

Teacher Training Course Portfolio
A Journey of Growth, Reflection, and Achievement
Prepared by Parisa Emdadi

Executed by: IELTSDaily | The School That Loves You

	Reflection & Action		

My first prac session was on the **present continuous tense**. The lesson's primary aim was to help students understand and use the present continuous in affirmative, negative, and interrogative forms while differentiating it from the present simple. Activities included visual aids, guided exercises, and a listening task to reinforce understanding. Pronunciation practice, specifically focusing on intonation patterns, was also included in the lesson. The overall goal was to ensure students could confidently use the present continuous in both controlled and freer practice scenarios, laying the foundation for further communication-focused lessons.

General Beliefs

As someone with a background in TEFL (Teaching English as a Foreign Language), I have developed a solid theoretical foundation in teaching methodologies. While this prac was one of my first real teaching experiences, my academic training has shaped my core beliefs. I strongly value **flexibility and adaptability** in teaching, recognizing the importance of responding to diverse learner needs rather than rigidly adhering to a single method.

My approach is rooted in creating a **learner-centered environment**, where students actively participate and take ownership of their learning. I aim to design lessons that encourage collaboration and engagement, using real-life contexts to make the material more meaningful and relatable. I also prioritize **transferability** (applying learning beyond the classroom) and **depth** (ensuring deeper engagement with material). These principles, developed during my studies, guided the planning and execution of this lesson.

Strengths:

1. Graphic design skills:

- My familiarity with graphic design allows me to create materials that are visually appealing and engaging for learners. This contributed to the clarity and professionalism of the self-made materials I used in this lesson.

2. Engagement with learners:

- I successfully established a positive connection with students. The visual aids and interactive questions during the lead-in helped capture their interest and set the tone for a lively and engaging session. The use of a painting to elicit responses about actions happening now versus habitual routines proved effective in activating their prior knowledge.

3. Lesson delivery:

- The overall flow of the lesson was smooth, with clear transitions between stages. The distinction between the present continuous and present simple was clarified effectively using examples and CCQs. Students were able to follow the logical progression of the lesson and engage with the activities confidently.

4. Feedback from the tutor:

- My tutor noted that for a first teaching experience, the session was well-executed. This feedback boosted my confidence and confirmed that I am on the right track.

5. Use of the board:

- I effectively used the board to illustrate the structure of the present continuous and simple present tenses. This visual support helped students grasp the differences more clearly and provided a reference point throughout the lesson.

Weaknesses:

- **Pronunciation segment:**
 - I made the choice to focus on intonation during the pronunciation segment because I assumed that learners were already familiar with contractions (e.g., "I am" to "I'm"). In hindsight, this focus on intonation may not have been the best choice for A2-level learners. My tutor recommended avoiding asking questions like "What is intonation?" as it could confuse learners unfamiliar with the concept. This suggestion highlighted the need to directly model examples of intonation rather than defining it. Reflecting further, I realize contractions might have been a more relevant and beneficial focus for pronunciation practice, aligning better with A2-level priorities. This belief comes from my understanding of what A2 learners need to prioritize when working on spoken English. Instead of focusing on intonation, which was abstract for this level, I should have worked on contractions (e.g., "I am" to "I'm"), which would have been more relevant and beneficial for pronunciation practice.
- **Preparation:**
 - I felt that I needed to rehearse the lesson more thoroughly beforehand, as this would have helped me perform much better and approach the class with greater confidence.
- **Material development:**
 - The self-made materials, while engaging, were time-consuming to prepare. This added unnecessary pressure and limited my focus on other aspects of the lesson. Ready-made or adapted materials would have saved time and allowed me to concentrate on refining my delivery.
- **Time management:**
 - The lesson ended 5 minutes early, and I had not prepared an additional task to fill the extra time. For instance, I could have included a speaking task where students practiced describing actions they were doing or imagined scenarios using the present continuous. This would have provided more opportunities for interactive learning.

Future Action Plan

1. Improving Pronunciation Teaching:

- **Step:** Replace abstract definitions with practical modeling and examples for lower-level learners.
- **When:** Implement in the next prac session.
- **Data:** Record feedback from the tutor.

2. Enhancing Preparation:

- **Step:** Practice the lesson plan at least once before teaching.
- **When:** Rehearse each lesson plan a day before delivery.
- **Data:** Self-record rehearsal sessions and evaluate smoothness of transitions and explanations.

3. Optimizing Material Development:

- **Step:** Use ready-made materials to reduce preparation time.
- **When:** Immediate implementation for all future lessons.
- **Data:** Track preparation time and compare the quality of materials used in lessons.

4. Addressing Time Management:

- **Step:** Always prepare an additional activity to fill extra time.
- **When:** Implement in the next prac session.
- **Data:** Collect learner feedback to determine if the additional activity was effective and engaging.

5. Deepening Student Engagement and Reducing Teacher Talk Time (TTT):

- **Step:** Plan more elicitation questions and activities to engage students more deeply with the material and reduce TTT by encouraging student participation.
- **When:** Implement during every lesson's practice and feedback stages.
- **Data:** Record observations and collect tutor feedback to measure student engagement and monitor the balance of TTT and student participation.

What did I learn from this experience?

This prac session was an insightful learning opportunity. It helped me identify areas for improvement, such as simplifying my explanations for lower-level learners, rehearsing the lesson plan before class, and relying on ready-made resources to save preparation time. Additionally, I learned the importance of having a backup activity ready in case the lesson ends early. For example, incorporating a discussion or role-play task could make the session more dynamic and student-centered.

The suggestion to consult *Teaching English Grammar* by Jim Scrivener will be invaluable for refining my teaching methodology. This resource can guide me in presenting grammar concepts more effectively and ensuring my explanations are level-appropriate.

Key Developments

Since my first demo, I have improved significantly in time management, reducing Teacher Talking Time (TTT), and increasing student engagement. In my second demo, I executed the lesson precisely within 25 minutes, ensuring that each stage had clear transitions and structured pacing without running out of or exceeding time.

A key improvement was reducing TTT by incorporating more elicitation and peer interaction. Instead of over-explaining, I encouraged students to think critically and respond more, leading to greater engagement. The lesson felt more learner-centered, and students actively participated in each task.

Additionally, I implemented Comprehension Checking Questions correctly for the listening task but mistakenly labeled them as Concept Checking Questions (CCQs) in my lesson plan. My tutor pointed out the mislabeling, reinforcing the distinction that Comprehension Checking Questions assess understanding of the overall meaning rather than isolated grammar or vocabulary points.

Using ready-made materials from *Headway* allowed me to focus on delivery rather than material creation, though I designed all visual aids myself. This balance ensured both efficiency and engagement.

Current Weaknesses

One area that still requires improvement is Language Analysis (LA). While I prepared effectively, I realized that anticipating student questions and refining my explanations needs more attention. To address this, I will:

- **Deepen my understanding of grammar and vocabulary** by studying *Teaching English Grammar* by Jim Scrivener.
- **Enhance my LA notes before lessons**, including potential student questions and alternative explanations.
- **Seek tutor feedback on the clarity of my explanations and LA preparation.**

Future Action Plan

- **Continue implementing Comprehension Checking Questions effectively** and ensure correct terminology in lesson plans.
- **Refine my LA preparation** to anticipate and address student challenges.
- **Rehearse lessons beforehand** to identify possible student difficulties.
- **Observe student responses carefully** to measure clarity and engagement.

Reflection on Developments

My third demo focused on teaching future plans through a structured speaking lesson. While I successfully engaged students and provided meaningful language practice, unexpected technical issues (electricity outage) affected the delivery. We had to present PDFs on a laptop instead of using the projector, which, in hindsight, was not the best decision. Using the whiteboard would have been more effective in maintaining visibility and engagement.

One major issue was pacing—I rushed through the lesson, finishing 10 minutes early despite having extra practice activities prepared. This was frustrating because I could have used that time productively for extended speaking practice. However, the structured progression—lead-in, controlled practice, free speaking, and reflection—worked well, and the lesson flow remained smooth.

What went well:

- Learner engagement—students actively participated in discussions about travel plans.
- Error correction strategy—I used delayed feedback instead of interrupting students.
- Use of ICQs—ensured students understood the tasks.

What could have been better:

- **Time management**—I rushed through the lesson unnecessarily, leading to extra time.
- **Decision-making under technical issues**—I should have switched to the whiteboard instead of presenting on a laptop.

Evaluation of Tools & Approaches

1. Pacing & Time Awareness:

- I didn't manage the lesson timing effectively, which affected student processing time.
- In future lessons, I will use a visible time-tracking method (e.g., a timer on my phone) to pace activities better.

2. Handling Technical Issues:

- Instead of relying solely on technology, I should have used traditional methods (e.g., writing key points on the board) to keep the lesson interactive.

Future Action Plan

- **Slowing Down & Enhancing Processing Time:**

- I will consciously slow my speech and allow students more time to engage with the material.
- Use timed prompts to avoid unnecessary rushing.
- **Adapting More Effectively to Unexpected Challenges:**
 - If technical issues arise, I will switch to whiteboard use immediately instead of trying to rely on digital alternatives.
- **Using Extra Time More Wisely:**
 - Always execute the backup practice task instead of ending the lesson early.

