



**IT IS A FISH**

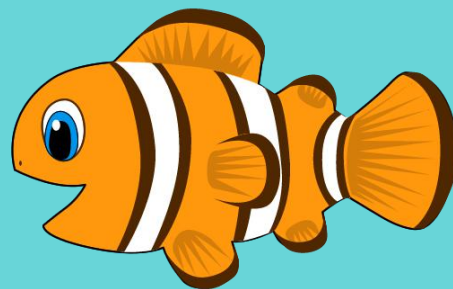


**BULA**

**K1-U8-L2**

**WORD**

**fish**



Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. ( 1 min )

**WORD**

**table**



Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. ( 1 min )

**WORD**

**next to**



Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. ( 1 min )



# WORD



**on**

Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. ( 1 min )





# SENTENCE

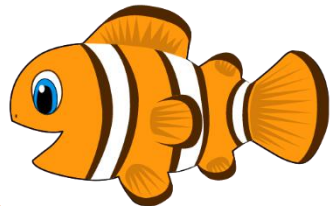


**Where is the fish?**  
**It is on the table.**  
**Is it a table?**  
**Yes, it is.**



# SENTENCE

01



Is it a fish ?

**Yes, it is.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

02



Is it a table ?

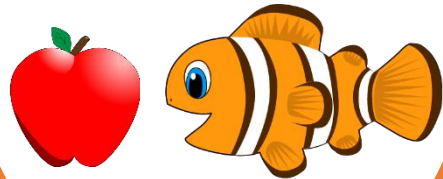
**Yes, it is.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)



# SENTENCE

03



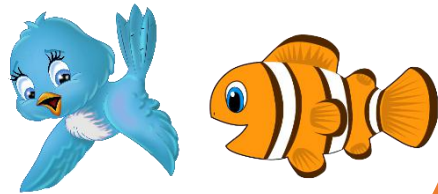
**Where is the apple?**

**It is next to the fish.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

04



**Where is the fish?**

**It is next to the bird.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

05



**Where is the bird?**

**It is next to the table.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

06



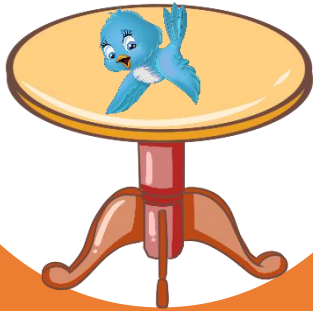
**Where is the table?**

**It is next to the bird.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

07



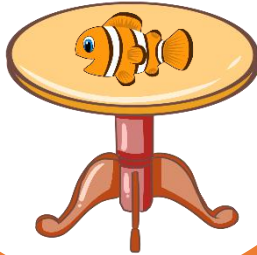
**Where is the bird?**

**It is on the table.**

Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

08



**Where is the fish?**

**It is on the table.**

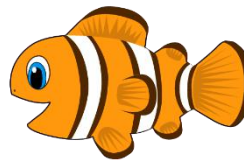
Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)



# DIALOGUE

Is it a fish?

Yes, it is.

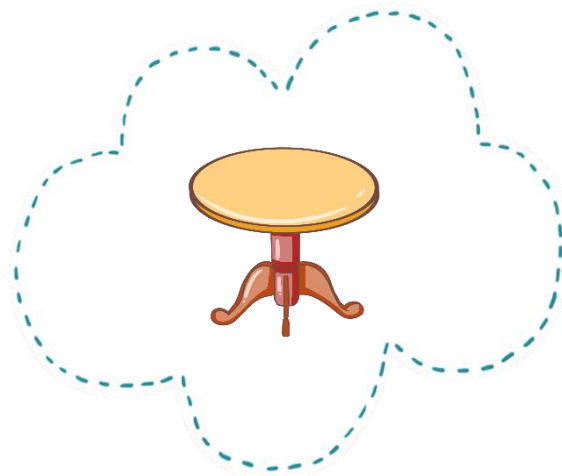


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

Is it a table?

Yes, it is.

