

# **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 3 THEO BỘ SÁCH TIẾNG ANH 3 - GLOBAL SUCCESS (01 TIẾT/ TUẦN)**

### **1. Mục tiêu chung**

Chương trình bổ trợ môn Tiếng Anh 3 – 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
1. Hello	1	<b>Speaking:</b> Greet and respond to greetings	<b>Vocabulary:</b> <i>morning, afternoon, evening, great, OK, good, happy</i> <b>Structure:</b> - <i>Good morning / afternoon / evening</i> - How are you? I'm <u>great</u> , thank you.
2. Our names	2	<b>Speaking:</b> Ask and answer about someone's name	<b>Pronunciation:</b> <i>/h/ sound: his, her</i> <b>Vocabulary:</b> <i>his, her</i> <b>Structure:</b> - What's your name? My name's <u>Nam</u> . - What's his/her name? <i>His/Her name's <u>Mary</u>.</i>
3. Our friends	4	<b>Speaking:</b> Introduce someone	<b>Pronunciation:</b> <i>/ð/, sound: this, that</i> <b>Vocabulary:</b> <i>this, that, friend, classmate</i> <b>Structure:</b> - This is my <u>friend</u> . <i>His/Her name is <u>Lucy</u>.</i> - That's my <u>classmate</u> . <i>His/Her name is <u>Bill</u>.</i>
4. Our bodies	5	<b>Speaking:</b> Give instructions	<b>Vocabulary:</b> <i>eye, ear, arm, leg, knee, knee</i> <b>Structure:</b> - Touch your <u>head</u> .
	6	<b>Speaking:</b> Talk about parts of the body.	<b>Vocabulary:</b> <i>arms, legs, eyes, ears, feet, fingers</i> <b>Structure:</b> - I have <u>one head</u> . - I have <u>two arms</u> .
	7	<b>Speaking:</b>	<b>Pronunciation:</b>

<b>5. My hobbies</b>		Ask and answer about someone's hobby	/r/ sound: <b>running, reading, riding</b> <b>Vocabulary:</b> singing, painting, <i>watching TV, riding a bike, reading</i> <b>Structure:</b> - <i>What's his/her hobby?</i> <i>It's <u>reading</u>.</i> <i>He/She likes <u>reading</u>.</i>
	8	<b>Speaking:</b> Ask and answer about whether someone likes doing something	<b>Vocabulary:</b> walking, swimming, <i>flying kites, playing badminton, playing basketball</i> <b>Structure:</b> <i>Do you like walking?</i> - <i>Yes, I do. /No, I don't.</i>
<b>Review 1</b>	9	<b>Speaking:</b> Review the topics from Unit 1 to Unit 5: Ask and answer questions using picture cues	<b>Vocabulary &amp; Structure:</b> Reinforce the content from session 1 to session 8 + Session 1: Greetings + Session 2: Names + Session 3: Friends + Session 4: Friends + Session 5: Bodies + Session 6: Bodies + Session 7: Hobbies + Session 8: Hobbies
<b>6. Our school</b>	10	<b>Speaking:</b> Make suggestions to go to a place at school	<b>Vocabulary:</b> <i>library, schoolyard, nurse's office, school garden, washroom</i> <b>Structure:</b> - <i>Let's go to the <u>art room</u>.</i> - <i>OK, let's go.</i>
<b>7. Classroom instruction</b>	11	<b>Speaking:</b> Talk about how to give instructions and ask for permission	<b>Pronunciation:</b> Phonics: /s/ : speak, stand, <i>sit, silent</i> <b>Vocabulary:</b>