Despite the **ruled delivery**, this lesson reinforced the importance of **pacing, adaptability, and optimizing lesson time**.

Peer Observations

Peer Observation		
Observer: Parisa Emdadi	Date: Jan 12 th 2025	Time: 90'
Teacher's Name: Mohammad Noori	Class Level: A2	No. of stdns: 11

Observation Task 1: The Teacher's Position and Body Language

1. When and where does the teacher sit or stand?
1. The teacher moved around the classroom during pair work to monitor and interact with students.
2. Does the teacher use gestures effectively?
2. The teacher used gestures effectively while explaining pronunciation.
3. Does the teacher make eye contact with individual learners?
3. Maintained good eye contact with students to check their understanding during grammar and vocabulary explanations.
4. Can the teacher be heard and seen clearly by all learners?
4. The teacher's voice was clear and audible to all students.

Observation Task 2: Individual Learners

Name	Behavior
L1	Takes initiative, volunteers answers to questions, and asks questions of his/her own.
L3	Avoids answering questions, or only answers if called on by name; doesn't participate much.
L4, L5, L6, L7, L8	Takes part actively in pair-work and group-work.
L9, L10	Tends to take a back-seat role in group work, and does only the minimum in pair work.
L1, L2, L4	Takes risks with the language, and isn't afraid of making mistakes.
L3	Is hesitant, even reluctant, to speak.
L1, L2, L5, L6	Catches on quickly and follows explanations relatively easily.
L9, L10	Often gets confused and frequently seeks clarification from peers.

Observation Task 3: Interaction

1. What is the predominant type of interaction?
- Pair work was the predominant interaction pattern, accounting for 40% of the class time.
2. Does the interaction pattern align with the aims of the lesson?
- Yes, pair work was appropriate for practicing Present Continuous in a collaborative context. It allowed learners to apply the grammar point in meaningful conversations and discussions.

3. In which interaction pattern were learners most productive?
- Learners were most productive during **pair work**, where they described clothing, created dialogues, and supported each other in using the target language.

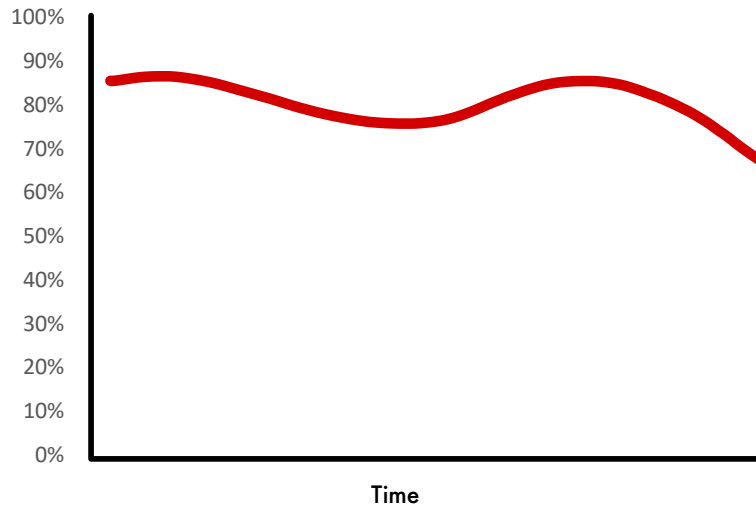
Interaction Pattern	Amount of Time Spent (%)
Teacher → Whole Class	30%
Learners in Pairs	40%
Learners in Groups	10%
Learners Working Individually	15%
Other	5%

Observation Task 4: Meaning

1. Are there any points where learners seem unclear about meaning?
 - Complex grammar: "a man who is wearing..."
 - Vocabulary: "conspicuous."
2. How is the problem resolved?
 - Grammar was explained in detail, but further clarification could have been given.
3. Does the teacher deliberately check understanding? If so, how?
 - Vocabulary issues were addressed with CCQs and written examples.
4. How effective is the resolution?
 - The teacher used CCQs to check understanding effectively.

Observation Task 5: Instructions

1. Are there any points where learners seem unsure of the instructions?
 - Learners appeared to understand most tasks, though the table activity was moderately challenging.
2. Are the instructions clear, economical, and effective?
3. Write down examples of instructions given during the lesson.
 - For pair work: You are not going to read it. You have to make a conversation and write it down.
 - For table-filling: Are you going to write names and actions? (Yes).

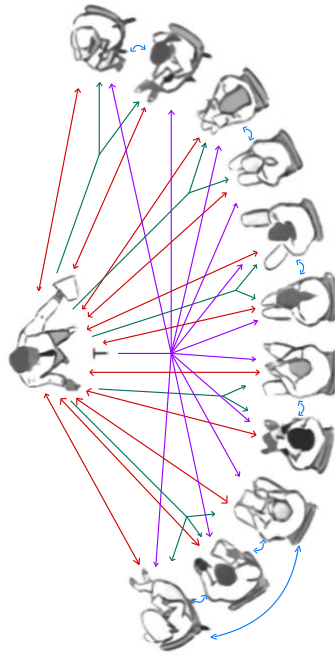


Observation Task 7: Learner Participation

1. How much speaking does the learner do during the lesson?
 - Active participation during pair work (e.g., writing and performing conversations).
2. How many contributions are made in whole-class stages versus pair/group work?
 - Vocabulary questions (e.g., What does 'dealer' mean?).
 - Grammar-related questions (e.g., Present Continuous usage).
3. Do contributions consist of one/two words or full sentences?
 - Contributions ranged from single words to complete sentences.

Observation Task 8: Teacher-Learner Interaction

1. What does your interaction map suggest?
 - Teacher interacted with all students, particularly monitoring pair work and providing feedback.
2. What is the dominant direction of interaction?
3. Teacher-initiated, though some students asked questions.
 - With which learners did the teacher interact most? Focus was on weaker groups and the group of three.
4. Which learners initiated most?
 - L1, L2, L5, L6



Observation Task 9: Error and Correction

Learners' error	Teacher's response	Learners' response
My legs is...	My legs are (orally)	nodded their head
Street-leg	straight-leg (on board)	Repeated the word

Observation Task 10: Planning and Staging

1. Is there a clear division into stages? Yes It is.
 2. How is each new stage signaled?
- Transitions were clear through instructions and visual aids.
3. What is the aim of each stage?

Lead-in: Reviewing vocabulary and grammar (e.g., Present Continuous).

Presentation:

- Listening: Identifying names, actions, and clothing.
- Pair Work: Discussing clothing and writing conversations.
- Vocabulary Expansion: Learning new terms like conspicuous.

Closure: Reading task, with homework assigned for unfinished activities.

Observation Task 11: Boardwork

1. At what points is the board used during the lesson?
- Write key vocabulary conspicuous, straight-leg.
 - Highlight grammar rules.
 - Correct errors e.g., pronunciation of straight-leg, Orange.
2. Is the boardwork clear, organized, and legible? Yes it is.
 3. Do learners copy what is written on the board? Yes they are.

Peer Observation		
Observer: Parisa Emdadi	Date: Jan 12 th 2025	Time: 90'
Teacher's Name: Masoud Bazdaar	Class Level: B2	No. of stdns: 12

Observation Task 1: The Teacher's Position and Body Language

1. When and where does the teacher sit or stand?
- The teacher move around the classroom to interact with students during pair work and discussions.
2. Does the teacher make eye contact with individual learners?
- Maintain eye contact while addressing individual learners and monitore their engagement.
3. Can the teacher be heard and seen clearly by all learners?
- Yes, all students can hear and see the teacher clearly.
4. Does the teacher project to all learners?
- Yes, the teacher's voice is clear and audible to everyone.

Observation Task 2: Individual Learners

Name	Behavior
L2	Takes initiative, volunteers answers to questions, and asks questions of his/her own.
L3	Avoids answering questions, or only answers if called on by name; doesn't participate much.
L2, L5, L6, L11	Takes part actively in pair-work and group-work.
L3	Tends to take a back-seat role in group work, and does only the minimum in pair work.
L1, L11	Takes risks with the language, and isn't afraid of making mistakes.
L3	Is hesitant, even reluctant, to speak.
L2, L11	Catches on quickly and follows explanations relatively easily.
L3	Often gets confused and frequently seeks clarification from peers.

Observation Task 3: Interaction

1. What is the predominant type of interaction?
- Teacher-to-Whole-Class interaction is predominant, taking up 60% of the lesson time.
2. Does the interaction pattern align with the aims of the lesson?
- Yes, teacher-led interactions are necessary for introducing the topic, explaining vocabulary, clarifying grammar, and guiding reading activities.
3. In which interaction pattern were learners most productive?
- Learners are productive during pair work, particularly when identifying prefixes/suffixes and working on grammar tasks.

