

MEP TEACHER TRAINING FILMS

Caiqing Yang – Mayfield Grammar School

MEP Teacher Training Films

Lesson Plan



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Lesson Plan for MEP Video Lessons

Teacher's Name Caiqing Yang
Date of lesson 29/03/2019
Year 7
Number of students 21 (might change with the collection of the parent consents)
Communicative aims (speaking): Students will practice new words of school subjects and key structures from Jinbu 2, Unit 4, chapter 1 "Chinese is cool"
Language aims (grammar, vocabulary, pronunciation): To apply the newly-learnt words of school subjects in the 'verb not verb' question structure. Key structure: do you like (or not like) ___ lesson? Do you have (or not have) ___ lesson on <u>a day of the week</u> ?
Skills development (speaking, reading, writing, listening): Listening: students will do listening comprehension exercise in which they need to pick up words of school subjects. Higher ability students can pick up the verbs (like/learn in the listening) and get to understand what the people were talking about. Speaking: 1) speedy speaking game to practise fluency and reinforce the memorisation of new words. 2) 'Find someone who' exercise to practise application of new structures and spontaneous use of language. Writing: timed writing practise to develop spontaneous writing skills. Reading: peer assessment of each other's writing to practise reading skills, error identification, as well as to develop ability of reflecting on strengths of writing pieces.
Materials and aids to be used: Jinbu 1 textbook; PowerPoint; handouts for speaking activity; audio clips
Lesson content: The lesson will focus on grammar of 'verb not verb' structure to ask yes/no questions, i.e. like not like, have not have, using the words of school subjects. The lesson will also practise listening and speaking skills, as well as to develop spontaneous writing skills of the school topic.
Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc):

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This is a class of girls, most of whom are engaged and keen to speak up. There are 4 girls in the front who need teachers to be on top to focus on the tasks, 2 girls at the front edge who might be chatty sometimes.

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

The lesson is based on the assumption that the previous lesson has run as planned. If not, there will be an additional activity in the beginning of the lesson to catch up with what hasn't been done in the previous lesson.

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>Starter</p> <p>Students do translation task while teacher take registers.</p> <p>Students respond a word of school subjects or a sentence when they hear they name</p> <p>Share learning objectives.</p>	<p>Re-cap key structure from last lesson.</p> <p>Re-cap words learnt from last lesson.</p>	S	5	<p>Differentiation - lesson objectives</p> <p>Target language</p>	If we start the lesson late then I will go straight to lesson objective.
2	<p>Speedy speaking</p> <p>I will ask remind the students of words of school subjects from picture prompts on the PowerPoint. Students will be ask to say as many words as possible within 15s. Students will practise by themselves and some of them will be asked to demonstrate in class.</p>	<p>To remind students the newly learnt words, and challenge students practise saying words loud in a limited time.</p> <p>To get students fluent with the new words and prepare them for next listening task.</p>	S PW	5	<p>Instruction giving</p> <p>Behaviour management</p> <p>Positive reinforcement</p>	<p>If the lesson start from students entering the classroom, I will need to set them a quiet task so I can take register.</p> <p>It might take longer than 5 minutes.</p>

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3	<p>Listening comprehension</p> <p>Students will have to find the right page in the book, copy down the names and get ready for listening.</p> <p>Higher ability students can try to get additional information</p> <p>I will play the listening audio twice.</p>	<p>To practise listening skills and check if students can pick up the new words from the listening audio.</p> <p>To prepare students for the later activity 'find someone who' in which they need to understand what the others are asking.</p>	S	5	<p>Listening comprehension</p> <p>Target language</p>	<p>If students were able to pick up the information from the first time of the listening, I will only play the audio once.</p>
4	<p>Grammar</p> <p>Ask students to think about the ways to ask 'do you like...lesson?'</p> <p>Introduce two ways to ask yes/no questions</p> <p>Use learnt knowledge 'do you have dogs' to ask students to discuss in pairs what would be the other way to ask the same question.</p> <p>Ask students to use new ways to ask questions of learnt topics, such as do you like listening to music, can you swim etc.</p> <p>Ask students to reflect how to ask 'do have Mandarin lessons on Monday?'</p>	<p>To develop skills of reflecting, analysing and explaining grammar points.</p> <p>To revisit key questions of previous topics.</p> <p>To prepare students for the next activity.</p>	PW S-S T-S	10	<p>Instruction giving</p> <p>Grammar</p> <p>Review and build</p> <p>Progression planning</p>	
5	<p>Speaking whole class activity – find someone who</p> <p>The students will get a sheet with 9 descriptions. They will need to go around the class and find people that fits in each description.</p>	<p>To encourage spontaneous speaking through guided activity.</p> <p>To consolidate the structure and new words though asking and answering questions.</p>	GW S-S	10-15	<p>Group work – stir and settle activity</p> <p>Progression planning</p> <p>Differentiation – task and support materials</p> <p>Reward and sanction</p> <p>Instruction giving</p>	

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	<p>The first three people finish will get a tick.</p> <p>The lower ability students can use the key structures on the sheet to ask questions.</p> <p>Higher ability students who finished quicker can do extension – write about their findings.</p> <p>Pick up some students to report their findings in Chinese.</p>	To provide opportunity for students to talk to peers who are not their desk partners.				
6	<p>Writing challenge</p> <p>Give students 5 minutes to write about the school subjects they like/dislike, what subjects they study, what lessons they have today, etc.</p>	<p>To develop skills of producing a writing piece within limited time.</p> <p>To further consolidate the new words and structures of the topic of school subjects.</p>	S	5-10	<p>Instruction giving</p> <p>Character-writing intervention</p>	I might give students extra 5 minutes so it could take longer time.
7	<p>Peer assessment</p> <p>Students will swap books with each other and mark each other's writing. They will write WWW (What went well) and EWI (Even better if) for each other's work.</p>	To provide opportunity for students to reflect on success criteria and learn from each other's work.	S-S	5	<p>Instruction giving</p> <p>Peer assessment</p> <p>Sharing successful criteria</p>	

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