



MY SNACKS



BULIA



K2-U6-L5



WORD

cookies



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

WORD

bread



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

WORD

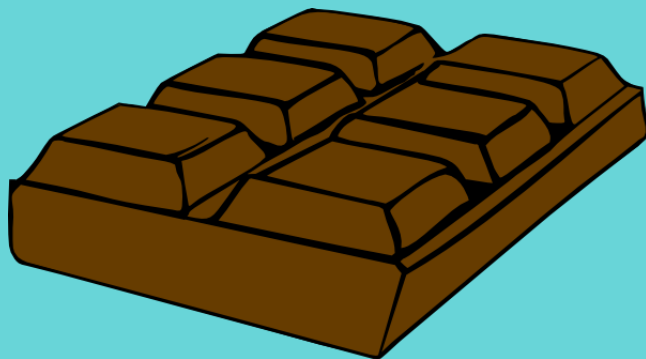
nuts



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

WORD

chocolate



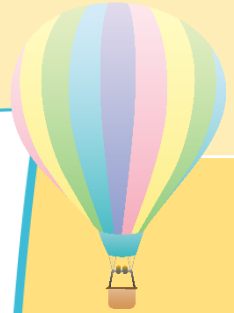
Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)



SENTENCE



**What do you have?
I have cookies.
What does he have?
He has nuts.**



SENTENCE

01



What do you have?

I have cookies .

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 bread.

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



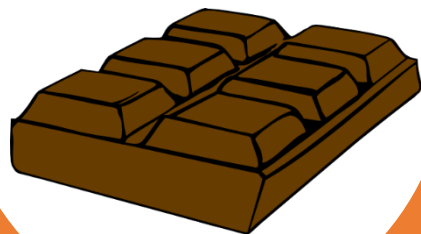
What do you have?

I have nuts.

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 chocolate.



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 does she have?

She has chocolate.

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 does he have?

He has nuts.

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 does she have?

She has cookies.

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

08



What does he have?

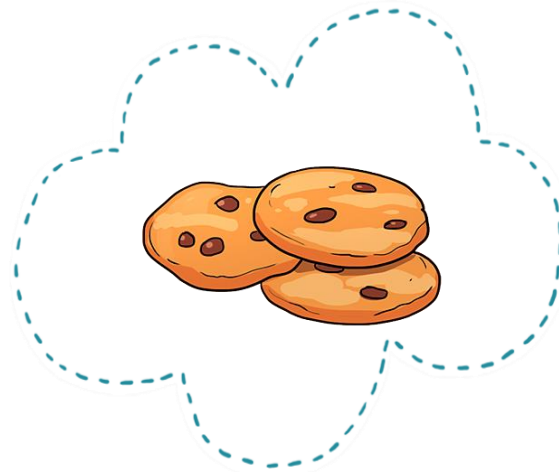
He has bread.

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 cookies.

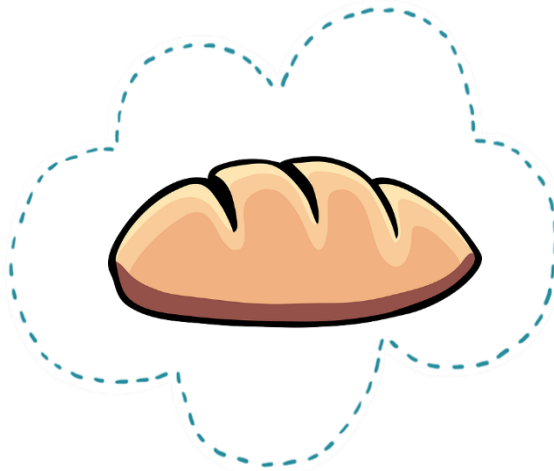


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What do
you have?

I have bread.



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 have?

I have nuts.



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 have?

I have
chocolate.



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 does
he have?

He has nuts.

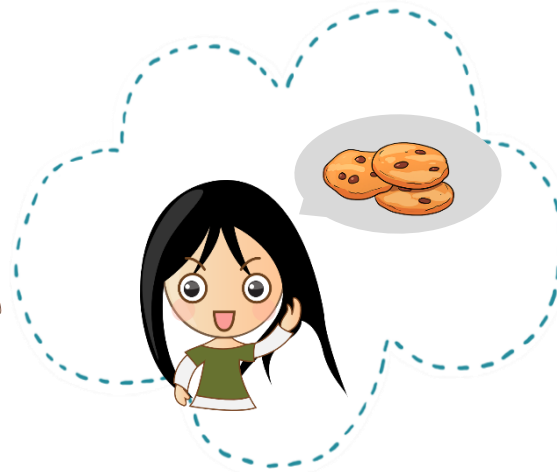


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What does
she have?

