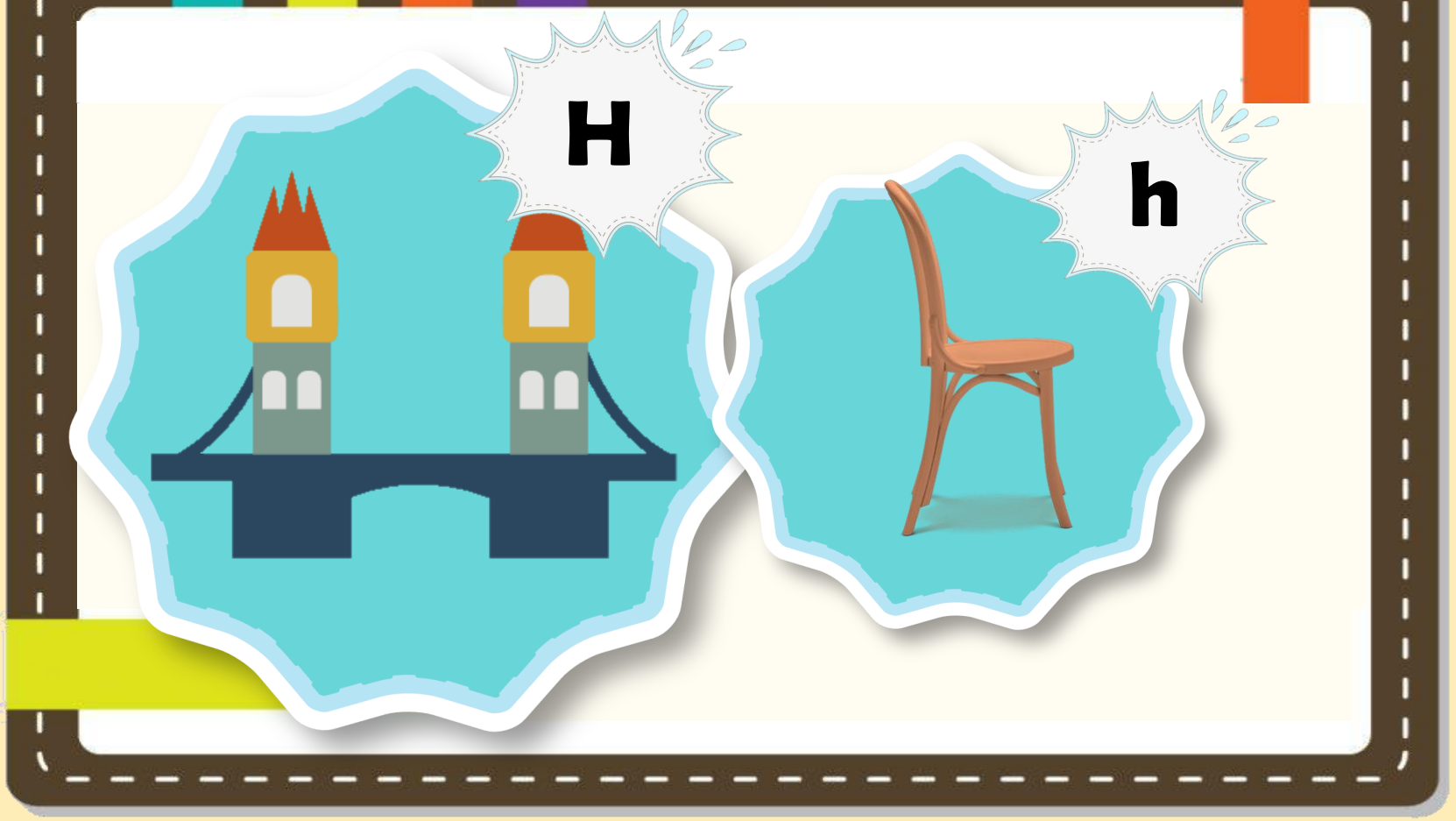
Bula™ English

HEALTHY FOOD

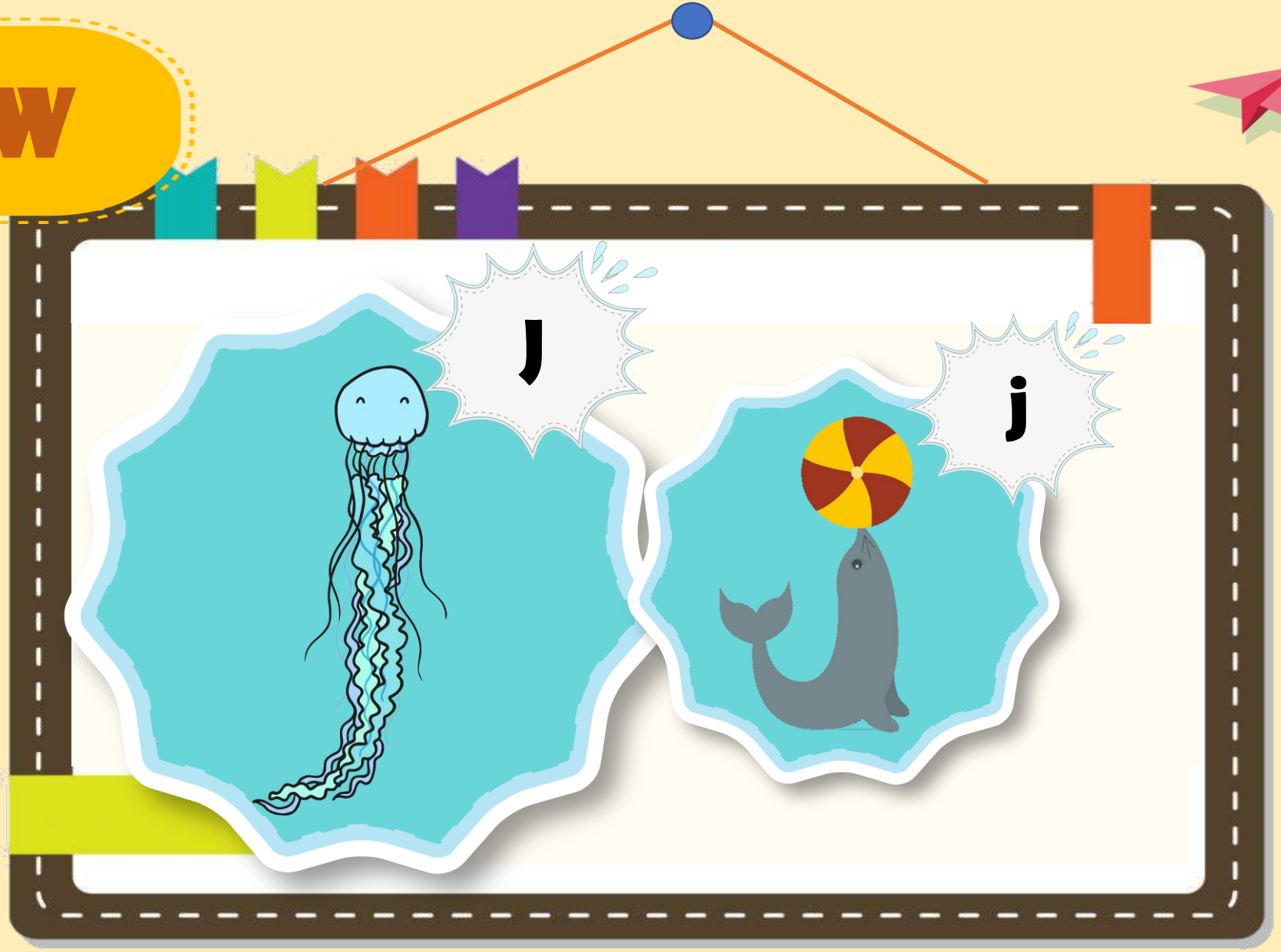
G2-U7-L10

REVIEW



Tips: 1. Sound letter with the right pronunciation. 2.Play guess game.(make h and j with TPR) 3. Let the student read the letter. 4. Say some words with h and j.(30 sec.)

REVIEW



Tips: 1. Sound letter with the right pronunciation. 2.Play guess game.(make h and j with TPR) 3. Let the student read the letter. 4. Say some words with h and j.(30 sec.)

