



<ul style="list-style-type: none"> <li>• <b>Candidate's Name:</b> Shaimaa Baher</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Tutor's Name</b> Shady Abuyusuf</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Level</b> Elementary</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TP</b> 2</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Main Aim</b> Vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Sub-aim:</b> Listening</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Date</b> 03/03/2019</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Started at:</b> 20:56 PM</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Planning Strength</b> 4c selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson,4i analysing language with attention to form, meaning and phonology and using correct terminology</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Areas to Work on</b> 4b ordering activities so that they achieve lesson aims/outcomes,4f including interaction patterns appropriate for the materials and activities used in the lesson,4g ensuring balance, variety and a communicative focus in materials, tasks and activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Teaching Strengths</b> 2g providing appropriate practice of language items,5b setting up whole class and/or group or individual activities appropriate to the lesson type,5i maintaining an appropriate learning pace in relation to materials, tasks and activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Areas to work on</b> 1d establishing good rapport with learners and ensuring they are fully involved in learning activities,2d providing accurate and appropriate models of oral and written language in the classroom,5f using appropriate means to make instructions for tasks and activities clear</li> </ul>



<p>to learners,5g using a range of questions effectively for the purpose of elicitation and checking of understanding</p>
<ul style="list-style-type: none"> <li> <b>Overall Comment</b>            Thanks for delivering this lesson, Shaimaa. You managed to achieve your aim but you need to work on your instructions and language models.         </li> </ul>
<ul style="list-style-type: none"> <li> <b>Grade</b>            To Standard         </li> </ul>
<ul style="list-style-type: none"> <li> <b>Detailed Commentary</b>            Lead-in: 20:56 PM: Unclear instructions; you asked students to talk about a situation in a coffee shop. Please do not point at your students. Now you spelt 'coffee' wrongly on the board. Is it accurate to say 'that pictures'? 21:05 PM: Your instructions are very confusing, Shaimaa. You need to write them in your lesson plan for TP3. Is it accurate to say 'to in order'. Now this is very serious Shaimaa; a teacher must use accurate language in the classroom. You can do that by preparing very well writing your instructions. 21:11 PM: Open feedback Language Clarification 21:12 PM: Now you are not eliciting, you moved to drilling directly. Ss are asking about the difference between 'filter coffee and espresso'. However, you did not give them an answer. Now one student pronounced 'espresso' as / ɪk 'spres.əʊ/ and you did not correct her. 21:20 PM: Is it accurate to say 'read it these words' Is it OK to address an adult student saying 'good boy'? Now how do you pronounce the word 'cover'? You need to check the short vowel /ʌ/. Now how do you pronounce 'excellent'; you need to check the pronunciation of the short vowel /e/. Practice 21:25 PM: Nice activity + pair check + open class feedback 21:29 PM: Unclear instructions for the listening activity. No demonstration with students. 21:32 PM: Unnatural drilling of 'here you are'; you did not use an intrusive sound /w/ between 'you' and 'are'. 21:40 PM: Too much focus on drilling         </li> </ul>
<ul style="list-style-type: none"> <li> <b>Tutor's Signature</b>            Shady Abuyusuf         </li> </ul>
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