Interaction Pattern	Amount of Time Spent (%)
Teacher → Whole Class	60%
Learners in Pairs	20%
Learners in Groups	10%
Learners Working Individually	5%
Other	5%

Observation Task 4: Meaning

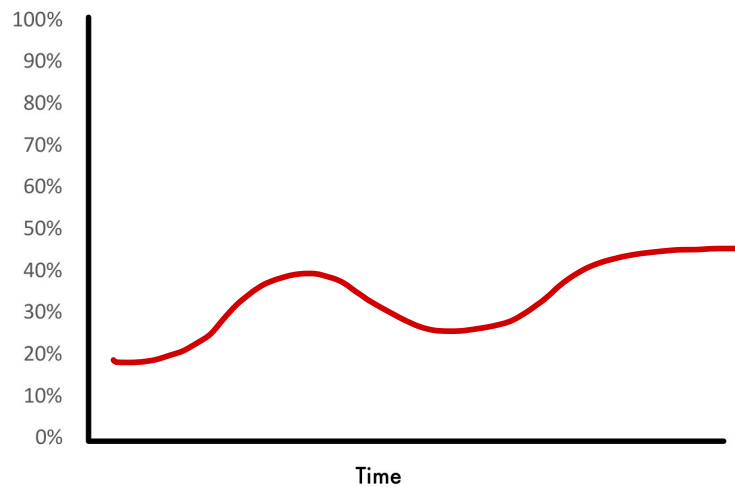
1. Are there any points where learners seem unclear about meaning?
 - Yes, students struggle with the reading passage and technical vocabulary. e.g., viable, conspicuous.
2. How is the problem resolved?
 - The teacher clarify meaning using CCQs, visuals, and a table comparing NASA and SFF.
3. Does the teacher deliberately check understanding? If so, how?
 - Yes, through CCQs and asking students to provide definitions or examples.
4. How effective is the resolution?
 - Moderately effective; some students still find the reading difficult.

Observation Task 5: Instructions

1. Are there any points where learners seem unsure of the instructions?
 - No significant confusion; ICQs ensured clarity.
2. Are the instructions clear, economical, and effective?
 - Yes, instructions are concise and task-focused.
3. Write down examples of instructions given during the lesson.
 - Are you working with your partner?
 - Are you going to add prefixes or suffixes to these words?

Observation Task 6: Engagement/Interest

1. To what extent are learners engaged throughout the lesson?
 - Engagement levels fluctuate, dipping during the challenging reading passage.
2. What is the level of learner interest at different points?
 - High during vocabulary exercises, moderate during reading tasks.
3. Are there any dips in engagement? Why?
 - Yes, during the reading activity, due to its difficulty level.

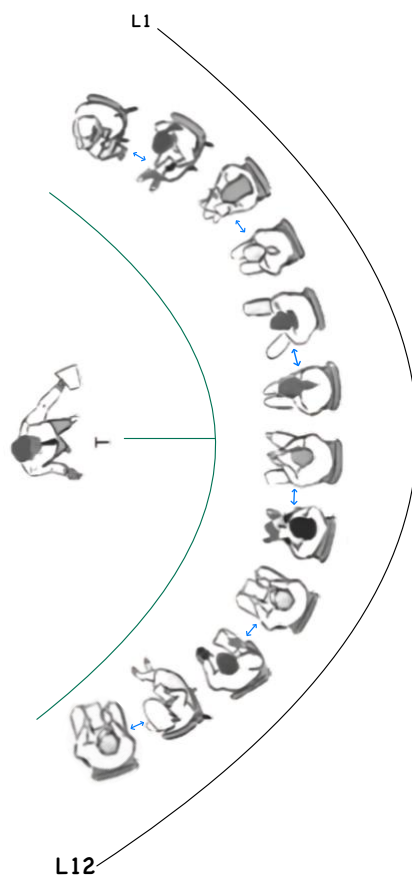


Observation Task 7: Learner Participation

1. How much speaking does the learner do during the lesson?
 - Overall, learners speak minimally during the lesson. Most contributions are brief, and learners are more passive in whole-class discussions.
2. How many contributions are made in whole-class stages versus pair/group work?
 - In whole-class stages, only a few students volunteer answers or ask questions.
 - During pair work, participation improve slightly, but it is mostly limited to fulfilling task requirements rather than active discussions.
3. Do contributions consist of one/two words or full sentences?
 - Contributions in whole-class stages are mostly one- or two-word answers e.g., Yes, No, Prefixes
 - In pair work, sentences are more complete but still formulaic and task-focused.

Observation Task 8: Teacher-Learner Interaction

1. What does your interaction map suggest?
 - The teacher interact with all students, with frequent monitoring during pair work.
2. What is the dominant direction of interaction?
 - Teacher-initiated interactions dominated.
3. With which learners did the teacher interact most?
 - Students struggling with vocabulary and grammar received more attention.
4. Which learners initiated most?
 - L2, L11



Observation Task 9: Error and Correction

Learners' error

prefixes/suffixes

misunderstandings of future perfect

Teacher's response

Correct errors on the board

explain grammar points in context

Learners' response

Learners correct their answers and ask follow-up questions for clarity.

Observation Task 10: Planning and Staging

1. Is there a clear division into stages?
 - Yes, the lesson has distinct stages: vocabulary introduction, reading, pair work, grammar review, and practice.
2. How is each new stage signaled?
 - Transitions are smooth through instructions and visual aids.
3. What is the aim of each stage?
 - **Vocabulary Introduction:** To pre-teach technical terms for the reading.
 - **Reading Activity:** To analyze the differences between NASA and SFF.
 - **Pair Work:** To practice vocabulary with prefixes/suffixes.
 - **Practice:** To apply future tenses in sentence correction exercises.

Observation Task 11: Boardwork

1. At what points is the board used during the lesson?
 - The board is used during the NASA vs. SFF comparison, vocabulary clarification, and error correction.
2. Is the boardwork clear, organized, and legible?
 - Yes, the board is neatly divided, and content is clearly written.
3. Do learners copy what is written on the board?
 - Yes, learners copy most of the boardwork into their notes.

Peer Observation (online class)		
Observer: Parisa Emdadi	Date: 02/09/2025	Time: 90'
Teacher's Name: Parvin Shemshadi	Class Level: Foundation 2	No. of stdns: 3

Observation Task 1: The Teacher's Position and Body Language

Since this was an online class, the teacher's body language was limited to facial expressions, hand gestures, and how they used visual aids on the screen.

- **Gestures:** The teacher effectively used hand movements and on-screen annotations.
- **Eye Contact:** The teacher looked at the camera frequently, making the session feel interactive.
- **Visibility & Voice Clarity:** The teacher spoke clearly and was visible throughout the session. Students could follow instructions without major difficulties.

Observation Task 2: Individual Learners

- **Active Participants:** Several students responded actively to questions and participated in discussions.
- **Reluctant or Limited Participation:**
 - One student had a technical issue and couldn't unmute their microphone, preventing participation.
 - The teacher acknowledged the issue but moved forward with the lesson.

Potential Improvement:

- The teacher could have provided an alternative way for the student to engage (e.g., using the chat function for responses).

Observation Task 3: Meaning

- **Where Learners Struggled:**
 - Understanding “host family” → Resolved by using the word “guest.”
 - Understanding past tense verbs → Resolved through a table & pronunciation practice.
- **Teacher's Response:**

- Checked student comprehension by asking guiding questions like “Are these actions in the past or present?”

Observation Task 4: Instructions

- **Positive Aspects:**

- The teacher’s instructions were mostly clear and structured.
- Used visuals and written text to reinforce key concepts.

- **Potential Issue:**

- Some students were uncertain about sentence sequencing (matching sentences with pictures).

- **Solution Used:**

- Teacher modeled an example before asking students to number the sentences themselves.
-

Observation Task 5: Learner Participation

- **Amount of Speaking:**

- Students participated in several speaking tasks, such as:
 - Answering comprehension questions
 - Reading aloud sentences
 - Changing present sentences to past
- However, most responses were brief rather than full sentences.

- **Correction Strategy:**

- When students mispronounced words (e.g., *arrive*, *rain*), the teacher corrected immediately and asked them to repeat.
-

Observation task 6: engagement/interest

To what extent do the learners seem engaged by the lesson? What is the level of learner interest? Plot their engagement over the course of the lesson using this graph (100% = maximally engaged; 0% = totally uninterested):

Overall engagement level: High, but varied throughout the lesson.

- **Beginning of the lesson:** Engagement was moderate (~70%) as students were getting into the topic.

- **Grammar explanation (past simple & spelling rules):** Interest was lower (~50%) during the explanation, but increased when students actively participated in pronunciation practice and sentence transformation exercises.
- **Pronunciation drill & interactive activities:** Engagement peaked (~90%) as students were actively practicing and responding to the teacher.
- **Error correction & sentence correction activity:** Engagement remained high (~85%), as students were involved in discussions and.
- **Final discussion & wrap-up:** Engagement remained strong (~80%), as students reviewed what they had learned and connected the content to their experiences.

Observation Task 7: Error and Correction

Learners' error	Teacher's response	Learners' response
Arrive (mispronounced)	Immediate correction	repeat the word
Incorrect verb form after didn't	Explained that after <i>did</i> , we use the base form of the verb.	Read the correct form of sentence

Observation task 8: mother tongue use

Record the L1 quotient during the lesson on a graph (100% = all the learners are speaking their L1 all the time; 0% = all the learners are speaking English all the time). Then answer the questions.

- At the beginning of the class, a student said a single word in their mother tongue when trying to express the meaning of *exchange*.

