

MEP TEACHER TRAINING FILMS

Melissa Carr – Dartford Grammar School

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

| |
|---|
| Year 8MEP |
| Number of students 35 |
| <p>Communicative aims (speaking):</p> <p>Students will practice vocabulary from Jinbu 2, Unit 3, chapter 4 “My House” to talk about their houses</p> |
| <p>Language aims (grammar, vocabulary, pronunciation):</p> <p>Correct pronunciation, tones and stroke order for the 8 new words (房子, 卧室, 浴室, 厕所, 客厅, 厨房, 花园, 书房)</p> <p>Sentences to describe what rooms there are/aren't in a house: 我的房子有/没有.....(this sentence structure is recycled)</p> <p>Sentences to describe how many rooms there are: 我的房子有 <i>number + measure word + room</i> (this sentence structure is recycled)</p> <p>Extension: Use adjectives to describe if the room is big or small: 我的客厅很大 / 我有一个大卧室 (this sentence structure is recycled)</p> |
| <p>Skills development (reading, writing, listening):</p> <p>Reading/ writing: students will read a paragraph and answer questions (either multiple choice or open ended). Students will translate sentences into Chinese.</p> <p>Listening: students will watch a video and pick out the Chinese for key words to describe rooms in a house.</p> |
| Materials and aids to be used: Jinbu 2 book; BBC Bitesize Classroom Clips; Powerpoint; Vocab cards |
| <p>Lesson content:</p> <p>The lesson will mostly focus on the language of describing the rooms in a house. The vocabulary for the rooms will be new but the sentences structures will be recycled.</p> |
| <p>Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc):</p> <p>This is a class of boys who as a group are well-motivated and energetic. As this is a MEP group, they assimilate new language well, therefore they need a fast-paced, varied and challenging lesson to keep their interest. They can be quite competitive so any class games are very popular but need to be managed well and expectations of students need to be reminded.</p> |
| <p>Flexibility (Possible changes you will need to make to the plan):</p> <p>It depends on how quickly students can confidently use the new vocabulary, they may need more practise of this before moving on to the sentences.</p> <p>If the internet is not working, I will have to adapt the video part of the lesson and move straight into introducing the vocab orally.</p> |

| 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 | Introduce students to the lesson title, objectives and learning outcomes. Students will write the lesson title, date, day of the week and weather in Chinese. | Students are aware of what they will be learning in today's lesson and what they can achieve by the end of the lesson (differentiated outcomes). Students practise routine everyday language in terms of dates/days/weather. | T-S | 2 | Setting lesson objectives Sharing successful criteria Questioning Reviewing and recycling language | |
| 2 | Ask students to watch the video which introduces them to Chinese children talking about where they live in China. Students will watch the video and make notes of any key words or phrases to describe their house. Also ask students to consider what they have learnt about the types of places Chinese children live in. | To introduce students to some of the new words in today's lesson from native Chinese children and introducing them to aspects of Chinese culture/society. | T-S | 5 | Teaching culture through language learning Using online resources Individual activity to practise listening | If the internet doesn't work, skip this activity and move straight into the vocab instruction. |
| 3 | Display the new words on the board with the pictures of the meanings. Students will discuss in pairs if they can identify any patterns that they see and if they can guess the correct meanings of the characters and feedback to the whole class. | Activate students' recognition of any characters and start to build links between the new words. | S-T/S-S | 3 | Identifying key characters Pair activity to practise reading Questioning | |

