



# FEELINGS



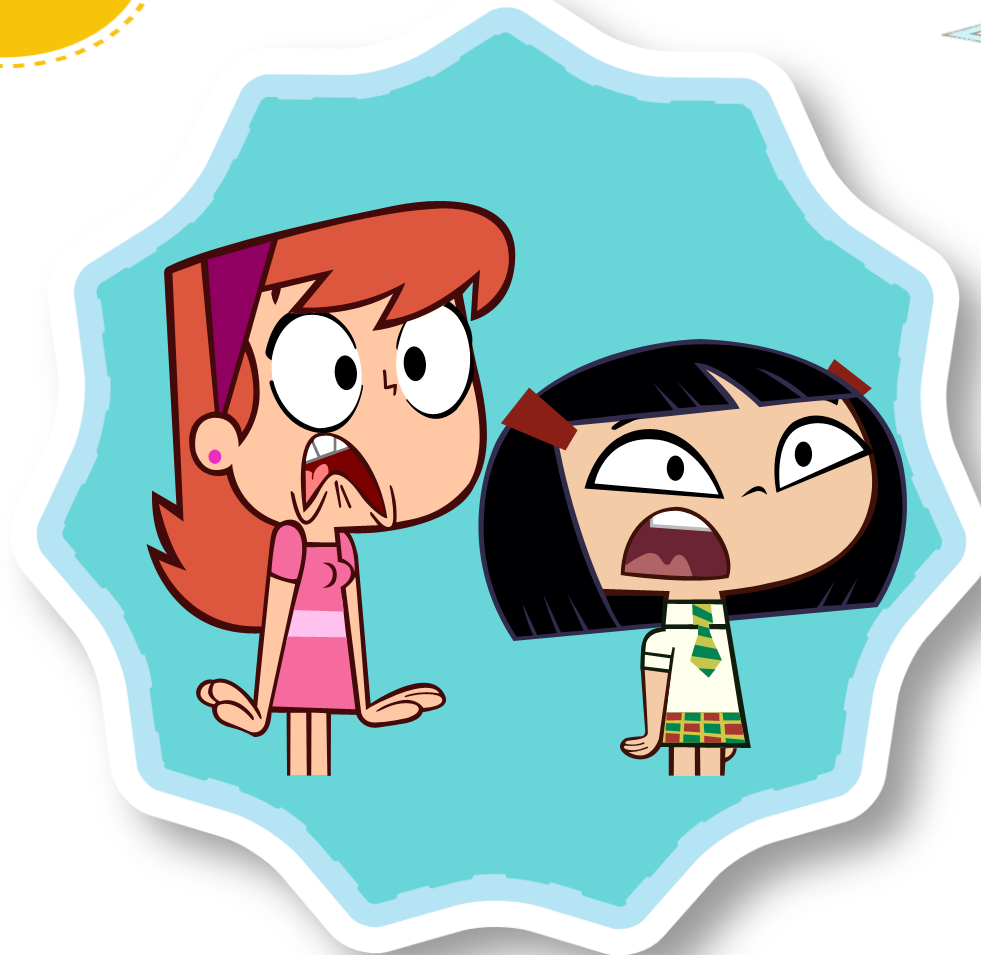
**BULIA**



**K3-U2-L2**

**WORD**

**amazed**



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**

**scared**



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**

**shy**



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**

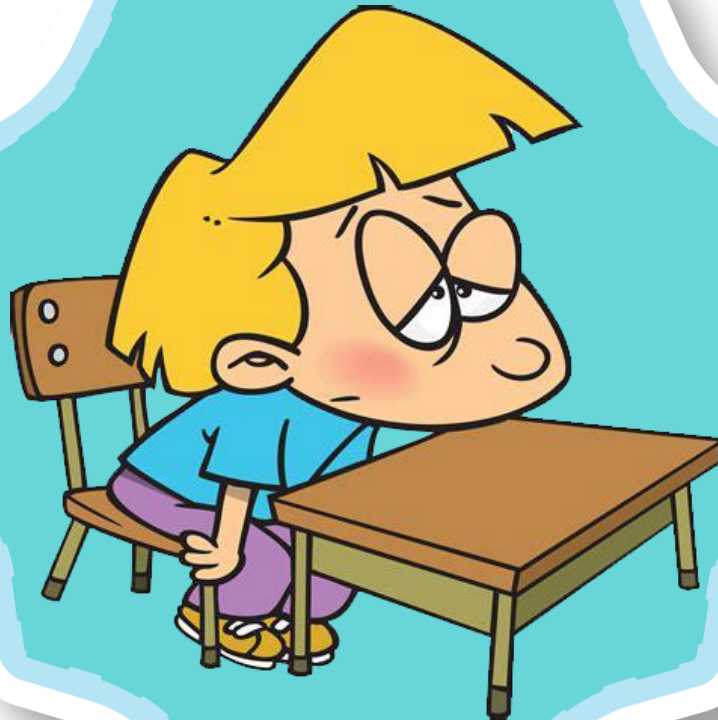
**nervous**



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**

**tired**



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**

**sick**



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



**Are you OK?**  
**Yes, I am. I'm amazed.**  
**Is she OK?**  
**No, she isn't. She is sick.**



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



**Are you OK?**

**Yes, I am. I'm amazed.**

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



**Are you OK?**

**No, I am not. I'm scared .**

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



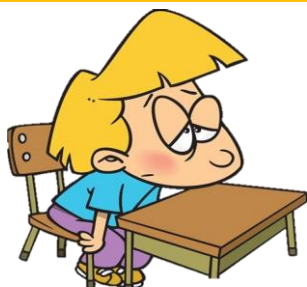
