

***In the Name of God***  
**Class Observation Form**  
Advanced Levels



Teacher's Name: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

Level: \_\_\_\_\_

Branch: \_\_\_\_\_

Session: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_

**1. How to Deal with Approaching the Listening Topic**

**1.1. Orientation (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)**

**A. Predicting**

- having the students work in pairs or small groups and answer the questions: \_\_\_\_\_
- monitoring the students' conversations: \_\_\_\_\_
- checking the students' answers through class discussion: \_\_\_\_\_
- writing down the students' major problems: \_\_\_\_\_
- making the necessary corrections: \_\_\_\_\_
- Comments: \_\_\_\_\_

**B. Enhancing Your Vocabulary**

- making sure the students have done exercises 1 & 2: \_\_\_\_\_
- having individual students read out their answers randomly: \_\_\_\_\_
- asking the students to give definitions on any new word/expression: \_\_\_\_\_
- correcting the students' pronunciation or structural problems: \_\_\_\_\_
- Comments: \_\_\_\_\_

**1.2. Listening for It (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)**

- playing the CD and having the students do Task 1: \_\_\_\_\_
- checking the students' answers: \_\_\_\_\_
- playing the CD for the second time and having the students do Task 2: \_\_\_\_\_
- checking the students' answers: \_\_\_\_\_
- playing the CD for the last time and having the students repeat some parts or answer comprehension questions: \_\_\_\_\_
- having some students give summaries: \_\_\_\_\_
- writing down the students' major problems: \_\_\_\_\_
- making the necessary corrections: \_\_\_\_\_
- Comments: \_\_\_\_\_

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### 1.3. Listening Follow-Up (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students work in pairs or groups as instructed: \_\_\_\_\_
  - monitoring the students' conversations: \_\_\_\_\_
  - checking the students' answers through class discussion: \_\_\_\_\_
  - writing down the students' major problems: \_\_\_\_\_
  - making the necessary corrections: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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## 2. How to Deal with Approaching the Reading Topic

### 2.1. Warming Up (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students work in pairs or small groups and answer the questions: \_\_\_\_\_
  - monitoring the students' conversations: \_\_\_\_\_
  - checking the students' answers through class discussion: \_\_\_\_\_
  - writing down the students' major problems: \_\_\_\_\_
  - making the necessary corrections: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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#### 2.1.1. Reading the Passage (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having one student at a time read out a portion: \_\_\_\_\_
  - having the student give a summary of the portion read: \_\_\_\_\_
  - writing down the student's major problems: \_\_\_\_\_
  - having other students ask the questions they have written: \_\_\_\_\_
  - raising questions on the vocabulary, expressions, grammar points and the content of the portion read: \_\_\_\_\_
  - correcting the student's mispronunciations, word stress, intonation, etc.: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 2.2. Discussing the Passage (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- making sure the students have done the homework: \_\_\_\_\_
  - having individual students read out their answers randomly and give reasons for their answers: \_\_\_\_\_
  - asking the students to give definitions on any new word/expression: \_\_\_\_\_
  - correcting the students' pronunciation or structural problems: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 3. How to Deal with Approaching the Speaking Topic

#### 3.1. Developing the Topic (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students answer the questions: \_\_\_\_\_
  - checking the students' answers: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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#### 3.2. Mini-Listening (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- playing the CD and having the students do the required task: \_\_\_\_\_
  - presenting the new words on the board (if any): \_\_\_\_\_
  - checking the students' answers: \_\_\_\_\_
  - playing the CD non-stop for the second time: \_\_\_\_\_
  - having the students do the second task (if any): \_\_\_\_\_
  - checking the students' answers on the second task (if any): \_\_\_\_\_
  - Comments: \_\_\_\_\_
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#### 3.3. Speaking Follow-Up (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students work in pairs or groups as instructed: \_\_\_\_\_
  - monitoring the students' conversations: \_\_\_\_\_
  - writing down the students' major problems: \_\_\_\_\_
  - making the necessary corrections: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 4. How to Deal with Approaching the Writing Topic

