



IS IT OLD OR NEW?



BULA

G2-U3-L7

WORD



old



new

Tips: 1. Let the students see these pictures and read these words. 2. Explain that *old* describes something that was used a long time ago and *new* describes something that is used today. 3. Correct the mistakes. (1.5 min)

WORD



cold



hot



Tips: 1. Let the students see these pictures and read these words. 2. Correct the mistakes. 3. Explain these two opposite words.(50 sec.)



WORD



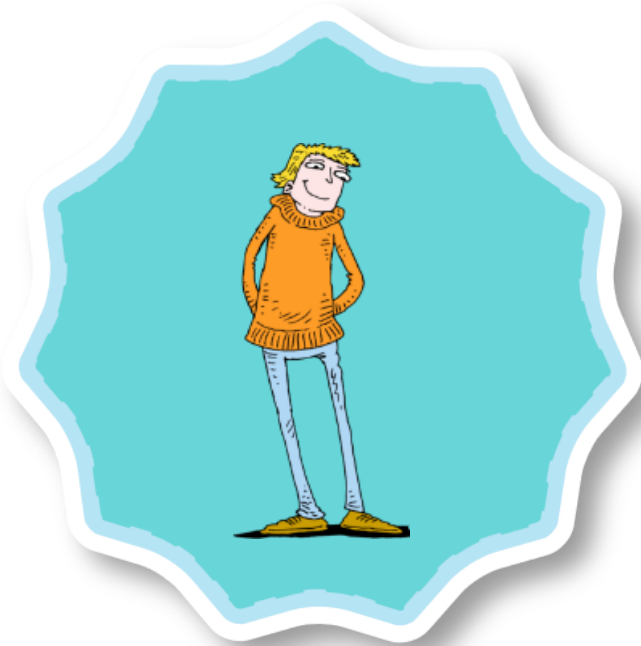
big



small

Tips: 1. Let the students see these pictures and read these words. 2. Correct the mistakes. 3. Explain these two opposite words.(50 sec.)

WORD



tall



short

Tips: 1. Let the students see these pictures and read these words. 2. Correct the mistakes. 3. Explain these two opposite words.(50 sec.)



WORD



up



down

Tips: 1. Let the students see these pictures and read these words. 2. Correct the mistakes. 3. Explain these two opposite words.(50 sec.)

SENTENCE

01



What's this?

It is an old tub.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *old* or *new*. (50 sec.)

SENTENCE

02



What's this?

It is a new tub.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *old* or *new*. (50 sec.)

SENTENCE

03



What's this?

It is an old telephone.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *old* or *new*. (50 sec.)

SENTENCE

04



What's this?

It is a new telephone.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *old* or *new*. (50 sec.)

SENTENCE

05



The man is hot.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *hot* or *cold*. (50 sec.)

SENTENCE

06



The man is cold.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *hot* or *cold*. (50 sec.)

SENTENCE

07



The boy is tall.



Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *tall* or *short*. (50 sec.)

SENTENCE

08

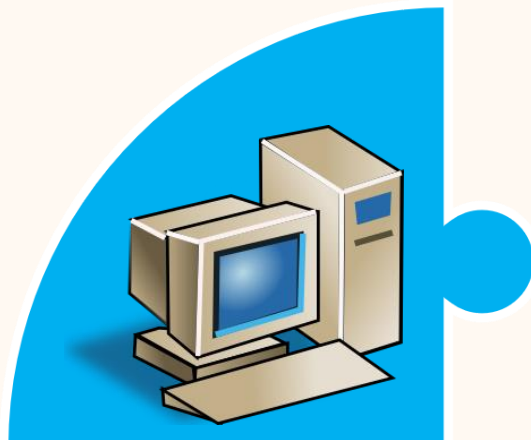


The boy is short.

Tips: 1. The teacher guides the students to answer what the picture is. 2. The teacher reads the sentence and guides the students to answer the underlined part with *tall* or *short*. (50 sec.)

PRACTICE

Fill in the blanks with a *new* or an *old*.



What's this?

It is an old
computer.



Tips: 1. Ask the students to see the picture and fill in the blanks with *new* or *old*. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

Fill in the blanks with a *new* or an *old*.

What's this?

It is a new
computer.



Tips: 1. Ask the students to see the picture and fill in the blanks with *new* or *old*. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

Fill in the blanks with a *new* or an *old*.

What's this?

