| В | asic | Intermediate | Advanced |
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Lesson Plan

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Micro Lesson Video Link: https://youtu.be/my50e3.lxl1s

| Business/Materials | | Les | Lesson Objectives | | | | | |
|--|--|--|--|---------------------------------------|--|--|--|--|
| Phoneme table. | Students of | Students can speak different types of vowels correctly: | | | | | | |
| 2 Phoneme table PPT. | Short vow | vel | | | | | | |
| | Long vow | /el | | | | | | |
| Double vowel | | | | | | | | |
| | Acoustic consonant | | | | | | | |
| Silent consonant | | | | | | | | |
| Warı | n-up and Obj | ective Disci | ussion | | | | | |
| 1 Teacher talks with students. Tea | cher uses voca | bulary conta | aining Long | vowel and S | Short | | | |
| vowel (<u>a</u> bout, tr <u>ee</u>), and asks stude | | _ | | | | | | |
| 2 Teacher reminds students that the | ney will learn d | lifferent type | es of vowels | today. | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Instruct and Model | | □ R | □ W | L | S | | | |
| 1 The teacher use PPT presentatio | n, the teacher | said the proi | nunciation a | nd vocabular | y (apple) | | | |
| of "[a]", and the student repeat it, Repeat every vowel, | | | | | | | | |
| 2 The teacher selects a student, the teacher says "[ea]", and the student says a word | | | | | | | | |
| corresponding to a vowel (egg/bi | • | | | 3 | | | | |
| | | | | | | | | |
| 3 Students are required to write a | vocadinary coi | ntaining eacl | h vowel, and | l each vowel | has at | | | |
| <u>=</u> | | _ | | | | | | |
| least 3 vocabularies. The vocabula | ary written by t | the student r | nust not be t | | | | | |
| 3 Students are required to write a least 3 vocabularies. The vocabular vocabulary of the Phoneme table. Guided Practice | ary written by t | the student react, act / apt / | nust not be t ask). | the same as t | he | | | |
| least 3 vocabularies. The vocabulary of the Phoneme table. Guided Practice | nry written by t (E.g, [a], appk | the student re, act / apt / | must not be task). | the same as t | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tab | (E.g, [a], appk | the student re, act / apt / Rent and down | nust not be task). W I w I w I load it to the | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tab https://github.com/tsubametsai/TE | E.g, [a], apple apple le" to the stude | the student re, act / apt / Rent and downer/Phoneme | must not be task). W mload it to the control of th | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tab https://github.com/tsubametsai/TE | E.g, [a], apple apple le" to the stude | the student re, act / apt / Rent and downer/Phoneme | must not be task). W mload it to the control of th | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice | E.g, [a], apple apple le" to the stude | the student re, act / apt / Rent and downer/Phoneme | must not be task). W mload it to the control of th | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tab https://github.com/tsubametsai/TE | E.g, [a], apple apple le" to the stude | the student re, act / apt / Rent and downer/Phonemes, and the student results. | must not be task). W mload it to the control of th | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tab https://github.com/tsubametsai/TE | tery written by to the stude to | the student re, act / apt / Rent and downer/Phoneme | must not be task). W mload it to the control of th | L L ne mobile dev | he S | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tabhttps://github.com/tsubametsai/TE 2 teacher said the pronunciation and the pr | ry written by to (E.g, [a], apple le" to the stude EN2/blob/mastend vocabulary, | Rent and downer/Phonemes and the student | must not be task). | L L ne mobile dev | Market Service | | | |
| Guided Practice 1 Send a link to the "Phoneme tabhttps://github.com/tsubametsai/TE2 teacher said the pronunciation and Independent Practice I Pair different students, Student A | ry written by to (E.g, [a], apple le" to the stude EN2/blob/masternd vocabulary, e | Rent and downer/Phonemet, and the student B. | must not be task). | L L ne mobile dev | Mark September 1 September 1 September 1 September 1 September 2 | | | |
| least 3 vocabularies. The vocabulary vocabulary of the Phoneme table. Guided Practice 1 Send a link to the "Phoneme tabhttps://github.com/tsubametsai/TE 2 teacher said the pronunciation and Independent Practice | te" to the stude t | Rent and downer/Phonemed and the student B. obe". | must not be task). | L L L L L L L L L L L L L L L L L L L | S S | | | |

- 4 Student A and Student B swap and do the same job.
- 5 Students are required to write a vocabulary containing each vowel, and each vowel has at least 3 vocabularies.
- 6 Each student reads the vocabulary of their choice, and the other students answer the

| corresponding vowels (For example, Student A says that contains the short vowel vocabulary "about", and other students answer [a]). 7 Students do the same work for each vowel. | | | | | | | | | |
|---|-----|-----|-----|----|--|--|--|--|--|
| Assessment | □ R | □ w | ☐ L | □S | | | | | |
| 1 Students can speak every vowel. 2 Students can distinguish the type of each vowel. For example: pot→ Short vowel. Rain→ Long vowel. Light→ Double vowel. | | | | | | | | | |