| **Candidate's Name:** |
| Michael Youssef |
| **Tutor's Name** |
| Laura |
| **Level** |
| B2-C1 |
| **Number of Ss** |
| 3 |
| **Framework:** |
| **Main Aim & Sub-aim** |
| Reading & Speaking |
| **TP** |
| 1 |
| **Date** |
| 04/11/2019 |
| **Started at:** |
| **length:** |
| 45 |

Overall Comment on planning

Overall, your plan is well-staged with clear aims, well done. Just check the terminology of one of your reading aims - reading for specific details. This should be reading for specific information or reading for detail. Please double check your definitions - conservative does not mean traditional. Consider also how many stages in a plan are necessary for a 45-minute lesson. Perhaps fewer stages would be more helpful and realistic.

Planning Strength

1.1 aims,1.2 stages,1.3 materials,1.4 procedures,1.5 interaction patterns,1.6 balance regarding communication,1.7 timing,1.8 analysing language,1.13 professionally written

Areas to work on

1.11 terminology

Overall Comment on teaching

You had a very engaging context, Michael, which involved your ss immediately. Your pictures interested your ss and you were able to elicit some useful vocabulary regarding dress codes, appropriacy, preferences, etc. You had a nice matching task - please see my comments below. Your instructions for the reading tasks were clear, good, so ss knew what to do. The feedback

was teacher-centred, which increased your TTT; try using answer keys sometimes.. For the task, you gave a time limit, well done and most of your ICQs were suitable. Now you need to allow your ss to answer them before jumping in yourself, please. Overall, you have provided a good level of reading practice, well done. The speaking task was clearly set up, with prompts on the board to guide the ss, good. Now you need to allow your ss a bit more time to speak, as it seemed that many of them didn't get a full minute, and certainly not two, as required by the exam. The second task also provided a nice level of speaking practice, so overall, aims were achieved, well done. To work on: TTT. Please try not to repeat everything your ss say. Providing answer keys might help here so that you won't feel the need to speak through feedback. Language models. One of your ss said that conservative dress means traditional; this needed correcting. This was because your definition was incorrect in your matching task. Please be careful. Think also about your boardwork - what type of clothes? when? who? where? Please remember to use capital letters correctly. Instructions. Please ask relevant ICQs - Are you going to read? when you have just given your ss a reading text.

Teaching Strengths

2.1 awareness of needs,2.2 awareness of culture,2.3 awareness of background learning,2.4 rapport,2.5 students' involvement,3.2 language grading,3.4 contextualisation,4.1 teaching receptive skills,4.2 teaching speaking,5.1 classroom arrangement,5.2 grouping,5.3 teaching techniques,5.4 achieving aims,5.6 use of materials,5.7 instructions,5.10 pace,5.11 monitoring,6.1 punctuality,6.6 submitting plans and materials in time

Areas to Work on

3.1 TTT,3.5 language models,5.9 feedback

Grade:

To Standard

Tutor's Signature

Candidate's signature