



**IT IS A PIANO**



**BULA**



**K2-U2-L4**



**WORD**

**campfire**



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**

**soap**



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**

**piano**



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**

**shout**



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**

**loud**



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**

**soft**



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)



**What is it?**

**It is a piano.**

**What is he doing? He is shouting.**

**What does it sound like?**

**It sounds loud.**



Tips: Firstly, teacher reads sentences loudly. Then, teacher guides students to read sentences loudly twice . (1 min)



# SENTENCE

01



**What is it?**

**It is campfire.**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “It is ...” , then guides students to answer the underlined part. (1 min)

# SENTENCE

02



**What is it?**

**It is a piano.**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “It is ...” , then guides students to answer the underlined part. (1 min)

# SENTENCE

03



**What is it?**

**It is a piece of soap.**



Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “It is ...” , then guides students to answer the underlined part. (1 min)

# SENTENCE

04

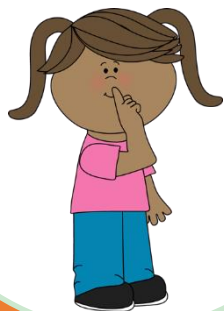


**What is he doing?**  
**He is shouting.**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “He is ...” , then guides students to answer the underlined part. (1 min)

# SENTENCE

05



**What does it sound like?**

**It sounds soft.**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “This is ...” , then guides students to answer the underlined part. (1 min)

# SENTENCE

06



**What does it sound like?**

**It sounds loud.**



Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence, Thirdly, teacher reads “This is ...” , then guides students to answer the underlined part. (1 min)

# DIALOGUE

What is it?

It is campfire.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. (1 min)



# DIALOGUE

What is it?

It is a piece  
of soap.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. (1 min)

# DIALOGUE

What is it?

It is a piano.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. (1 min)

# DIALOGUE

What is he doing?

He is shouting.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. (1 min)

# DIALOGUE

What does it sound like?

It sounds loud.



Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. (1 min)

# PRACTICE



## Mole Attack.

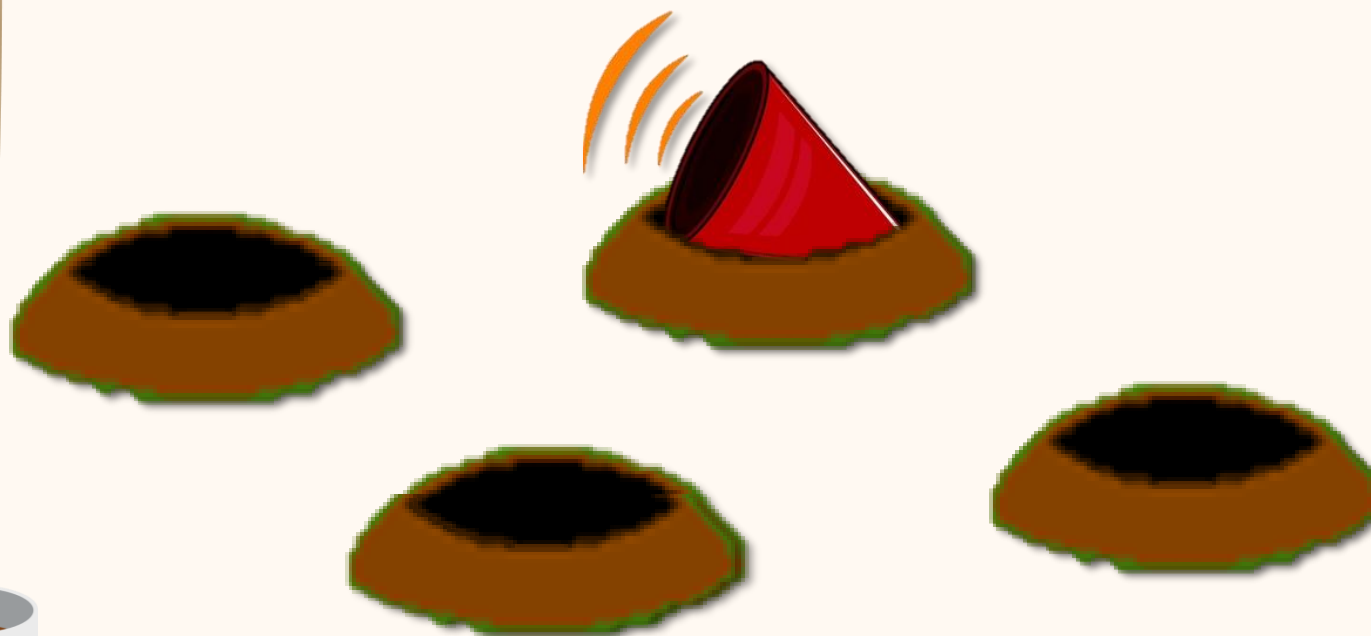


Tips: There will be a picture popped up firstly. Then, teacher guides students what it is. Thirdly, teacher clicks the picture. There will be another picture popped up. Teacher guides students to answer what it is. Then, teacher clicks the picture again. The rest can be done in the same manner. (2 min)

# PRACTICE



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# PRACTICE



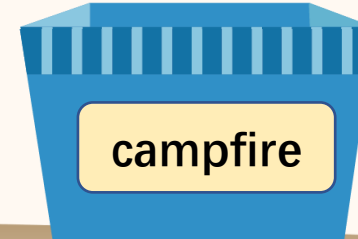
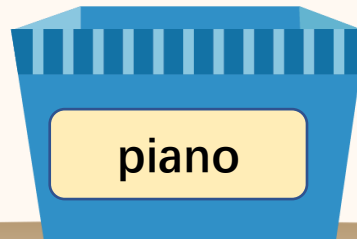
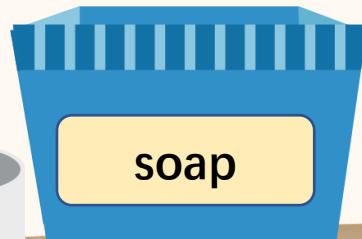
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Tips: There will be a picture popped up firstly. Then, teacher guides students what it is. Thirdly, teacher clicks the picture. There will be another picture popped up. Teacher guides students to answer what it is. Then, teacher clicks the picture again. The rest can be done in the same manner. (2 min)

# ♡♡ PRACTICE ♡♡

Guess Box.

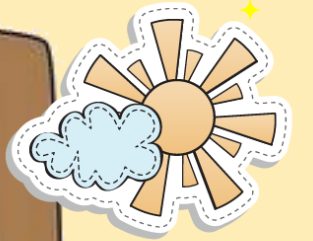


Tips: Teacher asks students what pictures are above the box. Then, teacher guides students to give the right answer. Thirdly, teacher clicks pictures one by one. They will move into their own box. (2 min)

# CONCLUSION

## Words

campfire, soap, piano,  
loud, soft, shout



Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words.(1 min)

# CONCLUSION

## Sentences

What is it? It is a piano.

What is he doing? He is shouting.

What does it sound like?

It sounds loud.



Tips: Firstly, teacher reads sentences one by one. Then, students read after teacher. There will be a pause between two sentences.(1 min)

SEE YOU!



B U L A

