



**HE IS MY  
GRANDPA**



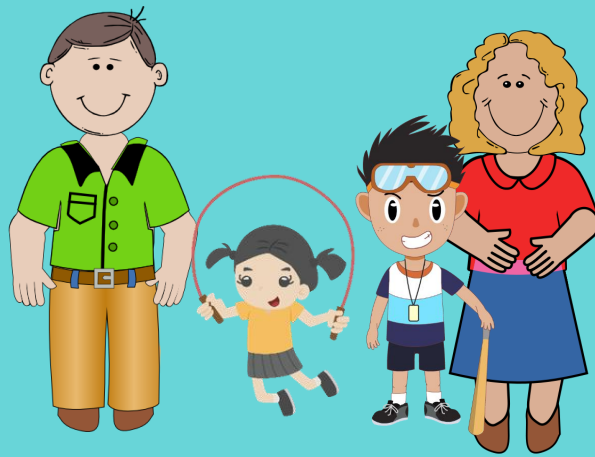
**BULA**



**K3-U3-L2**

**WORD**

**family**



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**

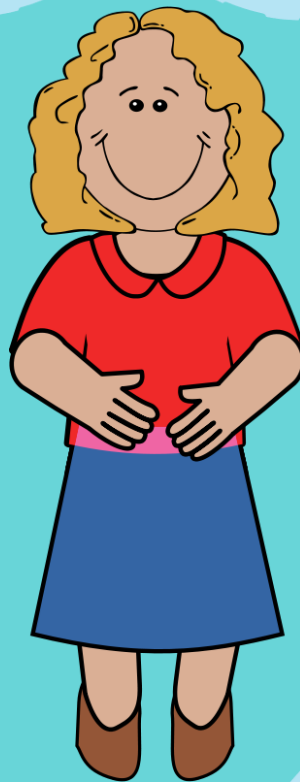
**dad**



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**

**mom**



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**

**grandpa**



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**

**grandma**



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**

**sister**



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**

**brother**



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**

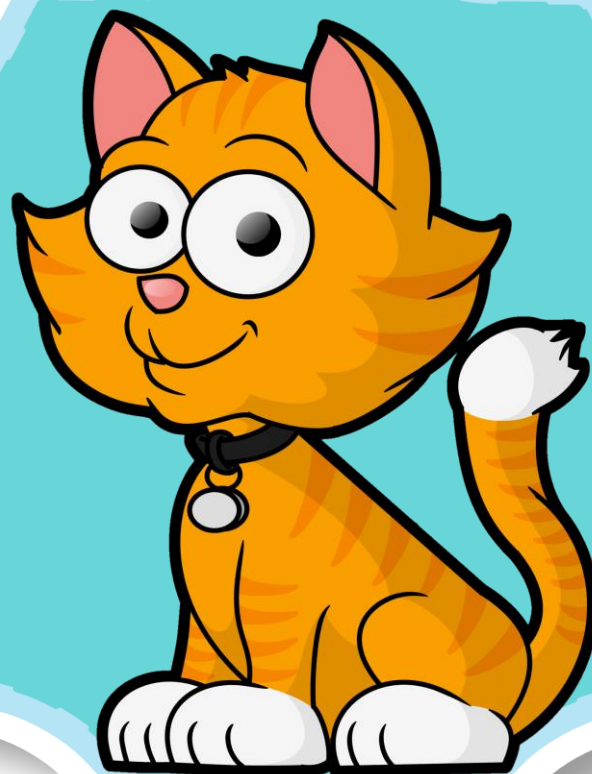
**dog**



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



# SENTENCE



**Who is he?**  
**He is my grandpa.**  
**What is it?**  
**It is a cat.**



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



**Who is he?**

**He is my grandpa.**

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



**Who is she?**

**She is my grandma.**

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



**Who is she?**

**She is my mom.**

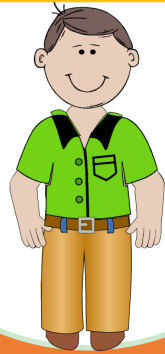


Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)



# SENTENCE

04



**Who is he?**

**He is my dad.**

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



**Who is she?**

**She is my sister.**



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 is it?**

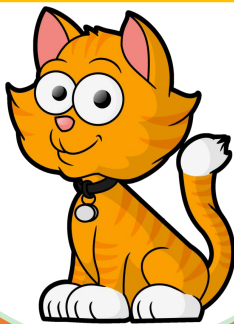
**It is a dog .**



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

07



**What is it?**

**It is a cat .**

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

Who is he?

He is my  
grandpa.



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. (30min)

# DIALOGUE

Who is she?

She is my  
grandma.



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. (30min)



# DIALOGUE

Who is she?

She is my  
mom.



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. (30min)

# DIALOGUE

Who is he?

He is my dad.



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. (30min)

# DIALOGUE

Who is she?

She is my  
sister.



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. (30min)

# DIALOGUE

What is it?

It is a dog.



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. (30min)

# DIALOGUE

What is it?

It is a cat.



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. (30min)

# GAME

**Click the Word**

nm

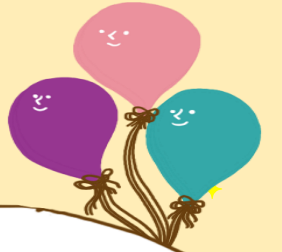


Tips: 1. Teacher reads the word and let the students follow. 2. Let the students click the words. 3. The teacher is responsible for correcting the pronunciation of the students. ( 2 min )





# GAME



**dog**



# DRAW

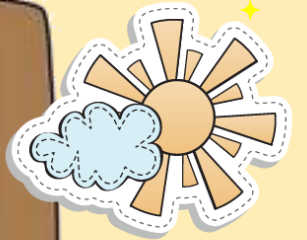


Tips: Teacher clicks the “Draw” button firstly. Then, there will be a cartoon picture. Teacher guides students to give the right answer. There will be the right answer popped up if teacher clicks the “Draw” button again. There are totally 3 words in this slide. (2 min)

# CONCLUSION

## Words

family, dad, mom, grandpa,  
grandma, sister, brother, dog,  
cat



Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words. (30s)

# CONCLUSION



## Sentences

Who is he?

He is my grandpa.

What is it?

It is a cat.

Tips: Firstly, teacher reads sentences one by one. Then, students read after teacher. There will be a pause between two sentences.(30s)

SEE YOU!



B U L A

