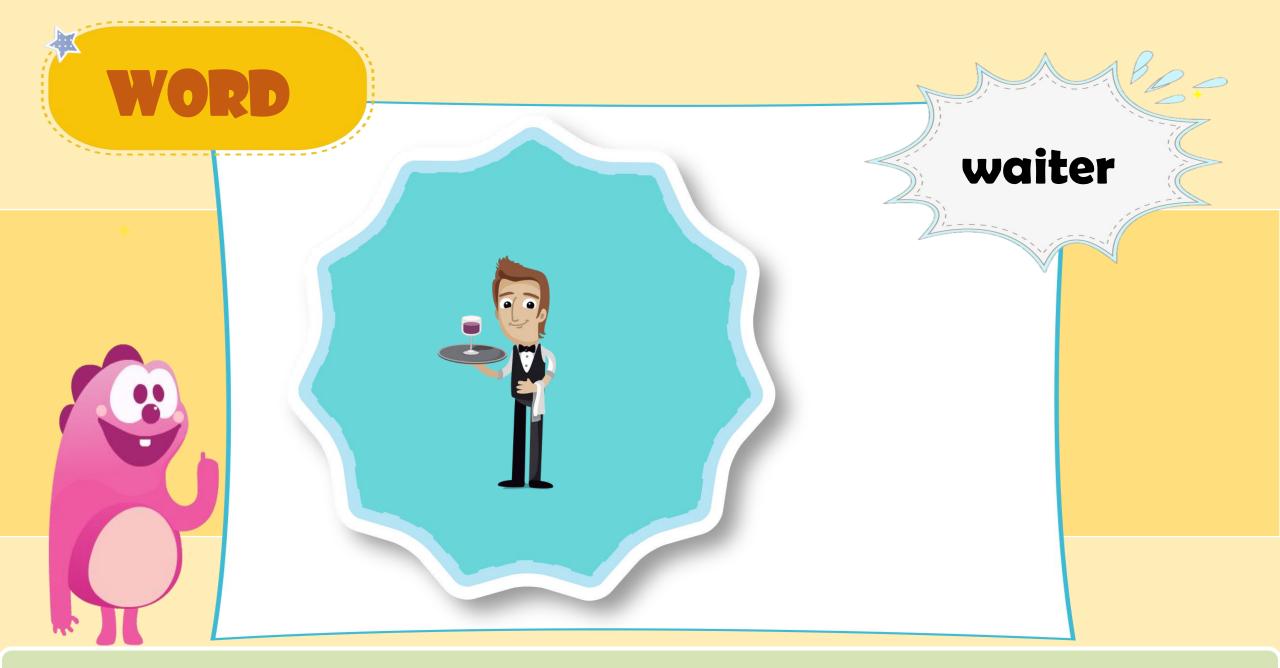




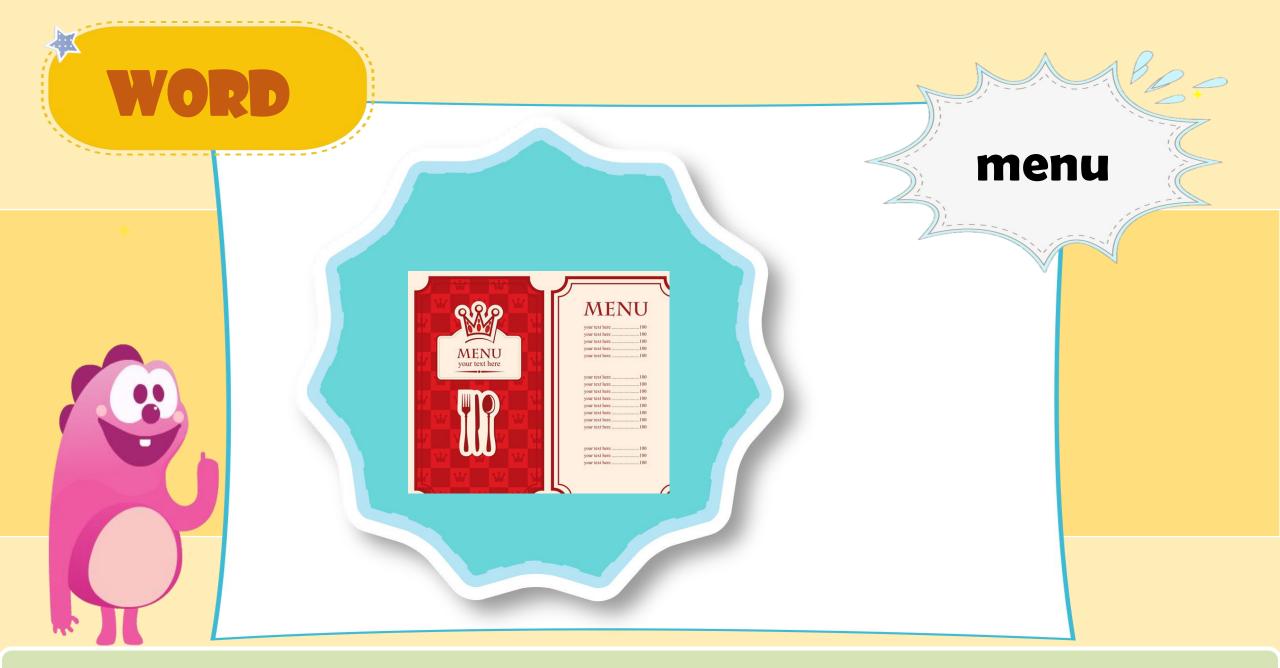
Tips: 1. Teacher reads the word twice and lets the students follow.

