject + Session 14: Our sports day + Session 15: Our sports day + Session 16: Our summer holiday
Test 1	18	THE FIRST SEMESTER TEST	
Unit 11. My home	19	Speaking: Ask and answer about what a place is like	Vocabulary: <i>city, village, street, road busy, quiet, noisy, nice, exciting, modern, crowded</i> Structure: - <i>What's the <u>city</u> like?</i> - <i>It's a <u>busy</u> city.</i>
Unit 12. Jobs	20	Speaking: Ask and answer about jobs.	Vocabulary: <i>teacher, farmer, nurse, policeman, doctor, chef</i> Structure: - <i>What's his/ her job?</i> - <i>He/ She is a <u>doctor</u>.</i>

	21	<p>Speaking: Ask and answer about places of work</p>	<p>Vocabulary: factory, farm, school, <i>hospital, restaurant, police station</i></p> <p>Structure: - <i>Where does he/she work?</i> - <i>He/ She works at/on/in a <u>factory</u>.</i></p>
<p>Unit 13. Appearance</p>	22	<p>Speaking: Ask and answer about someone's appearance</p>	<p>Vocabulary: - big, small, short, slim, tall, <i>handsome, pretty</i> - short hair, long hair, <i>a round face, big eyes</i></p> <p>Structure: - <i>What does he/she look like?</i> - <i>He's / She's <u>tall</u> with <u>short hair</u>.</i></p>
<p>Unit 14. Daily activities</p>	23	<p>Speaking: Ask and answer about when someone does an activity.</p>	<p>Vocabulary: at noon, in the afternoon, in the evening, in the morning - clean the floor, do the cooking, <i>wash the clothes, wash the dishes</i></p> <p>Structure: - <i>When do you watch TV?</i> - <i>I watch TV <u>in the evening</u>.</i></p>
<p>Unit 15. My family's weekends</p>	24	<p>Speaking: Ask and answer about where someone goes at the weekend</p>	<p>Vocabulary: cinema, shopping centre, <i>sports centre, swimming pool</i></p> <p>Structure: - <i>Where does he/she go at the weekend?</i> - <i>He/She goes to the <u>cinema</u>.</i></p>
	25	<p>Speaking Ask and answer about what someone does at the weekend</p>	<p>Vocabulary: cook meals, do yoga, <i>play tennis, watch films, play golf, go on a picnic</i></p> <p>Structure: - <i>What does he/she do on Sundays?</i> - <i>He/She goes on a <u>picnic</u>.</i></p>
<p>Review 3</p>	26	<p>Speaking:</p>	<p>Reinforce the content from session 19 to session 25</p>

		Review the topics from unit 11 to unit 15 Ask and answer using picture cues	+ Session 19: My home + Session 20: Jobs + Session 21: Jobs + Session 22: Appearance + Session 23: Daily activities + Session 24: My family's weekends + Session 25: My family's weekends
Unit 16. Weather	27	Speaking: Ask and answer about the weather in the past.	Vocabulary: cloudy, rainy, sunny, <i>windy</i> , <i>freezing</i> , <i>foggy</i> , <i>stormy</i> Structure: - <i>How was the weather last weekend?</i> - <i>It was <u>cloudy</u> and <u>windy</u>.</i>
	28	Speaking: Make suggestions to go somewhere and responding.	Vocabulary: bakery, bookshop, <i>skate park</i> , <i>coffee shop</i> , <i>supermarket</i> , <i>pharmacy</i> Structure: - <i>Why don't we go to the bakery?</i> - <i>I'd love to./ Sorry, I can't.</i>
Unit 17. In the city	29	Speaking: Ask for and give directions	Vocabulary: go straight, turn left, turn right, stop, <i>go over the bridge</i> , <i>stadium</i> , <i>bus stop</i> , <i>museum</i> Structure: - <i>How can I get to the <u>stadium</u>?</i> - <i>You can <u>go straight</u>.</i>
Unit 18. At the shopping center	30	Speaking: Ask and answer about locations	Vocabulary: behind, between, opposite, <i>next to</i> , <i>in front of</i> , <i>toy shop</i> , <i>shoe shop</i> , <i>clothes shop</i> , Structure: - <i>Where's the <u>toy shop</u>?</i> - <i>It's <u>next to</u> the <u>shoe shop</u>.</i>
Unit 19. The animal world	31	Speaking: Ask and answer about animals	Vocabulary: crocodiles, giraffes, peacocks

			<i>peacocks, rhinos, pythons, zebras</i> Structure: - <i>What animal do you want to see?</i> - <i>I want to see crocodiles.</i>
Unit 20. At summer camp	32	Speaking: Ask and answer about what someone is doing	Vocabulary: putting up a tent, building a campfire, <i>taking a photo, skating, listening to music, drawing a picture</i> Structure: - <i>What's he/she doing?</i> - <i>He's / She's <u>putting up a tent.</u></i>
	33	Speaking: Asking and answering about what people are doing	Vocabulary: dancing around the campfire, playing card games, <i>playing tug of war, singing songs</i> Structure: <i>What are they doing? - They're...</i>
Review 4	34	Speaking: Review the topics from Unit 16 to Unit 20: Ask and answer questions using picture cues.	Reinforce the content from session 27 to session 33. + Session 27: Weather + Session 28: Weather + Session 29: In the city + Session 30: At the shopping center + Session 31: The animal world + Session 32: At summer camp + Session 33: At summer camp
Test 2	35	THE FINAL TEST	