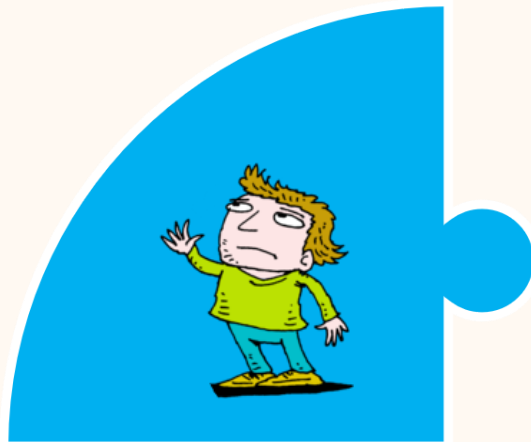
It is a new tub.



Tips: 1. Ask the students to see the picture and fill in the blanks with *new* or *old*. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

Fill in the blanks with *tall* or *short*.



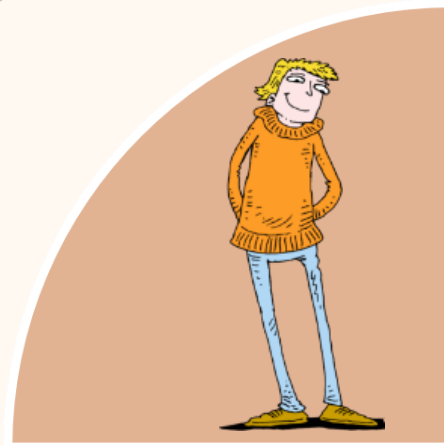
The boy is short.



Tips: 1. Ask the students to see the picture and fill in the blanks with *tall* or *short*. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

Fill in the blanks with *tall* or *short*.



The boy is tall.



Tips: 1. Ask the students to see the picture and fill in the blanks with *tall* or *short*. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

Match.



**We have many
new things.**



Tips: 1. Ask the students to read the sentence and choose the correct pictures. 2. Correct the mistakes. 3. Let the student read the sentence again. (50 sec.)

PRACTICE

True or false.

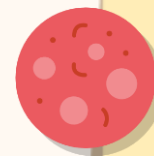


an old

It is **a new** car.



It is a new
telephone.



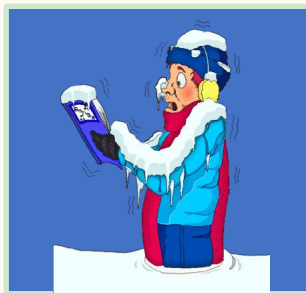
Tips: 1. Ask the students to see these pictures and choose true or false. 2. Correct the mistakes. (50 sec.)

PRACTICE

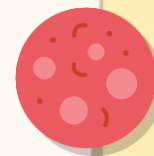
True or false.



The boy is
tall.



The man is **cold**
hot.



Tips: 1. Ask the students to see these pictures and choose true or false. 2. Correct the mistakes. (50 sec.)

PRACTICE

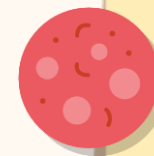
True or false.



It is **a new** **an old** telephone.



It is a new tub.



Tips: 1. Ask the students to see these pictures and choose true or false. 2. Correct the mistakes. (50 sec.)

PRACTICE

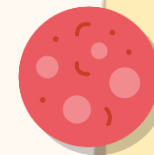
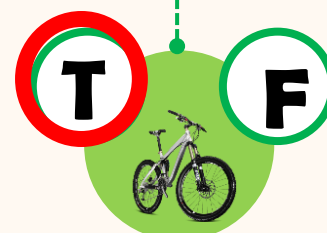
True or false.

big



small

new

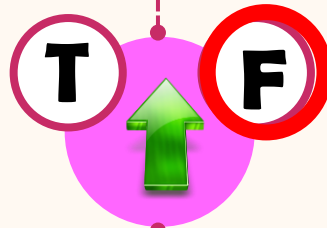


Tips: 1. Let the students read these words and look at the pictures. 2. Choose true or false. If it is false, you can click the mouse again, then the correct answer will appear. 3. Correct the mistakes. (50 sec.)

PRACTICE

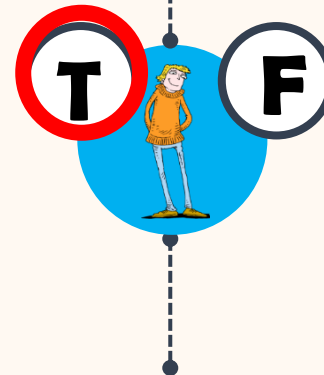
True or false.

down



up

tall



Tips: 1. Let the students read these words and look at the pictures. 2. Choose true or false. If it is false, you can click the mouse again, then the correct answer will appear. 3. Correct the mistakes. (50 sec.)