Teacher's Response:

- Instead of translating, the teacher used a scaffolded approach to guide the student toward understanding.
- The teacher wrote the names of two countries on the board and drew an arrow between them to visually demonstrate the concept of *student exchange*.
- This method helped clarify the meaning without relying on L1.

L1 Use Overall:

- Minimal and limited to a single word.
- The teacher effectively redirected the student to think in English using a visual representation instead of translation.

Observation task 9: use of technology/aids

Observe a lesson in which the teacher is using some form of technology or aid and answer the questions.

- **Visual Aids:**

- Used effectively (pictures, tables, highlighted text).

- **Audio:**

- Played recordings for past tense pronunciation practice.

- **Effectiveness:**

- Enhanced engagement and reinforced learning goals.

Observation task 10: teacher talking time

Make a pie chart to show how much time the teacher talks, and how much time the learners talk.

- TTT was higher during explanations (grammar instruction, spelling rules).

- STT increased during:

- Pair work (sentence correction activity).
- Speaking tasks (forming past tense sentences).

- Possible Improvement:

- Could have included more breakout room discussions to increase student talk time.

Observation task 10: teachers' 'in-flight' decisions

I did not have access to the teacher's original lesson plan, so I could not compare the actual lesson with the planned structure.

Observation task 11: you choose!

Decide what aspect of your class you would like your colleagues to observe.

While watching my lesson, I would like you to monitor / observe / note down any instance of the following:

Effectiveness of Pronunciation Correction

- Did the teacher's immediate pronunciation corrections (especially for *-ed endings*) help students improve?
- Were students able to self-correct after multiple drills?
- Did the teacher use sufficient repetition and modeling?

Student Engagement in Grammar Explanation vs. Interactive Activities

- Were students actively engaged during grammar instruction?
- Did students participate more during interactive tasks (sentence formation, pronunciation drills, speaking tasks)?
- Could engagement be increased during less interactive parts of the lesson?

Use of Visual Aids & Technology to Enhance Understanding

- Did the use of visuals (e.g., country names with arrows, spelling rule tables, pronunciation charts) help clarify concepts?
- Were students able to grasp new vocabulary (e.g., "student exchange") more easily with visuals?
- Did the audio pronunciation drills effectively aid learning?

Lesson Plan

Teacher	Lesson Focus	Tutor	Date	Level	Std	Mins
Parisa Emdadi	Grammar (Used to)	Elham Olamaee	09/01/2025	Pre-Int		45

Reference & Materials
The lesson is based on book, page, section, text, etc. Were any adaptations made? A sample sheet of Headway book.

Lesson Aims
By the end of the lesson students will have learnt, improved, or practised . . .
A) Main aims - To develop students' ability to use used to / didn't use to to talk about past habits and states in speaking and writing. - To improve students' reading skills by practicing reading for gist and specific details. B) Subsidiary aim - To enhance students' pronunciation of used to / didn't use to for fluency and natural rhythm in speech. - To encourage students to engage in meaningful discussions about their school experiences, personalizing the language.

Anticipated Problems and Solutions
Task setting, classroom management, instructions, groupings etc. (<i>not language</i>)
Problem: Some students may not actively participate due to a dislike of grammar or feeling they have nothing to contribute. Solution: Use engaging, personalized examples and relate grammar to students' real-life experiences to make it more relevant and interesting. Assign specific roles in group work to ensure equal participation. Problem: Students may use their first language during group work. Solution: The teacher will monitor closely and encourage students to speak only in English by praising those who do so and gently reminding others. Problem: Students may misunderstand instructions or tasks due to unclear directions. Solution: Use ICQs to confirm understanding, such as Are we working in pairs or alone? or How much time do you have for this activity? Avoid vague questions like OK? or Is that clear?

Action Points
Areas of your teaching you will be working on or trying to develop
- I will incorporate a variety of interaction patterns, such as pair work or group discussion activities, to encourage students to share their stories with multiple classmates during the speaking task. - Observe students unnoticeably during activities, collect language errors, and identify areas for language improvement.

Assumptions
Student previous knowledge
- Learners are familiar with discussing past habits or experiences, which provides a foundation for understanding and using used to / didn't use to. - Students likely know about some famous figures like J.K. Rowling, Kristen Bell, or Alex Turner, which will help them relate to the reading material.

Lesson Procedure

Stage	Aim	Interaction patterns	Time	Procedure
Warm-Up	- To engage students in the topic of famous people and their school experiences. - To activate prior knowledge and set the context for the reading.	Whole Class (T ↔ Ss) and Pairs (Ss ↔ Ss)	5 minutes	- Show pictures of Alex Turner, J.K. Rowling, and Kristen Bell. - Ask students: - Do you know who these people are? - What are they famous for? - Follow-up question: - What do you think they were like at school? Were they quiet, popular, or talented? - Pair students for 1–2 minutes to discuss their guesses. - Elicit a few predictions from the class and write key ideas on the board to transition into the reading stage.
Reading	- To practice reading for gist (understanding the main idea). - To practice reading for specific details related to the grammar focus used to / didn't use to. - To provide a model for the speaking task.	Individually (Ss → text), Pair Work (Ss ↔ Ss), Whole Class (T ↔ Ss)	15 minutes	Pre-Reading (5 minutes): - Introduce key vocabulary from the text e.g., lyrics, technician, auditioned. - Ask students to skim the text and match the teachers' descriptions to the celebrities e.g., Who was quiet? Who was talented?. ICQs: - Do you need to read every word carefully? No - Are you matching descriptions to celebrities? Yes While-Reading (8 minutes): - Students read the article individually and answer comprehension questions: Who had family problems while at school? Who sometimes sees their old student perform? Who was not very interested in what they became famous for? - Students discuss answers in pairs. ICQs: - Are you working alone or with your partner? With partner - Do you write full sentences for your answers? No Post-Reading (2 minutes): - Ask students: What do you think your teachers thought of you when you were at school? - Encourage answers using used to e.g., My

				teacher used to think I was talkative.
Grammar	- To teach the form, meaning, and use of used to / didn't use to. - To enable students to apply the structure in speaking and writing about past habits and states.	Whole Class (T ↔ Ss), Individual Work (Ss → task), Pair Work (Ss ↔ Ss)	15 minutes	- Write example sentences from the text on the board: - Alex Turner didn't use to be interested in music. - J.K. Rowling used to wait for her mom outside the science building. - Elicit the form, meaning, and use of used to (past habits or states no longer true). - Highlight the negative form didn't use to and question structure Did you use to?. CCQs: - Are we talking about the past or present? Past - Is this something they do now? No - Is this a habit or a one-time event? Habit - Controlled Practice: Students rewrite sentences using used to / didn't use to. - Example: Kristen Bell was popular → Kristen Bell used to be popular. - Pair Work: Students share examples from their own lives using used to. ICQs: - Are you writing about the present? No - Are you working alone or with your partner? With partner - Students create sentences about their school days using used to / didn't use to. - Example: I used to play basketball every day, I didn't use to like math.
Pronunciation	- To practice the natural pronunciation of used to / didn't use to (/yusta/). - To improve fluency and rhythm in connected speech.	Whole Class (T ↔ Ss), Pair Work (Ss ↔ Ss)	10 minutes	- Play audio 11.5 to model the pronunciation of used to / didn't use to. - Drill sentences chorally and individually: - I used to play soccer. - She didn't use to wear glasses. ICQs: - Are you listening to the audio? Yes - Do you repeat after the audio? Yes - Students individually repeat sentences focusing on fluency and linking.

				ICQs: ○ Are you practicing with a partner? No ○ Are you focusing on linking the words? Yes
Speaking (Free Practice)	• To enable students to personalize the language by discussing their own school experiences. • To encourage fluency and confidence in using used to / didn't use to.	Pair Work (Ss ↔ Ss), Whole Class (T ↔ Ss)	10 minutes	• Students work in pairs and discuss questions: ○ What did you use to do during recess? ○ Did you use to enjoy your school days? ○ What didn't you use to like about school? ICQs: ○ Are you sharing your own experiences? Yes ○ Are you using 'used to' in your answers? Yes
Language Feedback and Reflection	• To provide feedback on students' language use during the speaking activity. • To reflect on common errors and reinforce accurate usage of the target language.	Whole Class (T ↔ Ss)	10 minutes	• Monitor unobtrusively during the speaking activity, collecting examples of good language use and common errors. • Share interesting answers from students. • Write a few examples of student errors and correct them as a group. • Highlight positive examples of language use to encourage students.

The problems in task 3a relate to validity and reliability issues in assessment. Below are solutions for each problem:

1) Rachel – Validity Issue

Problem: The writing test required learners to write a descriptive essay about British culture, but:

- The course did not focus on writing.
- The topic (British culture) was unfamiliar to students.
- The test did not reflect the course content.

Solution:

- **Align the test content with the syllabus** – Ensure that the test evaluates what was actually taught in class.
- **Choose culturally neutral or familiar topics** – Instead of British culture, allow students to write about their own culture or a topic covered in class.
- **Include formative writing tasks** throughout the course so students are prepared for a writing assessment.

2) Don – Validity Issue

Problem: The speaking test only included pronunciation drills, which:

- Did not assess overall speaking ability.
- Lacked fluency, coherence, and communicative competence evaluation.