**Is she OK?**

**No, she isn't. She is sick.**

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



**Is he OK?**

**No, he isn't. He is tired .**

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



**Is she OK?**

**Yes, she is. She is shy.**

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

Are you OK?

No, I'm not.  
I'm sick.



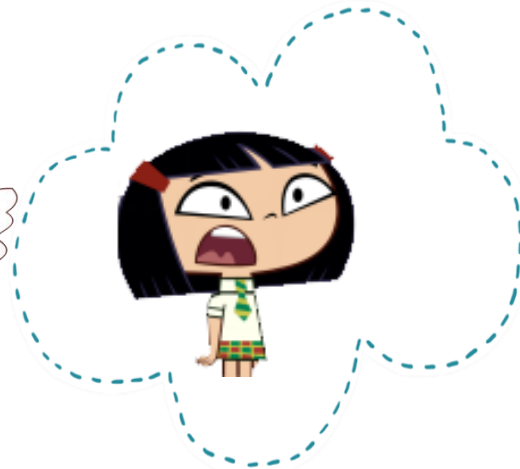
Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)



# DIALOGUE

Is she OK?

Yes, she is. She is amazed.



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. (30 seconds)

# DIALOGUE

Is he OK?

No, he isn't.  
He is scared.



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. (30 seconds)

# DIALOGUE

Is he OK?

No, he isn't.  
He is nervous.

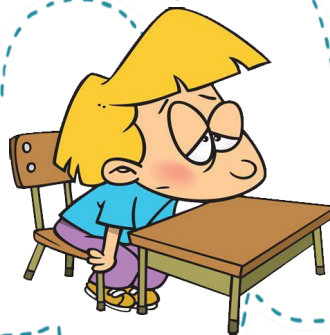


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

Is he OK?

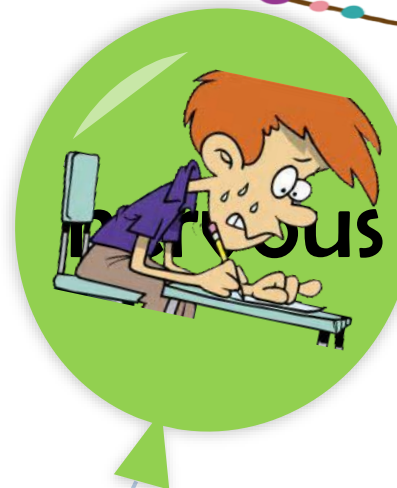
No, he isn't.  
He is tired.



