**Unit 4: our past**

**A. Objectives**: Helping students :

+ to talk about the past events, to express feelings, to distinguish between facts and opinions, to write a short imaginarystory

- Language focus:

+ Past simple tense- used to.

+ Prepositions of time (on, at, in, after....)

-Standard skill: + Talk about the difference between the life now and in the past.

+ Listen to the story for main ideas. Read and understand the tale.

+ Write a story base on the words given.

**B. Teaching aids**: Books, board, pictures, cues

**C. Methods**:Ask- answer, word cue drill, pelmanism, pre- questions, reading, speaking, listening, writing

**D. Division:**

|  |  |
| --- | --- |
| Lesson 1 | Getting started  Listen and read |
| Lesson 2 | Speak |
| Lesson 3 | Listen |
| Lesson 4 | Read |
| Lesson 5 | Write |
| Lesson 6 | Language focus |

Date of preparing: Period:

**UNIT 4: OUR PAST**

**GETTING STARTED AND LISTEN AND READ**

***I. Objectives****:*

By the end of the lesson, Ss will be able to:

- Tell the activities people used to do in the past

- Review Simple past tense

- Learn some new words

***II. Language contents****:*

*1. Grammar:* - Used to + V-inf

- S + V(ed, 2) + O

*2. Vocabulary:*Great-grandma, folktale, traditional stories

***III. Techniques****:*

T / F Statement Predictions, What and Where, Guessing

***IV. Teaching aids****:*

Textbook E8, colored chalks, pictures, tape

***V. Procedures****:*

*1. Greeting and taking attendance:*

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*2. Review of the previous lesson:*

T asks Ss some questions: Do you have a television/ a telephone/ ...?

Did you have it 30 years ago?

*Ss answer: Ss’ answers.*

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | Content |
| **\* Warm up**: (4’)  - T asks Ss to look at the picture on page 38 and write the names of the things that do not belong to the past  - Ss work in groups (2’)  **\* Pre** - **reading**: (10’)  🟅 Pre - teach :  - T reads once - Ss listen  - T reads again - Ss read after and guess the meaning  - T asks Ss to read one more time (in chorus, individually)  - T corrects if necessary  🟅 Checking :  - T writes each word on the board inside a circle. Rub out the words one by one  - T gets Ss to repeat the words including the rubbed out words  - Ss try to remember all the words  - T asks Ss to read the statements on the posters and predict they are True or False  - Ss write T if it’s True, F if it’s False  - Ss work in pairs  **\* While** - **reading**: (15’)  - T plays the tape “Listen and read” page 38  - Ss listen  - T plays the tape again  - Ss listen and check their predictions  - T asks Ss to correct the False statements  - Ss correct and write on the board  - T gives feedback  - T has Ss play roles  - Ss work in pairs (ask and answer the questions)  - Ss closed pairs  - T corrects the mistakes  - T asks Ss to write the answers in their note-books  - T asks Ss to read the statements part 3 on page 39 and decide which is a fact and which is an opinion  - Ss work individually  - T gives feedback  **\* Post** - **reading**: (8’)  - T asks Ss some questions to check   |  |  | | --- | --- | |  | get up late ? | | Who used to | ride bicycle … ? | |  | *………* |   -Ss answer and write down | **Getting started:**  - the TV  - the stereo  - the mobile phone  - the light fixture  - modern clothes / school uniforms  **Listen and read:**  New words:  - (to) look after : (synonym)  - equipment (n) : (example)  - a folktale : (example)  - traditional (a) : (translation)  - a great-grandma : (explanation)  \* used to: đã từng  🟅 ***What and Where*** :  🟅 ***T / F statement predictions*** :  a. Nga used to live on a farm  b. Nga’s grandma didn’t go to school.  c. She has an easy and happy life when she was young.  d. There wasn’t any modern equipment at her time.  e. “The lost shoe” is a short story.   |  |  |  | | --- | --- | --- | | Guess | Read | Corrections | | a.  b.  c.  d.  e. | F  T  F  T  F | - Grandma used to live on a farm  - She had a hard life  - It is an old folktale |   🟅 ***Ask and answer the questions*** :  a. She used to live on a farm  b. Because she had to stay at home and help her mom to look after her young brothers and sisters  c. She used to cook the meals, clean the house and wash the clothes  d. Her great grandma used to lit the lamp and her great grandfather used to tell stories  e. She asked her grandma to tell her the tale “The lost shoe”  🟅 **Fact or opinion**: (6’)   |  |  |  | | --- | --- | --- | | a.  b.  c.  d.  e.  f. | F | O | | x  x  x  x | x  x |  |  |  | | --- | --- | | Did you use to … … ? | Name | | - get up late  - ride bicycle too fast  - go to school late  - eat too much candy  - forget to do your homework |  | |

