

Name	Length	Level	Date	Number of Ss	TP
Ramadan	45 mins	Upper-intermediate	23.01.19	4	4



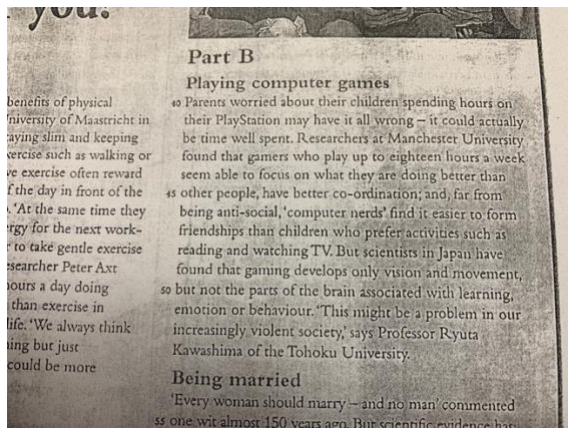
Lesson Focus: Grammar	Lesson Framework: Text-based Presentation
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Planning Strengths	Planning Issues to work on
<p>describing the procedure of the lesson in sufficient detail</p> <p>including interaction patterns appropriate for the materials and activities used in the lesson</p> <p>ensuring balance, variety and a communicative focus in materials, tasks and activities</p>	<p>presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements</p> <p>using terminology that relates to staging correctly</p> <p>identifying and stating appropriate aims/outcomes for individual lessons</p> <p>analysing language with attention to form, meaning and phonology of your target language</p>
Awareness Strengths	Areas to work on
<p>teaching a class with an awareness of learning styles and cultural factors that may affect learning</p> <p>acknowledging, when necessary, learners' backgrounds and previous learning experiences</p>	<p>establishing good rapport with learners and ensuring they are fully involved in learning activities</p> <p>teaching a class with an awareness of the needs and interests of the learner group</p>
Teaching Strengths	Areas to work on
<p>adjusting their own use of language in the classroom according to the learner group and the context</p> <p>setting up whole class and/or group or individual activities appropriate to the lesson type</p> <p>using appropriate means to make instructions for tasks and activities clear to learners</p>	<p>providing accurate and appropriate models of oral and written language in the classroom</p> <p>maintaining an appropriate learning pace in relation to materials, tasks and activities</p> <p>providing appropriate practice of language items</p> <p>monitoring learners appropriately in relation to the task or activity</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
<p>beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners</p> <p>maintaining accurate and up-to-date records in their portfolio</p> <p>participating in and responding to feedback.</p>	

Overall Comment:

Thanks Ramadan for delivering this lesson.

Not to Standard		To Standard	Yes	Above Standard	
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Stage	Comments
Lead-in	19:40 PM: Please if you saw a student busy with a book and not focusing with you. Try to attract their attention without embarrassing them. Taking the book from her was not a very good option.
Exposure	Skipped
Highlighting language	<p>19:43 PM: Clear instructions</p> <p>a Some nouns from the article on pages 18 and 19 are missing from the dictionary definitions below. How many can you get without looking back at the article?</p> <ol style="list-style-type: none">1 <i>happiness</i> n. [U] the quality of being happy (line 56)2 _____ n. [C] a person who conducts research (line 10)3 _____ n. [C,U] a feeling of sadness that makes you think there is no hope for the future (line 23)4 _____ n pl. [C] people who work for someone else (line 67)5 _____ n pl. [C] the relationships between friends (line 47) <p>19:47 PM: Students are reading the text now.</p> <p>b Look back at the article and check your answers.</p> <p>Please make sure your material is readable:</p>  <p>19:49 PM: pair check</p>

19:50 PM: open class feedback

How do you say 'suffixes'?

Language clarification

19:53 PM: You gave students a good activity to help you clarify your target language:

-ness	-ion -sion -tion	-ity iety y	-ment
-our -iour	-ance -ence	-ing	-ism
-ist	-er	-ee	-ship

19:57 PM: Pair check: Students needed more time. Fast pace here, Ramadan.

19:59 PM: open class feedback

20:04 PM: You are trying to stop the activity when no one has finished. Too fast pace.

Now you are saying that 'colour' has a suffix, then you changed your mind during a discussion with one student.

Practice

20:09 PM: You skipped these activities:

Practice

1 a What are the noun forms of these words?

active (adj)	hostile (adj)	psychological (adj)
aggressive (adj)	ill (adj)	suffer (v)
develop (v)	member (n)	violent (adj)

b Which of the noun forms are different to these verbs?

attack	cause	diet	exercise	increase
reduce	research	reward	risk	survey

You moved directly to this activity:

2 **T2.2** Choose the correct alternative. Then listen and check.

According to experts, the way you spend your free time is vital to your general (a) happy / happiness and (b) healthy / health, and (c) get / getting the right (d) balance / balancing is very important. It goes without saying that physical (e) fit / fitness is the key, so everyone's leisure time should include some form of exercise, ideally something that you also find (f) enjoyable / enjoyment. Most people also gain (g) satisfied / satisfaction from (h) do / doing something (i) creative / creativity, such as

20:21 PM: Another controlled practice and you still have only two minutes. This means there would be no time left for any freer practice.

3 a Look at the list of things that make you feel good and things that make you feel bad. Complete the noun/gerund forms.

What makes you feel good?
financial secur _ _ _
succ _ _ _ in your career/exams
be _ _ _ physically fit



Tutor Signature:

Candidate Signature