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. (30 seconds)

# GAME

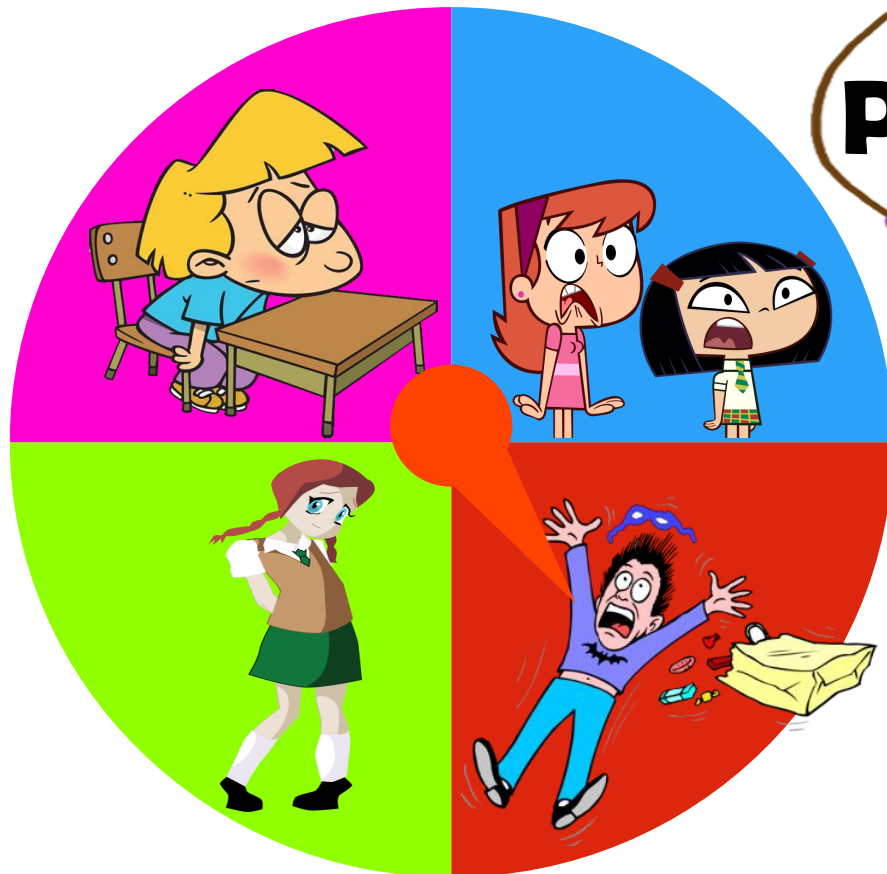
**Click the Word**



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

## Play the Turntable

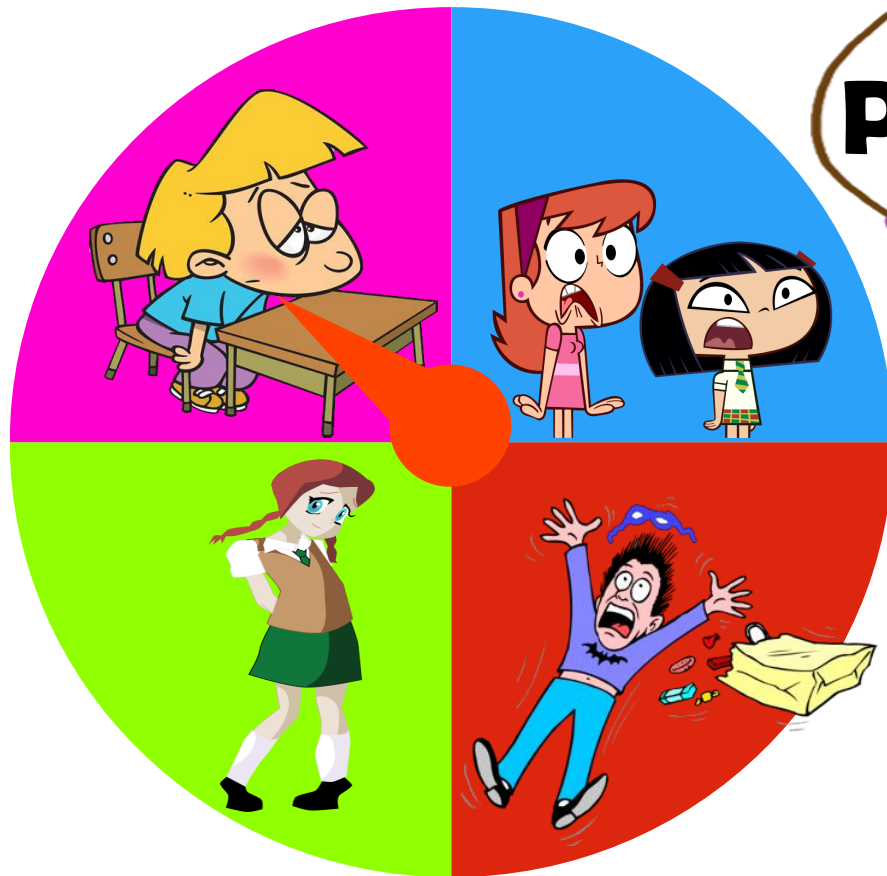


Tips: Click the turntable, the pointer will refer to an