



IT IS MY DOG



BULA

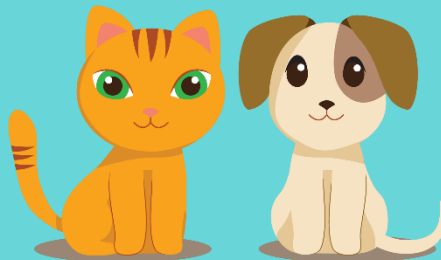


K2-U3-L3



WORD

pets



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

cat



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

dog



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 my dog.

What are they? They are my pets.

Is this a cat?

Yes, it is.

Are they your pets? Yes, they are.



SENTENCE

01



What are they?

They are my pets.

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

SENTENCE

02



What is it?

It is my dog.

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



Is this a cat?

Yes, it is.

It is my cat.

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

SENTENCE

04



Is this a cat?

No, it isn't.

It is my dog.

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher reads “No, ...” , then guides students to answer the underlined part. (1 min)

SENTENCE

05



Are they your pets?

Yes, they are.

They are my pets.

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

DIALOGUE

What are they?

They are my pets.



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
pets?

Yes, they are.
They are my pets.



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

What is it?

It is my dog.



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 this your cat?

No, it isn't. It is
my dog.



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 this your dog?

Yes, it is. It is my dog.



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

What is it?

It is my cat.



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DIALOGUE

Is this your dog?

No, it isn't. It is
my cat.



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 this your cat?

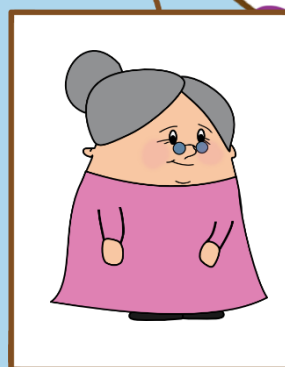
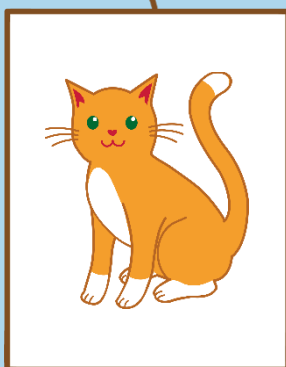
Yes, it is. It is my cat.



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)

GAME

**Choose the
Correct Picture**



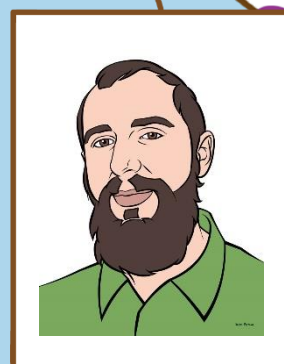
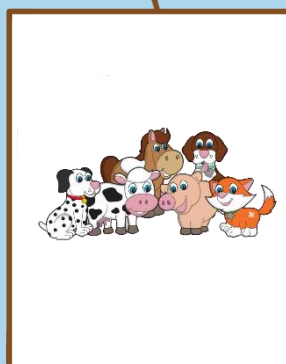
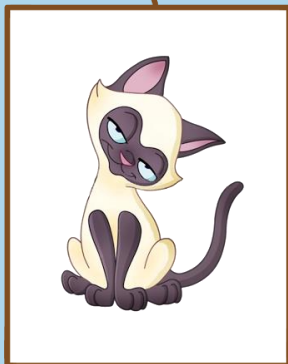
pets



Tips: Teacher guides students to choose the right picture. Teacher is responsible for correcting the error of pronunciation.(2min)

GAME

**Choose the
Correct Picture**



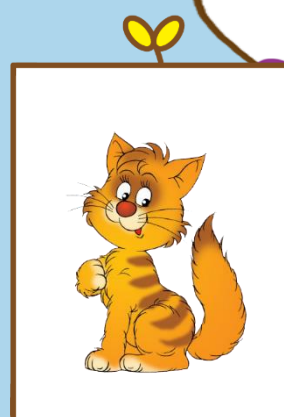
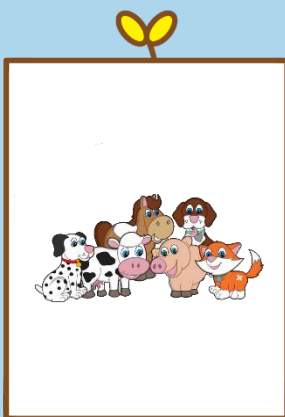
dog



Tips: Teacher guides students to choose the right picture. Teacher is responsible for correcting the error of pronunciation.(2min)

GAME

**Choose the
Correct Picture**



cat



Tips: Teacher reads the word, then clicks the words firstly. Thirdly the picture will pop up. The teacher can guide students guess what is it. At last, the teacher is responsible for correcting pronunciations. (2 min)

GAME

Click the Word

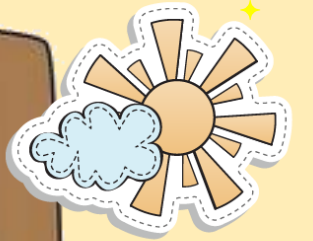


Tips: Teacher guides students to click the words. Teacher is responsible for correcting the error of pronunciation.(2 min)

CONCLUSION

Words

pets, dog, cat



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

CONCLUSION

Sentences

What is it? It is my dog.

What are they? They are my pets.

Is this a cat? Yes, it is.

Are they your pets? Yes, they are.



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