PRACTICE

True or false.

cold

T

F

hot

new

T

F

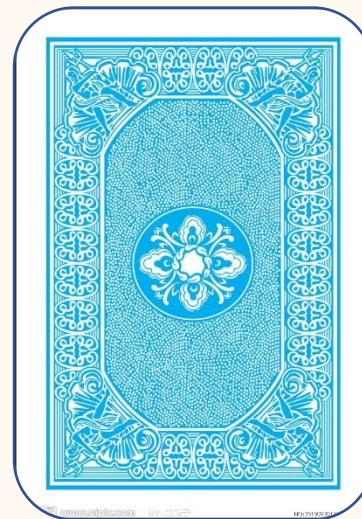
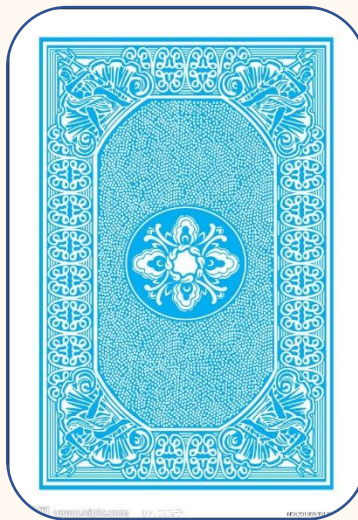
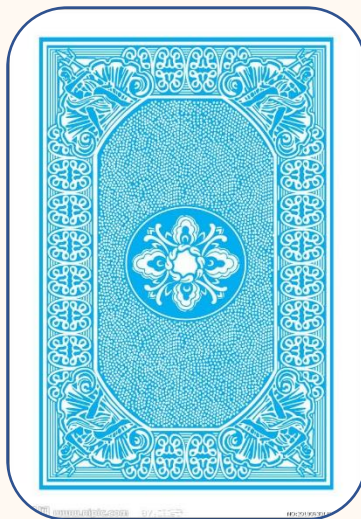
old



Tips: 1. Let the students read these words and look at the pictures. 2. Choose true or false. If it is false, you can click the mouse again, then the correct answer will appear. 3. Correct the mistakes. (50 sec.)

PRACTICE

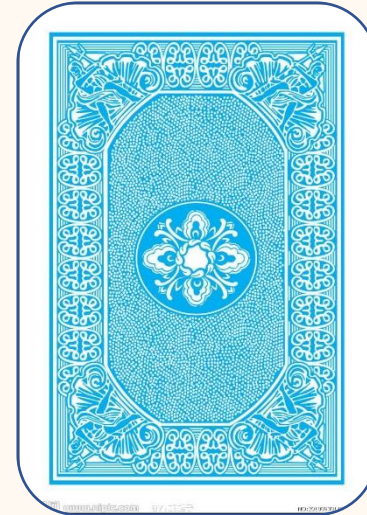
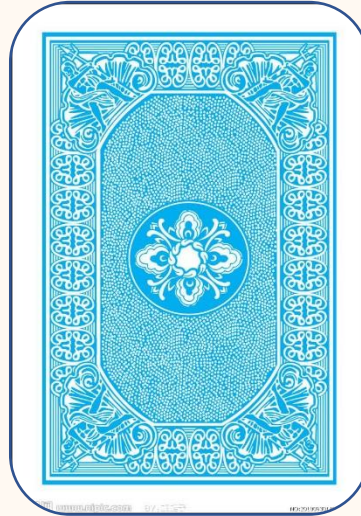
Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

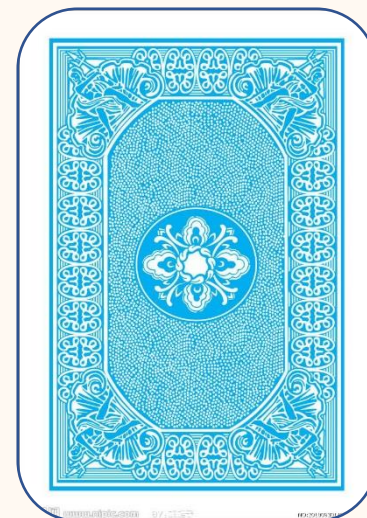
Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