action, then the teacher can let the students read it loudly. At last, the teacher can use props to show students what words are in real life. At last, teacher can correct student's pronunciations. (2 min)



# GAME

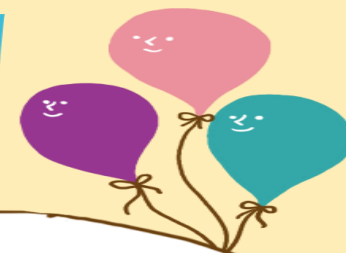
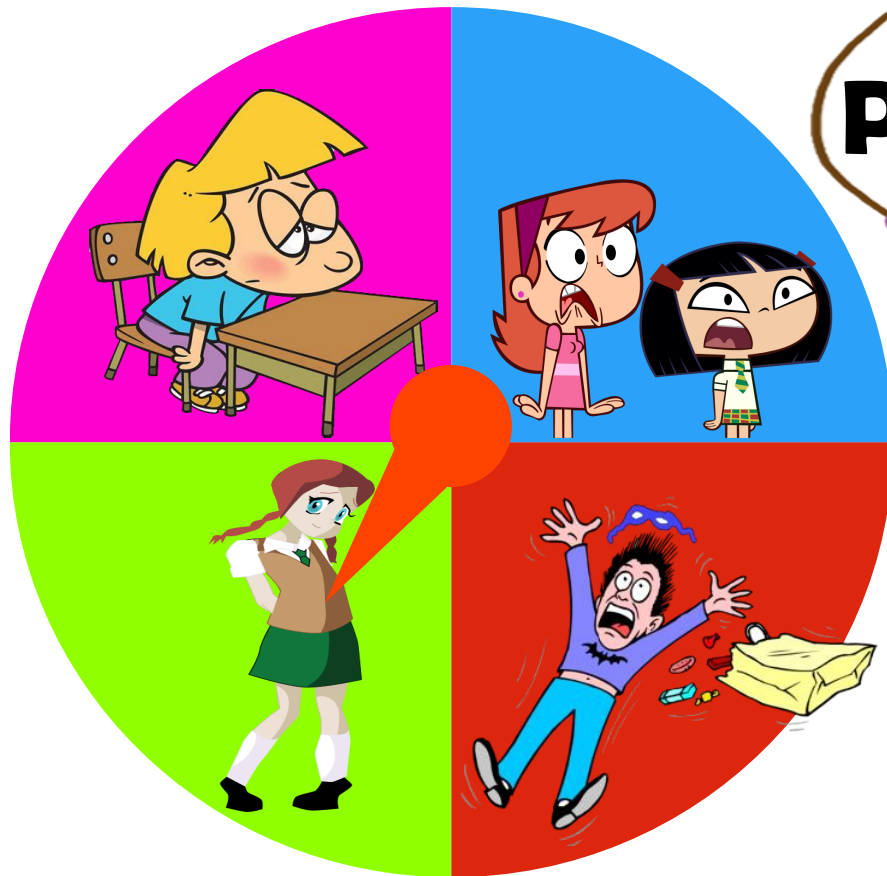
## Play the Turntable



