

Name	Length	Level	Date	Number of Ss	TP
Israa	45 mins	Upper-intermediate	30.01.2019	5	4


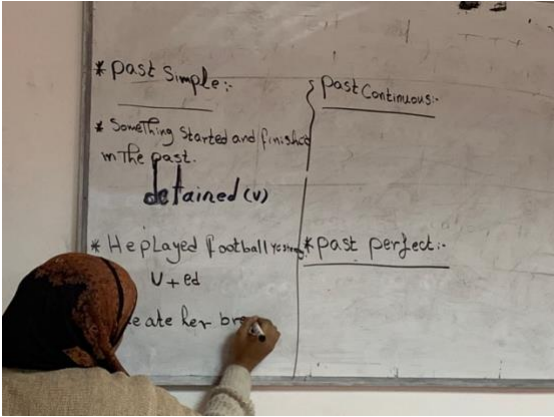


Lesson Focus: Grammar	Lesson Framework: TTT
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Planning Strengths	Planning Issues to work on
<p>describing the procedure of the lesson in sufficient detail</p> <p>including interaction patterns appropriate for the materials and activities used in the lesson</p> <p>allocating appropriate timing for different stages in the lessons</p>	<p>identifying and stating appropriate aims/outcomes for individual lessons</p> <p>Using accurate stage names</p>
Awareness Strengths	Areas to work on
<ul style="list-style-type: none"> teaching a class with an awareness of learning styles and cultural factors that may affect learning establishing good rapport with learners and ensuring they are fully involved in learning activities 	<p>teaching a class with an awareness of the needs and interests of the learner group</p> <p>acknowledging, when necessary, learners' backgrounds and previous learning experiences</p>
Teaching Strengths	Areas to work on
<p>arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution</p> <p>setting up whole class and/or group or individual activities appropriate to the lesson type</p> <p>maintaining an appropriate learning pace in relation to materials, tasks and activities</p>	<p>providing accurate and appropriate models of oral and written language in the classroom</p> <p>using appropriate means to make instructions for tasks and activities clear to learners</p> <p>using a range of questions effectively for the purpose of elicitation and checking of understanding</p> <p>adjusting their own use of language in the classroom according to the learner group and the context</p> <p>selecting appropriate teaching techniques in relation to the content of the lesson</p>
Reflecting on Planning & Teaching	Areas to work on
<p>reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.</p> <p>noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators</p>	
Professional Strengths	Professional issues to Work on

beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners	
maintaining accurate and up-to-date records in their portfolio	
participating in and responding to feedback.	

Not to Standard		To Standard	Yes	Above Standard	
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Stage	Comments
Lead-in	8:00 PM: a discussion with students Is it accurate to say to ss: 'You are a good cooker.'
Exposure	8:03 PM: Clear instructions and good ICQs
Language highlighting	8:05 PM: unclear instructions; you just asked students to answer the questions. Look at the sentences below from the story on pages 32 and 33, and choose the best verb form.  <ol style="list-style-type: none"> 1 I came / was coming home from a Christmas party with my friend Frank ... it had been / was very, very cold. 2 There had been / was thick ice everywhere and it had been snowing / was snowing for several hours. 3 We laughed / were laughing our heads off and calling to each other for help. 8:09 PM: pair check 8:11 PM: Open class feedback How do you say 'police'?
Language clarification	8:18 PM: No eliciting at all, you used a traditional way of introducing grammar. You started by the rules and then provided examples. How do you say 'events'? You are using marker sentences that have nothing to do with your text.  Unnatural use of past perfect in the following example:

Were/was + V. ing
 * She was Listening to music when her Sister came. was + V. ing
 * Past perfect :-
 * We had gone to the Supermarket Then we went to the doctor.

Controlled practice

8:29 PM

1 **T3.4** Read some more stories about mishaps that happened while people were travelling. Complete the gaps with the best verb forms. (There may be more than one possibility). Then listen and check.

It's not uncommon for people to fall asleep on trains, but snoring loudly in public is another matter. One day recently I (1) _____ (read) my newspaper on the train when I (2) _____ (become) aware of a loud snoring sound coming from the man opposite me. As the train (3) _____ (come) into the last station on the line, I (4) _____ (give) the man a sharp poke with my umbrella to wake him up. Instead of being grateful, he (5) _____ (look) at me furiously: he (6) _____ (not be) asleep at all! The snoring (7) _____ (come) from the enormous dog who (8) _____ (lie) at his feet!

8:34 PM: pair check

8:39 PM: unclear instructions

You are mixing stages here; you are coming back to language clarification.

1 Complete the table with an example of each verb form from exercise 1.

Past simple A police car <u>drew up</u>	Past continuous
Past perfect simple	Past perfect continuous

- Which form describes the main events in the story?
- Which form describes background events at the time of the story?
- Which forms describe events which happened before the main events of the story?

8:41 PM: No pair check

Another activity on language clarification!! And unclear instructions:

Tutor Signature:

Candidate Signature