#### 4.1. Presentation and Practice (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- explaining the lesson: \_\_\_\_\_
  - giving the students time to do Activity 1: \_\_\_\_\_
  - having some of the students read out their answers (one at a time): \_\_\_\_\_
  - giving the students time to do Activity 2: \_\_\_\_\_
  - monitoring the students' written production: \_\_\_\_\_
  - having some of the students read out their writing and involving the class in providing corrective feedback (if time allows): \_\_\_\_\_
  - collecting some of the students' papers randomly to be corrected and returned the next session: \_\_\_\_\_
  - assigning the students to write a similar piece of writing at home: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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#### 4.2. Checking the Students' Writing Assignment (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- returning the students' papers: \_\_\_\_\_
  - having some of the students read out their writing assignment: \_\_\_\_\_
  - giving the necessary explanations and making the corrections needed: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 5. How to Deal with Workbook/ Progress Checks 1 & 2

#### 5.1. Checking the Exercises (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- making sure the students have done the homework: \_\_\_\_\_
  - reviewing Language Focus 3 by posing questions (**Workbook**): \_\_\_\_\_
  - having individual students do the exercises and give reasons: \_\_\_\_\_
  - asking the students to give definitions on any new word/expression: \_\_\_\_\_
  - correcting the students' pronunciation or structural problems: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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#### 5.2. Presenting Language Focus 3 (Unit \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students open their Workbooks to the right page: \_\_\_\_\_
  - explaining the point through the examples given: \_\_\_\_\_
  - providing further examples on the target structure: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 6. How to Deal with Films (Film No. \_\_\_\_\_): (from \_\_\_\_\_ to \_\_\_\_\_)

- having the students do the warm-up task: \_\_\_\_\_
  - playing the CD non-stop for the first time: \_\_\_\_\_
  - presenting the new words on the board (if any): \_\_\_\_\_
  - playing the CD for the second time and having the students do the required task(s): \_\_\_\_\_
  - checking the students' answers: \_\_\_\_\_
  - posing some questions and having the students summarize and discuss the contents of the film: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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## 7. Teacher's Professional Qualities:

### 7.1. Command of English

- accuracy of speech & structure: \_\_\_\_\_
  - accuracy of pronunciation & intonation: \_\_\_\_\_
  - fluency: \_\_\_\_\_
  - accuracy of writing: \_\_\_\_\_
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### 7.2. Mastery over the Teaching Material

- following the recommended method: \_\_\_\_\_
  - using appropriate question techniques: \_\_\_\_\_
  - capability to impart knowledge: \_\_\_\_\_
  - preparation & lesson planning: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 7.3. Student-Teacher Relationship

- mutual respect & rapport: \_\_\_\_\_
  - sympathy & kindness: \_\_\_\_\_
  - encouraging participation: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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### 7.4. Class Management

- use of the board & teaching aids: \_\_\_\_\_
  - pace & use of time: \_\_\_\_\_
  - maintaining order: \_\_\_\_\_
  - following the syllabus: \_\_\_\_\_
  - Comments: \_\_\_\_\_
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## 8. Teacher's Personal Qualities:

- punctuality: \_\_\_\_\_
- dress code: \_\_\_\_\_
- poise & bearing: \_\_\_\_\_
- self-confidence: \_\_\_\_\_
- enthusiasm & liveliness: \_\_\_\_\_
- creativity & spontaneity: \_\_\_\_\_
- Comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 9. Students' Behavior & Attitude:

- punctuality: \_\_\_\_\_
- involvement & participation: \_\_\_\_\_
- interest & attention: \_\_\_\_\_
- discipline: \_\_\_\_\_
- readiness/preparation: \_\_\_\_\_
- Comments: \_\_\_\_\_

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