Tips: Click the turntable, the pointer will refer to an action, then the teacher can let the students read it loudly. At last, the teacher can use props to show students what words are in real life. At last, teacher can correct student's pronunciations. (2 min)

# GAME

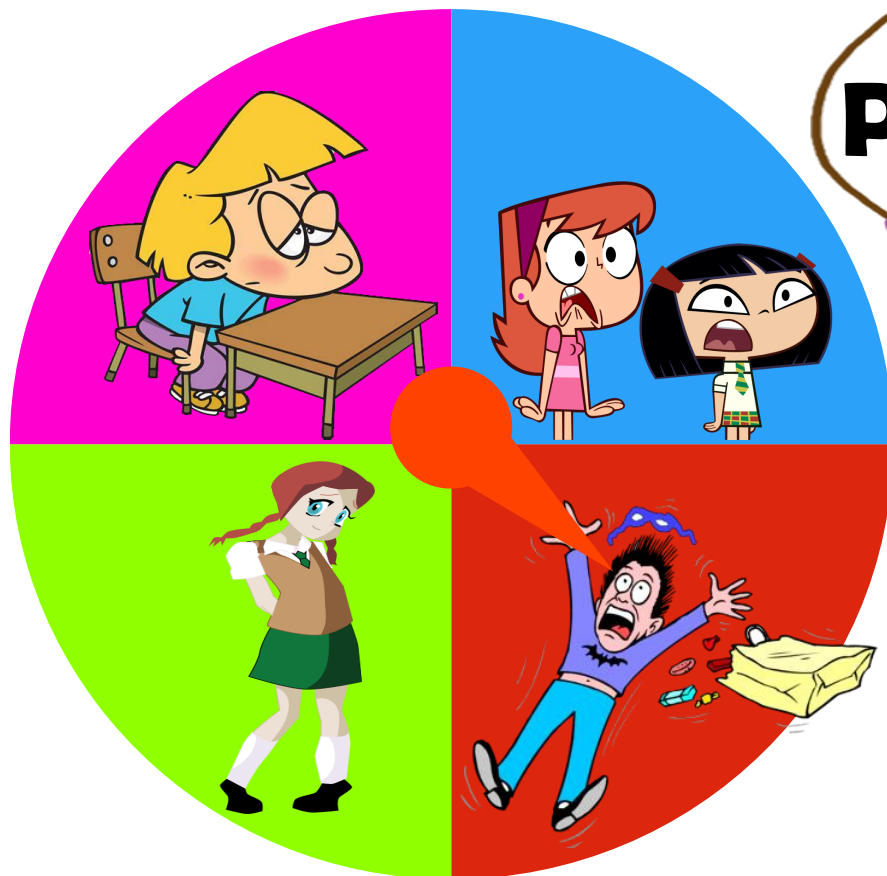
## Play the Turntable



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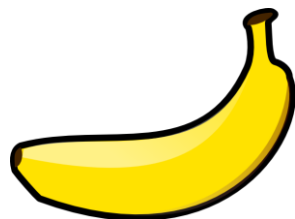
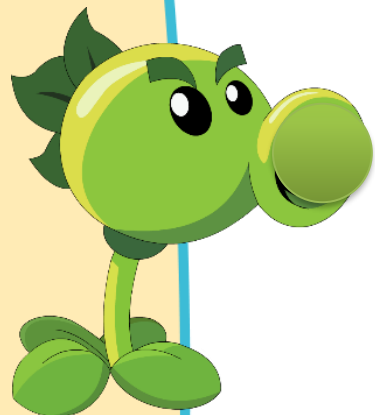
# GAME

## Play the Turntable

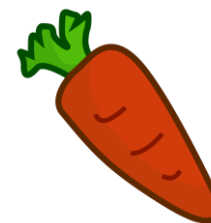


Tips: Click the turntable, the pointer will refer to an action, then the teacher can let the students read it loudly. At last, the teacher can use props to show students what words are in real life. At last, teacher can correct student's pronunciations. (2 min)

