



**I HAVE A BIKE**



**BULA**



**K3-U2-L7**

**WORD**

**pencil**



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**

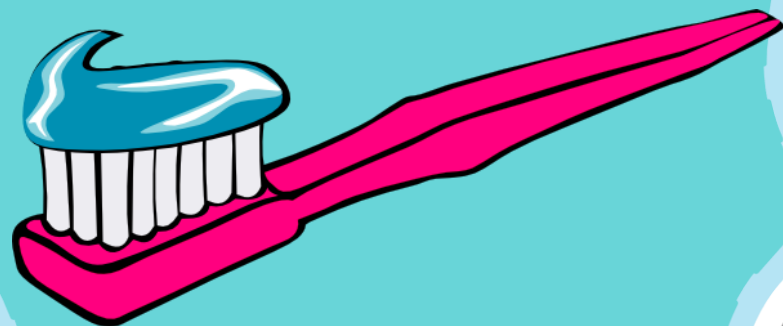
**cell phone**



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**

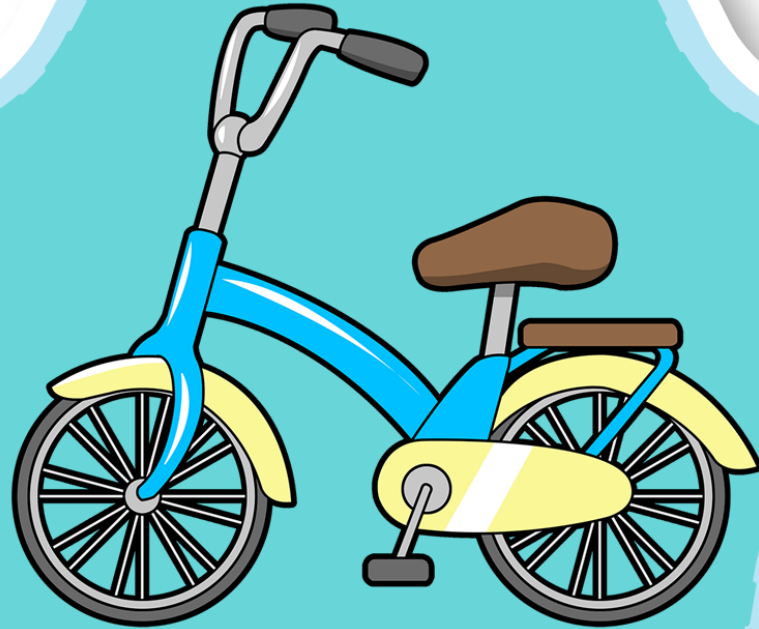
**toothbrush**



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**

**bike**



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**

**key**

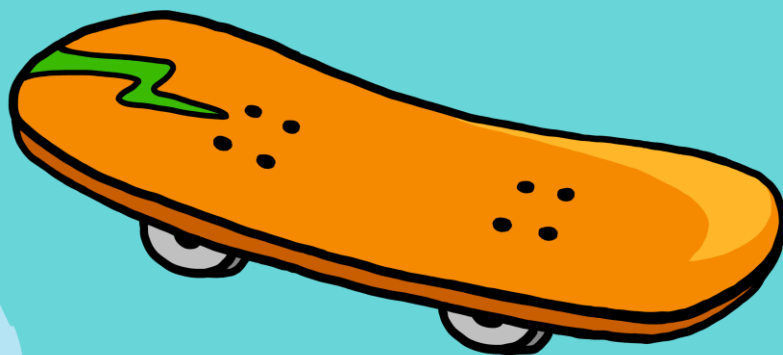


Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )



**WORD**

**skateboard**



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



**What do you have?**  
**I have a bike.**



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 do you have?**

**I have two pencils.**

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

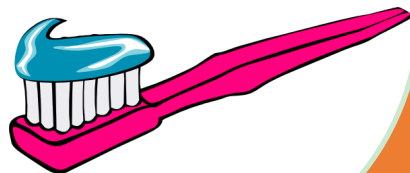


**What do you have?**  
**I have a cell phone.**

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

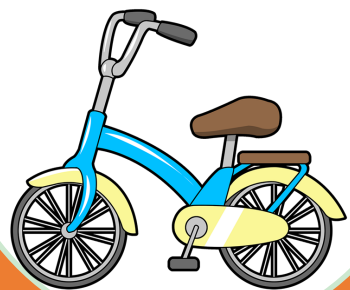


**What do you have?**  
**I have a toothbrush.**

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)

