

# INITIAL SOUND /L/

# K2-U7-L9

**WORD**

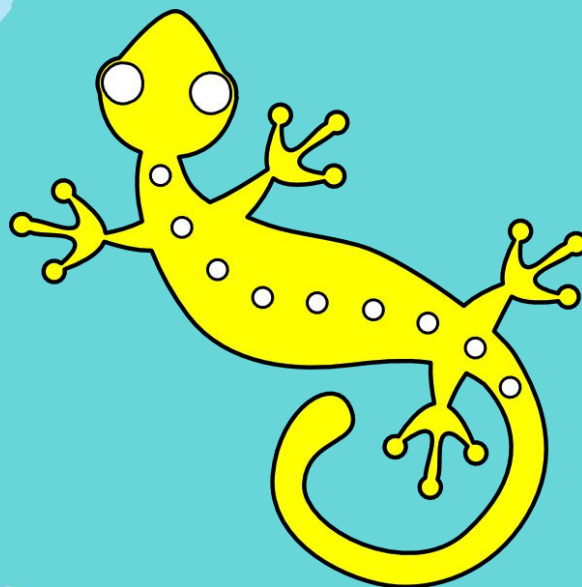
**lollipop**



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

**WORD**

**lizard**



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

**WORD**

**look**

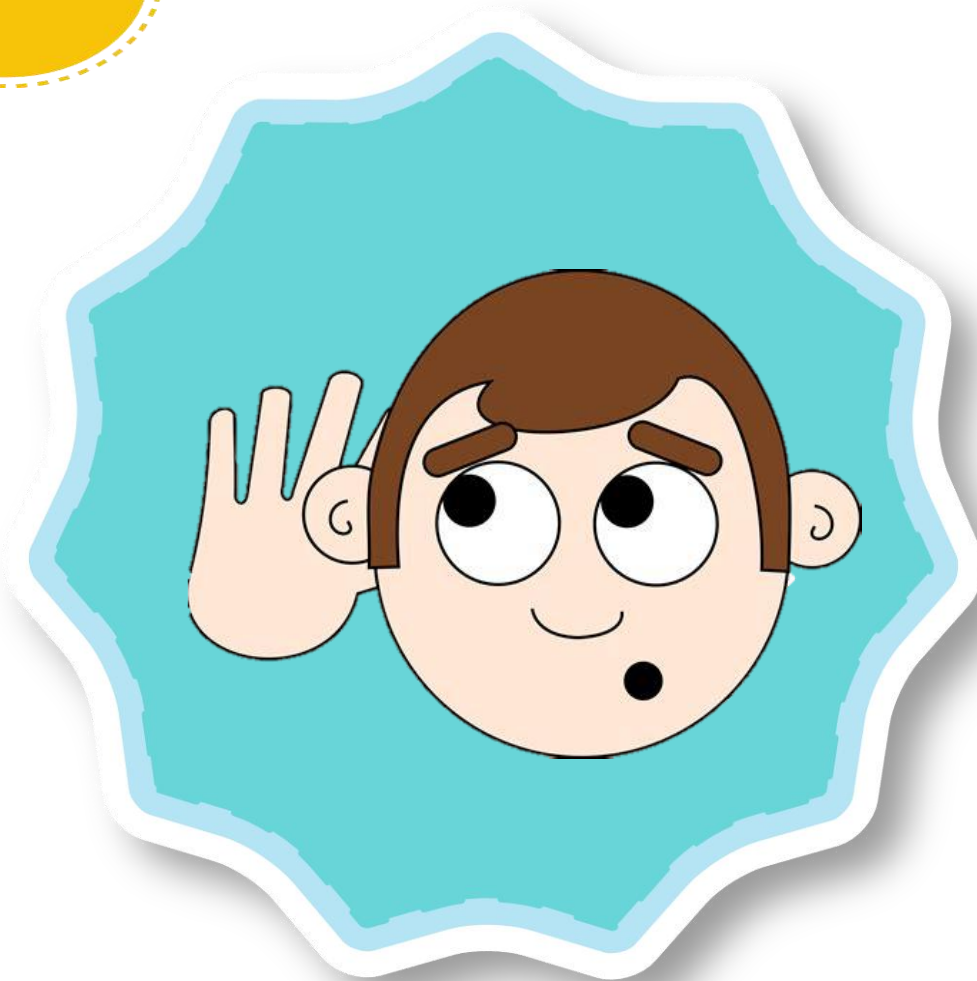


Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. ( 1 min )



