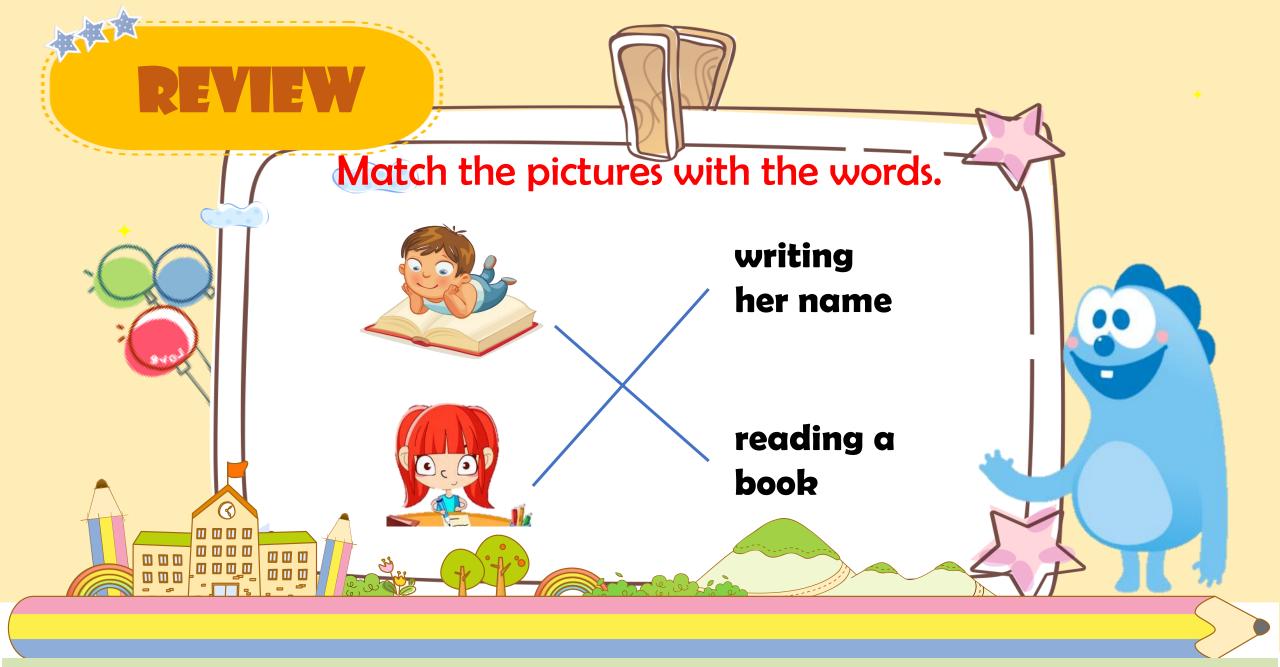


- Tips: 1. Read the phrases and let the students follow. 5. Ask some questions about these phrases.(50 sec)
- 2. Let the students draw line.
- 3. Correct the mistakes.
- 4. Let the students read the phrases twice.



- Tips: 1. Read the phrases and let the students follow. 5. Ask some questions about these phrases.(50 sec)
- 2. Let the students draw line.
- 3. Correct the mistakes.
- 4. Let the students read the phrases twice.



Tips: : 1. Ask students about the children in the picture. 2. Read the words and let the students follow. 3. Let the students read the words three times.(50 sec)



Tips: : 1. Ask students about the children in the picture. 2. Read the words and let the students follow. 3. Let the students read the words three times.(50 sec)





What's Joan doing?