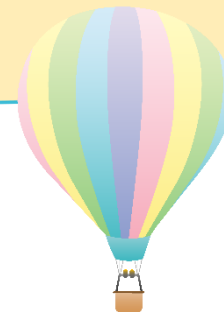
# SENTENCE

04



**What do you have?**

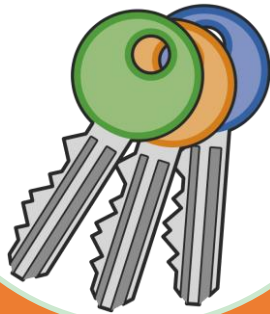
**I have a bike.**



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



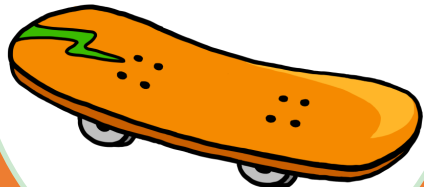
**What do you have?**

**I have three keys.**

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 have?**  
**I have a skateboard .**

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 do you have?

I have four pencils.



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. (1min)



# DIALOGUE

What do you have?

I have a cell phone.

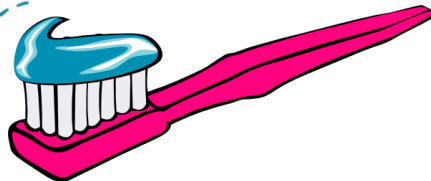


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (1min)

# DIALOGUE

What do you  
have?

I have a  
toothbrush.



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. (1min)

# DIALOGUE

What do you have?

I have a bike.



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. (1min)

# DIALOGUE

What do you have?

I have a key.

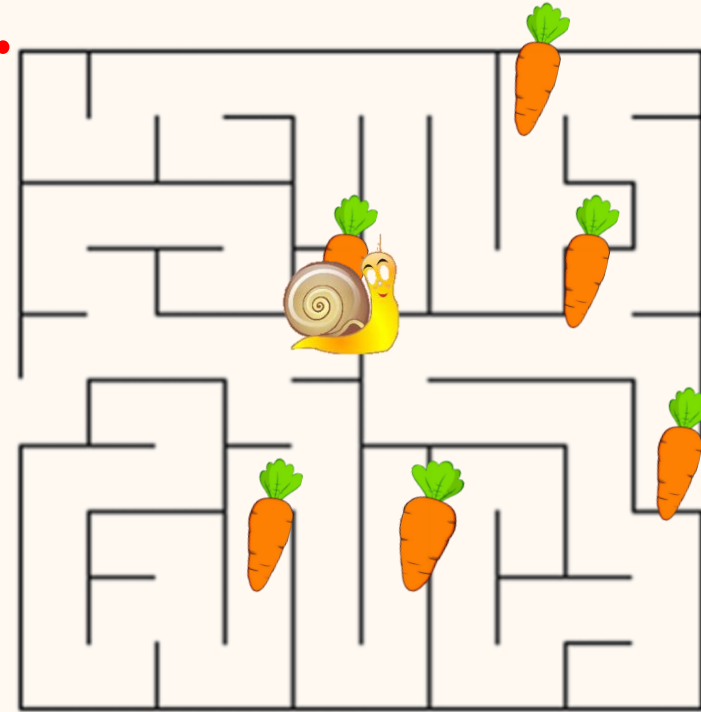
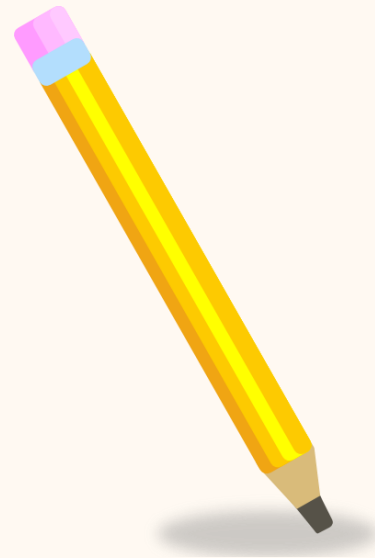


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (1min)