			<p>Open the book, close the book, stand up, <i>sit down</i>, <i>speak</i>, <i>keep silent</i>, <i>go out</i></p> <p><b>Structure:</b></p> <p>- <i>Sit down</i>, please !</p> <p>- May I <u>speak</u>?</p> <p>Yes, you can / No, you can't.</p>
8. My school things	12	<p><b>Speaking:</b></p> <p>Ask and answer about having a school thing</p>	<p><b>Pronunciation:</b></p> <p>Phonics: /b/, /p/</p> <p>book, bag, pen, pencil</p> <p><b>Vocabulary:</b></p> <p>book, eraser, school bag, <i>ruler</i>, <i>chalk</i>, <i>scissors</i></p> <p><b>Structure:</b></p> <p>- <i>Do you have (a/an) <u>eraser</u>?</i></p> <p>- <i>Yes, I do / No, I don't</i></p>
	13	<p><b>Speaking:</b></p> <p>Ask and answer about someone's school things</p>	<p><b>Vocabulary:</b></p> <p>pencil case, notebook, <i>compass</i>, <i>backpack</i>, <i>glue</i>, <i>crayon</i></p> <p><b>Structure:</b></p> <p>- <i>Is this your <u>pencil case</u>?</i></p> <p>- <i>Yes, it is./ No, it isn't.</i></p>
9. Colours	14	<p><b>Speaking:</b></p> <p>Talk about colours of school things</p>	<p><b>Pronunciation:</b></p> <p>Phonics: /n/ <i>brown</i>, <i>green</i></p> <p><b>Vocabulary:</b> black, blue, brown, green, <i>orange</i>, <i>white</i>, <i>violet</i></p> <p><b>Structure:</b></p> <p>- <i>What colour is the <u>book</u> ? It's <u>green</u>.</i></p> <p>- <i>What colour are the <u>tables</u> ? They're <u>brown</u>.</i></p>
	15	<p><b>Speaking:</b></p> <p>Talk about colours of things</p>	<p><b>Pronunciation:</b></p> <p>Phonics: /g/ <i>grey</i>, <i>green</i>, <i>gold</i></p> <p><b>Vocabulary:</b></p> <p>yellow, grey, purple, pink, <i>gold</i>, <i>silver</i></p> <p><b>Structure:</b></p> <p>- <i>What colour do you like?</i></p>

			<p><i>I like <u>purple</u>.</i></p> <p>- <i>What colour don't you like?</i></p> <p><i>I don't like <u>grey</u>.</i></p>
<b>10. Break time activities</b>	16	<p><b>Speaking:</b></p> <p>Talk about school break time activities</p>	<p><b>Pronunciation:</b></p> <p>Phonics: /f/ <i>football, volleyball, basketball</i></p> <p><b>Vocabulary:</b></p> <p>playing (football, basketball, chess, badminton), <i>jumping rope, doing a puzzle</i></p> <p><b>Structure:</b></p> <p>- <i>What do you like doing at break time?</i></p> <p><i>I like <u>playing chess</u> at breaktime.</i></p>
<b>Review 2</b>	17	<p><b>Speaking:</b></p> <p>Review the topics from Unit 6 to Unit 10: Ask and answer questions using picture cues.</p>	<p>Reinforce the content from session 10 to session 16</p> <p>+ Session 10: Subjects</p> <p>+ Session 11: Classroom instruction</p> <p>+ Session 12: School things</p> <p>+ Session 13: School things</p> <p>+ Session 14: Colours</p> <p>+ Session 15: Colours</p> <p>+ Session 16: Breaktime activities</p>
<b>Test 1</b>	18	<b>THE FIRST SEMESTER TEST</b>	
<b>11. My family</b>	19	<p><b>Speaking:</b></p> <p>Talk about family members</p>	<p><b>Pronunciation:</b></p> <p>Phonics: /er/ <i>brother, sister, ...</i></p> <p><b>Vocabulary:</b></p> <p>brother, father, mother, sister, <i>grandmother, grandfather, aunt, uncle</i></p> <p><b>Structure:</b></p> <p><i>He's my <u>father</u>.</i></p>
<b>12. Jobs</b>	20	<p><b>Speaking:</b></p> <p>Talk about the job of family members</p>	<p><b>Vocabulary:</b></p> <p>doctor, farmer, nurse, teacher, <i>worker, police officer, fire-fighter</i></p> <p><b>Structure:</b></p>

