10-minute mock teaching lesson plan

TEACHER PLAN / 教学设计 • Senior high · B1–B2 · Reading

TOPIC The Power of Small Steps | 主题：积少成多的力量

Teaching context: A simulated senior-high English reading lesson. The candidate teaches as though a class is present. This is practice material, not an official examination prompt.

Learning outcomes / 教学目标

- Identify the main idea of an original text about deliberate practice.
- Find two specific details as evidence.
- Give a brief personal response using “I would … because …”.
- 中文提示：完成主旨理解、细节定位及简单的个人观点表达。

Materials / 教学材料

Original reading passage (student worksheet), one board/slide with title and three keywords, timer, teacher cue script. No internet connection required.

Timing & teaching actions / 时间与活动

Time	Stage	Teacher action / Expected student response
0:00–1:00	Lead-in	Ask: “What skill would you like to improve?” Elicit one short response.
1:00–2:00	Predict	Reveal title. Ask what “small steps” might mean.
2:00–4:00	Skim	Silent read for 45–60 seconds. Choose main idea (Q1).
4:00–6:00	Scan	Find “How long?” and “What helped?” (Q2–3). Underline evidence.
6:00–8:15	Respond	Pairs: choose a skill and explain a daily 15-minute practice plan.
8:15–9:15	Feedback	Invite one sample. Model gentle correction and praise.
9:15–10:00	Exit	One-sentence takeaway + recap main idea.

Board plan / 板书设计

THE POWER OF SMALL STEPS | regular practice + useful feedback + realistic goals

Objective: main idea → evidence → personal response

Teaching notes / 试讲提示

- During an interview, speak to imaginary pupils naturally: “Thank you, Lily. Good idea.” Do not merely describe your plan to assessors.
- Keep the text short enough for an authentic skimming task. Demonstrate the instructions and model an answer.
- Allow brief, intentional pauses; do not pretend students have actually answered when none are present.
- If the interviewer requires a different task or teaching duration, adapt the structure.

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