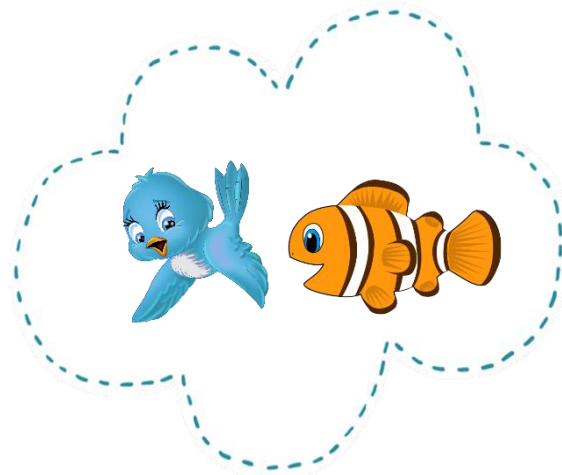


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

Where is  
the fish?

It is next to  
the bird.

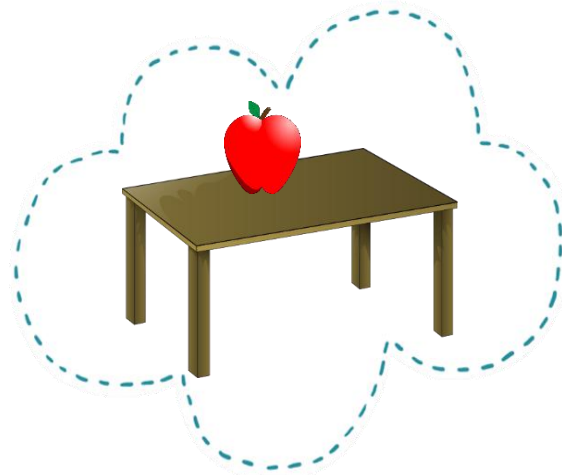


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

Where is the  
apple?

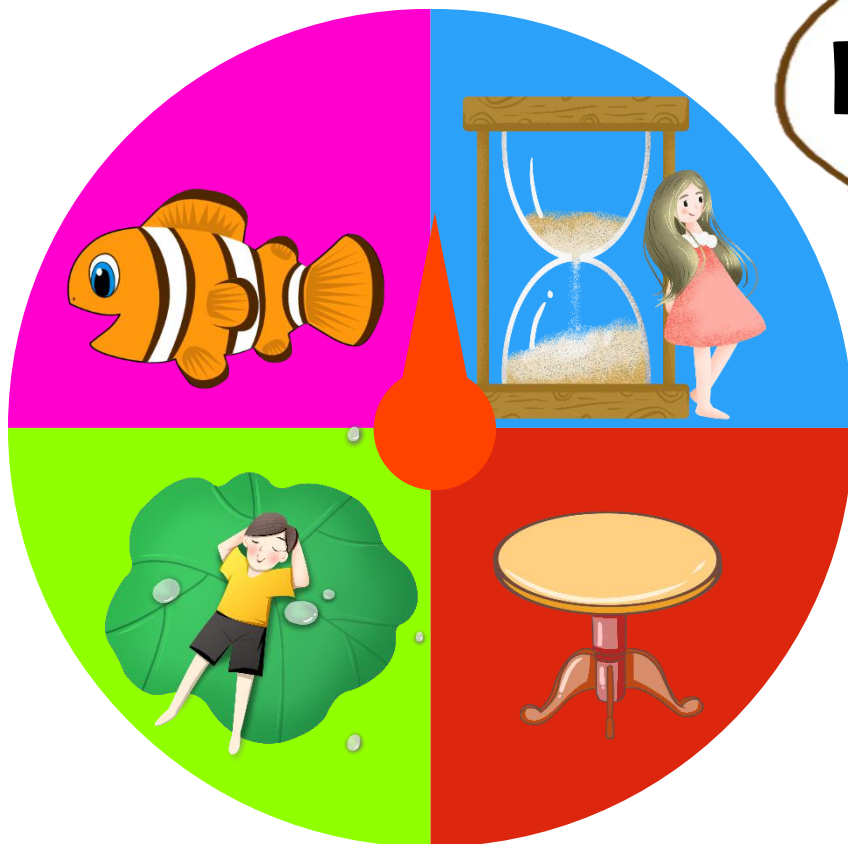
It is on the  
table.



Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# GAME

## Play the Turntable

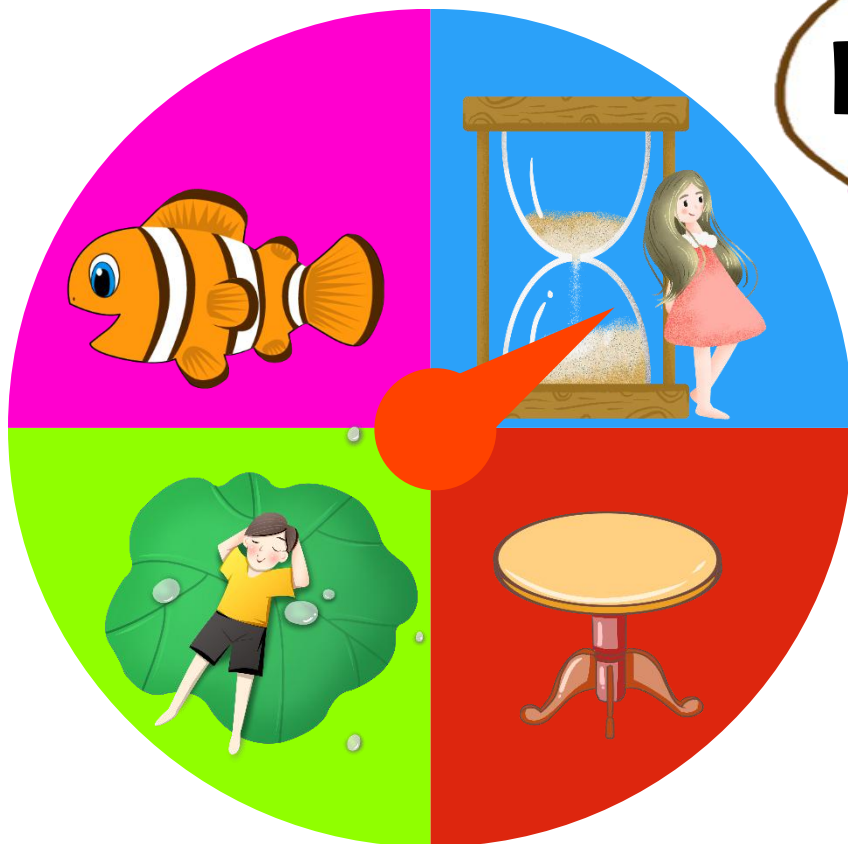


Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



# GAME

## Play the Turntable

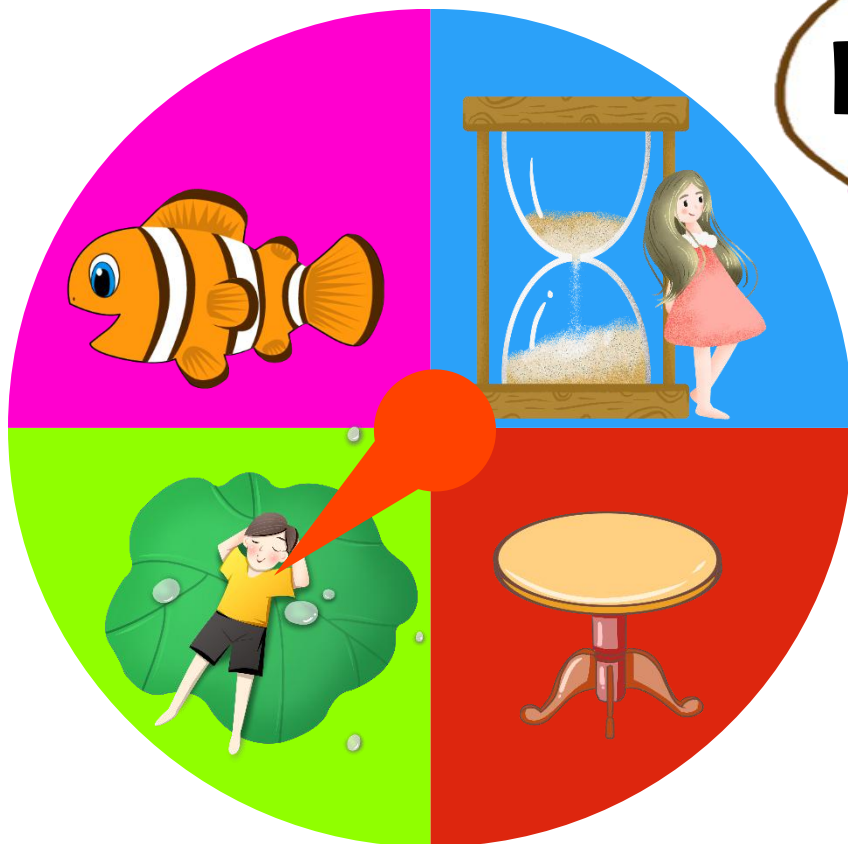