# GAME

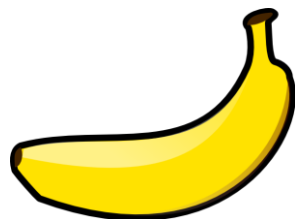
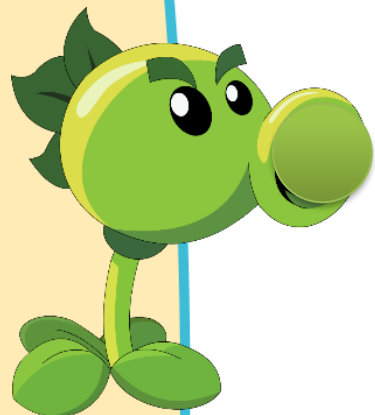


**Shooting**

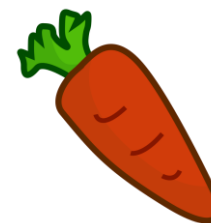


Tips: The teacher guides students to answer what the picture is. Firstly, teacher clicks one of the pictures. There will be a bullet hitting the picture if it is today's words we are learning. If it isn't what we've learned, it will be a forbidden icon popped near the sprinkling can.(2 min)

# GAME



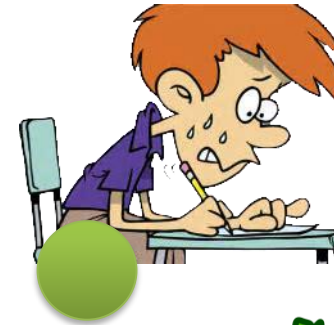
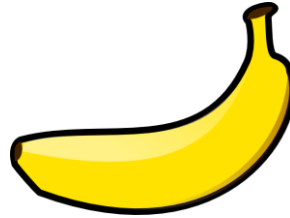
**Shooting**



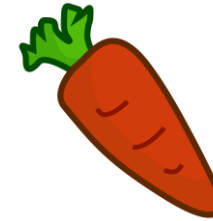
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# GAME



**Shooting**



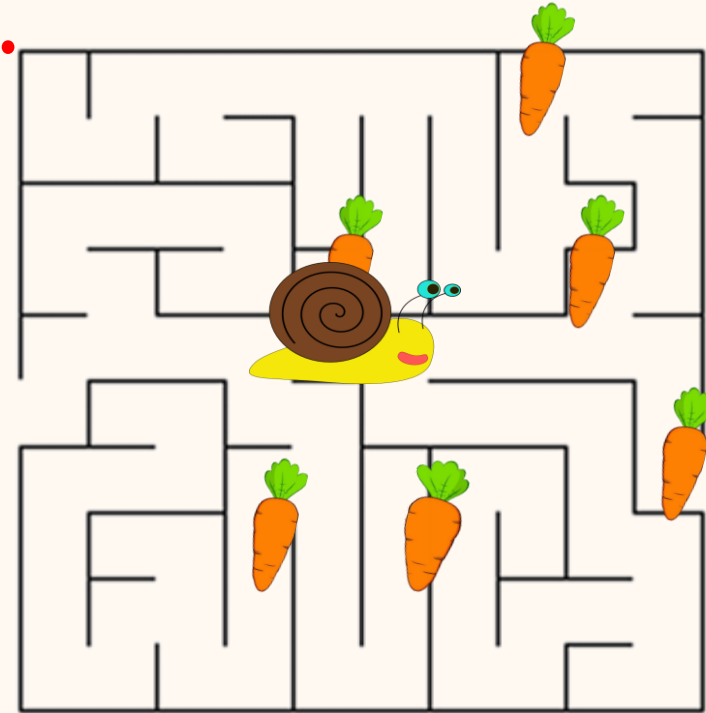
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# ♥♥ PRACTICE ♥♥