2. Teacher is responsible for correcting the pronunciation. (1 min)



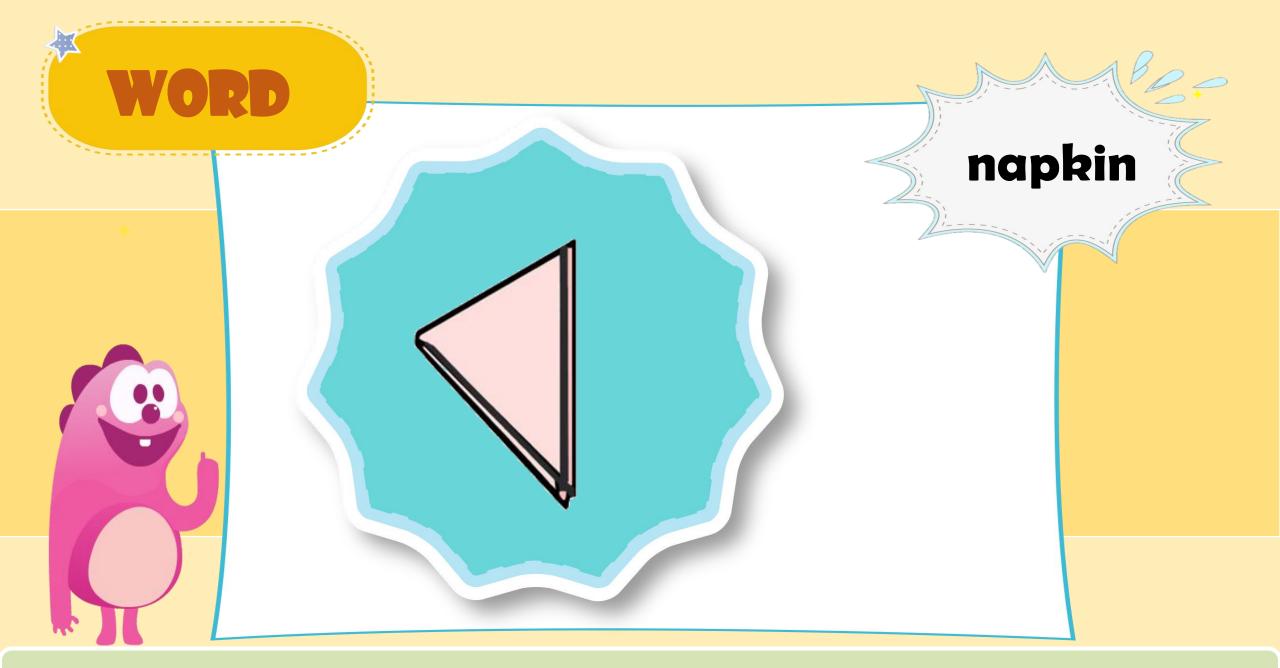
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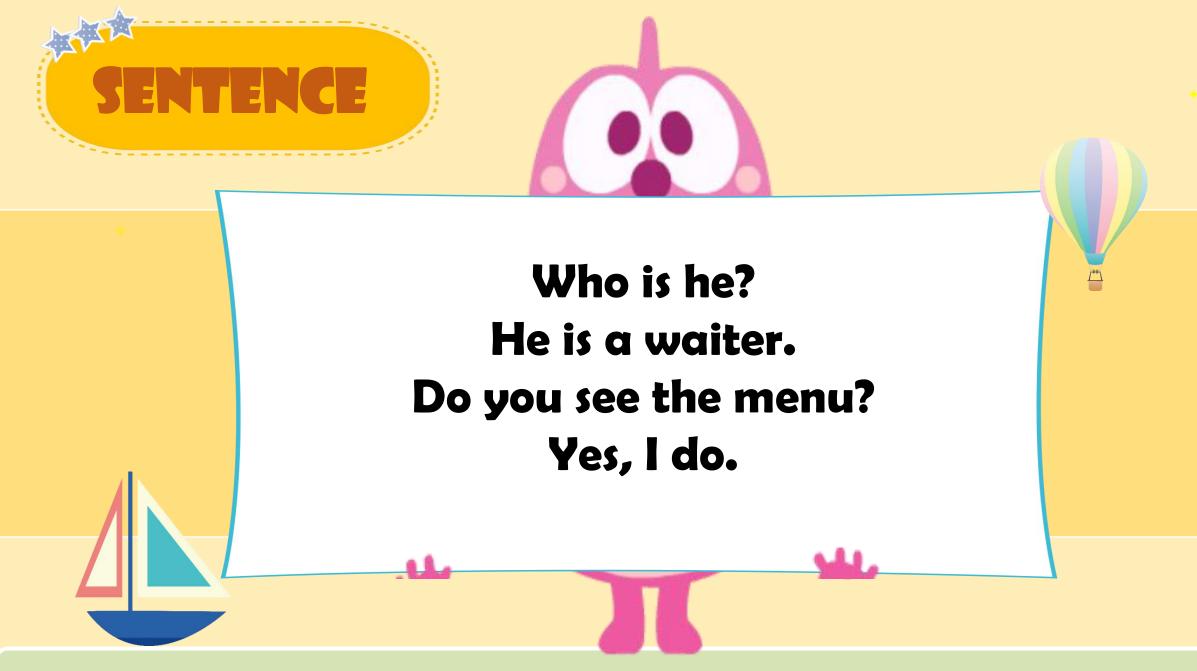