# PRACTICE



## Word Search Puzzle.

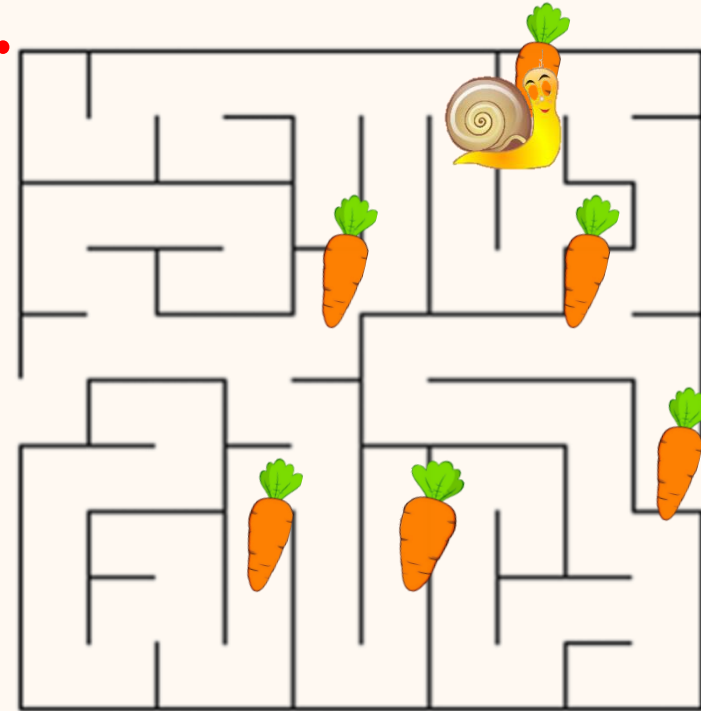


Tips: Teacher guides students to play the game. Firstly, teacher clicks the snail, it will move forward. Each time it eats one of carrots, there will be a picture popped up. Teacher reads words twice. (3min )

# PRACTICE



## Word Search Puzzle.

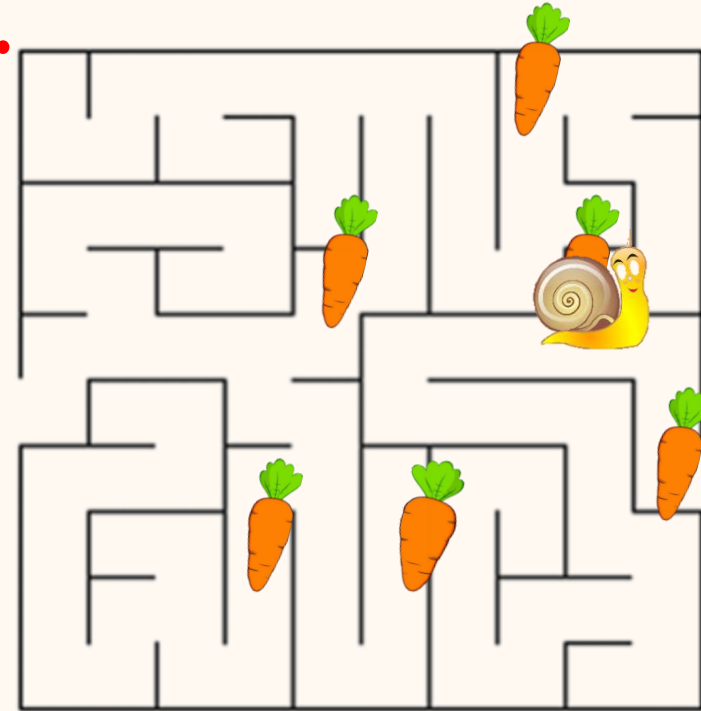
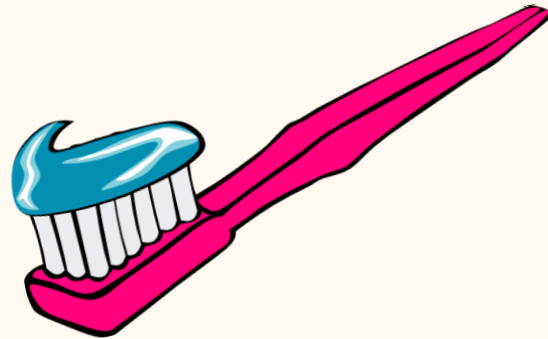