REVIEW

house **hot** **hair**

Tips 1. Read the words and let students repeat. 2. Pay attention to the pronunciation of red letter. 3. Let student read the words three times. (50 sec.)

REVIEW

journalist

jam

jacket

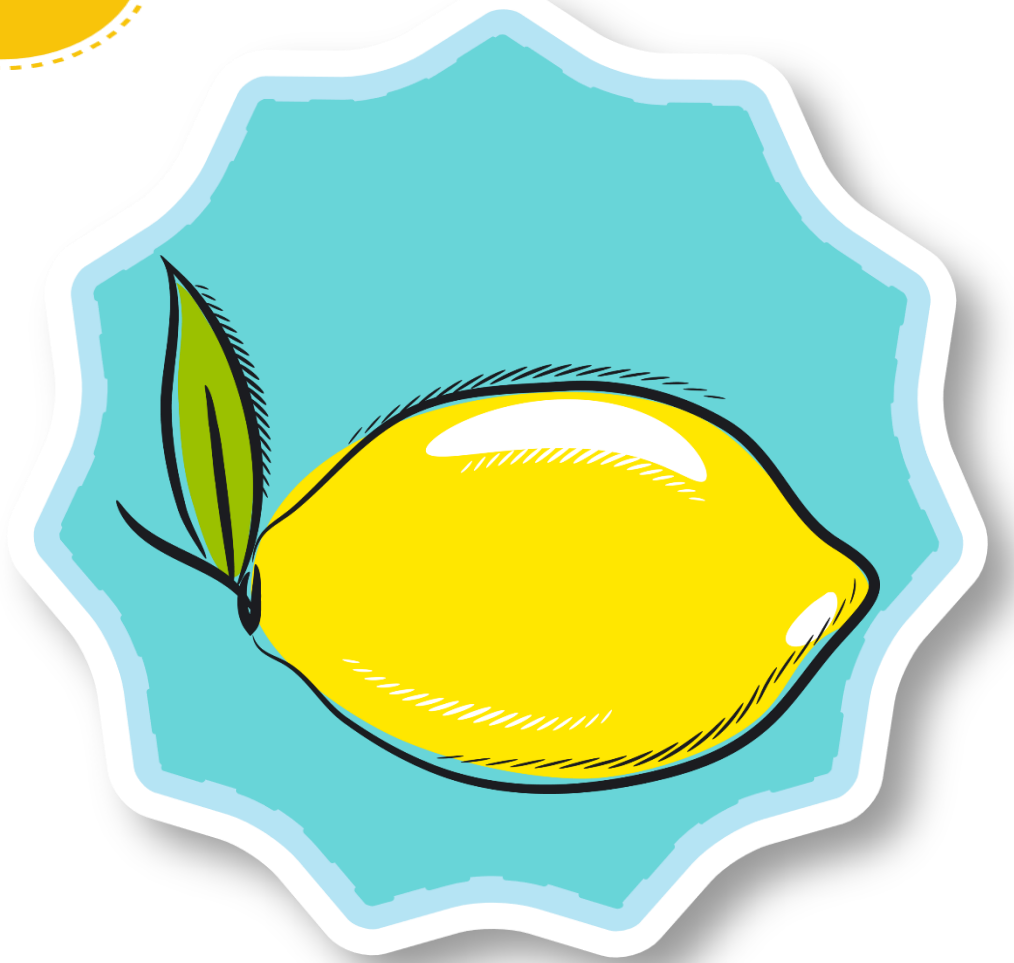
Tips 1. Read the words and let students repeat. 2. Pay attention to the pronunciation of red letter. 3. Let student read the words three times. (50 sec.)

WORD

carrot

Tips: 1.Read the word and let the students follow. 2. Let the students read the word three times. 3. Pay attention to the plural form. 4. Correct the mistakes. (50 sec.)

WORD



lemon

Tips: 1.Read the word and let the students follow. 2. Let the students read the word three times. 3. Pay attention to the plural form. 4. Correct the mistakes. (50 sec.)

WORD

pineapple

Tips: 1.Read the word and let the students follow. 2. Let the students read the word three times. 3. Pay attention to the plural form. 4. Correct the mistakes. (50 sec.)

