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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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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The Power of Small Steps

STUDENT READING WORKSHEET • Senior high · B1–B2 · Original reading

Name: _____ Date: _____

Before you read

What is one skill you would like to improve? Why?

_____

Read the text

Last month, students at Riverside High took part in a simple challenge. Each student chose a skill they wanted to improve, such as speaking English, drawing or playing the guitar. For seven days, they practised for fifteen minutes a day and wrote one sentence about what they had learned.

At first, many expected quick progress. On the third day, several felt frustrated. Their teacher, Ms Lin, encouraged them to compare small changes rather than aim for a perfect performance. One student noticed that she could describe a picture without stopping so often. Another found that he made fewer mistakes after listening to feedback from a partner.

At the end of the week, the class shared their results. Some had made big improvements, while others had noticed only small changes. Yet most students wanted to continue. They had discovered that regular practice, helpful feedback and realistic goals were more useful than waiting for motivation.

The experiment did not prove that everyone learns at the same speed. Instead, it showed that progress can become easier to notice when students pay attention to the learning process.

1 Skim: choose the main idea

☐ A. Students learn every skill at the same speed.

☐ B. Small daily practice, feedback and realistic goals can help learners notice progress.

☐ C. Motivation is the only important factor in learning.

2 Scan: locate information

How many minutes did students practise each day? _____

3 Scan: find evidence

Name TWO things the class found helpful for improvement:

1. _____

2. _____

4 Think and discuss

Which skill would you practise for fifteen minutes each day? How would you notice progress?

I would practise _____ because _____

I would measure progress by _____

5 Exit ticket

One small step I can take this week is _____

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Reading worksheet · answer key

TEACHER ANSWERS / 参考答案 • The Power of Small Steps

Answers and evidence

Item	Correct / Suggested response	Textual evidence
Q1	B	Last two paragraphs: regular practice, helpful feedback, realistic goals; noticing progress.
Q2	15 minutes a day	First paragraph: “fifteen minutes a day”.
Q3	Any two of: regular practice; helpful feedback; realistic goals	Third paragraph names all three.
Q4	Open response. Accept a skill, a reason and a realistic way to measure progress.	E.g. I would practise speaking because I want confidence. I would record myself weekly.
Q5	Open response. Accept a specific, achievable next step.	E.g. I will read one short English article every day.

Teacher language for feedback

- “Good evidence. Can you show us where you found that?”
- “Your idea is clear. Could you add one example?”
- “That’s a useful strategy. Try making the goal more specific.”

中文教学说明

第 1 题选 B；第 2 题为每天 15 分钟；第 3 题填写“规律练习、有帮助的反馈、切实可行的目标”中的任意两项。第 4、5 题为开放性题目，重在观点是否明确、是否给出合理的例子或可执行的计划。

Marking note

This is a formative classroom activity. It is not an IELTS or standardized examination paper; do not convert its results to IELTS bands.

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Classroom English · phrase bank

TEACHER LANGUAGE / 教师课堂用语 • 20 ready-to-use expressions · EN + 简体中文

Use short, clear instructions, a demonstration and one check of understanding. In a mock lesson, speak as if you are addressing students—not explaining every action to assessors.

Opening / 课堂导入

English classroom language	简体中文参考译法
Good morning, everyone.	同学们，早上好。
Let's start with a quick question.	我们先来看一个简短的问题。
Take a moment to think.	请花一点时间思考。
Who would like to share an idea?	谁愿意分享一个想法？

Giving instructions / 发出指令

English classroom language	简体中文参考译法
Read the text quickly for the main idea.	快速阅读文章，抓住主旨。
You do not need to understand every word.	不需要理解每一个单词。
Underline the words that support your answer.	请在支持你答案的词句下画线。
Work with a partner for one minute.	与同伴讨论一分钟。

Checking understanding / 检查理解

English classroom language	简体中文参考译法
What is the writer's main point?	作者的主要观点是什么？
Where did you find that information?	你是在哪里找到这条信息的？
Could you explain that in your own words?	你能用自己的话解释一下吗？
Does anyone have a different idea?	有人有不同的想法吗？

Feedback / 评价反馈

English classroom language	简体中文参考译法
That's a thoughtful answer.	这是一个经过认真思考的回答。
Good evidence from the text.	你找到了很好的文本依据。
You're on the right track.	你的思路是对的。
Try adding one specific example.	试着补充一个具体例子。

Transitions & closing / 过渡与总结

English classroom language	简体中文参考译法
Now let's move on to the next question.	现在我们来看下一个问题。
Before we finish, let's review.	结束前，我们来回顾一下。
What is one thing you learned today?	今天你学到的一点是什么？
Thank you for your ideas today.	感谢大家今天的分享。

A simple correction sequence / 简洁纠错步骤

Praise the idea → identify ONE change → model the improved wording → invite repetition.

