



Candidate's Name:	Somaia
Tutor's Name	Shady
Level	Upper-intermediate
Number of Ss	2
Framework:	Receptive Sills
Main Aim & Sub-aim	Reading
TP	1
Date	04/11/2019
Started at:	3:26 PM
length:	45 minutes
Overall Comment on planning	Generally speaking, this is a good lesson plan, Somaia. Your procedures were detailed and - The scaffolding stage for synonyms and paraphrases is not included. - You used some stage names and aims for the wrong procedures. - Your follow-up speaking activity is about 'pets'; you need to choose something that is more directly related to the topic. You could have come up with questions about the following: - wild animals we have in Egypt - What animals can live in the Egyptian climate ?
Planning Strength	1.4 procedures,1.5 interaction patterns,1.8 analysing language
Areas to work on	1.1 aims,1.2 stages,1.3 materials,1.11 terminology
Overall Comment on teaching	Thanks for delivering this lesson, Somaia. You managed to have an appropriate pace through all the stages of your lesson and followed the logical stages of teaching receptive skills. You



were also able to achieve your aims. However, your instructions were confusing during the while reading stage and the first speaking activity. You also need to be ready to answer your students questions regarding the pronunciation of the difficult words. - Lead-in: 3:26 PM: Nice lead-in using pictures of different reptiles. 3:29 PM: You are not sure of the pronunciation of 'millipede'. Please make sure you are well-prepared. Now again you are not ready with the pronunciation of 'dugongs'. You cannot check the dictionary in from of your students for words you are supposed to be ready for. Context-setting: 3:31 PM: You skipped this stage and moved to pre-teaching vocabulary. Pre-teaching vocabulary: 3:32 PM: well-designed vocabulary matching activity. 3:33 PM: Pair check 3:35 PM: Open class feedback context-setting 3:35 PM: Good use of pictures and elicitation for checking the difference between a turtle and tortoise. Prediction Stage: 3:36 PM: Ss are shouting their predictions to the teacher. Reading for gist 3:39 PM: clear instructions 3:41 PM: Pair check 3:42 PM: Open-class feedback Scaffolding 3:44 PM: Unclear and long instructions here, Somaia. Please when you have more than one thing for your students to do, try to divide your instructions. Ss are working individually to find synonyms and paraphrases. Reading for specific information and details 3:47 PM: You asked students to read first carefully then intensively; well both are the same Somaia. You should have said: 'scan for the key words, then read intensively'. 3:54 PM: Pair check 3:56 PM: open class feedback Follow-up speaking task 3:58 PM: Now you are displaying pictures and asking students about what animals they would like to have at home. 4:01 PM: Please instead of repeating your instructions Somaia, ask ICQs. 4:02 PM: Ss are speaking, good job Somaia. 4:05 PM: Clear instructions for the second speaking task. 4:10 PM: Open class feedback: content and language.

Teaching Strengths

4.1 teaching receptive skills,5.4 achieving aims,5.10 pace

Areas to Work on

3.5 language models,5.6 use of materials,5.7 instructions

Grade:

PASS

Tutor's Signature

Shady Abuyusuf

Candidate's signature

Somaia