MEP TEACHER TRAINING FILMS

Jane Woo – Christ's College, Finchley

MEP Teacher Training Films

Lesson Plan

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Topic: School subjects

Stage number	Activity (what you do and what the students do)	Aim of activity (why you/they do it)	Interaction pattern*	Time (min)	Topic (s) covered	Flexibility (all times are estimates only and may take slightly longer or shorter)
1	Entrance: Greet students Giving commendations to first few students with all equipment out/ready for lesson Take register Count down for silence and to gain students' attention.	Students are used to greetings/instructions in Mandarin.	T-S S-T	5	Target language (Mandarin) Reward/Sanction Classroom routine	*Target language is used as much as possible throughout the lesson, the best times to catch them is entrance, wrapping up and at the beginning of each activity (giving instructions).
2	Recycling starter: A few sentences of translation – write a few sentences on the whiteboard, students translate (write) the sentences in their book. After a few minutes of individual working time, discuss answers together. May pick one student at a time to read their answer. Low ability students may not be able to translate all sentences; high ability students can extend the sentences by adding connectives, time words etc.	To recap what the students have learned in the last few lessons, of which some may be used to expand this lesson's learning.	T-S/T-CL S-T/ CL-T	4	Starter, individual work Translation Differentiation by outcome Self-assessment	
3	Share learning objective, extension learning objective & successful criteria:	Students have a clear overview of their learning objectives	T-CL	1	Monitoring learning	

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	Learning objectives and success criteria will be shown on the board; they may be read or a student to read it. Then move on to start lesson.	today and what they need to do to achieve those targets. Students can make a decision and be encouraged to achieving more by fulfilling the extension learning objective.			(setting lesson objective; sharing successful criteria)	
4	Introduce new vocabulary: Teacher writes these on the whiteboard: 地理 体育 音乐 Music geography PE	To expose students to Chinese characters and encourage them to actively find out the meaning by applying their knowledge of Chinese characters. (eg. They would have learned 音乐 before from another topic, they may recognise that 地 has the soil radical which may be linked to geography)		5	Identifying key characters	
	Students discuss in pairs which English words to match with the Mandarin words.		S-S		Pair work	
	Then, whole class feedback where teacher hears students' opinion and confirms English meaning.		CL-T			
	Writing the pinyin for the new vocab		T-S		Target questioning Pinyin & tones	I may ask students to help me spell the pinyin (Chinese phonetic) and write the correct tones.

*T-S=teacher to individual students, T-CL=teacher to class, S-S=students to students, S-T=student to teacher, PW= pair work, GW= group work

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5	Drilling: Choral repeating new vocabulary Students test each other (in pairs)	Choral: to learn how to say the vocab correctly and rehearse for memory Test each other: a bit of competition, more practice	T-CL CL-T S-S	3 2	Listening, reading and speaking Peer assessment	
6	Mini plenary: Beat the teacher game I point to the words on whiteboard and repeating them at the same time, students repeat them if correct but keep quiet if wrong. Target questioning	To practice even more to get into their long term memory To check that certain students DO retain the information	T-CL CL-T T-S	5 2	Group work Differentiation by task/questioning	Depending on students' response, I may ask lower-ability easier questions while higher-ability more difficult questions.
7	Writing & speaking: Writing the characters together, reading it out loud each stroke we write Teacher model writing the character on whiteboard, each stroke written is read out loud. At the same time, students copy what the teacher does, writing each stroke in their book and repeat reading out loud.	Learning to write and say the character correctly Practice writing Students to actively think about the correct stroke order/number of strokes	T-CL T-S	5	Writing & speaking Characters writing strategy	Questions I may ask students: write in the air the correct stroke order, how many strokes are there in this character

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8	Sentence: Ask students to translate pronoun, verbs (like/dislike, has/does not have), the word 'lesson', question word - teacher writes them on the whiteboard. Teacher will pick student one at a time to say their answer. Combining with the vocabulary they have learned, they can now put them into sentences. Ask students: How do you ask a question for these sentences?	Recap, building sentences, formulating questions	S-T	2	Grammar (sentence structure)	
9	Drilling sentences: n-1 game Using sentences on the whiteboard, teacher points at the words as she says them a few times, students repeat the exact sentences ONE TIME LESS than the teacher. Target questioning: pick some students to read or translate the sentences.	Through repeating them, students practice saying the correct sentence structures and reading the Chinese characters Teacher can check if they are able to read/understand meaning.	T-CL CL-T T-S	3	Grammar (sentence structure) Speaking & reading Differentiation by task Target questioning Monitoring learning	
10	Plenary: writing a sentence Students write their best sentence in Chinese characters then English. Extension task: add time words, connectives, adjectives	Students to show what they have learned this lesson in written work Teacher circulates around the classroom	S-T S-T	5	Monitoring learning Differentiation by outcome	

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		to provide feedback/support.				
11	Cultural: video and discussion Students watch a short video about school in China Discuss in pairs then share with class	Create cultural awareness; encourage discussions and critical thinking	S-S T-CL S-CL	10	Using online resource Teaching culture	
12	Mini plenary: Mini whiteboard game I say the English meaning, students write the Chinese characters	Students to practice writing Chinese characters from memory. Students who are less confident can refer to notes or copy (still practicing) from their peers Allow teacher to identify common mistakes and provide verbal feedback instantly	T-CL T-S CL-T	5	Translation (vocabulary) Writing Differentiation by support Monitoring learning	
13	Wrapping up: Review learning objectives and success criteria Self-assessment: students write a quick sentence about (1) what they have learned; (2) How to extend their learning	Students to be aware of what they have achieved this lesson and decide the next course of action to consolidate and extend their learning.	T-CL	2	Self-assessment	

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