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先肯定内容 → 指出一处需要调整的表达 → 示范更自然的说法 → 邀请学生重复。

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Mock teaching rehearsal checklist

TEACHER SELF-REVIEW / 试讲自查清单 • 10-minute reading demonstration

Name: _____ Rehearsal date: _____

Before the rehearsal / 练习前

- ☐ I can explain the lesson objective in one sentence.
- ☐ My chosen reading passage is original and readable within the time available.
- ☐ My board plan uses only three core ideas.
- ☐ I can teach without relying on slides, video or internet access.

During the 10-minute demonstration / 试讲中

- ☐ I start with a relevant question rather than a long introduction.
- ☐ I give a reason to read before asking students to read.
- ☐ I distinguish skimming (main idea) from scanning (specific details).
- ☐ I ask at least one open-ended question and model a possible response.
- ☐ I give specific encouragement and a constructive correction.
- ☐ I make transitions clear, speak at a natural pace and finish on time.

After the rehearsal / 试讲后

Focus	Self-rating 1–5	One improvement for next time
Timing and pacing	____ / 5	_____
Instruction clarity	____ / 5	_____
Student engagement	____ / 5	_____
Evidence-based reading	____ / 5	_____
Feedback and English	____ / 5	_____

Reflection / 反思

The strongest moment was: _____

Next rehearsal I will improve: _____

Important: different employers and provinces may use different interview formats. This checklist is for personal rehearsal; it is not an official scoring rubric.

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Reading text · Chinese teacher support

TEACHER TRANSLATION / 中文辅助 · Keep the English original for students during scored reading

THE POWER OF SMALL STEPS | 积少成多的力量

Original English reading

Last month, students at Riverside High took part in a simple challenge. Each student chose a skill they wanted to improve, such as speaking English, drawing or playing the guitar. For seven days, they practised for fifteen minutes a day and wrote one sentence about what they had learned.

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中文参考译文（供教师备课使用）

上个月，Riverside 高中的学生参加了一项简单的挑战。每位学生选择一项希望提高的技能，例如英语口语、绘画或弹吉他。连续七天，他们每天练习十五分钟，并用一句话记录自己的收获。

起初，许多人期待很快取得进步。到了第三天，一些学生感到沮丧。林老师鼓励他们留意细微的变化，而不是一味追求完美表现。一名学生发现，自己描述图片时停顿的次数减少了；另一名学生发现，听取同伴的反馈后，犯的错误更少了。

一周结束时，全班分享了成果。有些人取得了明显进步，另一些人只注意到小幅变化。然而，大多数学生都愿意继续练习。他们发现：规律练习、有帮助的反馈和切实可行的目标，比单纯等待学习动力更有效。

这项活动并不能证明每个人的学习速度相同。相反，它表明：当学生关注学习过程时，往往更容易察觉自己的进步。

Key vocabulary / 核心词汇

English	简体中文
improve	提高，改进
frustrated	沮丧的
feedback	反馈，意见
realistic goals	切实可行的目标
motivation	动力，积极性
learning process	学习过程

Pedagogical note / 教学提示：中文译文是备课辅助，不建议在英文主旨/细节练习之前展示给学生。

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Senior-high discussion prompt cards

SPEAKING ACTIVITY / 课堂讨论卡 • 12 prompts · B1–B2 · Independent or paired work

Teaching tip / 教学提示：先让学生独立思考 10–15 秒，再两人讨论。可选用句型支架：I think … because … / One example is … / I agree, but …

Learning & practice / 学习与练习

1. What is one skill you want to improve this year? Why?
2. Is it better to practise a little every day or a lot once a week? Explain.
3. What kind of feedback helps you most?
4. How can you tell whether you are making progress?

Goals & motivation / 目标与动力

1. What makes a learning goal realistic?
2. What do you do when you feel frustrated about learning?
3. Should schools reward effort as well as results? Why?
4. Can mistakes help us learn? Give an example.

Life & teamwork / 生活与合作

1. What have you learned from someone your age?
2. Would you rather work on a difficult task alone or with a partner?
3. What advice would you give to a student who is afraid of speaking English?
4. If your class started a seven-day challenge, what should it be?

Useful discussion language / 实用表达

- I think … because … （我认为……，因为……）
- For example, … （例如……）
- I agree with you, but … （我同意你的看法，不过……）
- Could you explain what you mean? （你能解释一下你的意思吗？）

No single correct answer. Prioritize clear reasoning, relevant examples and respectful interaction.

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