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# GAME

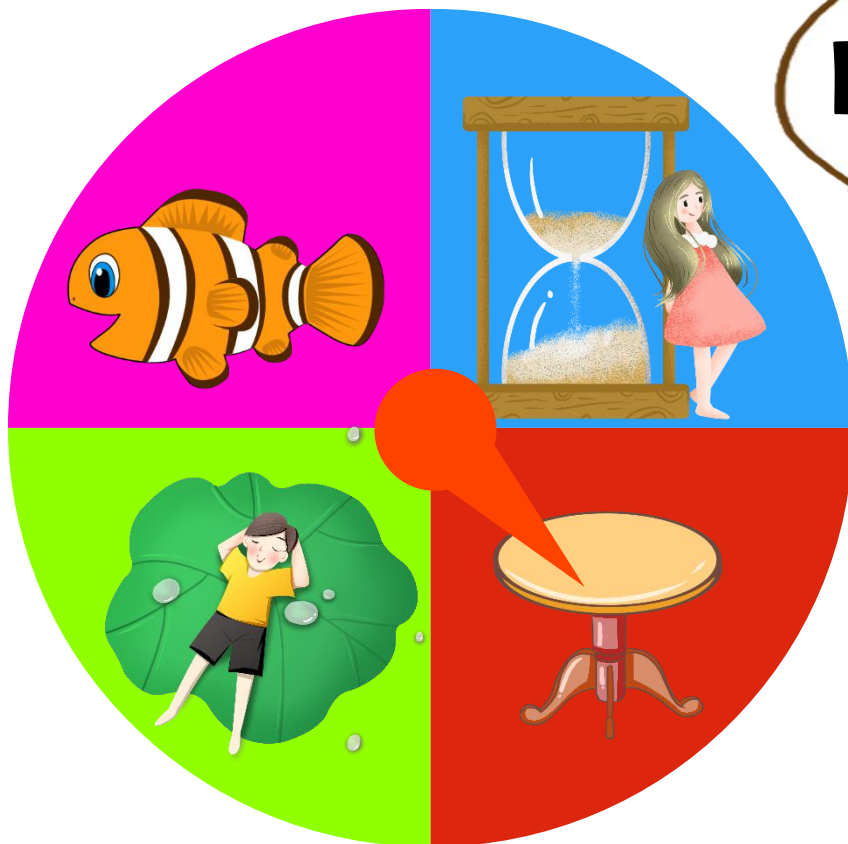
## Play the Turntable



Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

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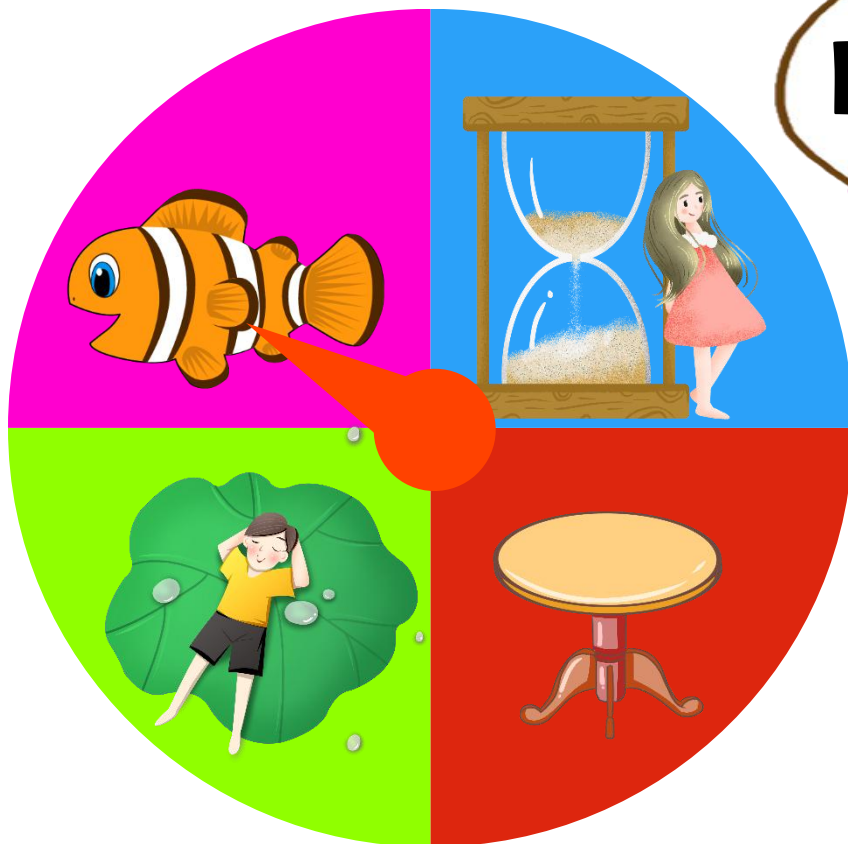
