



# RECYCLABLE ITEMS



**BULA**



**K3-U3-L10**



**WORD**

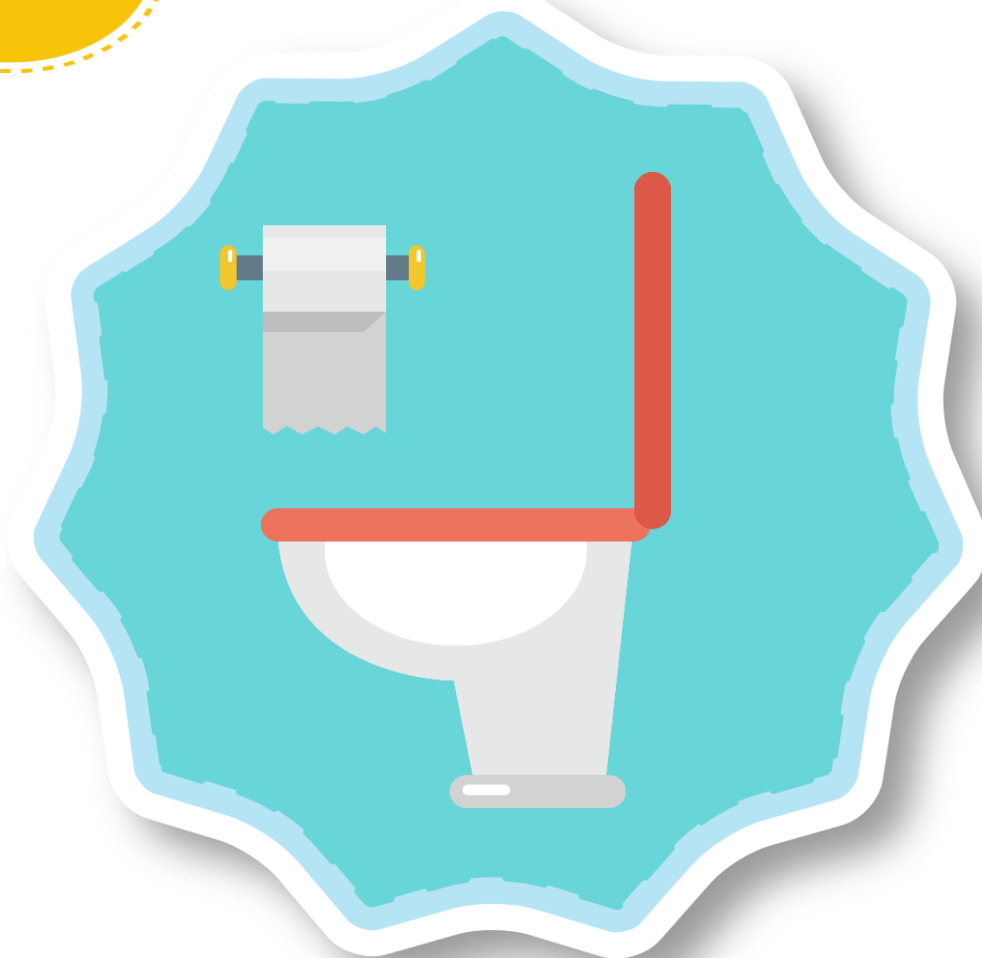
**paper**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )

**WORD**

**toilet paper**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )



# WORD

**plastic bottle**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )

**WORD**

**pop can**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )

**WORD**

**glass**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )

**WORD**

**battery**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )



**WORD**

**cigarette end**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )



**WORD**

**banana peel**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. ( 1 min )



# SENTENCE



**What is this?**  
**It is a piece of paper.**  
**What do you see?**  
**I can see a battery.**



Tips: Firstly, teacher guides 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

01



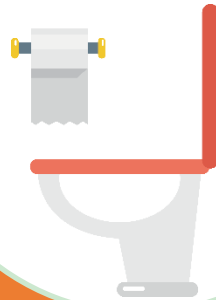
**What is this?**

**It is a piece of paper.**

Tips: Firstly, teacher guides 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



**What is this?**

**It is a roll of toilet paper.**

Tips: Firstly, teacher guides 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



**What is this?**

**It is a plastic bottle.**

Tips: Firstly, teacher guides 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



**What is this?**

**It is a pop can.**

Tips: Firstly, teacher guides 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



**What do you see?**

**I see a glass.**

Tips: Firstly, teacher guides 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



**What do you see?**

**I see a battery.**



Tips: Firstly, teacher guides 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



**What do you see?**

**I can see a cigarette end.**

Tips: Firstly, teacher guides 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



**What do you see?**

**I can see a banana peel.**

Tips: Firstly, teacher guides 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

What is this?