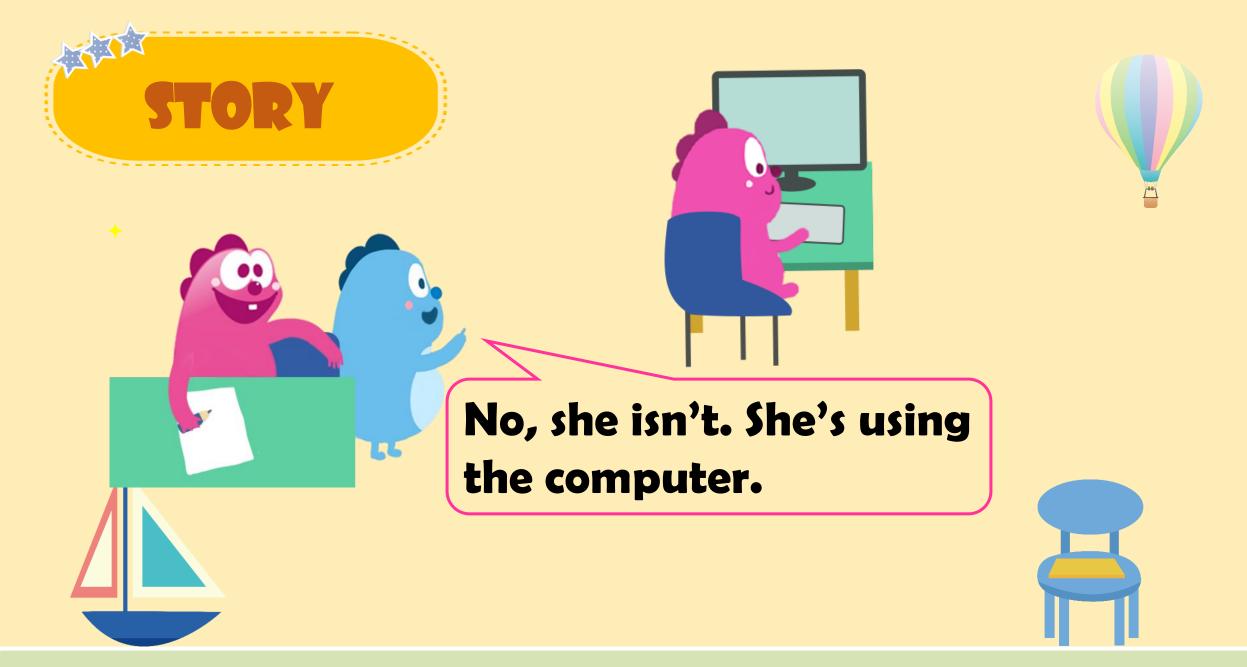






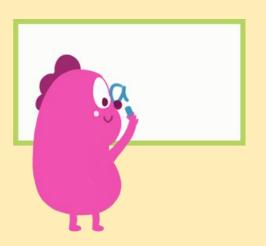






Tips: 1. Read the story and let the students follow.







No, she isn't. Look.



Now Joan is writing on the board.















Tips: 1. Read the story and let the students follow.

STORY



Oh! Is this girl named Joan, too?

Yes, her name is Joan.







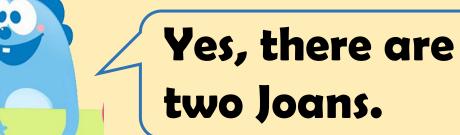




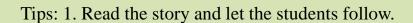
Oh! Are there two Joans in our class?