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# PRACTICE



## Word Search Puzzle.



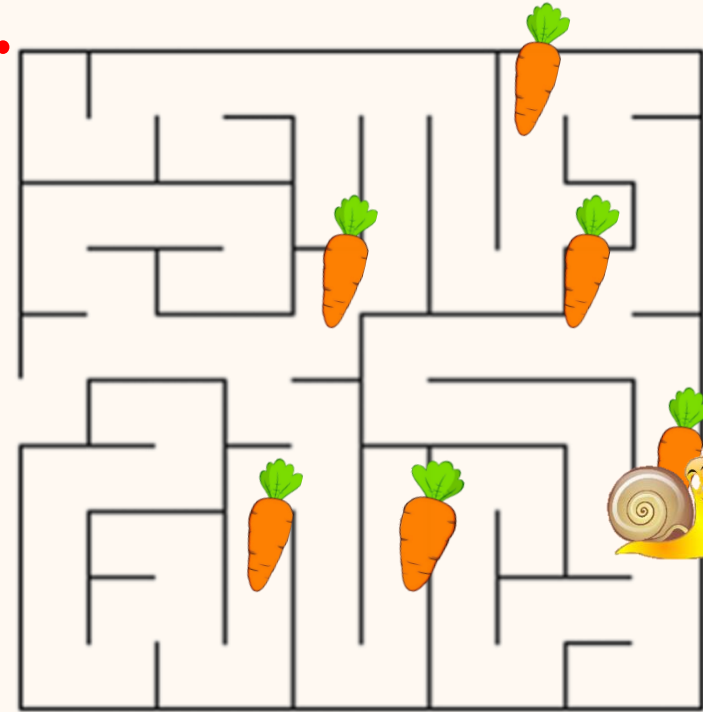
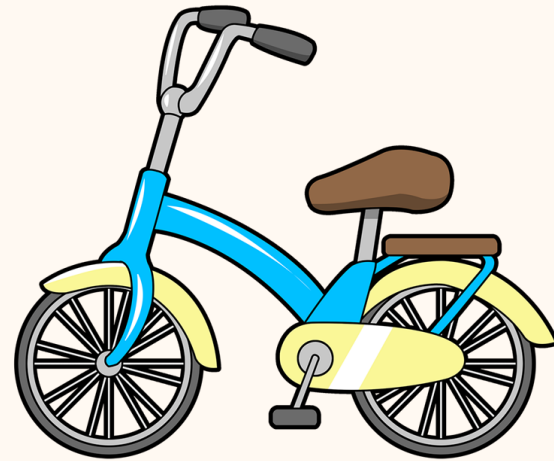
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# PRACTICE



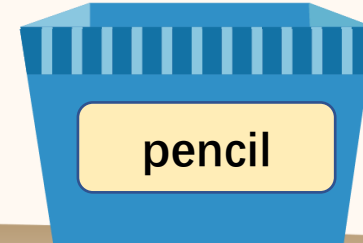
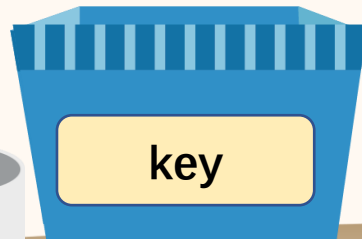
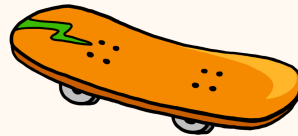
## Word Search Puzzle.



Tips: Teacher guides students to play the game. Firstly, teacher clicks the snail, it will move forward. Each time it eats one of carrots, there will be a picture popped up. Teacher reads words twice. (3min)

# ♥♥ PRACTICE ♥♥

Guess Box.

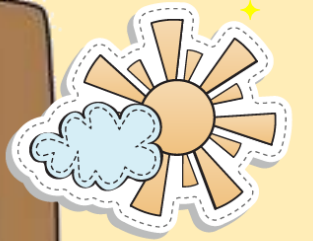


Tips: Teacher asks students what pictures are above the box. Then, teacher guides students to give the right answer. Thirdly, teacher clicks pictures one by one, They will move into their own box.(2min)

# CONCLUSION

## Words

pencil, cell phone,  
toothbrush, bike, key,  
skateboard



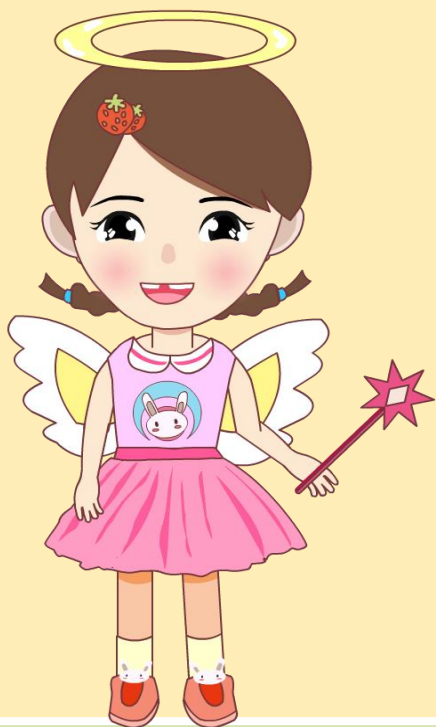
Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words. (1min)

# CONCLUSION

## Sentences

What do you have?

I have a bike.



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

SEE YOU!



B U L A

