

# MEP TEACHER TRAINING FILMS

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MEP Teacher Training Films

Lesson Plan



**KIM**  
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<b>Year: Year 8 MEP</b>
<b>Number of students: 28</b>
<b>Communicative aims (speaking):</b> Students will be able to describe a place and talk about experiences by using verb + 过 and future tense by using 想+verb / 要+verb.
<b>Language aims (grammar, vocabulary, pronunciation):</b> <ul style="list-style-type: none"> <li>• 想 / 要+verb structures: (想吃一吃, 要看一看)</li> <li>• adjective + 极了 structure</li> <li>• stroke order for 参加, 想</li> </ul>
<b>Skills development (reading, writing, listening):</b> <ul style="list-style-type: none"> <li>• Reading/ writing: students will read a 250 character text and answer questions in English.</li> <li>• Stronger students will translate fully and be able to adopt the sentence patterns for their own use.</li> <li>• Listening: students will listen to other pupils' answers/ speaking presentation and try to understand fully.</li> </ul>
<b>Materials and aids to be used:</b> Jinbu 2 book; youtube; images from the internet, worksheet with quiz
<b>Lesson content:</b> The lesson will mostly focus on the language of talking about the experience of visiting a place and talking about plans by using 想 / 要+verb.
<b>Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc):</b> This is a class of boys who can participate in lesson fully and embrace challenges. They sometimes struggle to concentrate on a quieter task, and need a fast-paced lesson to keep their interest.
<b>Flexibility (Possible changes you will need to make to the plan):</b> A lot of the language in this lesson is recycled, so the lesson is based on assuming they can remember previous vocabulary. If they struggle to remember, then activities might have to be changed/ dropped. There is ample content to explore in lesson, if the pupils are slow completing tasks, I will have to adjust as appropriate.


## Topic: Travel

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>Use a PPT slide showing 5 verb+过 phrases and 5 incomplete sentences to ask students to tell the meaning of the verb phrases first and then they do 2 minute pair work to choose the best verb to fill in the blanks to complete the 5 sentences and work out how to say them as well.</p> <p>Then quickly check students' answers.</p> <p><b>Please see picture of the slide for the verbs and sentences used for this task.</b></p> <p>Task1 两人一组 To identify the verbs and choose the best verbs to complete the sentences.</p> <p>a. 去过 1. David Beckham ____ 大熊猫。            b. 吃过 2. 我没有____ 臭豆腐。            c. 看过 3. 哥哥在香港的时候____龙船。            d. 坐过 4. 爸爸因为工作____很多地方。            e. 学过 5. 我们____很多中文歌曲。</p>	<p>To revise verb+过 structure</p> <p>To identify characters</p>	<p>T-S</p> <p>S-T</p> <p>PW</p>	5	<p>Teaching culture through language learning</p> <p>Differentiation by outcome</p>	If no one can give me a sentence, ask pupils to translate sentences or finish the unfinished sentences by supplying words.
2	Then present the objectives on PPT.	to practise using 要+verb to talk about something	<p>T-S</p> <p>S-T</p>	5	<p>Questioning</p> <p>Classroom management</p>	This asking and answering task can be used for whole class

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	<p>Ask students' 3 questions. When one student is answering, the others should listen.</p> <p>T:今年夏天你们要去中国的哪个大城市？</p> <p>S:今年我要去上海。</p> <p>T: 你们要怎么去上海？</p> <p>S: 我们要坐飞机去上海。</p>	you are going to do				drill, if time, will do a whole class drill.
3	<p>Video time</p> <p>( <a href="https://youtu.be/J4VYA1FZUyE">https://youtu.be/J4VYA1FZUyE</a> )</p> <p>After video, ask students to tell:</p> <p>上海是一个什么样的城市？</p> <p>Then show them the pictures of The Bund, Nanjing Road and The Oriental Tower on PPT. Students have to quickly work out which places are 外滩 · 东方明珠塔 · 南京路.</p> <p>Lead the whole class to say the place names.</p> <p>Please see pictures below.</p>	<p>Describing a place (speaking)</p> <p>Practising pinyin and tones</p>	T-S PW	5	<p>Teaching culture through language learning</p> <p>Using authentic resources (video and pictures)</p>	If video is not working, use pictures on PPT.