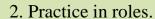


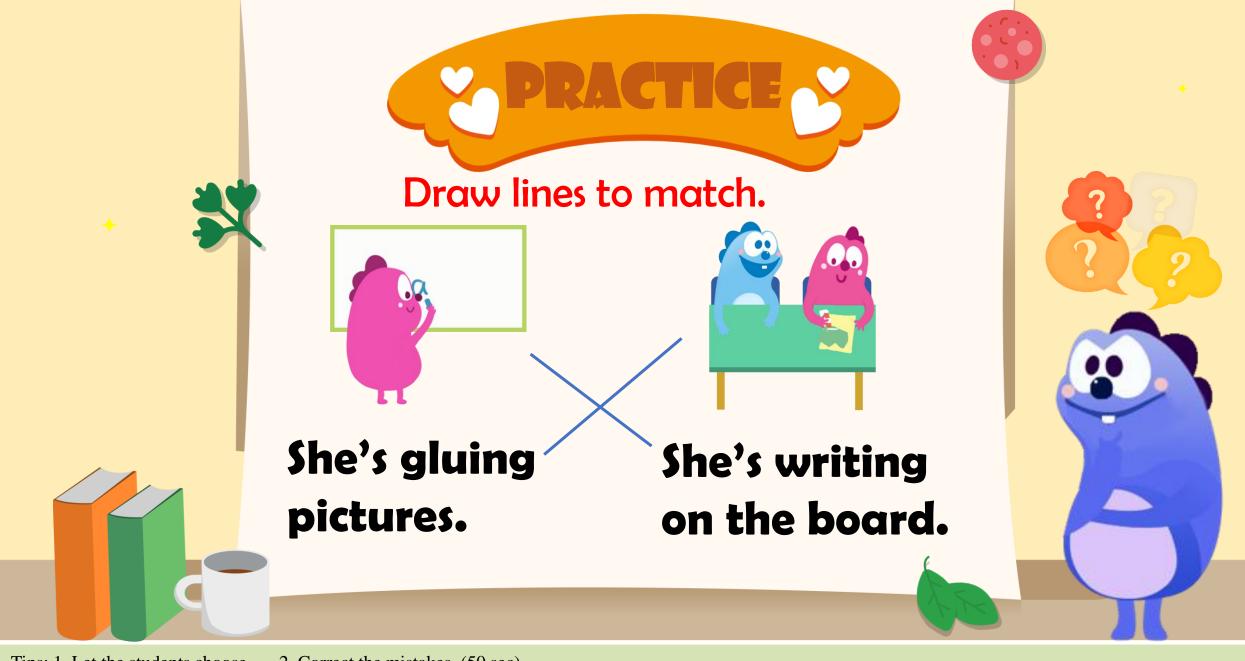








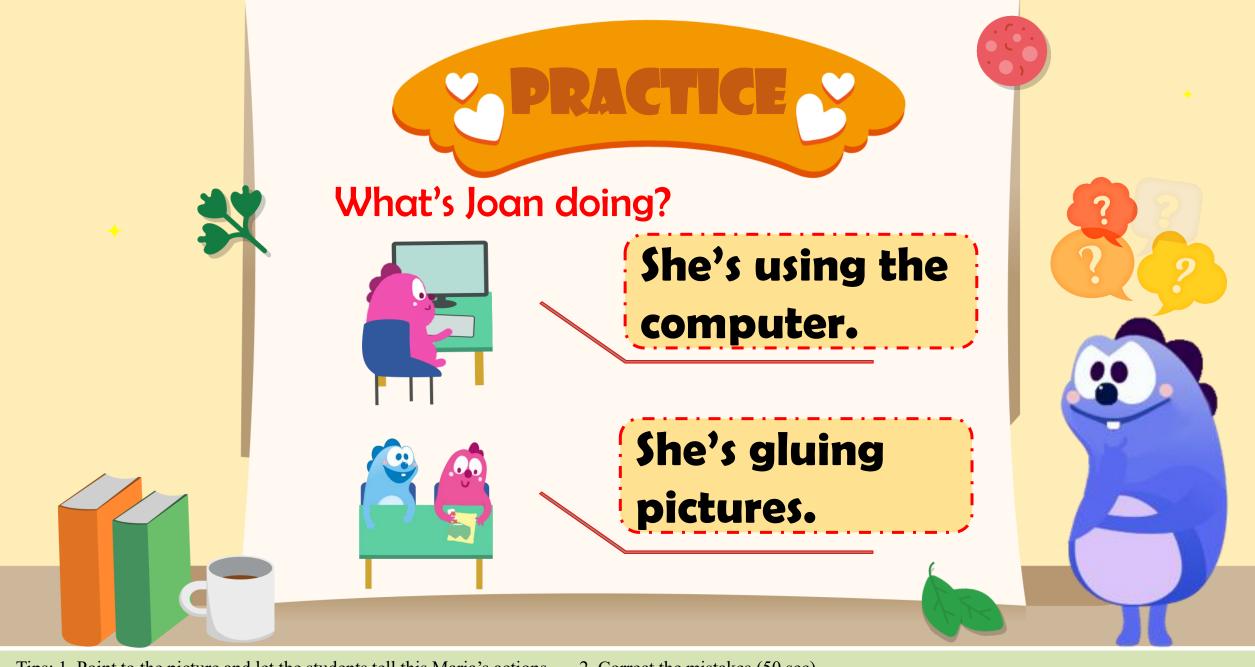




Tips: 1. Let the students choose. 2. Correct the mistakes. (50 sec)

