

# TRƯỜNG TIỂU HỌC NGUYỄN TRUNG TRỰC

## ĐỀ CƯƠNG ÔN TẬP TIẾNG ANH HK II

### KHỐI 3

#### A. VOCABULARY & STRUCTURE: UNIT 5 – UNIT 7

UNIT	VOCABULARY	STRUCTURE	NOTES
<b>Unit 5: Where's the ball? (Section A)</b>	Vocabulary: seesaw, slide, net, swing, tree, in, on, under ● The ___ is in/ on/ under.....the ___. ● Where's the ball? - It's in/on/under..... ● Is the ___ in / on/ under _the _? - Yes, it is. - No, it isn't.	<ul style="list-style-type: none"><li>● To identify things in the parks</li><li>● To practice introducing the positions of the objects (Singular forms)</li><li>● To practice asking and answering questions about where things are and describing positions using "in/on/under" (Singular form)</li></ul>	
<b>Unit 5: Where's the ball? (Section B)</b>	<b>PHONICS: Initial sounds</b> Vocabulary: <u>q</u> uail, <u>r</u> at, <u>s</u> un, <u>t</u> able, <u>u</u> nder <b>Review:</b> <u>q</u> ueen, <u>r</u> abbit, <u>s</u> ofa, <u>t</u> eddy, <u>u</u> mbrella ● The <u>q</u> uail and the <u>r</u> at are <u>u</u> nder the <u>t</u> able ● Look at the <u>s</u> un	<ul style="list-style-type: none"><li>● To learn the names of the letters <b>q, r, s, t</b> and <b>u</b></li><li>● To recognize the upper- and lower-case forms of the letters <b>q, r, s, t</b> and <b>u</b> and associate them with their corresponding sounds'</li><li>● To practice pronouncing the sounds /kw/, /r/, /s/, /t/ and /ʌ/ on their own and at the beginning of words</li></ul>	

<p><b>Unit 5: Where's the ball? (Section C)</b></p>	<p>Vocabulary: pool, ice-cream, Frisbee, park</p> <ul style="list-style-type: none"> <li>• The ___ (s/es) is/are in/ on/ under.....the ___.</li> <li>• Where are the balls? - They're in/on / under.....</li> <li>• Are the ___ (s/es) in/on/under..... the ___? - Yes, they are. - No, they aren't.</li> <li>• Where's the girl? - She's under the tree.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify more park words</li> <li>• To practice introducing the positions of the objects (Singular and plural forms)</li> <li>• To practice asking and answering questions about where things are and describing positions using <b>"in/on/under"</b> (plural form)</li> <li>• To practice asking and answering questions about where someone is</li> </ul>	<p>-</p>
<p><b>Unit 6: Billy's teddy! (Section A)</b></p>	<p>Vocabulary: mum, dad, sister, brother, grandma, grandpa</p> <ul style="list-style-type: none"> <li>• Possessive's This is Mum's book. This is Billy's teddy.</li> <li>• Is this Mum's book? -Yes, it is. - No, it isn't.</li> </ul>	<ul style="list-style-type: none"> <li>• To review identifying different members of the family</li> <li>• To practice making sentences with <b>"s"</b> to show possession</li> <li>• To practice asking and answering the questions with <b>"s"</b> to show possession</li> </ul>	
<p><b>Unit 6: Billy's teddy! (Section B)</b></p>	<p><b>PHONICS: Initial sounds</b> Vocabulary: <u>v</u>iolin, <u>w</u>alk, <u>f</u>ox, <u>y</u>ogurt, <u>z</u>oo. <b>Review:</b> <u>v</u>an, <u>w</u>indow, <u>b</u>ox, <u>y</u>o-yo, <u>z</u>ebra</p> <ul style="list-style-type: none"> <li>• This is Peter's <u>v</u>iolin</li> <li>• We can see a <u>f</u>ox at the <u>z</u>oo.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the names of letters v, w, x, y and z</li> <li>• To recognize the upper- and lower-case forms of the letters v,w,y, and z and associate them with their corresponding sounds</li> <li>• To practice pronouncing the sounds /v/, /w/, /ks/, /j/ and /z/ on their own and at the beginning or at the end of words.</li> </ul>	
<p><b>Unit 6: Billy's teddy! (Section C)</b></p>	<p>Vocabulary: aunt, uncle, cousin</p> <ul style="list-style-type: none"> <li>• Who's this? - It's Oli's dad.</li> <li>• Where is Oli's dad/ mum ....? - He's/ She's in/on/under ..... the _____ .</li> <li>• Where is Oli's book? - It's in/on/under ..... the ___.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify more family words</li> <li>• To practice asking and answering the question <b>"Who's this?"</b></li> <li>• To review asking and answering questions about where things are</li> </ul>	

<p><b>Unit 7: Are these his trousers? (Section A)</b></p>	<p>Vocabulary: dress, socks, T-shirt, trousers, shorts</p> <ul style="list-style-type: none"> <li>● This is Rosy's dress.</li> <li>● Are these her socks?</li> <li>- Yes, they are.</li> <li>- No, they aren't.</li> <li>● Is this Billy's T-shirt?</li> <li>- Yes, it is./ No, it isn't.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify different clothes</li> <li>● To review making sentences with "s" to show possession</li> <li>● To practice making sentences with "his" and "her"</li> </ul>	
<p><b>Unit 7: Are these his trousers? (Section B)</b></p>	<p><b>PHONICS: The alphabet</b> <b>Review:</b> letters of the alphabet; all phonics words</p>	<ul style="list-style-type: none"> <li>● To recognize all the letters of the alphabet in their lower-case forms</li> <li>● To practice saying the alphabet</li> </ul>	
<p><b>Unit 7: Are these his trousers? (Section C)</b></p>	<p>Vocabulary: shoes, coat, hat.</p> <ul style="list-style-type: none"> <li>● I like this orange hat. It's my favourite colour.</li> <li>● What colour are these trousers?</li> <li>- They're pink.</li> <li>● What colour is this coat?</li> <li>- It's red.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify more words for clothes</li> <li>● To practice expressing the colours of the clothes someone likes</li> <li>● To review asking and answering questions about colours</li> </ul>	