*4. Consolidation:*

T reminds ss of the Past simple tense

*5. Homework:*

- Learn by heart new words

- Read the dialogue page 38 at home

- Do exercises: 1,2 page 27, 28

* Prepare: Unit 4: Speak

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

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Date of preparing: Period:

**UNIT 4: OUR PAST**

**SPEAK**

**I. Objectives**:

Develop speaking skill. Sts can describe pictures talk about events in the past and in the present (using “used to”)

***II. Language contents****:*

*1. Grammar:* Used to + V-inf; simple past tense (review)

*2. Vocabulary*: words related to the country and the city

foolish, greedy, amazement.

***III. Techniques****:*

Pair work – group work

Question- answer

***IV. Teaching aids****:*

Textbook E8, colored chalks, pictures, cassette

***V. Procedures****:*

*1. Greeting and taking attendance*

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*:*

*2. Review of the previous lesson:*

T asks Ss to role – play the dialogue and:

+ ***Answer the questions:*** Where did Nga’s grandmother use to live? (on a farm)

Why didn’t she go to school? (she had to stay at home and help her mom to look after her young brothers and sisters)

+ ***Write new words:*** look after, equipment, folktale, traditional

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| **\* Warm up**: - T gives Ss to ask and answer the questions about “Happy memory”  - Ss work in pairs  Some pairs of Ss retell their most favorite  - T asks: Where did Nga’s grandma always live?  - Ss answer : She always lived on a farm  - T asks “another word for always lived”  Answer “used to live”  - T asks Ss to use “used to” to make question and answer  - T explains the form and draws out the rules  - Ss notice  - T gives Ss to do exercises  - Ss do exercises  - T asks Ss compare 2 pictures on page 40, using “used to” to talk about the actions in the past  - Ss work in groups  - T asks: “Now you work in pairs, looking at the picture and the words listed talk about differences between life in the past and now by using “used to”  - Ss work in pairs  - Ss speak (individually) then write in their notebooks  -T asks some Sts to tell the story again and give the lesson from this story.  - T can help if necessary. | 🟅 Happy memory :  - What is your favorite childhood memory?  - What sports or games did you use to play when you were younger?  - Did you use to have a nickname?  - Did you use to cry a lot when you were a small child?  **\* Presentation**:  **SPEAK:**  **\* Pre-speaking**  - Where did Nga’s grandma use to live?  She used to live on a farm  🟅 Form:  S + used to + inf *……*  S + didn’t use to + inf *……*  Did + S + use to + inf *……* ?  🟅 Use: Used to express a past habit, or an action usually happened in the past  **Practice**:  🟅 Word Cue Drill :  a. live / Hue / Hanoi  - Did you use to live in Hue?  No. I used to live in Hanoi  b. have / long hairs / short hairs  - Did you use to have long hairs?  No. I used to have short hairs  c. get up / late / early  - Did you use to get up late?  No. I used to get up early  d.walk to school / bicycle  - Did you use to walk to school?  No. I used to go to school by bicycle  **\* While-speaking**: ***Talk about the way things used to be and the way they are now:***  **Picture 1**:  - Small houses  - People work on paddy field  - Children play at home  - Stack of straw  **Picture 2**:  - Big houses and buildings  - Car  - Shop  - TV  - Traffic lights   |  |  | | --- | --- | | In the past | now | |  |  |   - People used to live in small houses  Now they live in big houses and buildings  - People used to walk to travel  Now they can go by car or motorbike  - There didn’t use to be electricity in the home  Now there is electricity everywhere.  - People used to work hard all day.  Now they have a lot of time for entertainment  - Children used to stay at home .  Now they go to school.  - Children used to play traditional games.  Now they play computer games.  - People used to raise cattle them - selves for meat  Now they buy it in the supermarket.  **\*Post-speaking:** ***Now tell your partner about the things you used to do last year :***  Ex: Last year, I used to get up late. Now, I get up early and do morning exercises. |

