



**I LOVE MY  
FAMILY**



**BULA**



**K2-U3-L8**



**WORD**

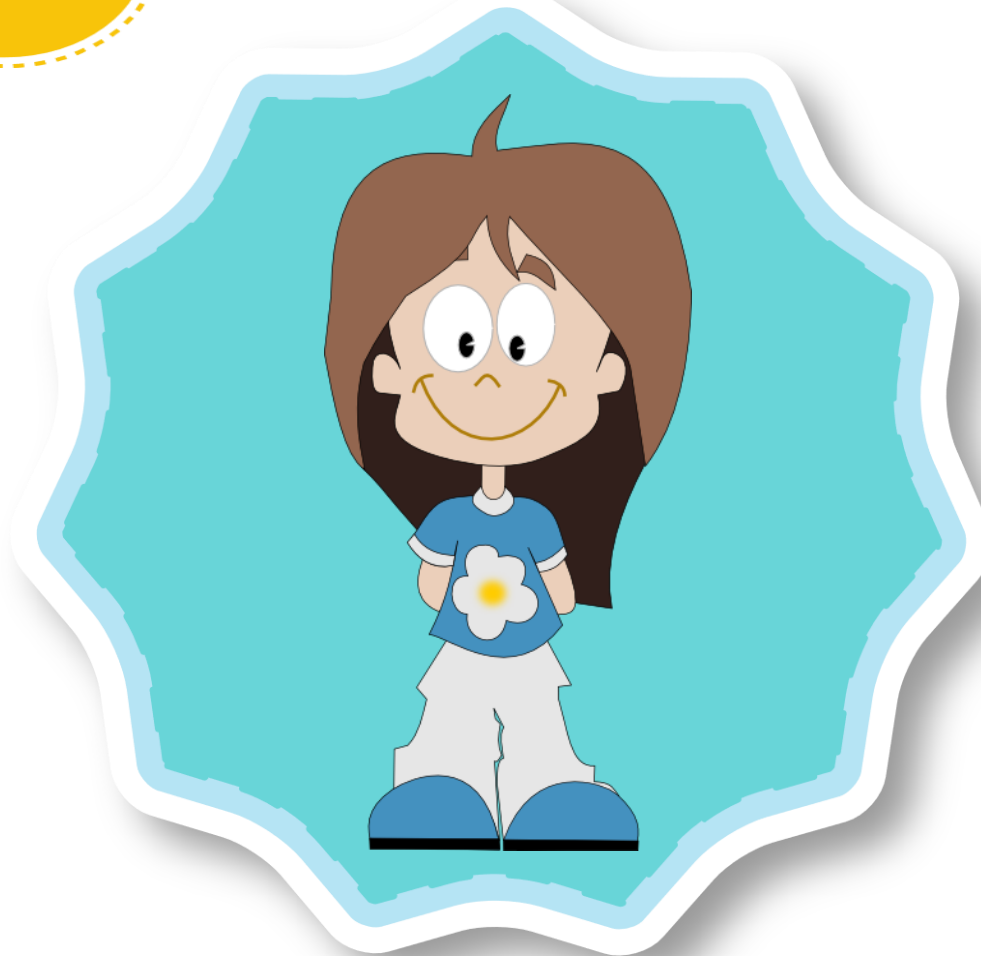
**family**



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

**WORD**

**girl**



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

**WORD**

**boy**



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

**WORD**

**love**



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.



# SENTENCE



**Who is he? He is a boy.**

**Who are they?**

**They are my family.**

**Is she a girl? Yes, she is.**

**Do you love your mom? Yes, I do.**



Tips: Firstly, teacher reads sentences loudly. Then, teacher guides students to read sentences loudly twice .

# SENTENCE

01



**Who is he?**

**He is a boy.**

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



**Who are they?**

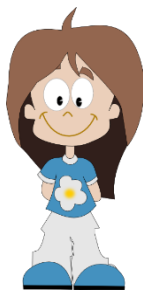
**They are my family.**

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



**Is she a girl?**

**Yes, she is.**

**She is a girl.**

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



**Do you love your mom?**

**Yes, I do.**

**I love my mom.**

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

Who are they?

They are my family.



Tips: Teacher reads the 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. (30 seconds)

# DIALOGUE

Are they your family?

Yes, they are. They are my family.



Tips: Teacher reads the 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. (30 seconds)

# DIALOGUE

Who is he?

He is a boy.



Tips: Teacher reads the 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. (30 seconds)

# DIALOGUE

Is he a boy?

Yes, he is.

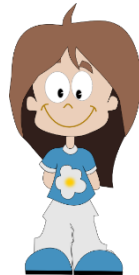


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

Who is she?

She is a girl.

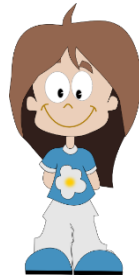


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

Is she a girl?

Yes, she is.



Tips: Teacher reads the 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. (30 seconds)



# DIALOGUE

Do you love your family?

Yes, I do. I love my family.



Tips: Teacher reads the 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. (30 seconds)

# DIALOGUE

Do you love your  
mom?

Yes, I do. I love  
my mom.

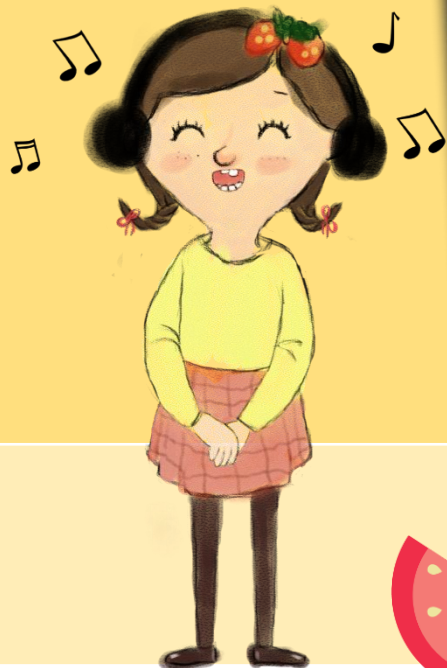


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)



# CHANT

## I Love My Family



I have a family, a big family!  
Grandpa, grandma!  
Dad and mom!  
And my little brother!  
I am a girl.  
He is a boy.  
Grandpa and Grandma  
are walking the dog.  
My dad and mom  
are taking a walk.



Tips: 1. Guide the students to sing the song. 2. Pay attention to the words we've learned. 3. Correct the mistakes. (1 min.)



# CHANT

## I Love My Family



My brother is  
cutting out the paper.  
I Love my grandma and grandpa.  
I love my dad and mom.  
I love my brother.  
I love my family.



Tips: 1. Guide the students to sing the song. 2. Pay attention to the words we've learned. 3. Correct the mistakes. (1 min.)



# GAME



## family



# DRAW



Tips: Teacher clicks the “Draw” button firstly. Then, there will be a cartoon picture. Teacher guides students to give the right answer. There will be the right answer popped up if teacher clicks the “Draw” button again. There are totally 3 words in this slide. (2 min)

# PRACTICE

**Magic Flower.**

Do you love  
your mom?



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

family, boy, girl, love



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

# CONCLUSION



## Sentences

Who is he?

He is a boy.

Who are they?

They are my family.

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



# CONCLUSION



## Sentences

Is she a girl?

Yes, she is.

Do you love your mom?

Yes, I do.

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

SEE YOU!



B U L A