WORD

mango

Tips: 1.Read the word and let the students follow. 2. Let the students read the word three times. 3. Pay attention to the plural form. 4. Correct the mistakes. (50 sec.)

SENTENCE

... is/are good for us.

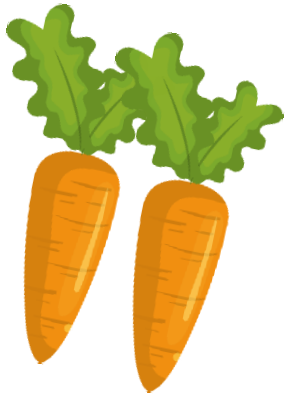
Is/Are ... good/bad for us?

Yes, it is (they are).

No, it isn't (they aren't).

Tips: 1. Read sentences loudly and let the students follow. 2. Let the students to read sentences twice. 3. Correct the mistakes. (50 sec.)

SENTENCE



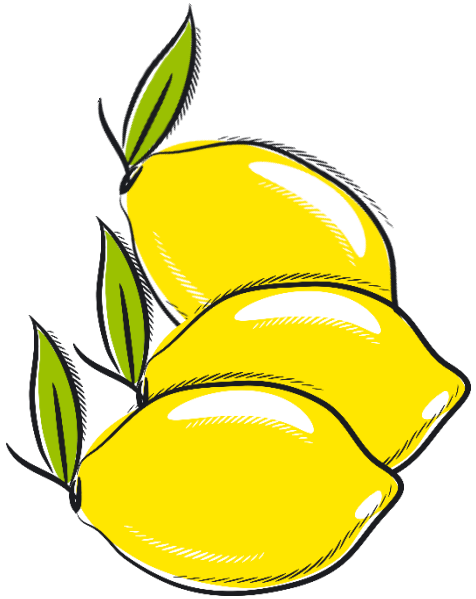
Carrots are good for us.

Is chocolate good for us?

No, it isn't.

Tips: 1. Read the dialogue and let the students follow. 2. Let the students read the dialogue twice. 3. Correct the mistakes. 4. Discuss making healthy-snack choices.(50 sec.)

SENTENCE



Are lemons good for us?

Yes, they are.

Tips: 1. Read the dialogue and let the students follow. 2. Let the students read the dialogue twice. 3. Correct the mistakes. 4. Discuss making healthy-snack choices.(50 sec.)

SENTENCE

Popcorn is bad for us.
Is bread bad for us?

No, it isn't. It is good for us.

Tips: 1. Read the dialogue and let the students follow. 2. Let the students read the dialogue twice. 3. Correct the mistakes. 4. Discuss making healthy-snack choices.(50 sec.)

SENTENCE

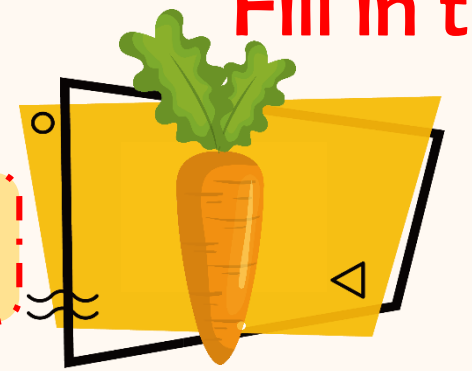
Pineapples are good for us.
Are mangoes good for us?

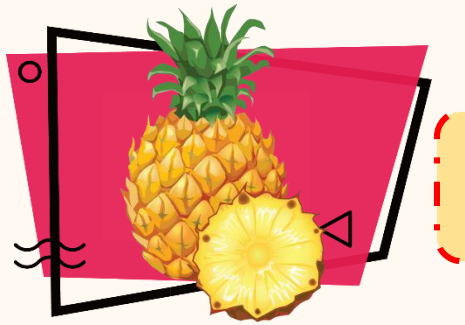
Yes, they are.

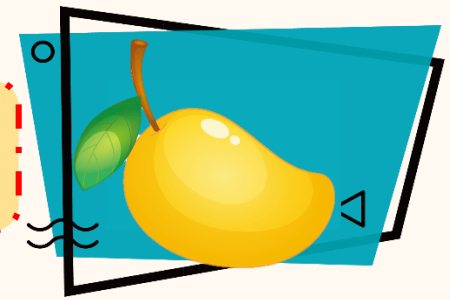
Tips: 1. Read the dialogue and let the students follow. 2. Let the students read the dialogue twice. 3. Correct the mistakes. 4. Discuss making healthy-snack choices.(50 sec.)