Solution:

- **Use a communicative approach** – Include role plays, discussions, or task-based speaking assessments.
- **Assess a variety of speaking skills**, such as fluency, coherence, interactive ability, and strategic competence.
- **Combine pronunciation with real-world speaking tasks** to give a more holistic evaluation.

3) Renee – Validity Issue

Problem: The final test was **mostly multiple-choice grammar and vocabulary**, but:

- The course aimed to develop overall university study skills (e.g., critical reading, writing, research).
- The test did not match the real-life academic demands of university study.

Solution:

- **Design a test that reflects real university tasks** – Include essay writing, note-taking, summarizing, and research-based tasks.
- **Incorporate listening and reading comprehension** with academic texts.
- **Use integrated assessment** – Instead of isolated grammar/vocabulary, use reading-to-write or listening-to-speak tasks.

4) Larry – Reliability Issue

Problem: Two teachers assessed speaking using the same criteria but had very different grading standards:

- Larry was more lenient.
- His colleague gave more distinction grades.
- The results were inconsistent.

Solution:

- **Use standardized rubrics with clear descriptors** – Ensure all teachers interpret the assessment criteria the same way.
- **Conduct rater training** – Teachers should calibrate their scoring with sample responses.
- **Use multiple raters** – Have a second teacher moderate the scores to improve reliability.

	First Demo		

Lesson Plan

Teacher	Lesson Focus	Tutor	Date	Level	Std	Mins
Parisa Emdadi	Grammar	DR. Farhang Bohlool	15-01-2025	Elementary		25

Reference & Materials
The lesson is based on book, page, section, text, etc. Were any adaptations made?
Self-made materials - PPT

Lesson Aims
By the end of the lesson students will have learnt, improved, or practised . . .
A) Main aims - Form and use the present continuous tense to describe ongoing actions in affirmative, negative, and interrogative sentences. - Differentiate between the present simple and present continuous in context. B) Subsidiary aim - Enhance students' listening skills through identifying the present continuous tense in spoken examples. - Develop speaking skills by practicing the present continuous in guided and freer conversation activities.

Anticipated Problems and Solutions
Task setting, classroom management, instructions, groupings etc. (<i>not language</i>)
Problem: Students may confuse the present continuous with the present simple. Solution: Highlight the key difference: the present continuous is for actions happening <i>right now</i> . Problem: Students might struggle with forming questions and negatives in the present continuous. Solution: Provide a simple structure chart Problem: Technical issues (e.g., video/audio not working). Solution: Have printed visuals or an alternative activity ready to substitute.

Action Points
Areas of your teaching you will be working on or trying to develop
Elicitation and Student-Centered Approach - I will practice eliciting ideas and language from students instead of providing all the information. Instruction Clarity - This helps reduce confusion and ensures students are on task.

Assumptions
Student previous knowledge
- Students are already familiar with the structure and use of the present simple tense e.g., He eats breakfast every morning. - Students understand basic subject-verb agreement and can recognize subjects such as I, he, she, and they.

Lesson Procedure

Stage	Aim	Interaction patterns	Time	Procedure
Lead-in	- To engage students and activate their background knowledge about actions and routines. - To set the context for the lesson without introducing the target language.	(T ↔ Ss), Pair work (Ss ↔ Ss)	5 minutes	- Show The Dance Class painting to the students and ask: <i>What can you see in this picture?</i> Elicit general responses: <i>A teacher, Ballerinas, A piano.</i> <i>What do you think the people in the painting are doing?</i> - You've already learned about the present simple, which we use for habits and routines. Today, we're going to learn about the present continuous, which we use for actions happening right now. We'll also look at how these two tenses are different.
Presentation (MFP)	- To clarify the meaning, form, and pronunciation of the present continuous and present simple. - To highlight the differences between the two tenses.	Whole class (T ↔ Ss), Pair work (Ss ↔ Ss)	7 minutes	Meaning - Write sentences on the board from the painting: The teacher is standing in the middle of the room. Dancers usually practice at the barre. - Use CCQs and a timeline to clarify: <i>Is this happening right now or regularly?</i> - Highlight key markers: <i>right now, usually.</i> Form Present Continuous: Subject + am/is/are + verb(-ing) Affirmative: <i>She is dancing.</i> Negative: <i>She is not dancing.</i> Question: <i>Is she dancing?</i> - Give examples and elicit the structure from students. Pronunciation Focus on intonation patterns: Falling for statements: <i>The ballerina is stretching.</i> Rising for yes/no questions: <i>Is the ballerina stretching</i> - Model and drill examples with the

				class.
Controlled Practice	To practice using the present continuous and present simple accurately.	Individually (Ss → task completion), Pair work (Ss ↔ Ss).	5 minutes	- Provide a gap-fill worksheet: <i>The ballerina _____ (tie) her shoes right now. (is tying)</i> <i>Dancers usually _____ (stretch) before class. (stretch)</i> - Pair Check: - Students compare answers with a partner. ICQ: Will you check your answers with your partner or the teacher first? - Whole Class Feedback: - Write correct answers on the board and clarify any errors.
Freer Practice	To encourage students to use the target language fluently in meaningful communication.	Pair work (Ss ↔ Ss), Whole class (T ↔ Ss).	5 minutes	- Pair Activity: - Students describe the painting using both tenses: <i>The teacher is standing in the middle.</i> <i>Dancers usually practice for hours.</i> - Share Sentences: - A few pairs share their sentences with the class.
Listening	- To provide contextualized input using the target language (present continuous and present simple). - To reinforce understanding of the difference between actions happening now and routines.	Individually (Ss → task completion), Whole class (T ↔ Ss).	5 minutes	- Set the scene: <i>You will listen to a conversation about what is happening in a ballet class and the routines dancers usually follow.</i> - Write two gist questions on the board: <i>What is happening right now?</i> <i>What do dancers usually do?</i> - Provide a transcript with gaps and ask students to listen again, filling in the blanks with the correct verb forms.

Reflection	• To encourage students to reflect on what they've learned and identify areas for improvement. • To consolidate understanding of the lesson's key points	Whole class (T ↔ Ss).	3 minutes	CCQs: Which tense do we use for actions happening right now? For habits or routines? Provide encouragement Try noticing these tenses in conversations or texts this week!
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Meaning	Problems & solutions - Students may have difficulty understanding when to use the present continuous versus the present simple. Use CCQs to clarify the difference. Is the action happening now? - Students may confuse temporary actions with habitual actions. Provide contrasting examples and highlight keywords like <i>now</i>, <i>at the moment</i> (for present continuous) and <i>always</i>, <i>every day</i> (for present simple).
Form	Problems & solutions - Students might forget to use the auxiliary verb (<i>am/is/are</i>) in the present continuous. I'll use gap-fill exercises focusing on auxiliary verbs - Students may confuse the base form and the -ing form of verbs. Create a task where they convert verbs to the -ing form and explicitly teach rules (e.g., "drop the 'e' for 'write' → 'writing'").
Pronunciation	Problems & solutions Students may misplace stress in sentences with auxiliary verbs. My solution is to use repetition drills to emphasize the correct rhythm and stress

01

Present Continuous

Vs. simple present



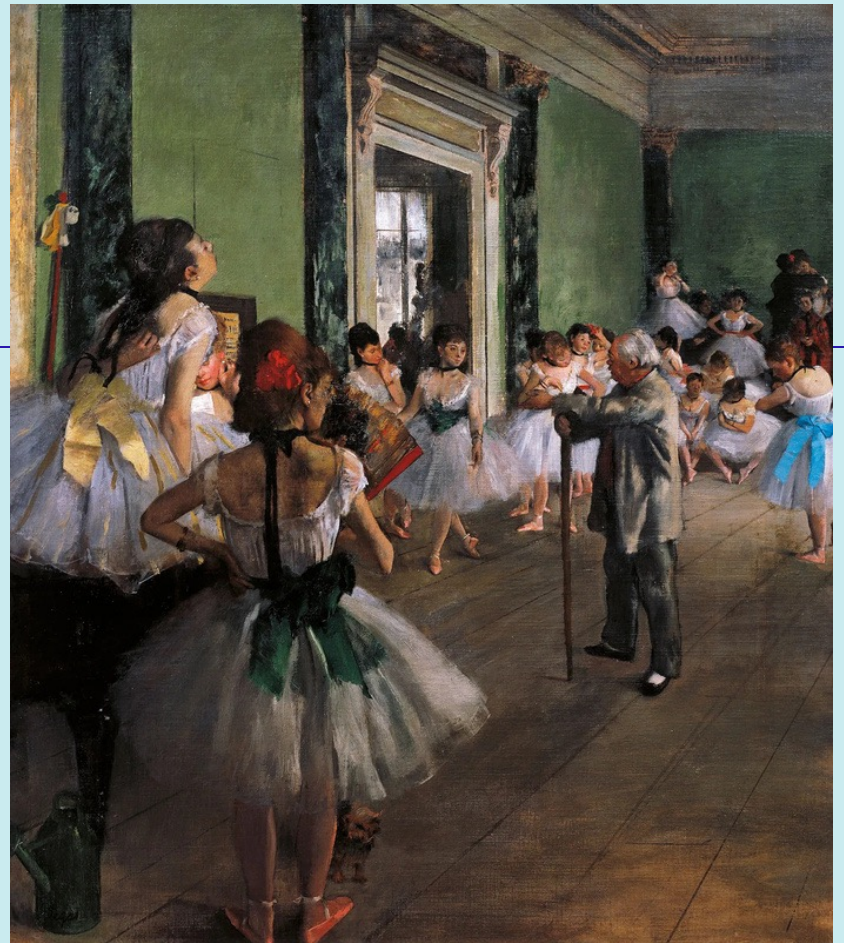


What can you see in this picture?



