



<ul style="list-style-type: none"> • Candidate's Name: Dina Said
<ul style="list-style-type: none"> • Tutor's Name Shady Abuyusuf
<ul style="list-style-type: none"> • Level Upper-intermediate
<ul style="list-style-type: none"> • TP 3
<ul style="list-style-type: none"> • Main Aim Speaking
<ul style="list-style-type: none"> • Sub-aim: Vocabulary
<ul style="list-style-type: none"> • Date 03/03/2019
<ul style="list-style-type: none"> • Started at: 18:32 PM
<ul style="list-style-type: none"> • Planning Strength 4e describing the procedure of the lesson in sufficient detail,4l using terminology that relates to language skills and sub-skills correctly
<ul style="list-style-type: none"> • Areas to Work on 4a identifying and stating appropriate aims/outcomes for individual lessons,4b ordering activities so that they achieve lesson aims/outcomes,4f including interaction patterns appropriate for the materials and activities used in the lesson,4h allocating appropriate timing for different stages in the lessons,4i analysing language with attention to form, meaning and phonology and using correct terminology
<ul style="list-style-type: none"> • Teaching Strengths 5b setting up whole class and/or group or individual activities appropriate to the lesson type,5h providing learners with appropriate feedback on tasks and activities
<ul style="list-style-type: none"> • Areas to work on 1d establishing good rapport with learners and ensuring they are fully involved in learning activities,2a adjusting their own use of language in the classroom according to the learner group and the context,5a arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution,5f using appropriate means to make instructions for tasks



<p>and activities clear to learners,5i maintaining an appropriate learning pace in relation to materials, tasks and activities</p>
<ul style="list-style-type: none"> Overall Comment Thanks for delivering this lesson, Dina. You managed to get students speaking. However, your procedures and stages in both teaching and planning were really confusing. This is a borderline pass just for the fact that you were unable to find your TP points.
<ul style="list-style-type: none"> Grade To Standard
<ul style="list-style-type: none"> Detailed Commentary Lead-in: 18:32 PM: You started with personal pictures to attract students' attention. However, I expected more eliciting than telling: there was a lot of TTT. You need to rearrange the seating, Dina. 18:35 PM: very nice idea asking your students to show their friends important pictures in their mobiles. Ss are involved and speaking, well-done. 18:40 PM: Open-class feedback: please never ever snap your fingers at students to attract their attention, Dina. Now a lot of TTT again. Preparation: 18:42 PM: Please make sure you submit your material to your tutor before you start your lesson. Instructions are not very clear here, Dina: activity 1a. Now your first hand-out does not look professional as part of it is missing. Now this activity is actually part of your lead-in, Dina. This means that you have started with two lead-ins. You need to manage your time in teaching. 18:50 PM: Open class feedback. This was not a preparation stage at all. Useful language: 18:51 PM: This stage is too teacher-centred, Dina. 18:53 PM: Unclear instructions for the listening activity. Now this part is supposed to come under the preparation stage. 18:56 PM: Open class feedback 18:58 PM: Now you are not responding to students' needs here: you gave feedback to activity 2b without playing the track again. 19:02 PM: Pair checking 19:04 PM: Open- class feedback 19:07 PM: Playing the track again 19:11 PM: Open-class feedback: how do you say 'coincidence, boss and pond'? Is it accurate to say: 'what he said?'
<ul style="list-style-type: none"> Tutor's Signature Shady Abuyusuf
<ul style="list-style-type: none"> Candidate's signature Dina Said