## Word Search Puzzle.

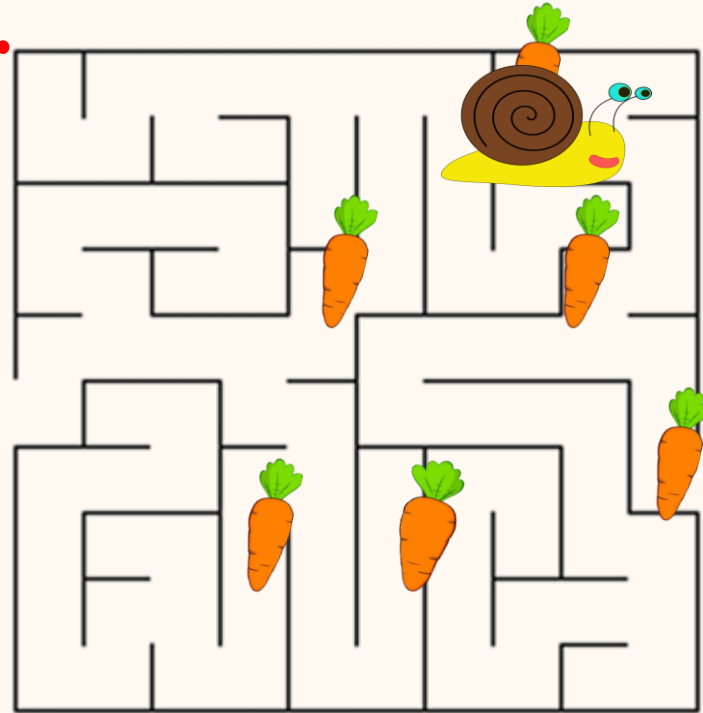
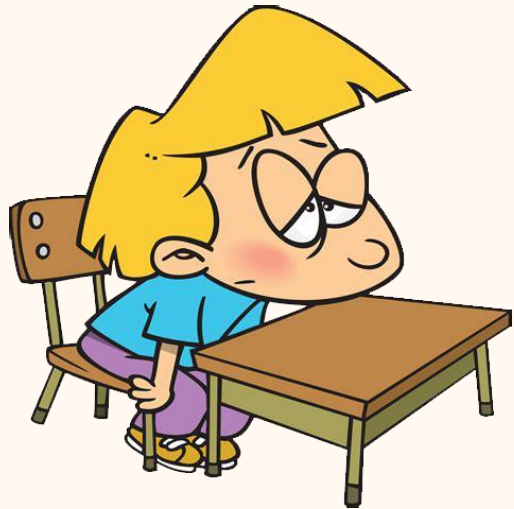


Tips: Snail will move to eat carrots if teacher clicks the snail. Each time it eats a carrot, there will be a picture popped up. Teacher can guide students guess what is it. ( 2 min )

# ♥♥ PRACTICE ♥♥



## Word Search Puzzle.

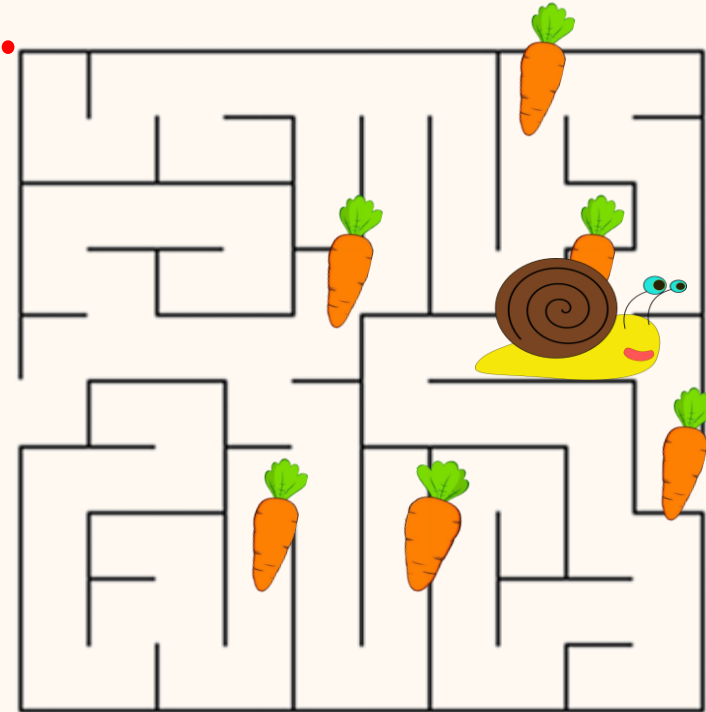


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## Word Search Puzzle.

