10-minute mock teaching script

TEACHER SCRIPT / 试讲逐字稿 • Practice aloud · Adapt names and pacing

This is a model classroom-language script, NOT a speech to read word for word to interviewers. Use natural pauses and simulate classroom interaction. Chinese notes are teacher-facing.

0:00–1:00 Lead-in / 导入

Good morning, everyone! Today we are going to explore a question: how can small steps lead to real progress? Before we read, think about one skill you would like to improve. It could be speaking English, drawing, or anything else. [Pause.] Would anyone like to share? Yes, Lily? “Speaking English.” Great choice! Thank you. Let’s see what a group of students discovered.

教师提示/ Teacher cue: 微笑、目光扫视全班；给出两三秒思考时间。没有真实学生时，可用简短示范回答继续，但不要假装真的听到了回答。

1:00–2:00 Prediction / 预测

Look at the title: “The Power of Small Steps.” What do you think “small steps” means here? [Pause.] Perhaps it means making a little progress each day. That is one possible prediction. As you read, check whether the text supports this idea.

教师提示/ Teacher cue: 板书标题和 small steps。示范预测不是直接宣布答案；提醒学生阅读时验证。

2:00–4:00 Skimming / 略读

You now have about one minute to read quickly. You do not need to understand every word. Focus on the main message. Then choose the best answer to Question 1. Ready? Start reading. [Allow a realistic pause or briefly simulate the reading interval in a shortened rehearsal.] Time is up. Which answer best captures the text: A, B, or C? [Pause.] B: small daily practice and feedback can help learners notice progress. Good. What in the final paragraph supports that answer?

教师提示/ Teacher cue: 给出明确的略读目的和限时。核对主旨后，可指向末段“pay attention to the learning process”。

4:00–6:00 Scanning / 寻读

Now let’s look for evidence. Question 2 asks: how long did the students practise each day? Scan the first paragraph for a number. [Pause.] Exactly: fifteen minutes. Please underline that phrase. For Question 3, find two things that helped the students improve. You might look in the third paragraph. [Pause.] We can find regular practice, helpful feedback and realistic goals. Two correct examples are enough. Well done: you used details from the text, not just guesses.

教师提示/ Teacher cue: 强调“有据可查”。扫描时把目光引向第一段数字和第三段三个关键词。

6:00–8:15 Discussion / 讨论

Let’s make this personal. Imagine you can practise one skill for fifteen minutes each day. Which skill would you choose, and how would you know you are improving? Turn to a partner. You can begin: “I would practise … because …” and “I would measure progress by …” You have one minute. [Pause or demonstrate two contrasting possible responses.] Let’s hear one idea. For example: “I would practise speaking because I want to feel more confident. I would record a short answer every day.” That is clear and specific.

教师提示/ Teacher cue: 板书句型支架。无真实学生时可示范两种短答案，再选择其中一种反馈。

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8:15–9:15 Feedback / 反馈

That's a thoughtful answer. You gave both a goal and a way to measure progress. One small language improvement: say "I would practise speaking English for fifteen minutes," not "practise English fifteen minutes." Try the full sentence with me. Excellent. Remember, feedback should help us improve—not make us afraid to try.

教师提示/ Teacher cue: 表扬内容再纠正语言；纠错要短、具体、鼓励性强。

9:15–10:00 Exit and summary / 总结

Before we finish, complete this sentence in your mind: "One small step I can take this week is …" [Pause.] Today we practised three reading skills: predicting, finding the main idea and locating details. And our key message? Progress often comes from regular practice, useful feedback and realistic goals. Thank you, everyone. See you next lesson!

教师提示/ Teacher cue: 回扣阅读技能与主题；结束语不宜拖延。

Interview-specific adjustments / 面试调整

- Do not announce "First I would ask…" throughout: demonstrate the teaching instead.
- If asked to work without a real class, keep interactions concise and natural rather than waiting a full minute in silence.
- Rehearse with a stopwatch. If you run long, shorten sample responses—not your learning objective or final summary.
- This demonstration focuses on the teaching segment only; qualification interviews may have additional questions and follow-up stages.

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