

TRƯỜNG TIỂU HỌC NGUYỄN TRUNG TRỰC

ĐỀ CƯƠNG ÔN TẬP TIẾNG ANH HK II

KHỐI 4 – NĂM HỌC 2020-2021

A. VOCABULARY & STRUCTURE: UNIT 5 – UNIT 7

UNIT	VOCABULARY	OBJECTIVES	NOTES
Unit 5: Action boy can run! (Section A)	<u>Vocabulary:</u> <i>run, fly, walk, talk, swim, climb</i> <ul style="list-style-type: none">● He can / can't fly.● Can you/ he/ she ___?<ul style="list-style-type: none">- Yes, I can. / No, I can't- Yes, he can. / No, he can't- Yes, she can. / No, she can't● What can you/ he/ she do<ul style="list-style-type: none">- I / He/ She can ___.	<ul style="list-style-type: none">● To identify action verbs● To practice asking and answering questions what someone can do	
Unit 5: Action boy can run! (Section B)	<u>PHONICS: CVC words "o"</u> <u>Vocabulary:</u> <i>fog, frog, jog, box</i> Review: <i>dog, fox, log</i> <ul style="list-style-type: none">● The <u>f</u>ro<u>g</u> is in the box● She can <u>j</u>o<u>g</u>	<ul style="list-style-type: none">● To identify the letter "o" in the middle of words and practice pronouncing the sound /4/ on its own and in words● To blend the vowel "o" with consonants to form simple CVC words● To practice making sentences with the words which have letters "o"	
Unit 5: Action boy can run! (Section C)	<u>Vocabulary:</u> <i>write, draw, sing, read, dance, jump</i> <ul style="list-style-type: none">● The tiger can run fast.The bird can fly.● What can this bird do?<ul style="list-style-type: none">- It can fly and it can sing.● This is a lion. It's got four legs. It can run. It's brown and big.	<ul style="list-style-type: none">● To identify more action verbs● To practice talking about what animals can do● To practice asking and answering questions about animals' abilities● To practice describing animals and what they can do	-

<p>Unit 6: Our new things! (Section A)</p>	<p><u>Vocabulary:</u> <i>classroom, table, computer, peg, pencil case, board.</i></p> <ul style="list-style-type: none"> ● This / that is ● These / Those are ... ● Is this / that ...? - Yes, it is. - No, it isn't ● Are these / those? - Yes, they are. - No, they aren't. 	<ul style="list-style-type: none"> ● To identify common school things ● To practice making sentences with “this/that” and “these / those” (singular and plural forms) ● To practice asking and answering questions with “this/that” and “these/ those” (singular and plural forms) 	
<p>Unit 6: Our new things! (Section B)</p>	<p><u>PHONICS:</u> CVC words “u”</p> <p><u>Vocabulary:</u><i>bug, mug, slug, mum, drum</i></p> <p>Review: rug, jug, sum</p> <ul style="list-style-type: none"> ● My mum has got a mug. ● Look at that bug. It's on the flower. 	<ul style="list-style-type: none"> ● To identify the letter “u” in the middle of words and practice pronouncing the sound /[^]/ on its own and in words ● To blend the vowel “u” with consonants to form simple CVC words ● To practice making sentences with the words which have letter “u” 	
<p>Unit 6: Our new things! (Section C)</p>	<p><u>Vocabulary:</u> <i>poster, picture, drawers, cupboard, jug, swimming pool</i></p> <ul style="list-style-type: none"> ● My classroom is upstairs. It's very big and bright. There are lots of pictures and posters on the wall. ... ● How many ___ s are there? - There is /are ___ (s). ● Is/ Are there ___ (s) in/on/at/? - Yes, there is / are. - No, there isn't/ aren't. 	<ul style="list-style-type: none"> ● To identify common school things ● To practice describing classrooms (Paragraph building) ● To practice asking and answering questions about the quantities of the classroom objects. 	

<p>Unit 7: They're happy now! (Section A)</p>	<p><u>Vocabulary:</u> <i>hot, cold, hungry, thirsty, happy, sad</i></p> <ul style="list-style-type: none"> ● ___am / is / are hot/cold... ● Am/ Is/ Are ___ hot/ cold? - Yes, ___ am/ is/ are - No, ___am not/ isn't / aren't 	<ul style="list-style-type: none"> ● To learn words for feelings and emotions ● To express how people feel ● To practice asking and answering questions about how people feel 	
<p>Unit 7: They're happy now! (Section B)</p>	<p><u>PHONICS:</u> digraphs “ch”, “sh”, “th”</p> <p>Vocabulary: <u>ch</u>ease, <u>ch</u>icken, <u>sh</u>eeper, <u>th</u>row, <u>th</u>month</p> <p><u>Review:</u> <u>ch</u>air, <u>ch</u>eacher, <u>sh</u>oes, <u>sh</u>ip, <u>th</u>umb, <u>th</u>at</p> <ul style="list-style-type: none"> ● The <u>sh</u>eeper is in the kitchen. ● I like <u>ch</u>eeper. 	<ul style="list-style-type: none"> ● To revise sounds made by the combinations “ch” “sh” and “th” ● To differentiate between the sounds /t~/, /~/, and /8/ ● To practice making the words which have digraphs “ch”, “sh” and “th” 	
<p>Unit 7: They're happy now! (Section C)</p>	<p><u>Vocabulary:</u> <i>tired, angry, scared, brave</i></p> <ul style="list-style-type: none"> ● Am/ Is/ Are ___hot / cold...? - Yes, ___am / is/ are. - No, ___ am not/ isn't/ aren't ● I'm really tired. - You should go to sleep. ● If you are tired, you should go to sleep. 	<ul style="list-style-type: none"> ● To review asking and answering questions about how people feel ● To practice expressing problems and giving responses/ advices 	