*4. Consolidation:*

T reminds ss of the past simple tense by asking ss to remember and write the verbs they hear

*Go-went; Be-were/was; Discorver-discorvered; Lay-laid; Shout-shouted*

*Finish-finished; Run-ran; Look-looked; Want-wanted; Decide-decided*

*5. Homework:*

Prepare Unit 4:

**EVALUATION**:……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

*Period* 21st **UNIT 4** **lesson 3: listen**

*Date of preparing:*

**A.Objectives**: Listen to main information of a story.

- By the end of the lesson Ss will be able to understand a moral lesson

- Skills: Speak, listen, read and write

- Vocabulary: foolish, greedy,discover,lay – laid, unfortunately.

**B.Teaching aids**: text book , cards, tape, poster

**C. Methods:** Matching, questions and anwers, find someone who

**D. Content:**

**I. Organization:(2’)**

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 8C1 |  |  |
| 8C2 |  |  |

**II. Warm up: (6’)**

**Find some one who?**

|  |  |
| --- | --- |
| **Activities** | **Name** |
| ... get up late? | Lan |
| ... go to bed early? |  |
| ... drink water during meals? |  |
| ... cry at night? |  |

T models: Did you use to get up early last year, Lan?

Lan: Yes, I did.

S: work in groups of five

T calls a student in each pair to retell about their friends

Eg: Lan used to get up early last year

**III. New lesson:**

**1. Pre- listening: ( 10’)**

**\* New words:**

- `foolish (adj):ngu xuẩn>< intelligent (antonym)

- `greedy( adj): tham lam (situation)

- discover(v): khám phá (translation)

- lay – laid(v): đẻ trứng ( example)

- unfortu`nately(n): không may = unluckily (antonym)

- Check by what and where

-T asks ss repeat the words in chorus then rub out word by word

-T gets ss to write the words again in the correct circles

**\* Open prediction**:

- Set the sence:

T: Do you always read stories? ( yes)

Which story impresses you most? Why? Which moral lesson do you get from this story?

S: answer

T: There are a lot of Vietnamese folk tales which have precious moral lessons. we’re going to listen to one of those stories. Before you listen you predict which of the followings is the most suitable moral lesson.

T runs through the tittle in the books

S: predict

T gets ss’ predictions

**2. While- listening**: (18’)

- S listen and check their predictions

T gives the key: b

**\* Comprehension questions:**

a. How did he live? He has a comfortable life

b. What did he use to sell? He used to sell eggs

c. What did he discover one day? One of his chickens laid a gold egg

d. What did he shout to his wife? They are rich

e. What did his wife want? ...... more gold eggs

f. What did they do then? They cut open all.......

g. Did they find any gold eggs? No, they didn’t

h. What happened to all his chickens? They were all dead

i. Did he have eggs to sell after that? No, he didn’t

T aks ss work in pairs

S1: ask S2: answer

T corrects

**3. Post- listening**:( 6’)

**\* Retell:**

- Retell the story in your own words

Eg: There is a farmer. He raises........................

S retell

T goes around and monitor

**\* Tape transcript:**

Once a farmer lived a comfotable life with his family. His chicken laid many eggs which the farmer used to buy food and clothes for his family.One day, he went to collect eggs and discovered one of the chicken laid a gold egg. He shouted excitedly to his wife: “ we,re rich”. His wife ran to him and they both looked the egg in amazement the wife wanted more, so her husband decided to cut open all the chickens and find more eggs.Unfortunately, he couldn,t find any eggs. When he

finished, all the chicken were dead.There were no more eggs of any kind for the foolish farmer and his wife.

**IV. Summary: ( 1’)**

Don’t + V.............,V..........