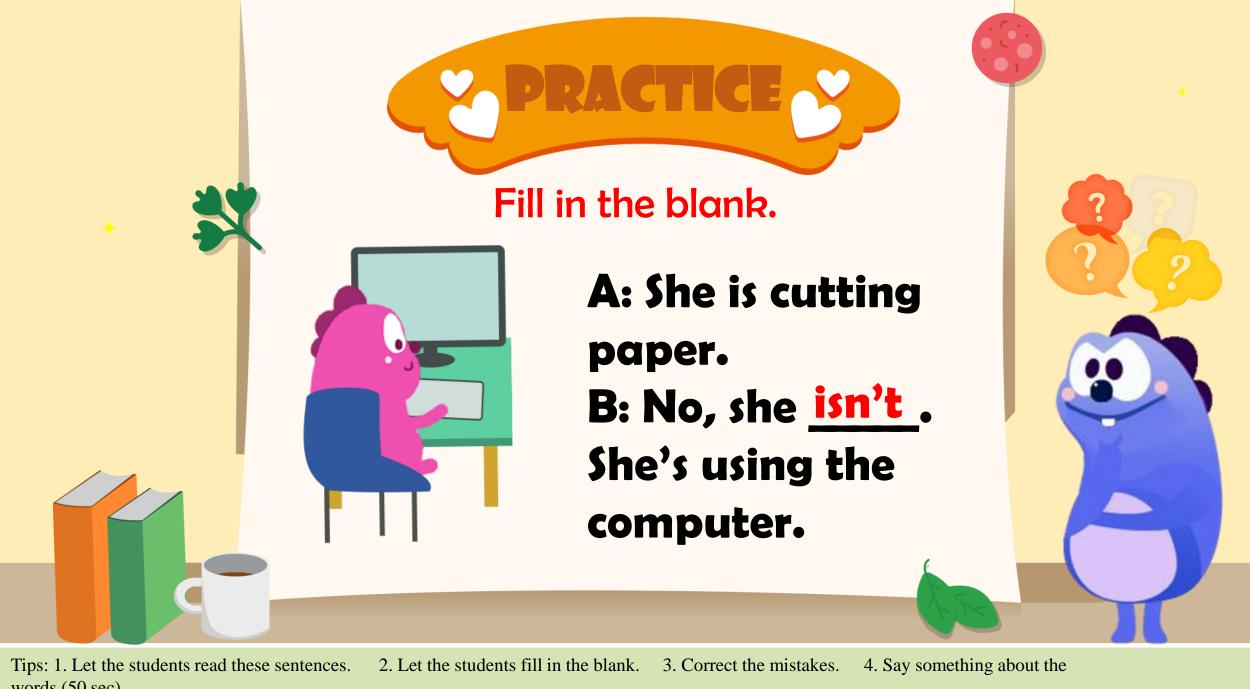


Tips: 1. Point to the picture and let the students tell this Maria's actions.