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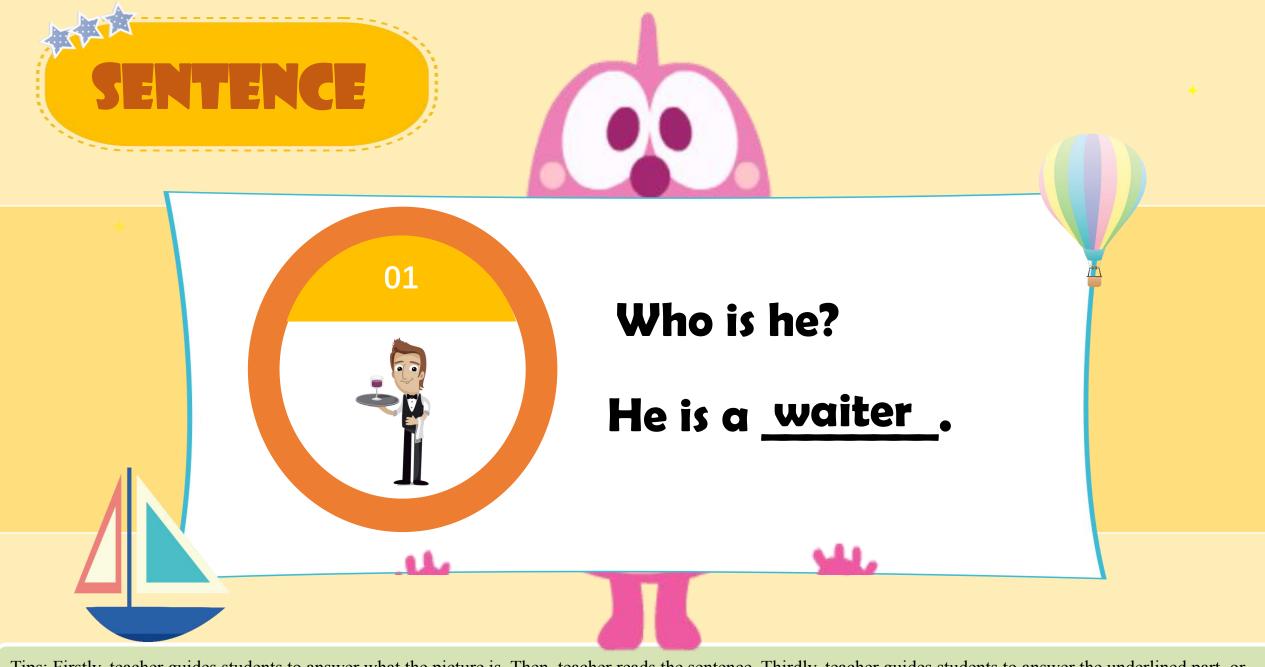
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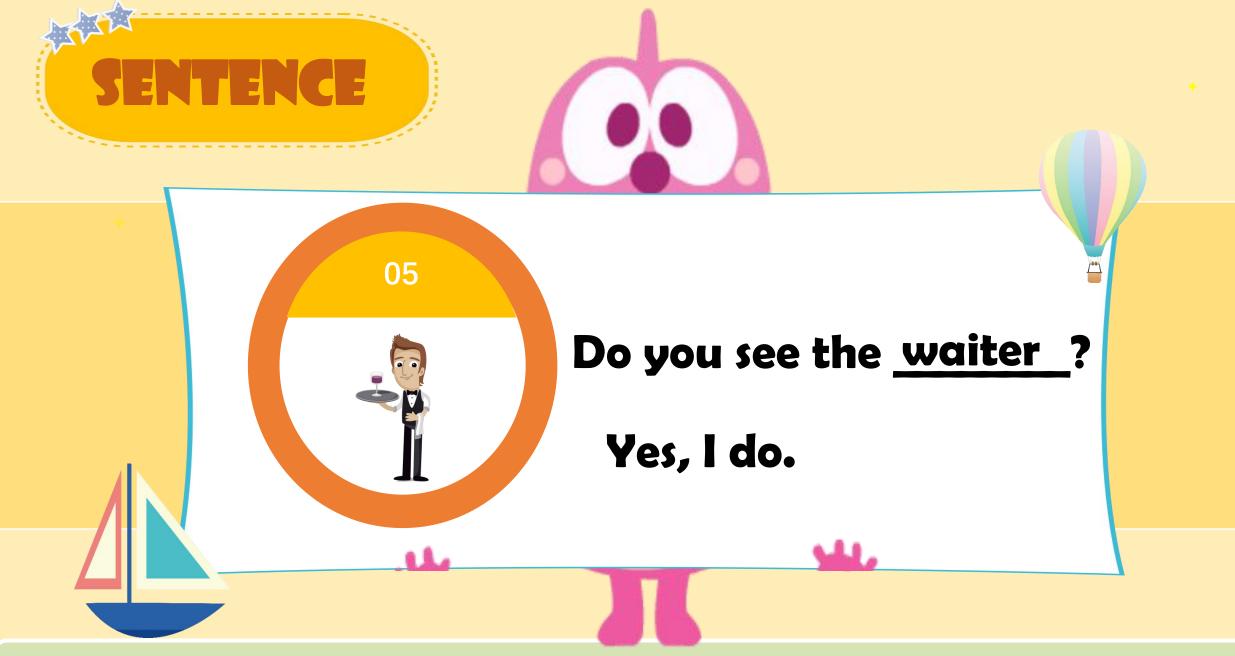