**WORD**

**listen**



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

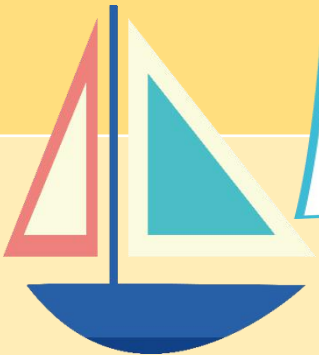


# SENTENCE



**What is that?  
That is a lollipop.  
What do you see?  
I see a lizard.**

**Look at the blackboard, please.  
Listen to me, please.**



# SENTENCE

01



**What is that?**

**That is a lollipop.**

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



**What is that?**

**That is a lizard.**



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



**What do you see?**

**I see a lollipop.**

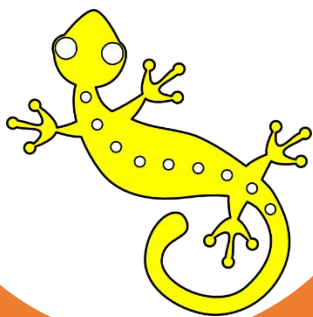
Tips: Firstly, teacher guides the students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)



# SENTENCE



04



**What do you see?**

**I see a lizard.**



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



**Look at the blackboard,  
please.**

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



**Listen to me, please.**



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)

# PRACTICE



**What do you see?**

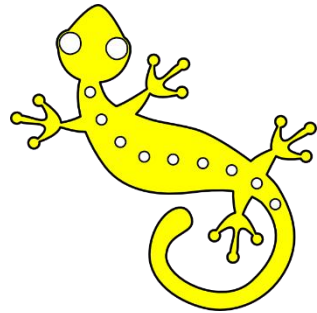
- A. lizard**
- B. lollipop**
- C. dog**
- D. look**



# PRACTICE



**What is that?**



- A. lizard**
- B. lollipop**
- C. dog**
- D. look**



Tips: 1. Point to the picture, and let the students tell the word. 2. Answer the question. 3. Correct the mistakes. (1 min)

# DIALOGUE

What is that?

That is a lollipop.

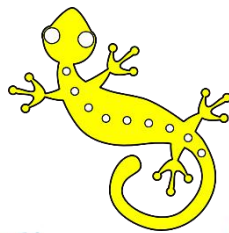


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

What is that?

That is a lizard.

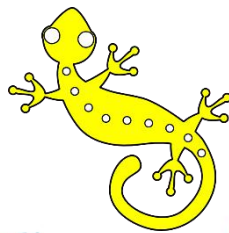


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

What do you see?

I see a lizard.



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

What do you see?

I see a lollipop.

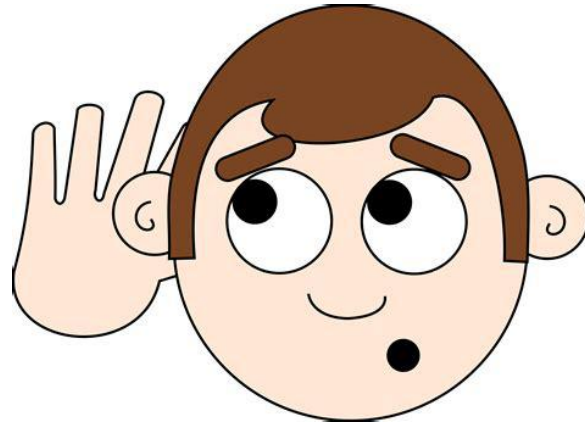


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)