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Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

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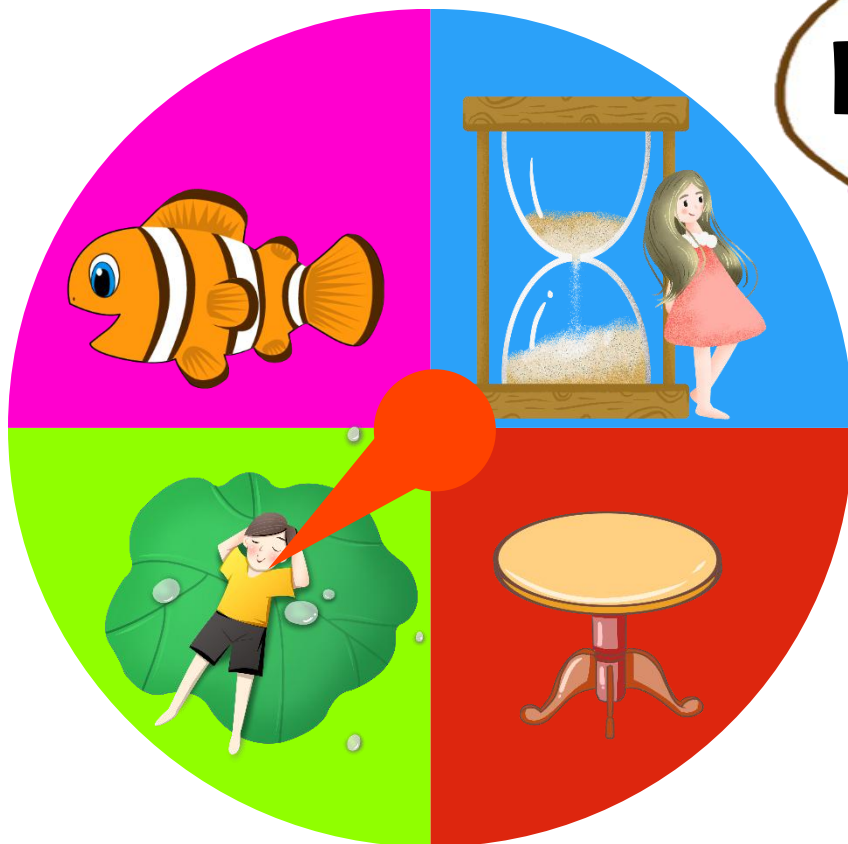
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Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