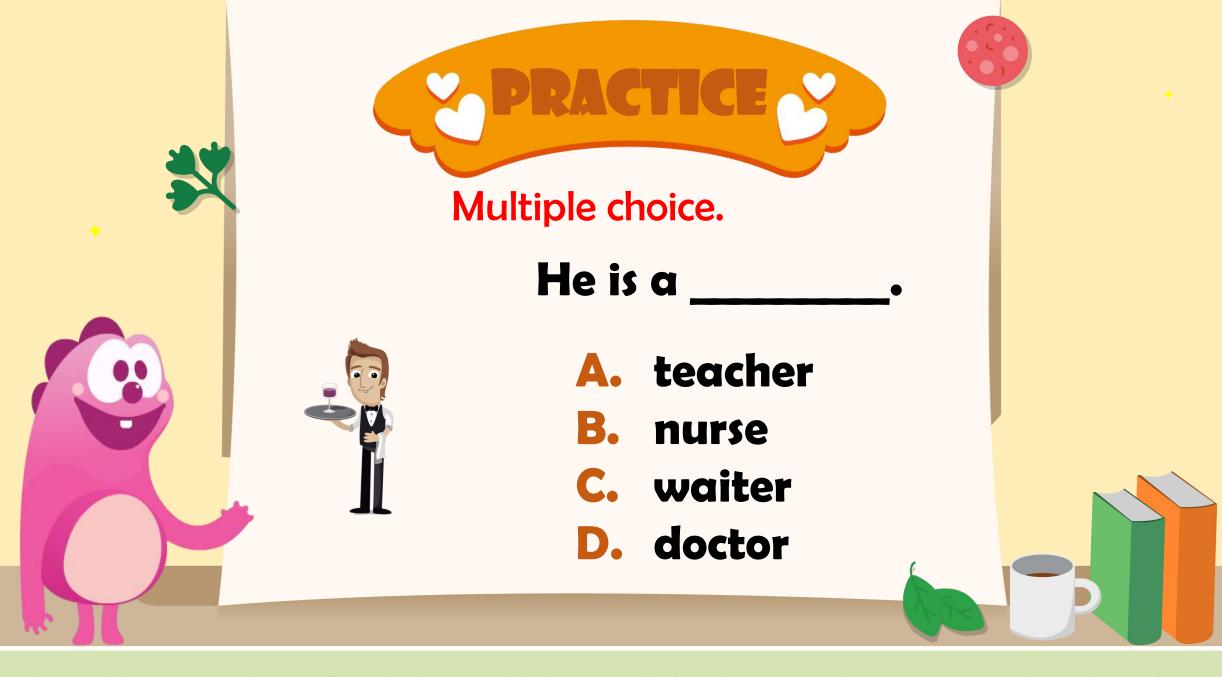




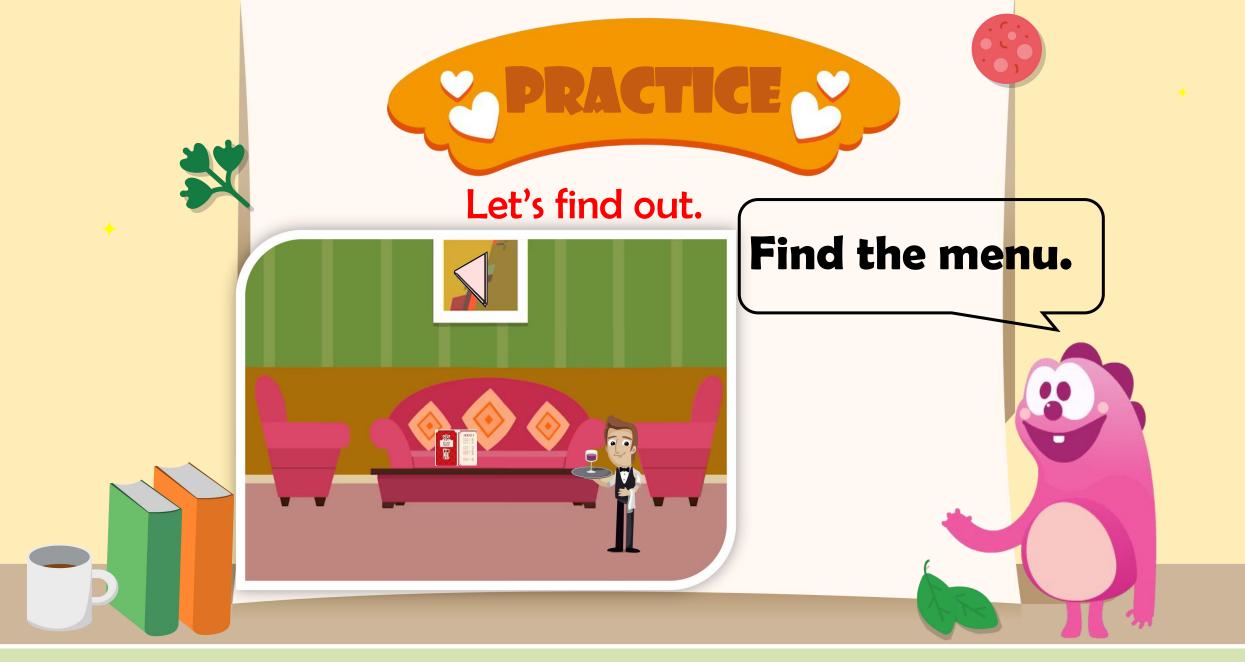








Tips: 1. Ask the students question according to the clue. Eg. "Who is he?". 2. Guide the students to choose the answer. 3. Correct the mistakes. (1 min)



Tips: 1. Point to the picture and let the students find the menu.