# GAME



## 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)



# GAME



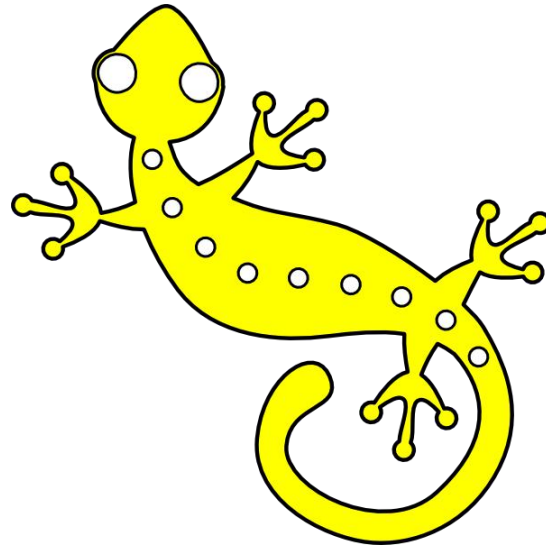
## DRAW



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# GAME



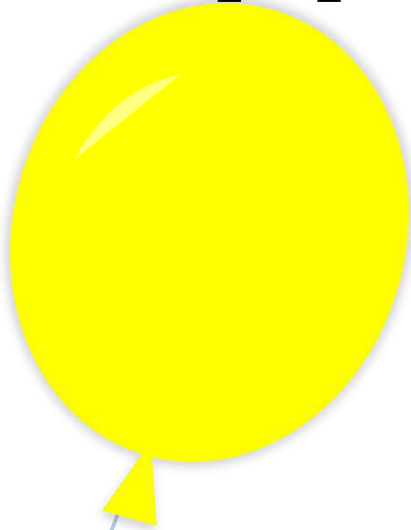
**DRAW**



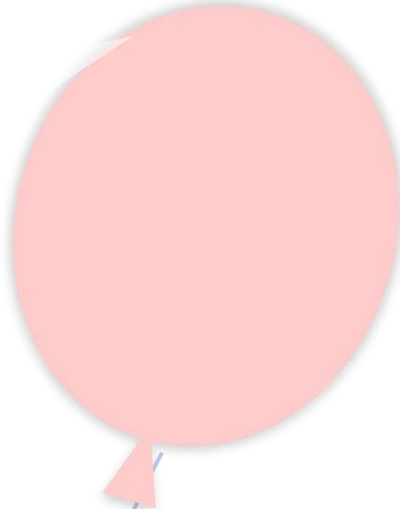
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# GAME

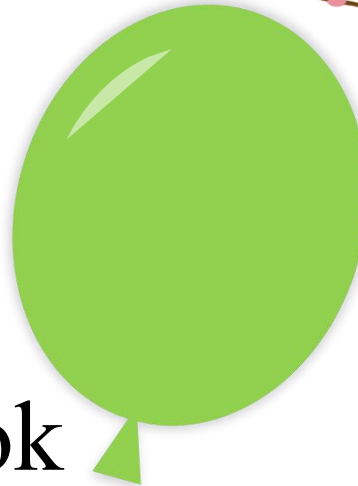
lollipop



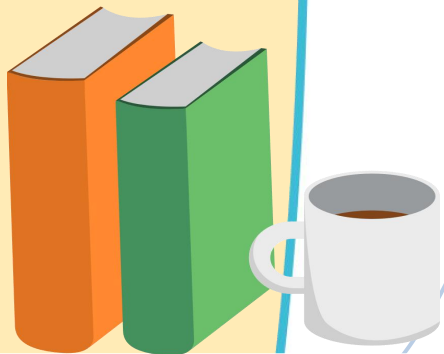
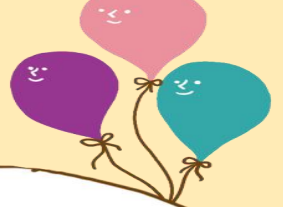
lizard



look



**Click the Word**

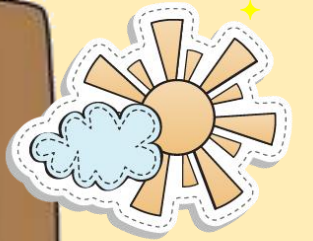


Tips: 1. Teacher reads the word and let the students follow. 2. Let the students click the words. They will turn into pictures. 3. The teacher is responsible for correcting the pronunciation of the students. (2 min)

# CONCLUSION

## Words

lollipop, lizard, look, listen



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

What is that?