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	<p>Task 3 看图说话 两人一组 use the phrase 照片上有…… or 照片上的地方是…… to describe the pictures.</p>  <p>a. 照片上有……。 b. 照片上的地方是……。</p>					
4	<p>Then students will work in pairs to talk about the photos (the same photos from stage 3 by saying 照片上的地方是……and another sentence to describe the place.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>照片上的地方是上海外滩。外滩的旁边有一条大河。</li> <li>照片上有一座很高很高的楼。这座楼叫东方明珠塔。我觉得它很漂亮。</li> <li>照片上的地方是上海的南京路。南京路上有很多很多商店。</li> </ol> <p>Extension task: for more able students: they can write down the sentences they worked out in characters in their book.</p>	describing pictures	PW T-S S-T	5	<p>Teaching culture through language learning</p> <p>Using authentic resources (video and pictures)</p> <p>peer assessment</p> <p>differentiation by outcome</p>	Some pupils might take long to finish writing 3 sentences, will not wait from them, they can finish them after the lesson.
5	At this stage first ask students to think if they are now in 上海， they are writing a postcard, what things they	Character writing practice	T-S S-T	5	Character writing	Some pupils need additional support, so

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	<p>will include. Then present them the exemplar postcard with 250 characters (see postcard content listed below the whole table). Some verbs were left out for students to fill in.</p> <p>Ask pupils to work in a group of 4 write down the correct verbs/tenses to complete the sentences on the postcard. (worksheet will be given and also the script is on PPT)</p> <p>Then ask some groups to present their work.</p>	<p>Reinforce the tenses</p> <p>Speaking presentation</p>	GW		<p>Differentiation by using postcards with or without pinyin</p> <p>Reading skill</p> <p>Speaking skill</p> <p>Peer assessment</p>	<p>might have to walk around a bit to check.</p>
6	<p>Read the finished postcard again, answer the questions below in English and for more able students they can read the text again to translate them in detail</p> <ol style="list-style-type: none"> <li>1. What is the weather like?</li> <li>2. What is next to 外滩?</li> <li>3. Which two activities they did when visiting 外滩?</li> <li>4. What is the name of the snack they are going to try?</li> <li>5. Where are they visiting tomorrow?</li> <li>6. List 3 types of shop you can find on 南京路.</li> </ol>	<p>Reading skill</p> <p>Identify key words</p> <p>read for details</p> <p>translation skill</p>	<p>GW</p> <p>S-S</p> <p>S-T</p>	5	<p>Grammar (past and future)</p> <p>Speaking and reading skill</p> <p>Classroom management - When questioning students/asking students to do speaking presentation, they should not shout out the answers,</p>	<p>If time is up, the pupils still haven't found the answers, might just ask them 4/5 questions instead.</p>
7	<p>After reading the text, we need to examine the language used in the text.</p> <p>Ask students to say which characters they find difficult to write.</p>	<p>character memorisation strategy</p>	<p>S-T</p> <p>T-S</p> <p>PW</p>	5	<p>Character writing strategy</p> <p>Reading strategy</p> <p>Grammar</p>	<p>If pupils are not asking question, then present the stroke order animation of the</p>

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	<p>Students will be asked to make up little stories (PW) to memorise those characters. Those difficult character might be 想 · 要 · 过 · 参观 · 拍照 · 知道.</p> <p>I will also display the animation of stroke order of these characters on PPT to help students.</p> <p>After examining characters, tell students 好吃极了 is the synonym of 非常好吃 · 十分好吃 · they then understand it means extremely tasty. Also ask them the difference between 极了 and 非常.</p> <p>Extension task: students can translate a sentence :</p> <ul style="list-style-type: none"> <li>• Today let's eat Shanghai cuisine.</li> <li>• I heard Shanghai Cuisine is very nice.</li> </ul>	grammar adjective+极了				characters and ask them to copy down in order.
8	<p>Now students will be given two sets of mini cards. One set have 8 questions, and the other set are the answers. Students will work in pairs to match the questions and answers.</p> <p>Then ask some students to role play the dialogue.</p> <p><b>Question</b></p> <ul style="list-style-type: none"> <li>• 上海天气好不好？</li> <li>• 你觉得上海是一个什么样的地方？</li> <li>• 今天你去了什么地方？</li> <li>• 在那里你做了什么？</li> <li>• 下午你想去吃什么？</li> </ul>	<p>Asking questions to extend your conversation</p> <p>Review the reading text</p> <p>Practise speaking</p>	PW T-S S-T	5	<p>Practice speaking in pairs</p> <p>Peer assessment</p> <p>Pupil using target language</p> <p>Identify characters</p>	We might run out of time, I will ask two pupils only to present the role play dialogue

