

# MEP TEACHER TRAINING FILMS

Newton Leung – St Catherine’s College, Eastbourne

MEP Teacher Training Films

Lesson Plan



\*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

<b>Year :</b> 8
<b>Number of students :</b> 20
<b>Communicative aims (speaking):</b> <ul style="list-style-type: none"> <li>Students will practice vocabulary from Jinbu 1, Chapter 3, Sports (ball games)</li> </ul>
<b>Language aims (grammar, vocabulary, pronunciation):</b> <ul style="list-style-type: none"> <li>Grammar: 你会...吗? 你喜欢...吗?</li> <li>Vocabulary: 爱好, 运动, 打篮球, 打网球, 打乒乓球, 踢足球</li> <li>Pronunciation: pinyin with 'x' 'h' and 'q' as well as tones.</li> </ul>
<b>Skills development (reading, writing, listening):</b> Comprehension and production on the following sentence patterns: <ul style="list-style-type: none"> <li>All 我会打篮球。</li> <li>Most + 我不会踢足球和打篮球。</li> <li>Some + ask question 你会打篮球吗?</li> </ul>
<b>Materials and aids to be used:</b> Worksheets, PPT (with projected screen), mini-white board.
<b>Lesson content:</b> <ul style="list-style-type: none"> <li>Students are confident to express sports they like/can do. They will be challenged with the use of negation, connectives or even to provide a simple reason.</li> </ul>
<b>Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc):</b> <ul style="list-style-type: none"> <li>Started Mandarin last September with some quieter students who need to be monitored by effective questioning.</li> <li>Good handwriting – three students</li> <li>Good enunciation – three students</li> <li>Active/lively - three students</li> </ul>
<b>Flexibility (Possible changes you will need to make to the plan):</b> <ul style="list-style-type: none"> <li>Use of iPad for plenary with Quizlet Live and Kahoot if possible.</li> </ul>

Stage number	Activity (what you do and what the students do)	Aim of activity (why you/they do it)	Interaction pattern*	Time	Topic (s) covered	Flexibility
1	Starter <ul style="list-style-type: none"> <li>Students come in and copy characters.</li> </ul>	<ul style="list-style-type: none"> <li>Copying characters</li> </ul>	S	5	Starter	
2	Individual work. <ul style="list-style-type: none"> <li>Student: copy words on their worksheets.</li> <li>Teacher: check understanding on 1-1 basis.</li> </ul> Extension: 我学了。。。/我要学。。。	<ul style="list-style-type: none"> <li>Revision</li> <li>Setting lesson objectives.</li> </ul>	T-S	5	Starter – classroom management.	Students may not be able to finish. Remainder to be completed as H/W.
3	Pair work. <ul style="list-style-type: none"> <li>Student: ask and answer questions on their table.</li> <li>Teacher: monitor and guide.</li> </ul> ... 中文怎么说? Extension: Figure out the meaning of sentences and how to answer them.	<ul style="list-style-type: none"> <li>Input new words.</li> </ul>	S-S	5	Target language and pronunciation.	Teacher might use class monitors to reward/sanction.  Teacher demonstrate 'h', 'q'.
4	Group work. <ul style="list-style-type: none"> <li>Student: find sentence pattern.</li> <li>Teacher: add and confirm.</li> </ul> 你会...吗? Then students will then survey their classmates. Extension: write the result in characters.	<ul style="list-style-type: none"> <li>Input new sentence.</li> </ul>	S-S T-S	8	Input by speaking and peer assessment by survey task.	Seeing the time limit. Student might go for a check by asking 谁会。。。。
5	Class work. <ul style="list-style-type: none"> <li>Teacher: ask e.g. Toby 会打篮球吗?</li> <li>Student: write answer on mini-white board. Faster and more accurate one will get a point.</li> </ul> Extension: student take teacher's role to ask.	<ul style="list-style-type: none"> <li>Consolidate new sentence.</li> </ul>	T-S S-T	8	Character writing strategy. (input by speaking)	Teacher might emphasis on the accuracy of their characters by hand gesture – stroke counting ...
6	Whole class. <ul style="list-style-type: none"> <li>Teacher: provide support for translation task.</li> <li>Students: write translation task (pinyin + characters).</li> </ul> Extension: write what they have learnt in today's lesson – 我学了。	<ul style="list-style-type: none"> <li>Plenary</li> </ul>	T-S	5	Spontaneous feedback by monitoring the class.	Skip translation and go for 我学了 by providing a sentence straight on.

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