



<b>Candidate's Name:</b> Samar Elnagar
<b>Tutor's Name</b> Laura
<b>Level</b> B2-C1
<b>Number of Ss</b> 3
<b>Framework:</b>
<b>Main Aim &amp; Sub-aim</b> Reading & Speaking#
<b>TP</b> 1
<b>Date</b> 04/11/2019
<b>Started at:</b> 15.15
<b>length:</b> 45
<b>Overall Comment on planning</b> This is a well-staged lesson plan, with clearly outlined procedures and very nice materials. Now you need to make sure that your main and subsidiary aims are specific to your lesson. You mentioned that reading for specific information is your main aim; however, this was not the only reading skill practised.
<b>Planning Strength</b> 1.2 stages,1.3 materials,1.4 procedures,1.5 interaction patterns,1.7 timing
<b>Areas to work on</b> 1.1 aims,1.11 terminology
<b>Overall Comment on teaching</b> A very good first lesson overall Samar. Your lesson was well-staged with a very good pace You set the context quickly and effectively, making very good use of pictures to engage your ss and interest them in the lesson. You went on to elicit some nice examples of creativity and dealt with the blocking vocabulary clearly and simply, making good use of a ss-centred matching task, followed by a video clip. You provided clear instructions with



clear instruction checking questions; just please see my notes on your question forms. Sometimes your instructions were a bit long; however, they were well-staged and you chunked them to make them clearer to your ss, so well done! You set a clear task for the first reading and provided feedback. For the detailed reading task, your instructions were also clear and you gave a time limit, good; now please allow your ss to read uninterrupted. I think you had forgotten to provide all the instructions which you rectified quickly and effectively, so well done. Overall, you provided a good reading lesson that will provide ss with the skills they need for the IELTS exam, with an interesting follow-up speaking task, which was extremely engaging. Very well done! To work on: Language models when asking questions. Please ask direct questions, not 'We are going to do what?' 'What you're gonna do?' How do you pronounce: pitfall, iconoclast, neuron, paragraph etc? Reducing your TTT by not echoing everything your ss say, or finishing the ss' sentences for them This is particularly important during feedback. Feedback. Please allow ss to answer the questions without you doing extra vocabulary checks. If the blocking vocabulary was correctly pre-taught, it shouldn't need teaching again. Perhaps you could try more student-centred feedback techniques, instead of constantly teacher-fronted.

**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, 3.1 TTT, 3.2 language grading, 3.4 contextualisation, 4.1 teaching receptive skills, 4.2 teaching speaking, 5.1 classroom arrangement, 5.2 grouping, 5.4 achieving aims, 5.6 use of materials, 5.7 instructions, 5.8 elicitation and concept-checking, 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**