The teacher **is standing**ing** in the middle of the room**

Dancers usually practice at the barre.



04

Present continuous

Subject + am/is/are + verb(-ing)

She is dancing.

*She is **not** dancing.*

Is she dancing?

Rehearse:

practise in order to prepare for a public performance

The ballet dancers are rehearsing for their upcoming performance.

Learning

Performing

Stretching

Giving feedback

Participating

05

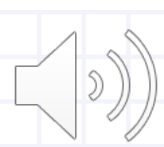
Mastering intonation: “Adding Meaning to Your Words.”

Rising and Falling intonation

↗
The ballerina is stretching ↘

↗
Is the ballerina stretching? ↗

↗
They are warming up. ↘



06

Listen carefully to the audio file Fill in the blanks with the correct form of the verbs you hear in the conversation.



Anna: Look! The ballerina ^{Is stretching} (stretch) her legs. She always stretches (stretch) before practicing.

Lily: Yeah, she ^{Is practicing} (practice) for the performance. She practices (practice) every day.

Anna: The dancers ^{Are warming up} (warm up) now. They always Warm up (warm up) before rehearsals.

Lily: I heard the choreographer ^{is creating} (create) a new routine. She creates (create) amazing choreography every season.

Anna: That's exciting! Right now, everyone is working (work) hard to make it perfect. They works (work) so hard all the time.

07

**Thank you for
joining today's
class.**



		Second Demo			

Teacher's name: Parisa Emdadi Level: A2 ⁺		Teaching point: Listening for gist and specific details about different types of friendships Stages covered: Lead-in, Presentation, practice, Reflections		Session: 2 date: Jan 23, 2025 No. of students: 5	
Aim: improve students' listening comprehension and speaking skills by understanding and discussing friendships.					
Time 25'	Stages	What I'll be doing	Interaction	Materials used	Anticipated problems
3	Lead-in	- Write the word friend on the board and elicit collocations (e.g., make friends, best friend, close friend). - Model the activity by writing names of some of my own friends on the board and briefly talking about them, including answering the questions: - Why do you like them? - Who is your oldest friend? Pair students to do the same and encourage some to report on their partner's answers. ICQs: - What are you going to write? (Names of friends) - Who will you talk about? (My friends) - What will you share about your friends? (Why I like them, who is the oldest friend)	T-C / S-S	Projector	Students may hesitate to share. -> Provide personal examples to encourage participation.

7	Presentation	• Focus attention on the photo of Jess and her three friends. Check pronunciation of the names (Jess, Jo, Dukey, Rafferty). • Explain that students will listen to Jess talking about her three best friends. • Display a chart and ask students to listen and identify which type of friend each person is: ▪ Forever Friend ▪ New Friend ▪ Reunited Friend • Play the audio and pause after each section to allow students time to write their answers in the chart. • Pair students to compare answers before checking as a class. • ICQs: • What are you listening for? (The type of friend each person is) • Where will you write your answers? (In the chart)	T-C / S-S	Projector, audio file, chart	Students may struggle to categorize friends. - > Replay the audio briefly if needed.
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10	Practice	• Check that students understand the questions in the chart's first column: • How did they meet? • How long ago? • What do you learn about the friend's life? • Why does Jess like her/him? • I'll play the audio again, pausing after each friend to give students time to complete the chart. • With weaker students, I divide tasks: one student answers two questions, then shares information with their partner. • Students check their answers in pairs before reviewing as a class. • I'll ask students if they need clarification on any words or phrases from the audio. • ICQs: • What questions do you need to answer? (How they met, how long ago, details about their life, why Jess likes them) • What will you write in the chart? (Specific details from the audio) • CCQs: • Did Jess meet Jo recently or as a child? (As a child) • Does Dukey make Jess laugh? (Yes) • Did Raff live abroad? (Yes, in Dubai)	T-C / S-S	Audio file, chart worksheet	Weaker students may need extra support. -> Provide shorter listening sections or pair stronger students with weaker ones.
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5	Reflection	- Organize students into small groups for discussion: - Which friend do you think is most important to Jess? Why? - Do you have these three types of friends in your life? Tell the other students about them. - How many real friends can a person have? Is it OK to have just one or two friends? - Do social media sites make people feel they need more friends? How and why? - Monitor group discussions and encourage quieter students to participate. - Wrap up with a short class discussion, summarizing key points from groups. ICQs: - Are you discussing in pairs or groups? (In groups) - What are you talking about? (Friends and social media)	S-S / T-C	Discussion prompts on board	Dominant students may overshadow quieter ones. -> Direct questions to quieter students.
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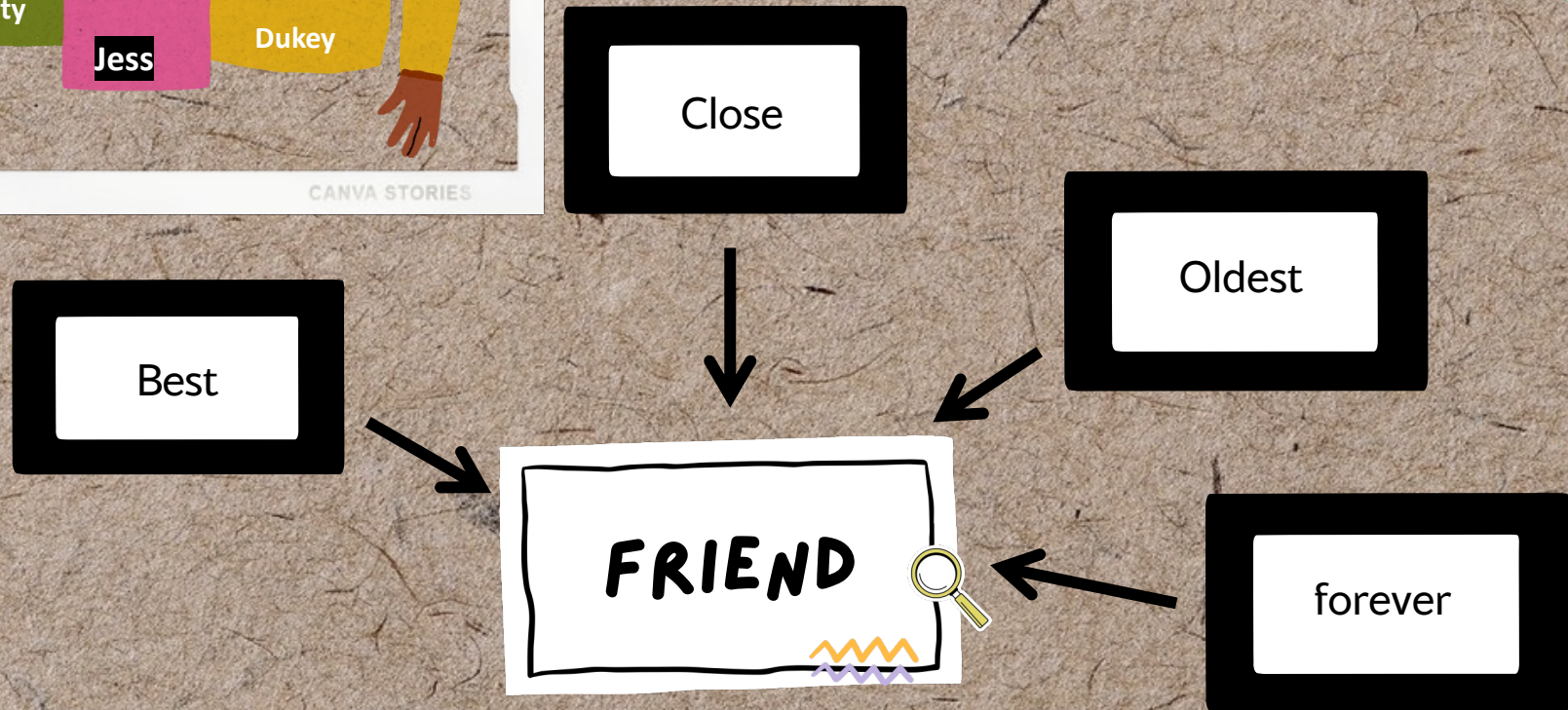
Exploring Friendships

Prepared and presented by Parisa Emdadi



What kinds of friends do you think Jess will describe?