	<ul style="list-style-type: none"> <li>• 上海的南京路你去过了吗？</li> </ul> <p>Answers</p> <ul style="list-style-type: none"> <li>• 上海的天气很好，不冷也不热。</li> <li>• 上海有很多很多高楼，有很多人，真大！</li> <li>• 我今天去了外滩。外滩是上海有名的景点。</li> <li>• 在外滩的时候，我拍了照。</li> <li>• 下午我想吃小笼包子。</li> <li>• 没去过。我知道那里有很多商店。</li> </ul> <p>The mini cards will be in random order.</p>					
9	<p>Use the sentence patterns from the postcard to create a postcard in Chinese of their own. (postcard provided by teacher)</p> <p>Pupils can include <b>some</b> content below</p> <ul style="list-style-type: none"> <li>• Where they are</li> <li>• When did they get there</li> <li>• What places they went to</li> <li>• What activities they did</li> <li>• What special food/drink they had</li> <li>• What they are going to/want to do whilst staying there</li> </ul>	<p>Intensive writing</p> <p>To practice word order</p> <p>To review past tense and future tense</p> <p>To describe a place briefly</p>	<p>S-T</p> <p>PW</p>	8	<p>Grammar (word order)</p> <p>Differentiation by offering in-lesson support</p> <p>Differentiation by outcome</p> <p>Target language</p> <p>Task based learning</p>	<p>Again some students take long time to complete this task, I will set this task as their homework.</p>

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10	<p>Ask someone who has finished the card to read out in class and wrap up the lesson, set homework.</p> <p>Extended task: if anyone complete <b>9 the writing task</b> quickly, they can try out the quiz on the worksheet.</p> <p>Quiz listed here.</p> <p>1. 上海在中国的___部。</p> <p>a. 中 b. 东 c. 西 d. 北</p> <p>2. 下面哪些景点不在上海？</p> <p>a. 兵马俑 b. 外滩 c. 万里长城 d. 东方明珠塔</p> <p>3. 上海又名的小吃有___。</p> <p>a. 小笼包子 b. 火锅 c. 串串香</p> <p>4. 外滩边上的大河叫___。</p> <p>a. 黄河 b. 长江 c. 黄浦江</p>	<p>To practise speaking presentation</p> <p>Listening skill</p> <p>To review the cultural knowledge of the lesson by doing the quiz</p>	<p>T-S</p> <p>S-T</p>	2	<p>Sharing successful criteria</p> <p>Quiz</p> <p>Differentiation by using extended task</p>	<p>If no time left, I will have to leave this task out completely.</p> <p>I will then simply ask students to tell me a few key words they learned from this session and give them HWK.</p>
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Postcard notes (Missing verbs for 5 – filling in the missing verbs are highlighted in green. Total 10 verb phrases)

爱德南

你好!

我到上海了。上海春天不冷不热，天气很好! 上海真大，有很多人，也有很多高楼。上海有很多好玩儿的地方，有美丽的外滩，还有又高又漂亮的东方明珠塔。

我们今天上午去了外滩。外滩旁边是一条大河，大河上有很多游船。在外滩的时候，我们坐了船，还拍了照。我们下午要去一家饭店吃小笼包子。小笼包子是上海最有名的小吃。听说小笼包子里有汤又有肉，好吃极了!

明天我们要参观上海有名的东方明珠塔。我知道上海最有名的路叫南京路。那儿有很多商店，有卖衣服的，有卖礼物的，也有卖吃的。我很想去那里买东西。

你忙不忙? 伯明翰的天气怎么样?

李海明

三月九日