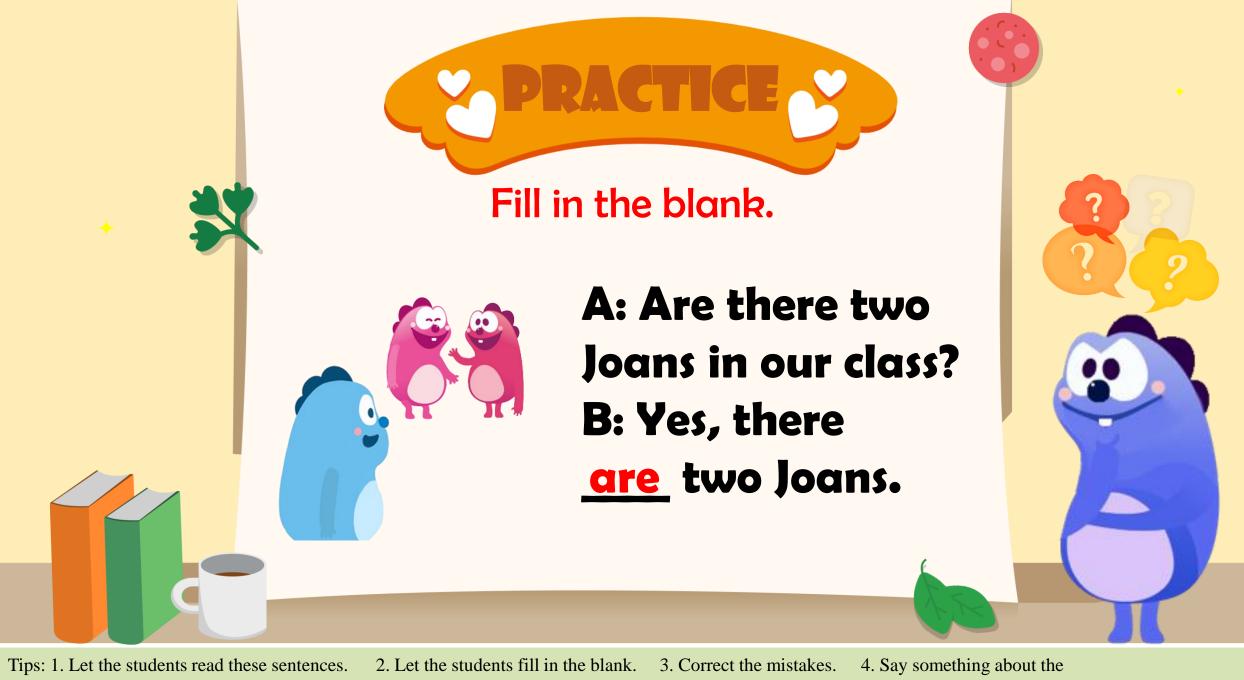


Tips: 1. Point to the picture and let the students tell this Maria's actions.

2. Correct the mistakes.(50 sec)



words.(50 sec)



words.(50 sec)



Order these sentences.

A. She's cutting paper.

B. No, she isn't. She's using the computer.

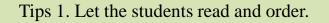
C. What's Joan doing?