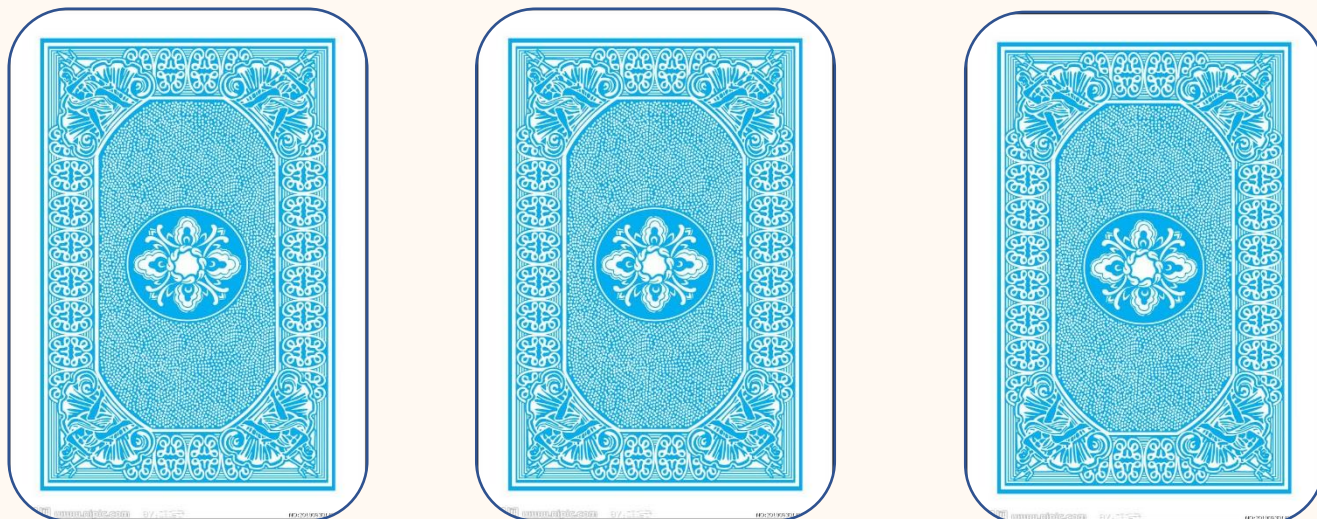
Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

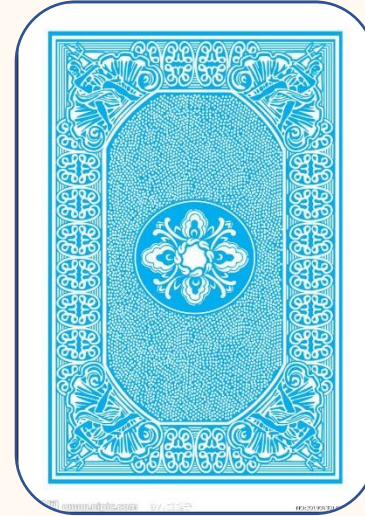
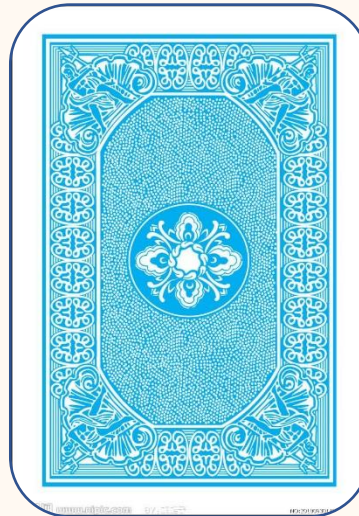
Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

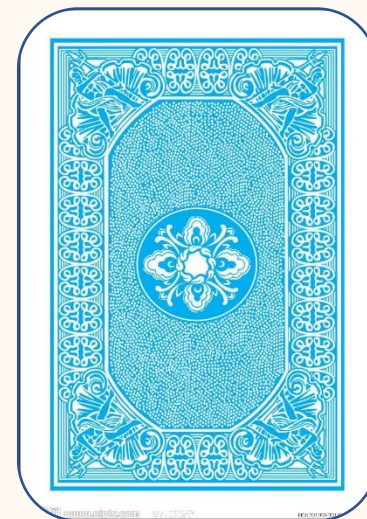
Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

Look and say.



Tips: 1. Let the students look and describe what it is by using word new or old. 2. Correct the mistakes. (1 min)

PRACTICE

Answer.

- 1. Are there any old things in your house?**
- 2. Do you like old things or new things? Why?**



Tips: 1. Have the students answer these questions. 2. Correct the mistakes. (1 min)

CONCLUSION

Words

new, old, hot, cold, big, small, short, tall

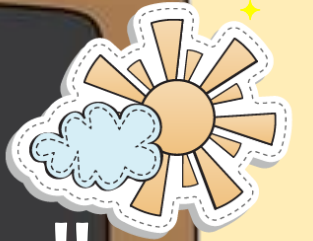
Sentences

What's this?

It is an old telephone.

The boy is tall.

The man is cold.



SEE YOU!



B U L A