2. Circle the menu. 3. Correct the mistakes. (1 min)



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.)



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.)



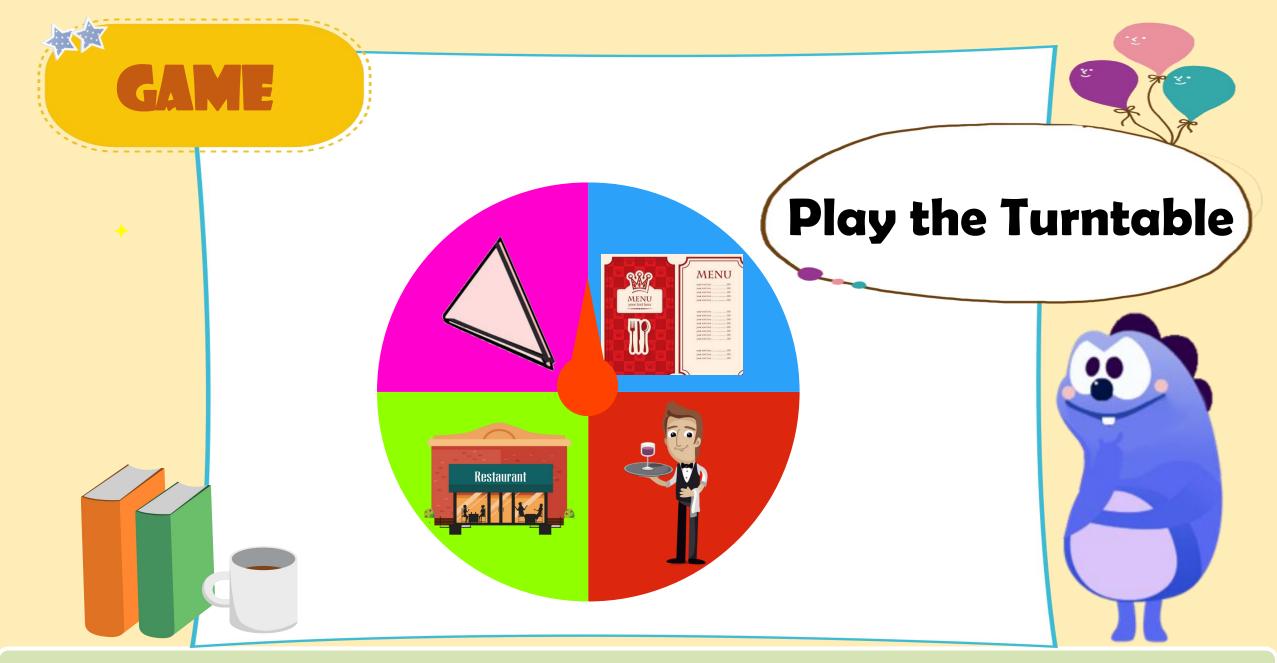
Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)



