

MEP TEACHER TRAINING FILMS

Victor Wu – Highdown School and Sixth Form Centre

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

Lesson Plan for MEP Video Lessons

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| Teacher's Name: VWU |
| Date of lesson: 2nd April 2019 |
| Year: Y7 |
| Number of students: 24 |
| Communicative aims: To talk about hobbies and explain why |
| Language aims (grammar, vocabulary, pronunciation): <ul style="list-style-type: none">- To develop vocabulary related to leisure activities and intensifiers- To develop knowledge of the causal conjunction and its usage- To utilise the above-mentioned vocabulary and the causal conjunction in the context of expressing their opinions on leisure activities and explain why |

Skills development (reading, writing, listening):

Listening:

- Listen to single words
- Listen to sentences and catch key words

Reading:

- Read single words and reflect on the composition of words and their relationships with sound
- Read parts of characters and identify characters

Speaking:

- Tone practice
- Pronunciation practice of new vocabulary
- Sentence making including new vocabulary

Writing:

- Basic stroke order
- Write single words in pinyin and/or characters

Materials and aids to be used:

- PowerPoint and students' books

Lesson content:

- Vocabulary: 很、非常、最、真、有点、有意思、没意思、好玩、因为、觉得
- Grammatical knowledge: 因为

Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc):

- 24/25 students
- Motivated and enthusiastic
- Although selective class, a disparity of learning capabilities, of prior knowledge in Mandarin and of abilities in 4 languages skills

Flexibility (Possible changes you will need to make to the plan):

- The main aim of the lesson is designed based on their assumed knowledge on the vocabulary related to leisure activities. The pace of the lesson might need to be slowed down if the majority of students are not familiar enough with the vocabulary.

Procedure:

| 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 | <p>T: Communicate the instruction of the starter activities</p> <p>S: Draw the table down and put 9 previously learnt words in characters and pinyin.</p> <p>S: Write down the key verb previously learnt with the right stroke order</p> <p>T: Pronounce some of the words in Mandarin</p> <p>S: Repeat and identify the right words</p> | <p>To revise the vocabulary related to leisure activities on the written aspects</p> | <p>T-S</p> <p>S-S</p> <p>T-S</p> <p>S-S</p> | 7 | <ul style="list-style-type: none"> - Starter - Listening - Classroom management - Character writing - Assessment - Differentiation | <p>I might move on even students haven't finished the entire first starter activity.</p> |
| 2 | <p>T: Explain the differentiated LOs by giving concret examples ; Revise previously learnt intensifiers and conjunctions ; introduce new intensifiers and conjunctions</p> <p>S: Set up their own target for today's lesson</p> | <p>To communicate what we are learning today and why we are learning it</p> <p>To delegate learning responsibilities to learners</p> | <p>T-S</p> <p>S-S</p> | 3 | <ul style="list-style-type: none"> - Differentiation | |
| 3 | <p>T: Modelling tone practice with gestures</p> <p>S: Imitate and pronounce with gestures and</p> | <p>To practice pronunciation on a routine basis</p> <p>To develop aural sensibilities on tones</p> | <p>T-S</p> <p>S-S</p> | 1 | <ul style="list-style-type: none"> - OMS | |

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|---|--|--|------------|-------|---|--|
| 4 | T: Modelling basic strokes with gestures and pronunciation S: Imitate and pronounce with gestures. Write the 8 basic strokes in their books | To enhance knowledge and memory about basic strokes | T-S S-S | 2 min | - Character writing | |
| 5 | S: Stick the word labels in their book ; Guess how they are pronounce and what they mean T: Use questioning to guide S. find out the pronunciation and meaning for the new vocabulary | To Introduce new vocabulary To develop S' awareness on word composition, sound-graphic links | S-S T-S | 7 min | - Classroom Management - Character writing - Use CA | |
| 6 | S: Identify a challenging word to pronounce and a challenging word to write S: Police man/criminals game | To develop further the vocabulary knowledge To enhance pronunciation To listen to single words | S-S | 3 min | - Listening - Classroom Management - Assessment | |
| 7 | T: Write part of a character on the board S: Guess which character it's about and type it out | To develop further the vocabulary knowledge To develop knowledge on composition of characters To read new vocabulary | S-S PW | 7 min | - Character writing - Differentiation | |

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|---|--|---|-----|-------|-----------------------------------|--|
| 8 | T: Monitor progress S: Self-assess with regard to SCs | To assess overall learning in the classroom To guide students to reflect on their own learning | T-S | 2 min | - Assessment - Differentiation | - A random activity might be used in order to strengthen overall learning in the classroom |
|---|--|---|-----|-------|-----------------------------------|--|

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|----|--|---|-----------|-------|---------------------------------------|--|
| 9 | T: Read out sentences S: Listen and catch key information | To listen to full sentences and understand key words | T-S | 8 min | - Listening - OMS - Use of CA | |
| 10 | T: Monitor progress S: Self-assess with regard to SCs | To assess overall learning in the classroom To guide students to reflect on their own learning | T-S | 2 min | - Assessment - Differentiation | - A random activity might be used in order to strengthen overall learning in the classroom |
| 11 | T: Give a word S: Make a sentence including the word | To apply the vocabulary knowledge | S-S GW | 5 min | - Classroom management - Listening | |

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