**V. Homework: (2’)**

- Learn new words

T asks ss make imperative sentences

Eg: Don’t go to school late

**E. Evaluation:**

Good points:………………………………………………………………

Points can be improved:…………………………………………………..

Date of preparing: Period:

**UNIT 4: OUR PAST**

**READ**

***I. Objectives****:*

By the end of the lesson, Ss will be able to:

- Understand and retell the story “The Lost Shoe”

- Learn some new words

- Ask and answer the questions

***II. Language contents****:*

*1. Grammar:*Simple past tense

*2. Vocabulary:* Stout Nut, Little Pea, harvest festival, broken heart, prince, fairy, cruel, magically, rag, (to) fall in love with someone

***III. Techniques****:*

Slap the board, Rub Out and Remember, T / F Statement Predictions

***IV. Teaching aids****:*

Textbook E8, colored chalks, posters, board

***V. Procedures****:*

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*\*. Review of the previous lesson:*

- T asks some questions about the story “ The golden egg”:

Who discovered the golden egg?

Who wanted more golden eggs?

Did they cut open all other chickens?

Did they find any golden eggs after cutting open the chickens?

What do you think about the farmer and his wife?

- Ss answer.

*. New lesson:*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | Content |
| - **\* Warm up**: (6’)  T calls Ss to remind the name some folktales that Ss have read  - Ss remind  - Ss retell the story “Tấm Cám”  **\* Pre** - **reading**: (15’)  🟅 Pre - teach :  - T gives new-words, writes on the board, guides Ss to read, asks the meaning  - Ss read after the teacher (chorus, individually), give the meaning  - T corrects if necessary  🟅 Checking :  - Ss guess the predictions with closed books  - Ss guess which is True, which is False and then share with their partners  - T gives feedback  **\* While** - **reading**: (15’)  - T reads the story.  - Ss listen “The Lost Shoe” on page 41 and check their predictions  - T asks Ss to correct the false statements  - Ss read in silence “The Lost Shoe”  - T asks Ss to work in pairs, filling in the blanks with suitable words from the story  - Ss read aloud  - T corrects the mistakes    - Ss work in pairs (ask and answer the questions)  - Ss practice in closed pairs and opened pairs  - T corrects the mistakes  **\* Post** - **reading**: (7’)  - T asks Ss to work in groups, telling the story again in details  - Ss can look at the statements in the gap filling exercise and add more  - A student retells the story in front of the class  - T gives feedback and gives marks for the student  ***4. Consolidation:***  T summarizes the story and ask ss to give its moral lesson | - Tấm Cám  - The frog prince  - one hundred - section bamboo  - Snow White and 7 Dwarfs  - Seven-mile shoes  🟅 New words:  - cruel (a): (translation)  - upset (a): (synonym)  - fairy (n): (translation)  - magical (a) 🡪 magically (adv)  - rag (n): (realia)  - (to) fall in love with: (translation)  - immediately (adv)  🟅 Slap the board / Rub out and remember  🟅 T / F Statement Predictions :  a. Little Pea’s father is a poor farmer  b. Her father got married again after his wife died  c. Her new mother was beautiful and nice to her  d. She worked hard all day  e. She didn’t have new clothes to take part in the festival   |  |  |  | | --- | --- | --- | | Guess | Read | Corrections | | a.  b.  c.  d.  e. | T  T  F  T  F | - Her new mom was cruel to her  - A fairy gave her beautiful clothes |   🟅 Gap filling :  a. Little Pea’s father was a farmer  b. Little Pea’ mother died when she was young  c. Little Pea had / used to do the housework all day after her father got married again  d. The prince wanted to marry a girl from Little Pea’s village  e. Stout Nut’s mother did not make new clothes for Little Pea  f. The Prince found Little Pea’s lost shoe  🟅 Ask and answer the questions :  a. She was a poor farmer’s daughter  b. She made her do the chores all day  c. Before the festival started, a fairy appeared and magically changed her rags into beautiful clothes  d. He decided to marry Little Pea because the shoe fitted her  e. No, it isn’t |

*5. Homework*: (2’)

- Retell the story The Lost Shoe

- Prepare : Unit 4: Write page 42,43 .