- **Reunited friend**



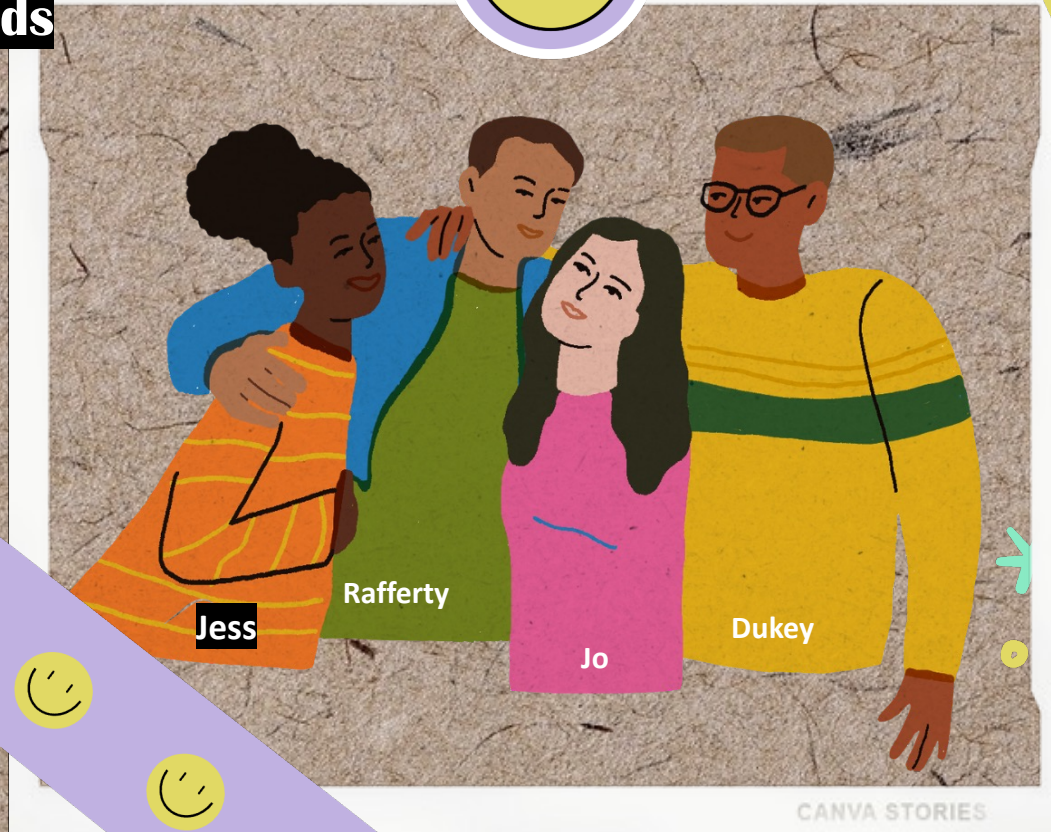


Listen to Jess talking about her three best friends

FILLM FF1



- Forever friend
Jo
- New friend
Dukey
- Reunited friend
Rafferty



Work in pairs

compare your answers with each other

Vu
Force
0.145
0.084
Ph
steel
120
159



JESS'S THREE FRIENDS

The **forever** friend

Jo

How did they meet?

In hospital - they were both born on the same day and their mums were friends.

How long ago?

The day they were born.

What do you learn about the friend's life?

She was wild at school - she wore crazy clothes and changed her hair a lot. After school, she went to London to study fashion.

Why does Jess like her/him?

They're always there for each other, through good times and bad times. Whenever they meet it's the same as ever.



JESS'S THREE FRIENDS



How did they meet?

How long ago?

What do you learn about the friend's life?

Why does Jess like her/him?

The **new** friend

Dukey

At work – they joined the same advertising company on the same day.

A couple of months ago.

He's great fun and talented. His mum and dad are from Barbados, but he was born in the UK. He talks about holidays there and his grandparents still live there.

He makes her laugh. He's crazy, fun, kind and clever.

JESS'S THREE FRIENDS



How did they meet?

How long ago?

What do you learn
about the friend's
life?

Why does Jess like
her/him?

The reunited friend

Rafferty

At school.

When Jess was 14 – Raff was her first boyfriend.

His family moved to Dubai because his dad got a job there. He's now back in the UK and working near Jess. He had a girlfriend, but they aren't together anymore.

They still laugh at the same things as when they were 14.



FILL IN THE GAPS



Jess describes Jo as her oldest friend, who she met when she was born.

Jess and Jo's mums became Good friends when they were born.

Dukey makes Jess and others laugh a lot.

Rafferty was Jess's boyfriend when they were 14.

Jess says Rafferty used to have red hair and a nickname.



LET'S TALK

Group work

Which type of friend do you think Jess values most? Why?

What would you ask Jess about her friends if you could?

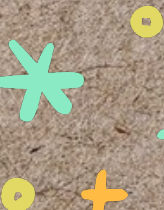


HOMEWORK



1. Write about one of your closest friends. Include:
 - How you met.
 - How long you have been friends.
 - Why this person is important to you.

2. Listen to the first 20 seconds of the listening audio and transcribe.



LISTENING SCRIPT

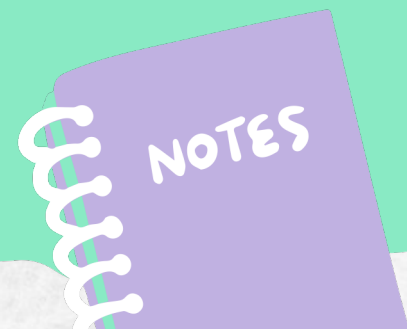
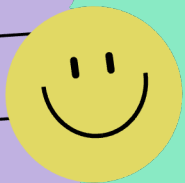
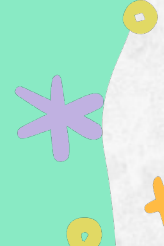
This is a very special photo for me. It's me with my three very best friends. Aren't they fabulous! Jo, on the right, is my oldest friend, my absolutely forever friend. We were both born in the same hospital, on the same day, and Jo's mum and mine became good friends. So, Jo and I played together a lot when we were little kids and we went to the same schools. We had other friends of course, but she is the one I can talk to about anything and everything. She was the wild one. I wasn't so much, but I loved her crazy clothes and the way she changed her hair colour every week! After school, I went to university in Newcastle and she went to study fashion in London. There was no need to text and call daily, but we knew we were always there for each other - good times and bad times - and, of course, whenever we meet it's the same as ever. I love Jo.



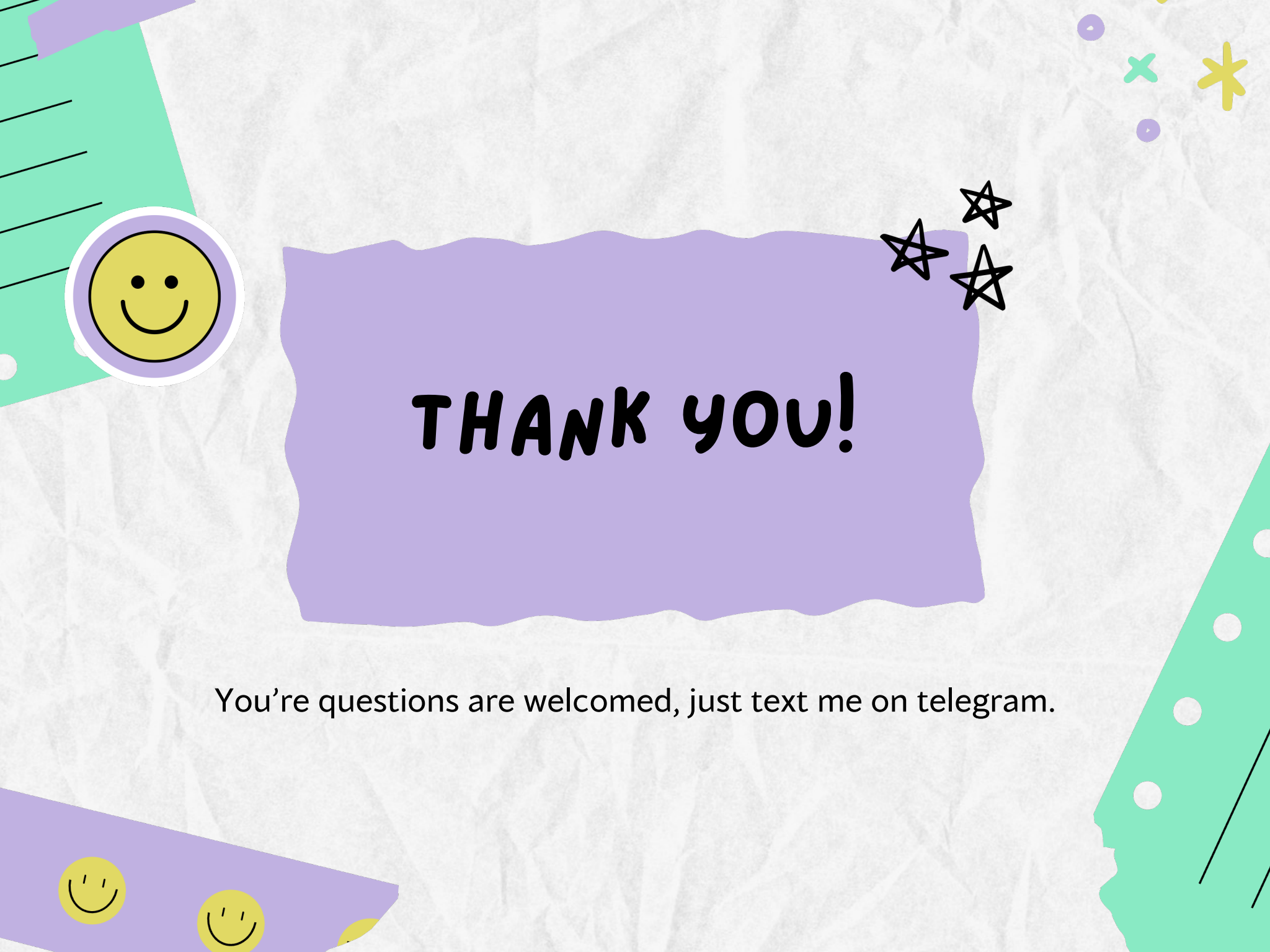
NOTES



Dukey is a new friend - a very new friend. We joined the same advertising company on the same day, just a couple of months ago, but already I feel as if he's a best friend. He's a great guy... great fun and very talented. Everyone loves Dukey because he makes us laugh. He's going to go far, I'm sure. His mum and dad are from Barbados, but he was born here. He talks about holidays there - were all saving like mad so we can go too. He says his grandparents would love us all! This picture shows the first time Jo met Dukey. You can see how well they get on - two crazy, fun, kind, clever people.