C

A

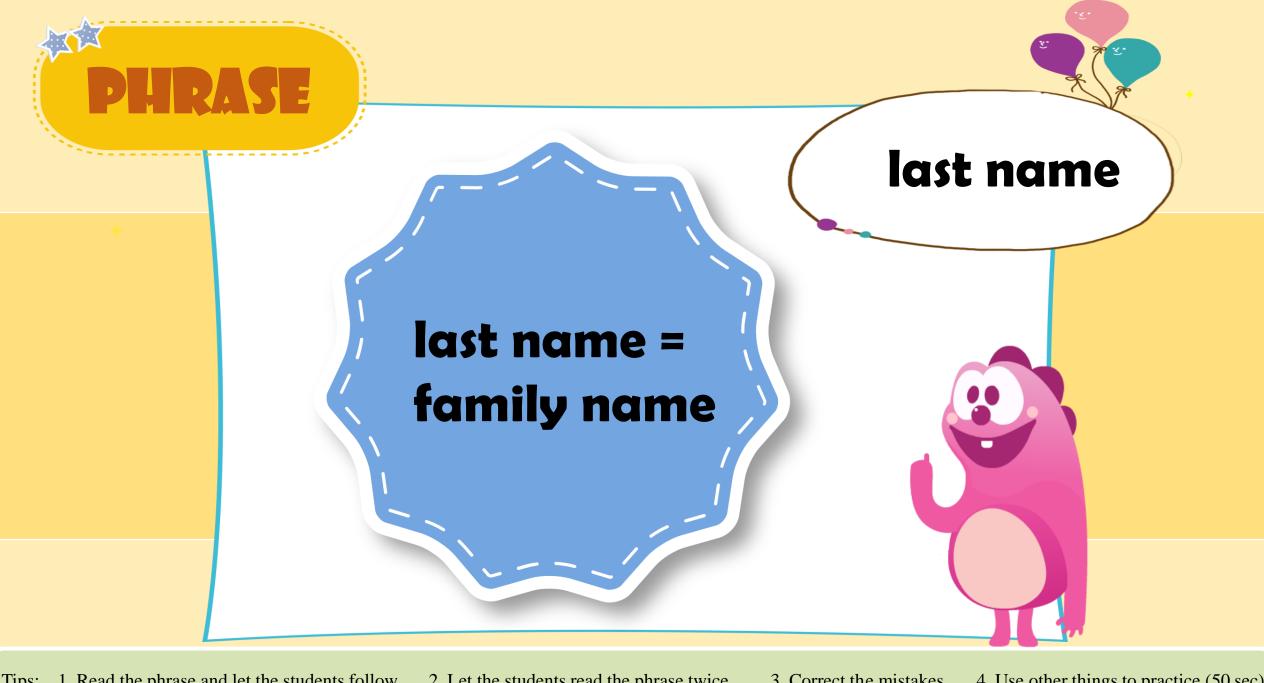
B



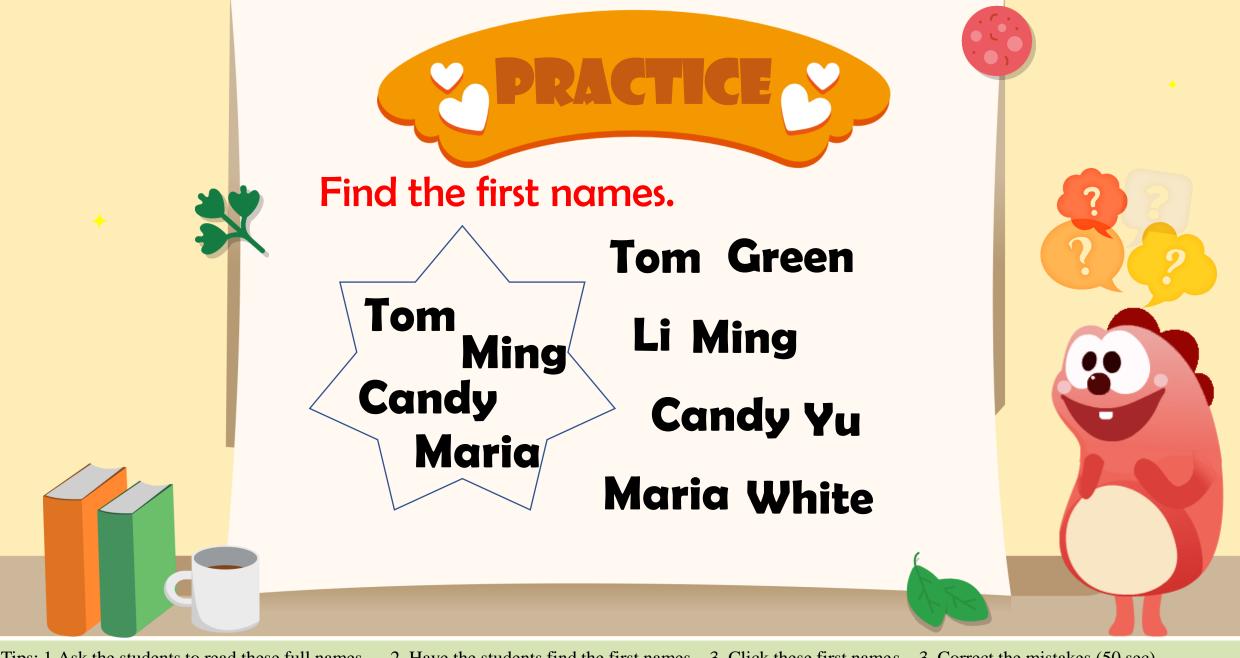




- Tips: 1. Read the phrase and let the students follow.
- 2. Let the students read the phrase twice.
- 3. Correct the mistakes.
- 4. Use other things to practice.(50 sec)