It is a battery.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. 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. (30min)

# DIALOGUE

What is this?

It is a cigarette end.

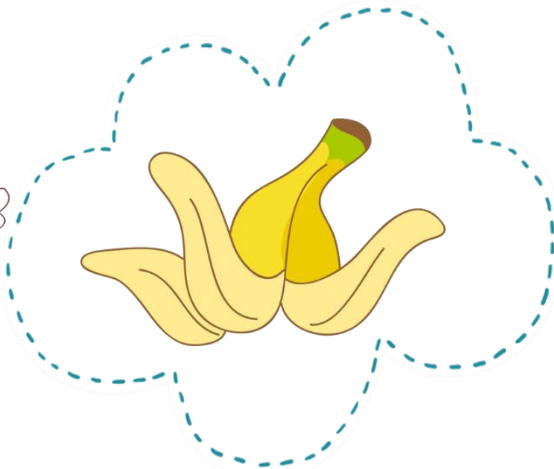


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

# DIALOGUE

What is this?

It is a banana peel.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. 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. (30min)

# DIALOGUE

What do you see?

I can see a piece of paper.



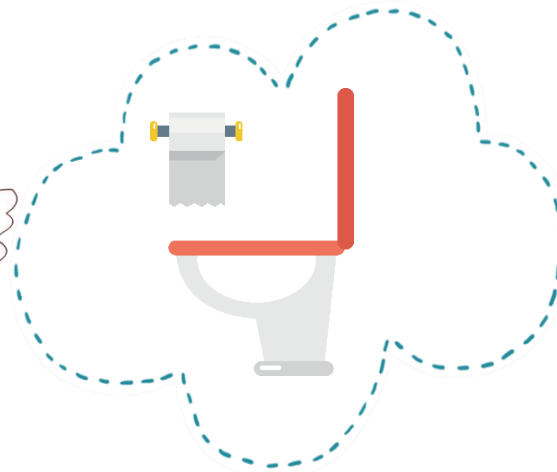
Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)



# DIALOGUE

What do you see?

I can see a roll of toilet paper.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. 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. (30min)

# DIALOGUE

What do you see?

I can see a plastic bottle.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. 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. (30min)

# DIALOGUE

What do you see?

I can see a pop can.

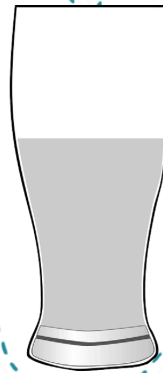


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

# DIALOGUE

What do you see?

I can see a glass.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. 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. (30min)

# GAME

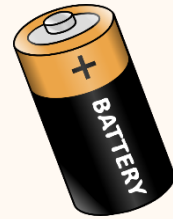
**Click the Word**



Tips: 1. Teacher reads the word and let the students follow. 2. Let the students click the words. 3. The teacher is responsible for correcting the pronunciation of the students. ( 2 min )

# ♥♥ PRACTICE ♥♥

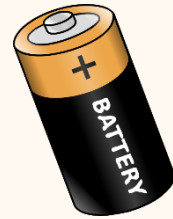
## Recyclable Items.



Tips: Have students choose the recyclable items. If students give the right answer, the item will move into the recyclable trash can. (2min)

# ♥♥ PRACTICE ♥♥

## Recyclable Items.

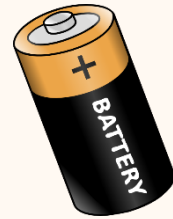


Tips: Have students choose the recyclable items. If students give the right answer, the item will move into the recyclable trash can. (2min)



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# ♡♡ PRACTICE ♡♡

## Recyclable Items.

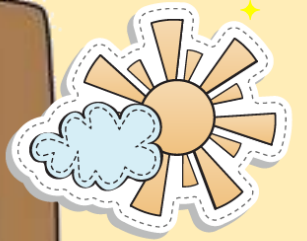


Tips: Have students choose the recyclable items. If students give the right answer, the item will move into the recyclable trash can. (2min)

# CONCLUSION

## Words

paper, toilet paper, plastic  
bottle, pop can, glass, battery,  
cigarette end, banana peel



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

# CONCLUSION

## Sentences

**What is this?**

**It is a piece of paper.**

**What do you see?**

**I can see a battery.**



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

SEE YOU!



BULA