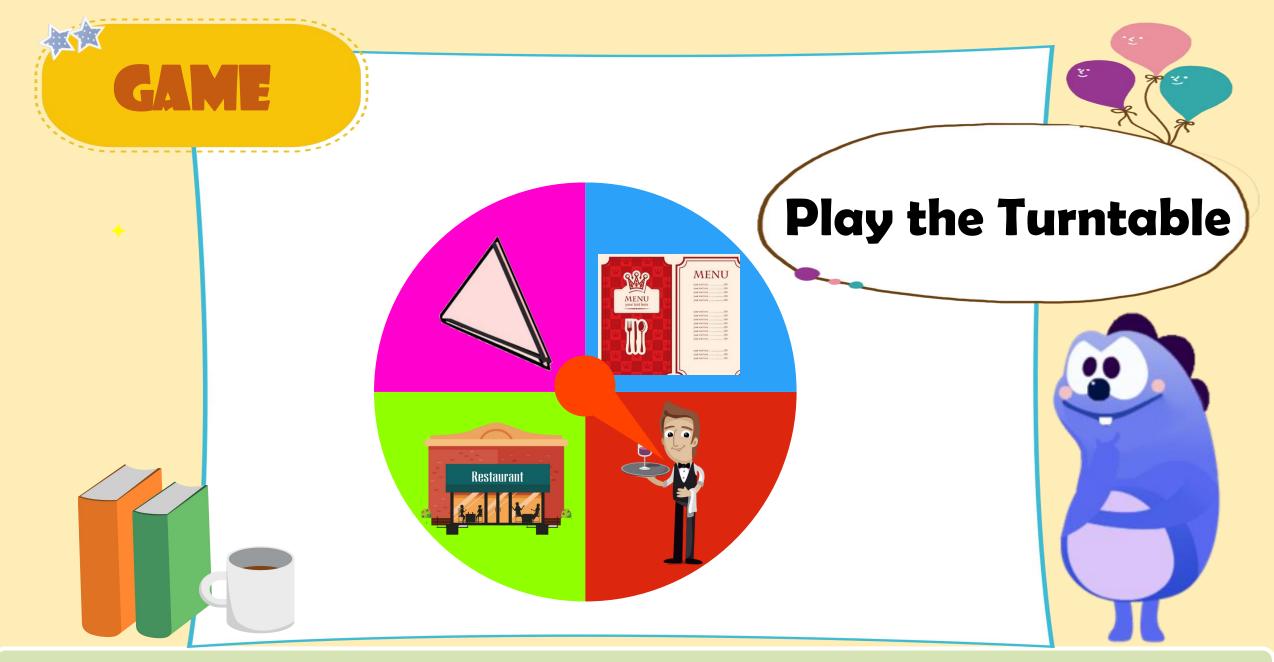
Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)



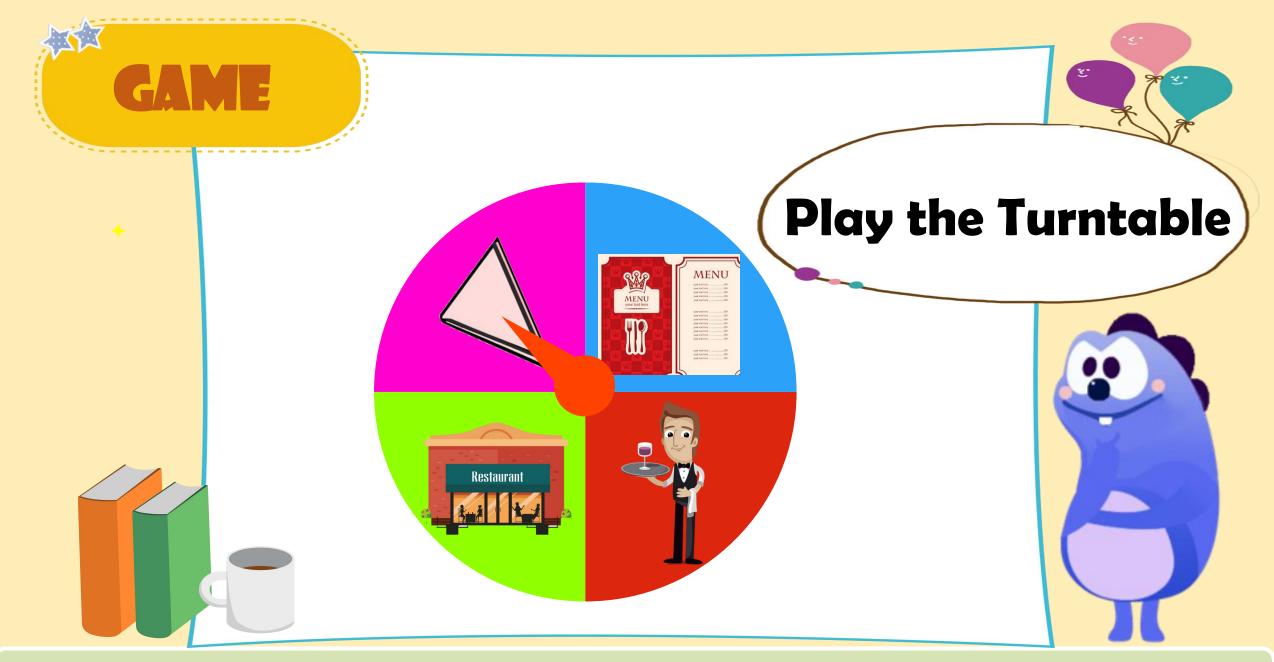
Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)