- Tips: 1. Read the phrase and let the students follow.
- 2. Let the students read the phrase twice.
- 3. Correct the mistakes.
- 4. Use other things to practice.(50 sec)

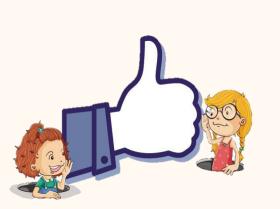


Tips: 1.Ask the students to read these full names. 2. Have the students find the first names. 3. Click these first names. 3. Correct the mistakes.(50 sec)



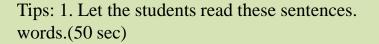


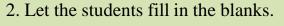
Fill in the blanks.

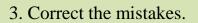


My name is
Jane Brown. Jane is
my <u>first</u> name,
and Brown is my
<u>last</u> name.









4. Say something about the









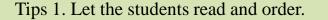
B. Yes, her name is Joan.

C. Oh! Is this girl named Joan,

too?

D. Yes, there are two Joans.







Dialogue practice.

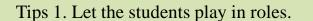
A: What's Tom doing?

B: He's reading a book. And

how about Jim?

A: He's writing on the board.





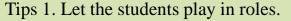


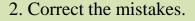
Dialogue practice.

B: No, he isn't. He is using the computer.

A: Oh! There are two Jims in our class.

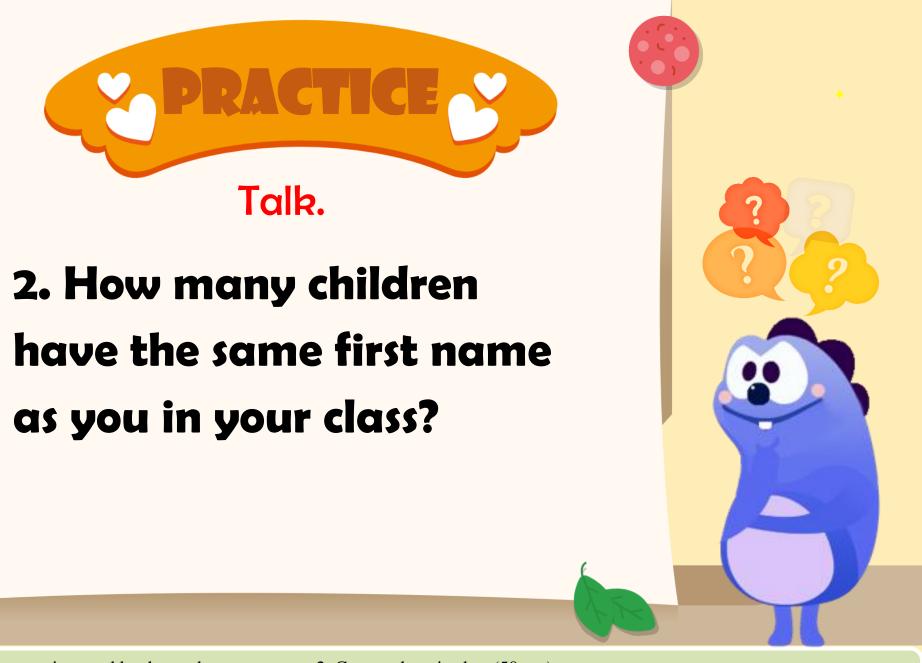


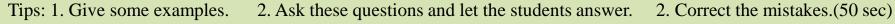






Tips: 1. Give some examples. 2. Ask these questions and let the students answer. 2. Correct the mistakes.(50 sec)





CONCLUSION



Phrases

gluing shapes
writing on the board
first name
last name



CONCLUSION



Sentences

What's Joan doing?

She's ...

Is this girl named Joan, too? What's your first name? My first name is ...