			<p>- What does your <u>father</u> do?</p> <p>- He's/She's a <u>doctor</u>.</p>
	21	<p><b>Speaking:</b> Talk about places of work</p>	<p><b>Vocabulary:</b> school, hospital, farm, factory, restaurant, police station, office</p> <p><b>Structure:</b> A <u>doctor</u> works in a <u>hospital</u>. A <u>farmer</u> works on a <u>farm</u>.</p>
13. My house	22	<p><b>Speaking:</b> Talk about activities someone can do in rooms</p>	<p><b>Vocabulary:</b> watch TV, read books, cook, have a shower, sleep</p> <p><b>Structure:</b> - What can you do in the <u>living room</u>? I can watch TV in the <u>living room</u>.</p>
14. My bedroom	23	<p><b>Speaking:</b> Describe things in the bedroom</p>	<p><b>Vocabulary:</b> new, old, big, small, good, nice</p> <p><b>Structure:</b> There's a <u>bed</u> in the bedroom. It's a new bed.</p>
15. At the dining table	24	<p><b>Speaking:</b> Practice offering and accepting or declining food or drinks</p>	<p><b>Pronunciation:</b> Phonics: /k/ milk, coke</p> <p><b>Vocabulary:</b> bread, chicken, milk, rice, water, coke, soup</p> <p><b>Structure:</b> - Would you like some <u>bread</u>? - Yes, please / No, thanks</p>
	25	<p><b>Speaking:</b> Ask and answer about what someone would like to eat or drink</p>	<p><b>Vocabulary:</b> juice, soda, pizza, pasta, sausages, pancake</p> <p><b>Structure:</b> - What would you like to eat/drink? I'd like some <u>juice</u>.</p>
Review 3	26	<p><b>Speaking:</b> Review the topics from unit 11 to unit 15</p>	<p>Reinforce the content from session 19 to session 25 + Session 19: Family members</p>

		Ask and answer using picture cues	+ Session 20: Jobs + Session 21: Places of work + Session 22: My house + Session 23: My bedroom + Session 24: Food and drinks + Session 25: Food and drinks
16. My pets	27	<b>Speaking:</b> Talk about pets	<b>Pronunciation:</b> Phonics: /t/ <i>cat, parrot, rabbit</i> <b>Vocabulary:</b> <i>bird, cat, dog, goldfish, parrot, rabbit</i> <b>Structure:</b> Do you have any ....? Yes, I do / No. I don't.
	28	<b>Speaking:</b> Ask and answer about whether someone does something with his/her pet	<b>Vocabulary:</b> <i>feed the dog, feed the fish, walk the dog, wash the dog</i> <b>Structure:</b> - Do you <u>feed the dog</u> ? - Yes, I do. / No, I don't.
17. Our toys	29	<b>Speaking:</b> Talk about someone's toys	<b>Vocabulary:</b> <i>ship, teddy bear, robot, train, truck, marble</i> <b>Structure:</b> - <i>What's your favorite toy ?</i> - <i>My favorite toy is a <u>ship</u>.</i>
18. Playing and doing	30	<b>Speaking:</b> Talk about what someone is doing	<b>Vocabulary:</b> <i>dancing, drawing a picture, listening to music, reading, singing, watching TV</i> <b>Structure:</b> - <i>What is he/she doing ?</i> - <i>He/she's <u>dancing</u>.</i>
19. Outdoor activities	31	<b>Speaking:</b> Talk about what someone is doing outdoors	<b>Vocabulary:</b> <i>cycling, flying a kite, running, skating, skipping, walking</i> <b>Structure:</b>

			<p>- <i>What are they doing?</i>  - <i>They are <u>cycling</u>.</i></p>
<b>20. At the zoo</b>	32	<p><b>Speaking:</b>  Talk about animals someone can see at the zoo</p>	<p><b>Vocabulary:</b>  tiger, crocodile, <i>horse</i>, <i>monkey</i>, <i>camel</i>, <i>snake</i>  <b>Structure:</b>  - <i>What can you see at the zoo ?</i>  - <i>I can see a <u>monkey</u>.</i></p>
	33	<p><b>Speaking:</b>  Talk about what a zoo animal is doing</p>	<p><b>Vocabulary:</b>  swinging, climbing, <i>eating</i>, <i>roaring</i>, <i>moving</i>, <i>sleeping</i>  <b>Structure:</b>  - <i>What's the <u>monkey</u> doing?</i>  - <i>It's <u>climbing</u>.</i></p>
<b>Review 4</b>	34	<p><b>Speaking:</b>  Review the topics from Unit 16 to Unit 20: Ask and answer questions using picture cues.</p>	<p>Reinforce the content from session 27 to session 33.  + Session 27: My pets  + Session 28: My pets  + Session 29: Our toys  + Session 30: Playing and doing  + Session 31: Outdoors activities  + Session 32: At the zoo  + Session 33: At the zoo</p>
<b>Test 2</b>	35	<b>THE FINAL TEST</b>	