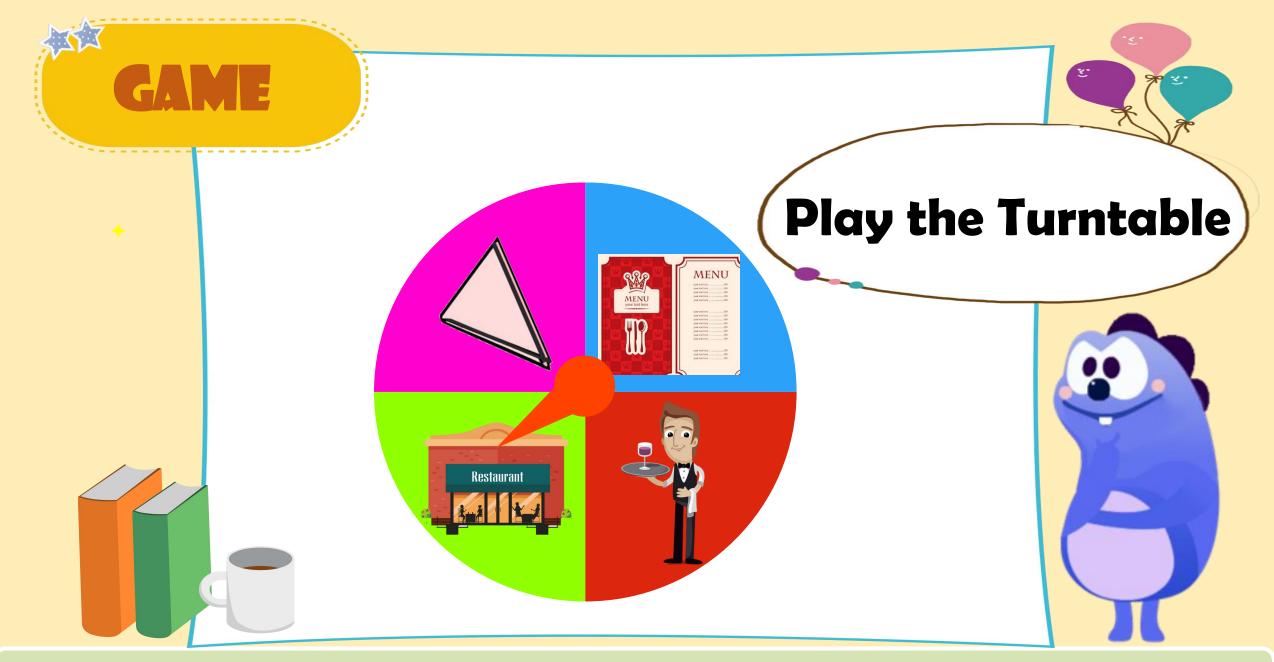
Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



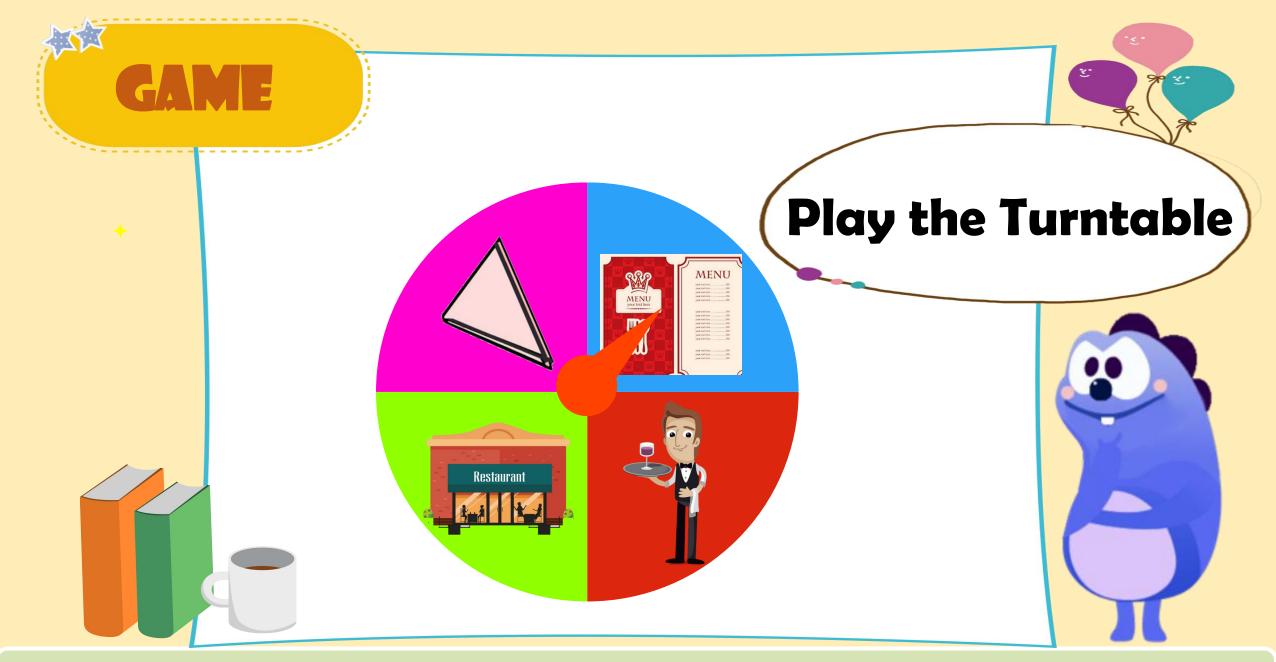
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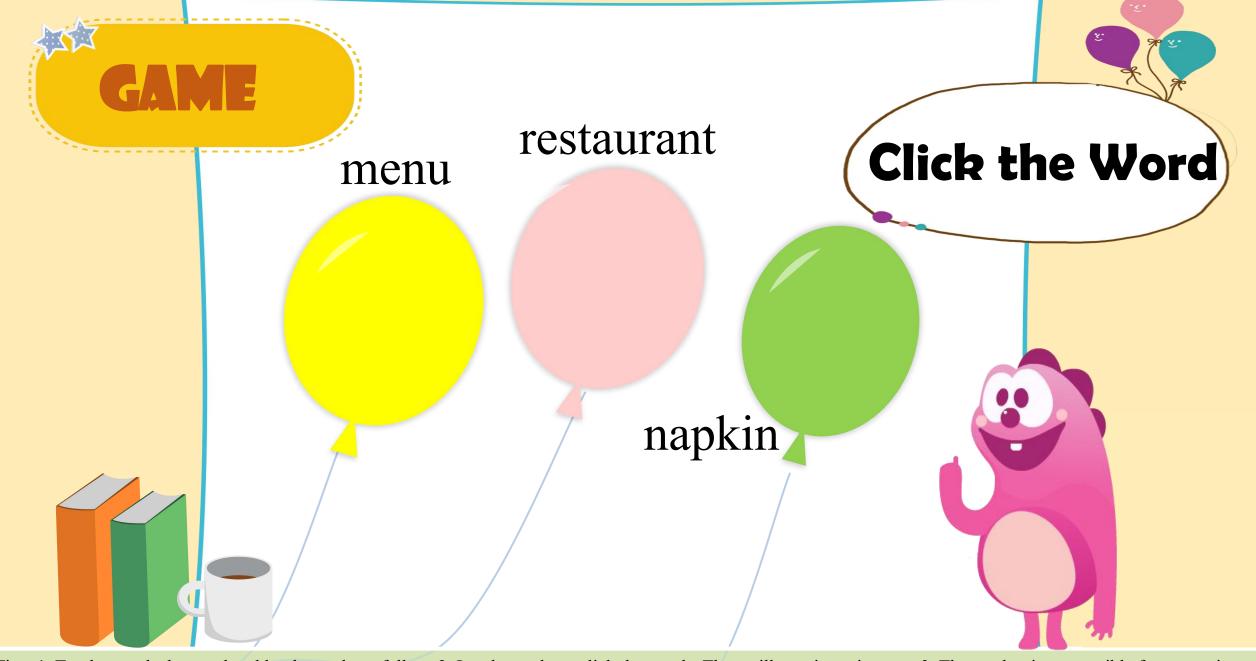
Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