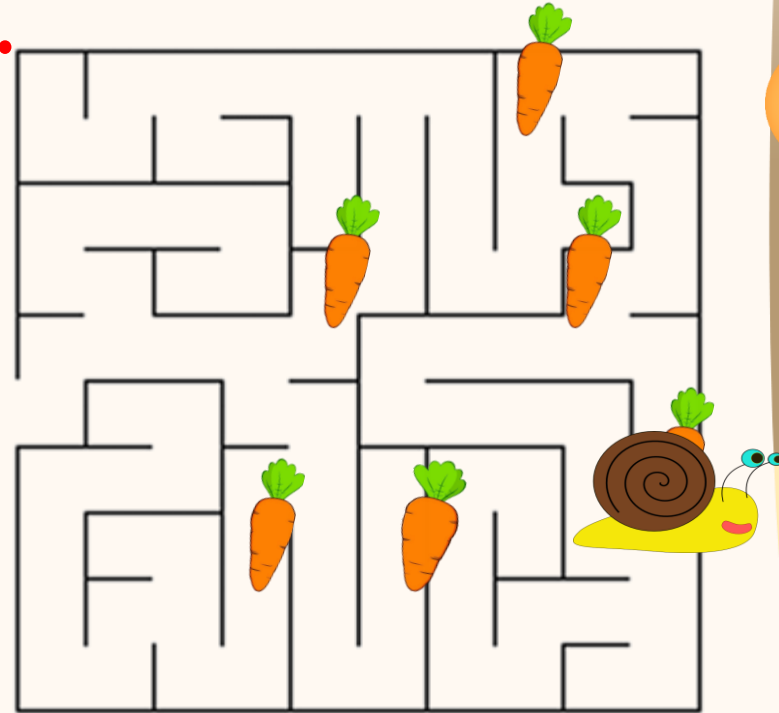


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# ♡♡ PRACTICE ♡♡



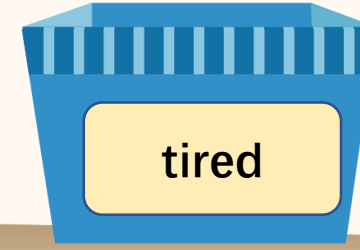
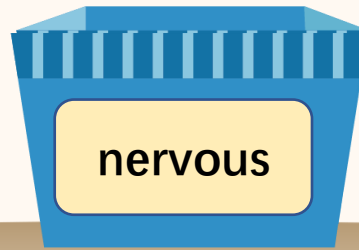
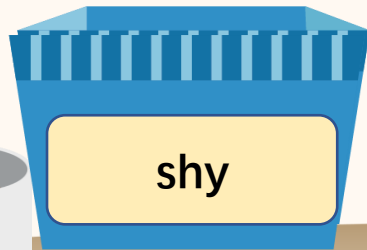
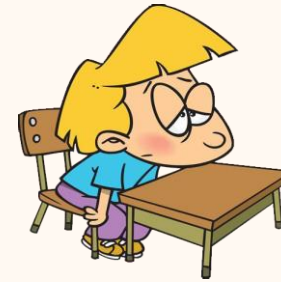
## Word Search Puzzle.



Tips: Snail will move to eat carrots if teacher clicks the snail. Each time it eats a carrot, there will be a picture popped up. Teacher can guide students guess what is it. ( 2 min )

# ♥♥ 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. (1 min)

# CONCLUSION

## Words

amazed, scared, shy,  
nervous, tired, sick



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



# CONCLUSION

## Sentences

Are you OK?

Yes, I am. I'm amazed.

Is she OK?

No, she isn't. She is sick.



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

SEE YOU!



B U L A