• Ah, and then there's Raff, short for Rafferty ... red-haired Rafferty' we called him at school, but nobody calls him that now. Well Raff... he's not a new friend. In fact, he was my first boyfriend when I was 14. We were really sweet together, so everyone said But then his family moved to Dubai, his dad got a job there. We emailed for a bit but then lost touch. Years later, I suddenly saw the name Rafferty Lucas on Facebook - it's an unusual name, so I 'friended' him saying 'are you the Rafferty Lucas who went to ...?' etc. And of course he was. Jo was as surprised as I was. Anyway, he's now back in the UK, working near me. Isn't that amazing? He had a girlfriend when we first contacted, but ... -er that's finished now. He's my 'friend reunited' and obviously it's different from when we were teenagers, but we still laugh at the same things ... who knows? ... maybe we'll get back together. You can see why I love this picture so much.



THANK YOU!

You're questions are welcomed, just text me on telegram.

		Third Demo			

Teacher's name: Parisa Emdadi Level: B1		Teaching point: Future Plans using "Going to" and Present Continuous Stages covered: Controlled and free Practice + Production		Session: 3 date: Feb 4, 2025 No. of students: 5	
Aim: SWBAT, using the target language, discuss travel plans fluently using "going to" and Present Continuous.					
Time 25'	Stages	What I'll be doing		Materials used	Anticipated problems
5'	Lead-in	• Show a mystery travel bag with items related to different destinations (mini Eiffel Tower, beach towel, hiking boots, city map). • Ask: <i>“Where do you think I’m going? What can you do in this place?”</i> • Write student responses on the board under categories (<i>Landmarks, Food, Transport</i>).		Projector	• Some students may hesitate to speak Students may not know travel-related vocabulary → Provide hints & gestures.
10'	Model Conversation , controlled speaking practice	• Introduce a model conversation about a travel plan • I'll tell students: You are going to practice this conversation in pairs. One student will be Emma, and the other will be Daniel. Read the conversation aloud, focusing on pronunciation and fluency. • After practicing, students will swap roles and repeat the conversation.		Conversation Dialogue on paper	• Some may use L1 → Monitor and encourage English use.

		- Once students have practiced, they will answer the follow-up questions about the conversation. ICQs: <i>Are we talking about the past, present, or future?</i> <i>Are you working alone or with a partner?</i> <i>Will you take turns playing both roles?</i>		
8'	Free speaking task	- I'll tell students: Now, you are going to plan an imaginary one-day trip to a city or country of your choice. Work in groups and discuss your itinerary using 'going to' and Present Continuous. And Give them the following guiding questions: <i>Where are you going?</i> <i>How are you traveling there?</i> <i>What are you going to do during the day?</i> <i>What are you going to eat?</i> - I'll ask each group to present their itinerary to the class. ICQs: <i>Are you working alone or in a group?</i>	Projector	Students may struggle with sentence structure

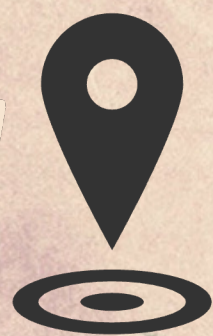
2'	Feedback and Reflection	• Elicit interesting travel plans from students. • Correct common errors on the board in a positive way. • I'll ask: <i>"Who had the most exciting trip?"</i> <i>"What was the most creative itinerary?"</i>	Whiteboard, students notes	Time might be tight → I'll focus on 2–3 key errors.
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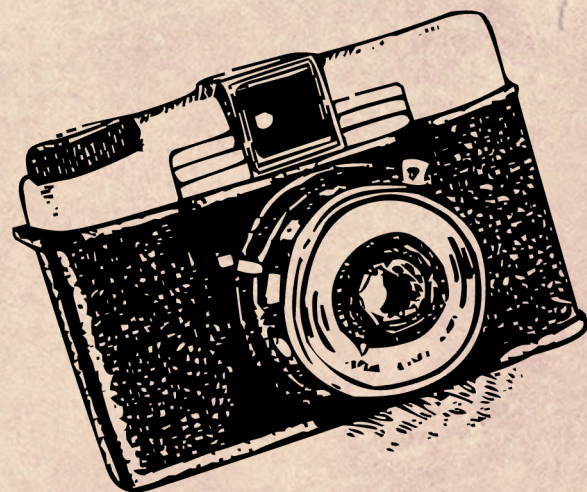


Planning a Trip to an Ancient City

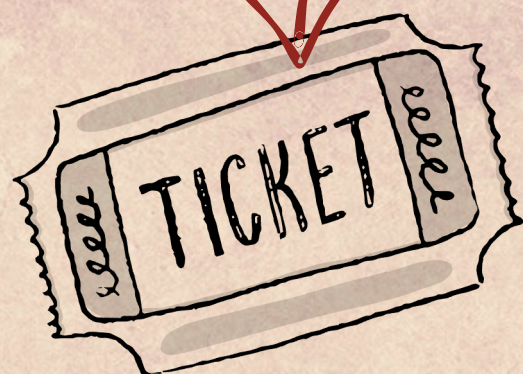
Discussing Future Plans Using "Going to" & Present Continuous

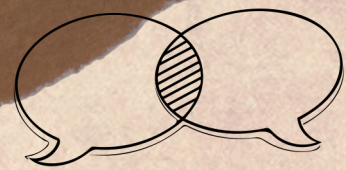
Presented by Parisa Emdadi





- Travel Guidebook or Map
- Museum, Art Galleries Tickets
- Local Currency
- Camera
- Notebook & Pen





Practice the conversation with your partner.

A Travel to Rome

Emma: Where are you going this summer?

Daniel: I'm going to Rome by plane.

Emma: What are you going to do there?"

Daniel: I'm going to visit the Colosseum and the Vatican Museums.

Emma: That sounds exciting! Where are you staying?

Daniel: I'm staying at a hotel near the Trevi Fountain.

Emma: How long are you going to stay?

Daniel: I'm staying for five days.

Emma: Are you planning to try any Italian food?

Daniel: Yes! I'm going to eat pasta carbonara and gelato.

Emma: That sounds delicious! Have a great trip!

• Pair work

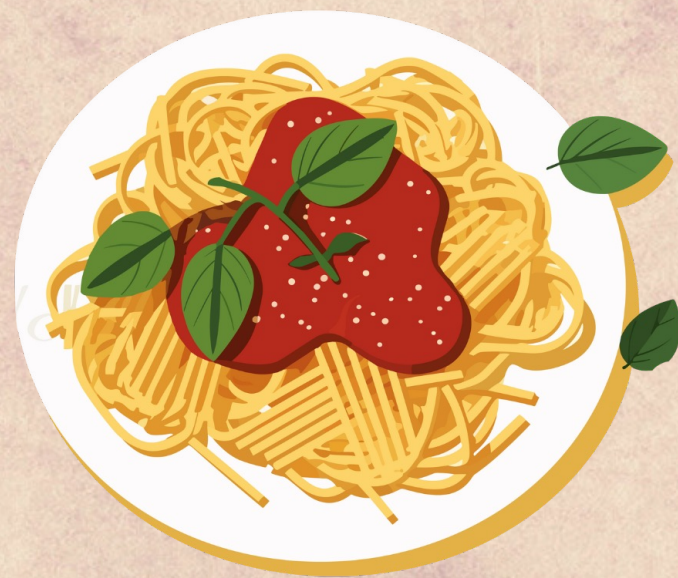
Answer the questions about the conversation.

How is Daniel traveling to Rome

What places is Daniel planning to visit?

How long is Daniel staying in Rome?

What type of food is Daniel planning to try?



Now, imagine you are going to plan a one-day trip to a place of your choice. Work in groups and discuss your itinerary using 'going to' and Present Continuous.



You can ask:

- Where are you going?
- How are you traveling there?
- What are you going to do during the day?
- What are you going to eat?





**Thank You For Joining
Today's Class**



Travel Advice Discussion

Imagine a friend is going to visit your city for the first time. What advice would you give them?

- What should they pack?
- What's the best way to get around?
- What should they avoid doing?