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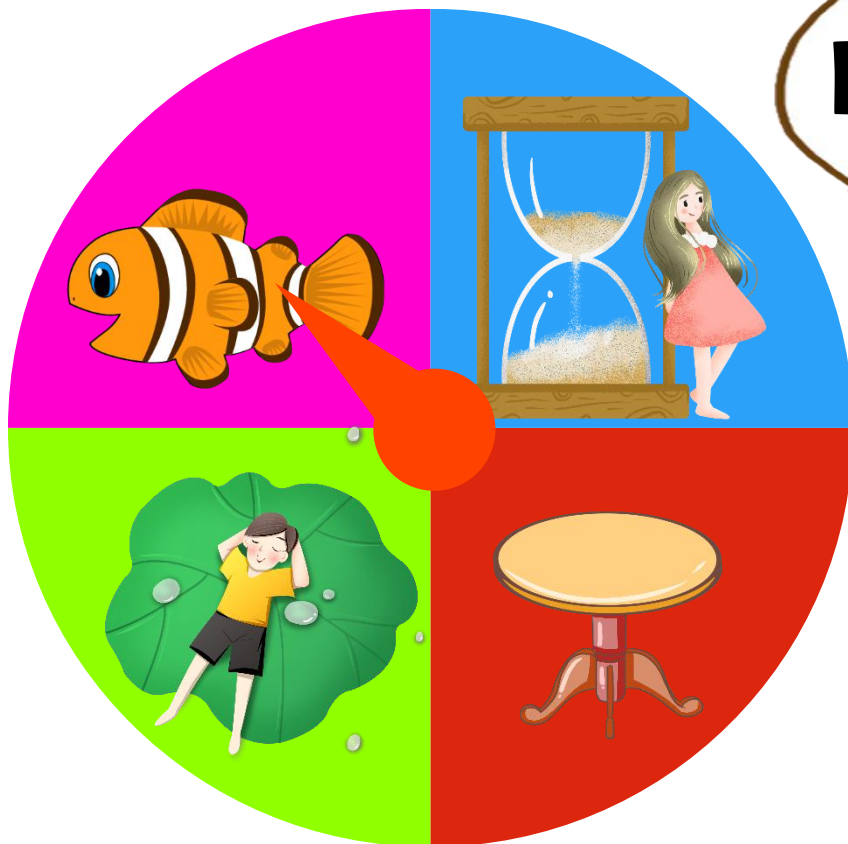
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# GAME