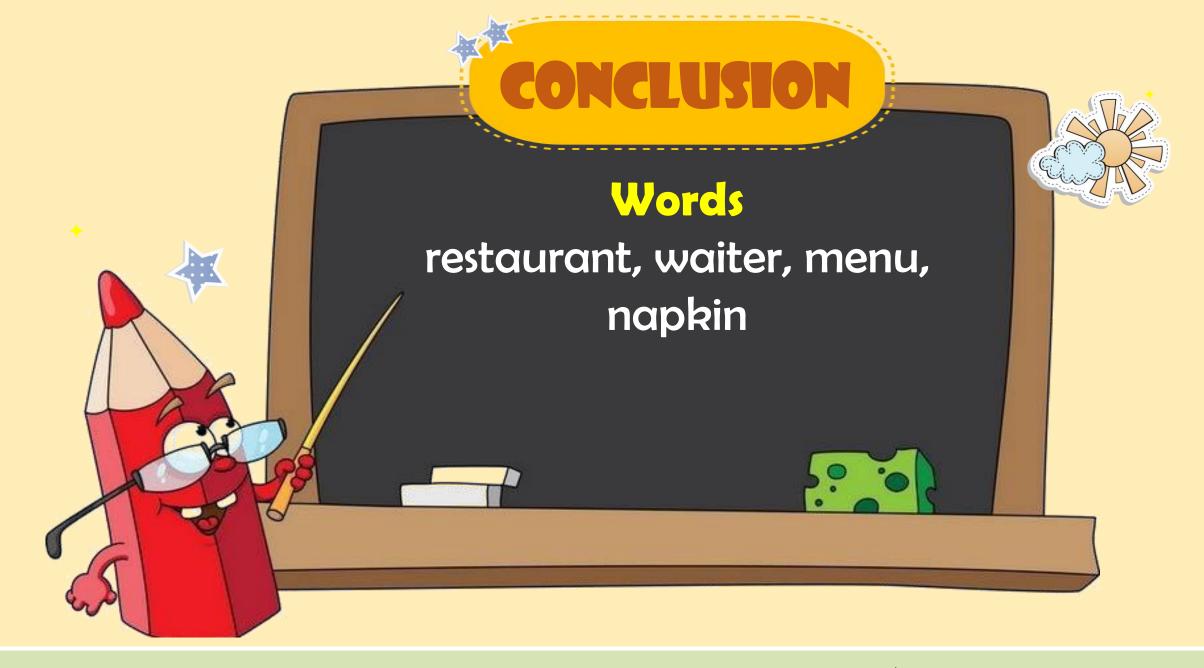
Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)



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)



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





Sentences

Who is he?
He is a waiter.
Do you see the menu?
Yes, I do.

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