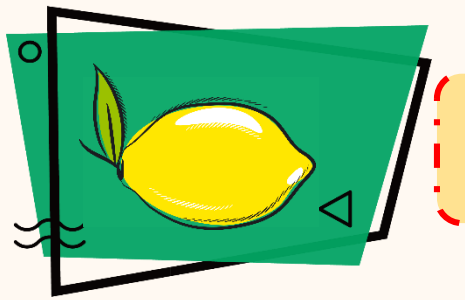
PRACTICE

Fill in the blanks.









Tips: 1. Point to the pictures and let the students tell the words. 2. Let the students write the word. 3. Correct the mistakes. 4. Say something about the word.(20 sec.)

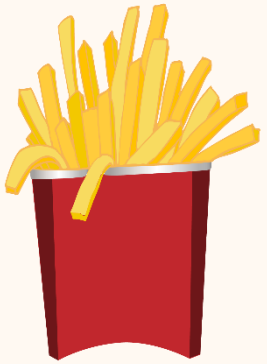
PRACTICE

Choose the healthy food.

Tips: 1. Point to the pictures and let the students tell the words. 2. Let the students choose. 3. Correct the mistakes.(30 sec.)

PRACTICE

Choose the healthy food.



Tips: 1. Point to the pictures and let the students tell the words. 2. Let the students choose. 3. Correct the mistakes.(30 sec.)

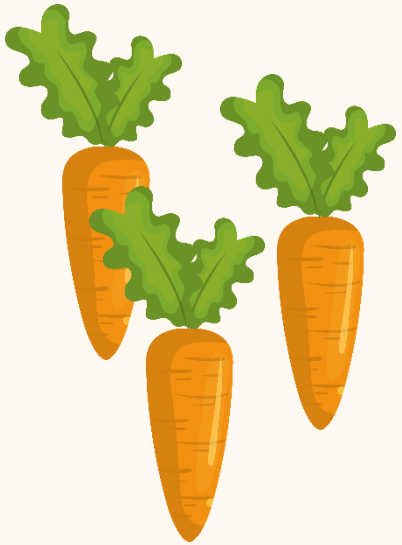
PRACTICE

Choose the healthy food.

Tips: 1. Point to the pictures and let the students tell the words. 2. Let the students choose. 3. Correct the mistakes.(30 sec.)

PRACTICE

Multiple choice.



_____ are good for us.

A. carrots

B. Carrot

C. Carrots

Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(40 sec.)

PRACTICE

Multiple choice.

Bread _____ good for us.

A. is

B. are

C. be

Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(40 sec.)

PRACTICE

Multiple choice.

Mangoes _____ good for us.

A. is

B. are

C. be

Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(40 sec.)

PRACTICE

Multiple choice.

_____ pineapples bad for us?

A. Are

B. are

C. Is

Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(40 sec.)

PRACTICE

Look and answer the question.

1. Are lemons good for us?

_____.

Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3 Practice in roles.(50 sec.)

PRACTICE

Look and answer the question.

2. Is bread bad for us?

_____.

Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3 Practice in roles.(50 sec.)

PRACTICE

Look and answer the question.

3. Are pineapples good for us?

_____.

Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3 Practice in roles.(50 sec.)

PRACTICE

Look and answer the question.

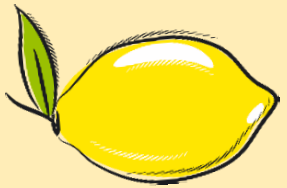
4. Are carrots good for us?

_____.

Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3 Practice in roles.(50 sec.)

PRACTICE

Look and choose.



good for us

bad for us

Tips: 1.Let the students look at the pictures and tell the words. 2. Let the students classify the food by clicking. 3. Correct the mistakes.

CONCLUSION

Word

carrot, lemon, pineapple, mango

Sentences

... is/are good for us.

Is/Are ... good/bad for us?

Yes, it is (they are).

No, it isn't (they aren't).

Bula™
English

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