## Play the Turntable

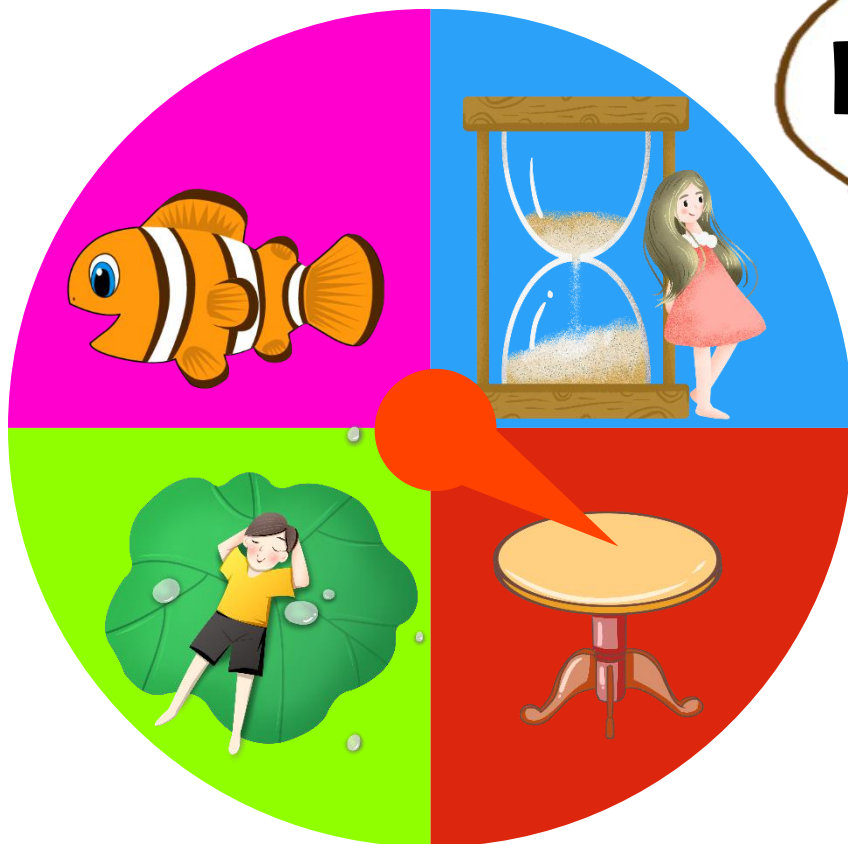


Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



# GAME

## Play the Turntable

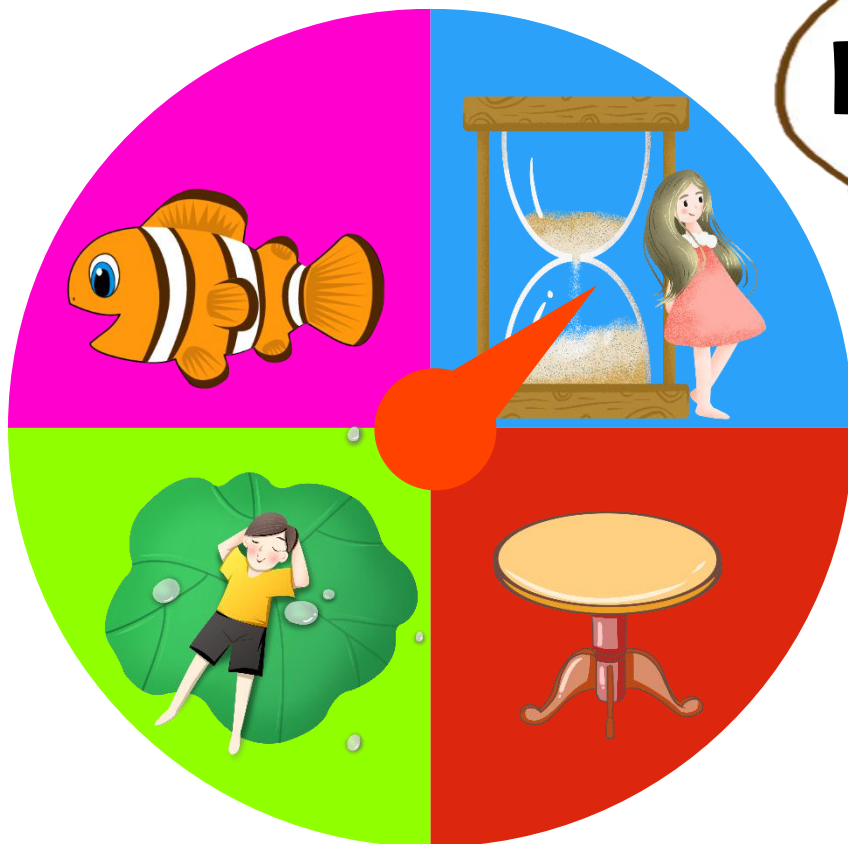


Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



# GAME

## Play the Turntable

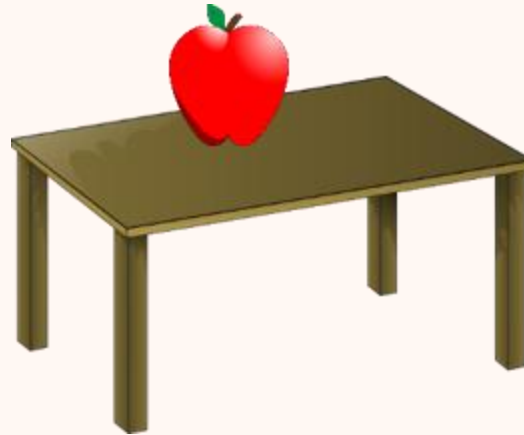


Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

# PRACTICE

**Magic Flower.**

Where is the  
apple?

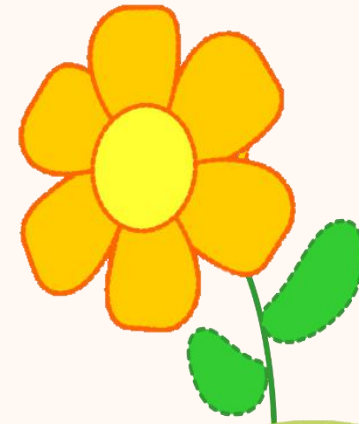
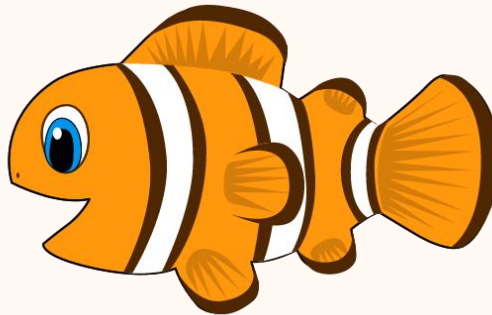


Tips: 1. Guide the students to judge shape. 2. Let the students answer the question. 3. Ask the students to read the sentences twice. (2min)

# PRACTICE

**Magic Flower.**

Is it a fish?

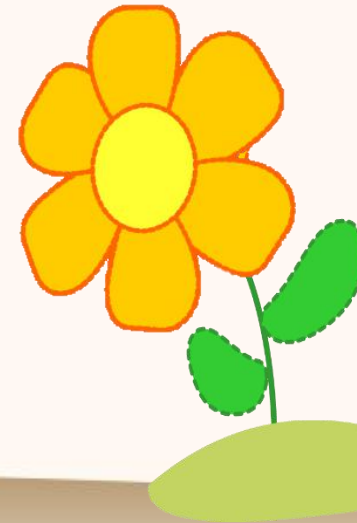


Tips: 1. Guide the students to judge shape. 2. Let the students answer the question. 3. Ask the students to read the sentences twice. (2min)



**Magic Flower.**

Where is the fish?



Tips: 1. Guide the students to judge shape. 2. Let the students answer the question. 3. Ask the students to read the sentences twice. (2min)



**Magic Flower.**

Is it a table?



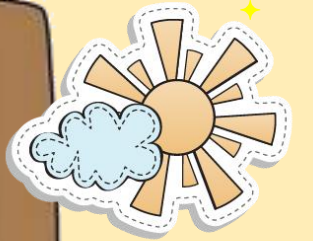
Tips: 1. Guide the students to judge shape. 2. Let the students answer the question. 3. Ask the students to read the sentences twice. (2min)



# CONCLUSION

## Words

fish, table, next to, on



Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words. (30 sec.)



# CONCLUSION

## Sentences

Where is the fish?

It is on the table.

Is it a table?

Yes, it is.



Tips: Firstly, teacher reads sentences one by one. Then, students read after teacher. There will be a pause between two sentences.(30 sec.)

SEE YOU!



B U L A