*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

| | | | | | | |
|---|---|---|---------|----|---|---|
| 4 | On the board, introduce students to the new words, showing them the character first, then pinyin, then English meaning. There will be a total of 8 new words which will be divided into two sets of 4 new words. Students will repeat the words through choral repetition, focusing on pronunciation and tones, using hand gestures to reinforce this. After each set of words test the students' recognition and understanding through 3-stage questioning (对不对; A 还是 B; 这是什么?) This is the presenting stage. | Students understand the meanings of new words, how to pronounce them and what the characters are. Through repetition and questioning students build them into their memory. | T-S/S-T | 10 | Scaffolding, modelling and progressing the 3 skills: listening, speaking, reading Identifying key characters Pinyin Tones Target language Questioning | Students may take longer to recognise and understand the new characters so may need to spend more time practising repetition and the first two stages of the 3-stage questioning. If students struggle to get the correct tone/ pronunciation, it is normal to get them to repeat again until they have said it correctly. |
| 5 | Show the stroke order animations of the new characters. Students will write out the new characters, following the correct stroke order in their vocab books and practise further in their character booklets. This is the practice stage. | Students learn how to write with the correct stroke order. | T-S | 5 | Individual work to progress writing skills Character writing strategies | |
| 6 | Show the new words on the board with pinyin. Students in pairs will play 'ping-pong' game - take it in turns to say the new words (focussing on correct pronunciation and tones), completing them in the fastest time possible. They start with the pinyin but this will then be removed and they will just have tone markers. Invite two pairs to compete. If they make mistakes, other students will raise their hand to show they recognise a mistake. Then ask students to feed back. This is the practice stage. | Students practise correct pronunciation and tones and build up recognition and memory of new words and enjoy learning through playing a game, making it fun. | PW | 5 | Pair work to progress speaking and reading skills Practice including games Peer assessment Scaffolding and modelling Target language | Students may need to be shown the pinyin above the characters for longer if they find it too difficult to say the words without the support. |

*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

| | | | | | | |
|---|--|---|-----|----|--|--|
| 7 | <p>Show students a short passage describing my house. Students have to read the passage and answer questions – individual work. This is differentiated by task and support – students have the choice to answer open-ended questions or multiple-choice questions. They can refer to their vocab books for support. There will be extension activities for students to identify the key sentence structures to describe what a house has/doesn't have; how to describe how many rooms there are using measure words; how to use adjectives to describe how big/small rooms are. Further extension activity will be for students to re-arrange a sentence into the correct Chinese. Elicit answers to the questions and extension activities through questioning. This is the practice stage.</p> | <p>Students will see how the new vocab is used in context and sentences. Students will pick out key information from the new language learnt and review previously learnt language.</p> | S-T | 5 | <p>Individual activity to model and progress reading skills</p> <p>Identifying key characters</p> <p>Reviewing and recycling language</p> <p>Recap and review activities</p> <p>Grammar – sentence order; measure words and adjectives</p> <p>Differentiation by task, outcome and support</p> <p>Questioning</p> <p>Scaffolding and modelling</p> | |
| 8 | <p>Show 3 sentences in English. Students will work in groups of 4 and be given vocabulary cards. In groups they have to use the cards to build sentences to make the correct translations of the sentences (based on using the new vocab in the key sentence structures). Students can use their vocab books as a support. Extension activity is to create a sentence with the leftover vocab cards. This is the production stage.</p> | <p>Students create sentences based on what they have learnt this lesson.</p> | GW | 10 | <p>Group activity to progress reading and writing skills</p> <p>Identifying key characters</p> <p>Cards for sentence building activity</p> <p>Reviewing and recycling language</p> <p>Grammar</p> <p>Differentiation by outcome and support</p> | |

*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

| | | | | | | |
|---|---|--|-----|---|--|--|
| 9 | Students will take part in a quiz using the mini-whiteboards. Show them questions based on the lesson objectives and learning outcomes and students will write their answers on the mini-whiteboards and then show me. Questions will progress from multiple-choice questions based on the vocab, to open-ended questions based on sentences. | Opportunity for teacher to assess and students to self-assess their progress based on the learning outcomes. | S-T | 5 | Individual activity to progress reading and writing. Identifying key characters. Practice including quizzes. Recap and review activity Differentiation by outcome Peer assessment | |
|---|---|--|-----|---|--|--|

*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