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

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Date of preparing: Period:

**UNIT 4: OUR PAST**

**WRITE**

***I. Objectives:***

- By the end of the lesson, Ss will be able to use simple past tense to write a folktale

***II. Language contents:***

*1. Grammar:*  Simple past tense : S + V(ed, 2) + O

*2. Vocabulary:* - Verbs: burn, escape, appear, light, tie, graze

- Nouns: wisdom, stripe, straw, servant, master

***III. Techniques:***

Matching, Comprehension questions

***IV. Teaching aids:***

Textbook E8, colored chalks, board, pictures

***V. Procedures :***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*\*. Review of the previous lesson.*

*Call Ss to read the text , answer some questions and write some words.*

*3. New lesson.*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Content** |
| **\* Warm up**:  - T asks Ss some questions about imaginary stories  - Ss listen and answer  **1. Pre** - **writing**  🟅 Pre - teach  - T gives new-words, writes on the board, guides Ss to read, asks the meaning  - Ss read after the teacher (chorus, individually), give the meaning  - T corrects if necessary  🟅 Checking:  - T writes the new words in the list on the left hand side of the board  - T writes the translation on the right hand side of the board  - T asks Ss to come to the board to match items on the left with those on the right by drawing a line connecting them  - T asks Ss to work in pairs using suitable verbs to fill in the blanks  - Ss work in pairs  - T gives feedback  - T asks Ss to work in groups (each group: 4 Ss), answer the following questions  - Ss work in groups (ask and answer the questions)  - Ss ask and answer in pairs (closed pairs, opened pairs)  - T corrects the mistakes  **2. While** - **writing**  - T asks Ss to do exercise 2. They have to imagine to be a man in order to write the story  - T asks Ss to change  The man 🡪 I  His 🡪 my  Ss write individually then share with their partners and correct the mistakes  - T takes some writings to correct in front of the class  **3. Post** - **writing**: (5’)  - T divides the class into 2 teams. Team A plays the role of the tiger. Team B plays the role of the buffalo  - Ss work in team, telling the story  - T asks a volunteer from each team to tell the story in front of the class  ***4. Consolidation:(2’)***  T reminds ss of the content of the story. | 🟅 Chatting  - Do you want to read imaginary stories?  - Name some of them  - Which story do you like best?  - Have you ever read the story “How the tiger got his stripes”?  🟅 New words:  - (to) burn (V-ed)  - (to) escape (V-d)  - (to) appear (V-d)  - (to) light (V2) - lit  - (to) tie (V-d)  - (to) graze (V-d)  - wisdom: (n) (translation)  - a straw: (regalia)  - a servant: (translation)  - a master: (translation)  🟅 Matching:  ***1. Complete the story. Use the verbs in the box:***  (1) appeared (6) tied  (2) was (7) lit  (3) said (8) burned  (4) left (9) escaped  (5) went  ***Comprehension questions***:  a. Where was the man?  b. What did the buffalo do when the tiger appeared?  c. What did the tiger want to know?  d. What did he do before going home? Why?  e. What did he do when he returned?  Answers:  a. He was in his field  b. It grazed nearby  c. The tiger wanted to know why the strong buffalo was the servant and the small man was the master  d. He tied the tiger to a tree with a rope because he didn’t want it to eat his buffalo  e. When he returned, he lit the straw to burn the tiger  ***2. Now imagine you are the man. Use the words to write the story. Start like this*:**  ***One day as I was in my field and*** my buffalo was grazing nearby, a tiger came. It asked why the strong buffalo was my servant and I was its master. I told the tiger that I had something called wisdom. The tiger wanted to see it but I said that I left the wisdom at home that day. The tiger wanted to see my wisdom. Then I tied the tiger to a tree with a rope because I didn’t want it to eat my buffalo. I went to get some straw and I burned the tiger. The tiger escaped, but today it still has black stripes from the burns |

*\*. Homework:*

- Write the story again, imagine you are the tiger, the buffalo

- Learn by heart new words

- Read again the story

-Prepare: Unit 4: language focus

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

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Date of preparing: Period: 24

**UNIT 4: OUR PAST**

**LANGUAGE FOCUS**

***I. Objectives:***

Further practice in Past Simple tense, prepositions of time and used to.

