



Candidate's Name:	Amal
Tutor's Name	Shady
Level	Upper-intermediate
Number of Ss	2
Framework:	Receptive Skills
Main Aim & Sub-aim	Reading & Speaking
TP	4
Date	04/11/2019
Started at:	4:18 PM
length:	45 minutes
Overall Comment on planning	procedures: they do not reflect your teaching interaction patterns: they do not reflect your teaching
Planning Strength	1.1 aims,1.8 analysing language
Areas to work on	1.2 stages,1.3 materials,1.4 procedures,1.5 interaction patterns,1.13 professionally written
Overall Comment on teaching	- Lead-in 16:18 PM: hanging pictures on the board and asking students about what they have in common - Context-setting 16:20 PM: discussing new pictures of aliens with students; you did this in a teacher-centred way. However, you said you would do it in a student-centered way in your plan. 16:23 PM: you asked students to guess what words would be used in a topic related to aliens and space: you have not included this in your LP, Amal. Please remember that your plans need to reflect your teaching. Now how do you say 'phrase': is it /freɪz/ or /frɑ:z/? Please



check your spelling on the board: you wrote 'etra' instead of 'extra'. - Pre-teaching vocabulary:
 16:28 PM: a gallery walk where students match blocking words to definitions or pictures. 16:32
 PM: Pair check 16:33 PM: Open class feedback: Is it / 'æn'ten|.ə/ or / 'ænten|.ə /? Prediction
 16:39 PM: Ss are working together to guess the ideas that might be included in the text 16:44
 PM: Students put their ideas on the board - Reading for gist: 16:46 PM: Now you are asking
 upper-intermediate students unnecessary ICQs. One of your ICQs also did not make sense: you
 said 'are you going to read carefully or intensively?' Both are the same, Amal. 16:50 PM:
 feedback 16:51 PM: the second reading task: confusing instructions for the main task: matching
 headings. You only have 10 minute left in your lesson: you spent a lot of time on the pre-reading
 stage, Amal. You should have supported your students with a scaffolding stage where you focus
 on synonyms and paraphrases of the headings before they get to the task. 16:59 PM: Pair
 check 17:00 PM: Feedback Follow-up Speaking : 17:01 PM: Nice speaking activity but unclear
 instructions here.

Teaching Strengths

2.4 rapport,2.5 students' involvement,3.1 TTT

Areas to Work on

2.1 awareness of needs,3.5 language models,5.4 achieving aims,5.10 pace

Grade:

Pass

Tutor's Signature

Shady Abuyusuf

Candidate's signature

Amal