She has cookies.



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 does
she have?

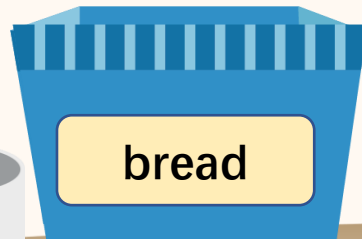
She has
chocolate.



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.)

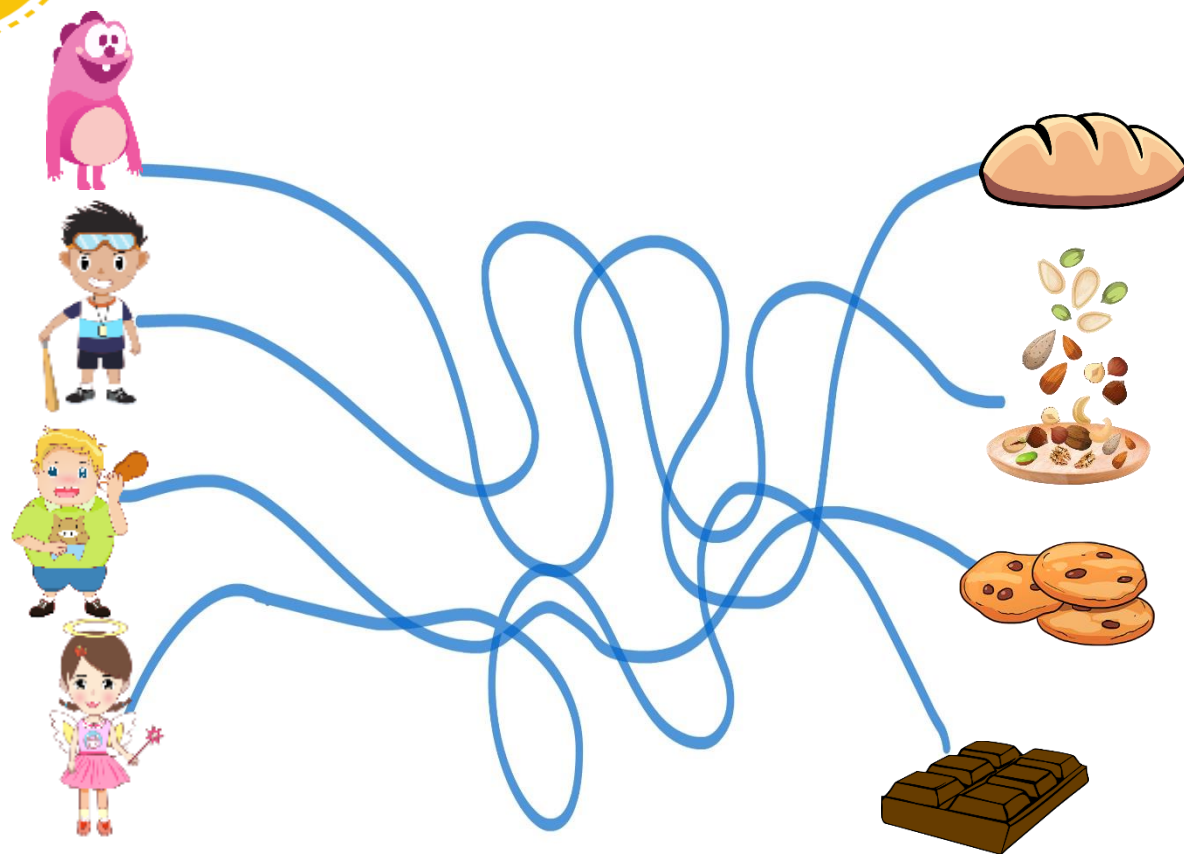
PRACTICE

Guess Box.



Tips: 1. Teacher asks students what pictures are above the box. 2. Find the right words of the pictures and then match them. 3. Pay attention to the pronunciation of the students. (1 min)

GAME



**What does ...
have?**

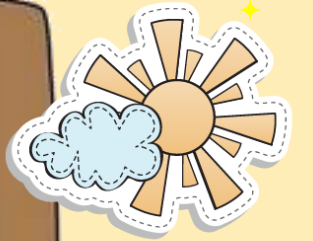


Tips: 1. Help them to find things. 2. Read the words and sentences twice. 3. Correct the mistakes. (2 min)

CONCLUSION

Words

cookies, bread, nuts,
chocolate



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 do you have?

I have cookies.

What does he have?

He has nuts.



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