***II. Language contents:***

*1. Grammar:*  Review: Past simple tense; Prepositions of time ; Used to

*2. Vocabulary:* Review

***III. Techniques:***

Matching, gap filling, noughts and crosses

***IV. Teaching aids:***

Pictures, posters

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*Old lesson: Tell again the story in part write*

*. New lesson.*

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* *Warm up*  -T. has Ss match each prepositions with the time / date / month …  -Ss match each prepositions with the  time / date / month …  -T. gives feedback and corrects Ss’ mistakes.  **1. Activity 1 : Past simple tense .**  **-** T asks sts to tell form of this tense  -T. guides Ss to write the Past Simple form of each verb  -Ss write the Past Simple form of each verb (pair work)  -T. corrects if necessary  -T asks Ss to play game :Make sentence with the verb in past tense .  -Ss play game  -Ss use Past simple tense  -T sets the scene: Lan asks Nga about Nga’s yesterday activities  - Ss listen to the T.  -T has Ss complete the dialogue using the Past Simple  - Ss complete the dialogue using the Past Simple (pair work)  -T asks Ss to compare their answers with their partners  - Ss compare their answers with their partners.  -T corrects Ss’ mistakes and gives marks.  - T guides Ss how to do exercise 3 on page 44  -Ss do exercise 3 individually then compare with their partners  -T gives feedback and corrects Ss’ mistakes  **2. Activity 2 : Preposition of time**  -T asks Ss to do exercise 4 on page 45  - Ss do exercise 4 (work in pairs)  -T has Ss look at 4 pictures on page 45 using used to with the verbs live- stay- have- be to complete the dialogue between Nga and Hoa  - Ss look at 4 pictures and use used to with the verbs in the box to complete the dialogue between Nga and Hoa  -T has Ss practice the dialogue before the class.  -Then T. corrects Ss’ mistakes | Matching   |  |  | | --- | --- | | In  On  At  Between  After / Before | January  3 p.m  November 1997  July 2nd  7 a.m and 9 a.m  6 a.m |     In January  In November 1997  On July 2nd  At 6 a.m  Between 7 a.m and 9 a.m  After / Before 3 p.m  **(+) S +WAS /WERE /V2/Ved**  **(-) S +WASN’T/ WEREN’T /DIDN’T V .**  **(?) WAS/WERE +S ?**  **DID +S +V ?**  1*.* ***Write the Past Simple form of each verb.***  Answer key:   |  |  |  | | --- | --- | --- | | b/ flew  c/ took  d/ went  e/ had | f/ did  g/ was  h/ rode  i/ ate | j/ sat  k/ came |  Noughts and crosses  |  |  |  | | --- | --- | --- | | go | come | sit | | be | do | take | | have | ride | fly |   **2. Complete the dialogue below. Use the Past Simple.**  Answer key:  a/ Did you eat rice for lunch? (Lan)  b/ Ba: ………  Nam: I rode a bicycle to school  c/ Minh: Where were you yesterday?  d/ Chi: …………  Ba: I had Math  **In +Tháng /năm /mùa /thế kỷ** .Ex :in 2000, in the summer , in June  **On + thứ /ngày**  Ex : on Monday , on May 20  **At + giờ** . Ex : at 2 o’clock , at night  **Between ...... and ........**  3. *Complete the sentences. Use the prepositions in the table*.  Answer key:  a/ on b/ in c/ between  d/ at … after e/ before  *4. Look at the pictures. Complete the dialogue. Use* ***Used to*** *and the verbs in the box.*  Answer key:  Hoa: ..(1) .. used to have ………  Hoa: … (2) .. used to be …………  Hoa: … (3) …… used to live ……… |

*4. Consolidation:*

*T reminds ss of the above knowledge*

*5. Homework:*

-Learn vocabulary and grammar of Unit 4.

-Do exercises in workbook.

-Prepare: Unit 5: Getting stared + listen and read.

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………