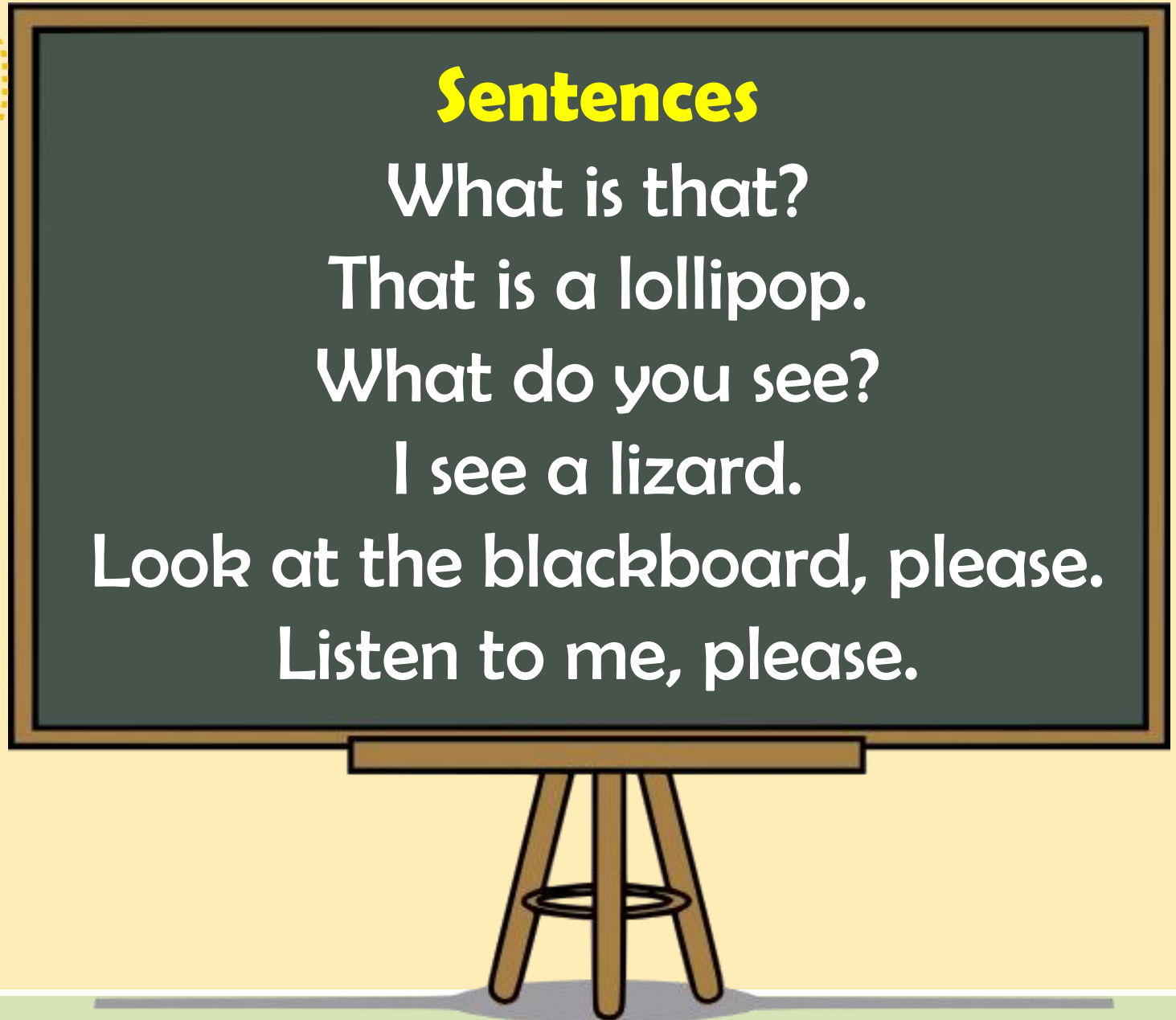
That is a lollipop.

What do you see?

I see a lizard.

Look at the blackboard, please.

Listen to me, please.



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

