

Teaching Practice Number: 1 (For Nobel)	Name: Pouriya Rajabi	Level of Class: Intermediate (B1+)
Date: July 3, 2025 / Tir 12, 1404	Number of Learners: <i>varies</i>	Length of Lesson: 90' / Length of Demo: 20'

**Type of lesson** (*tick as appropriate*)

<b>Grammar</b>	<b>Vocabulary</b>	<b>Functional Lang.</b>	<b>Reading</b>	<b>Listening</b>	<b>Writing</b>	<b>Speaking</b>
<b>Main</b> ✓						<b>Secondary</b> ✓

**Main aim(s)**

By the end of the lesson learners will be able to make sentences in ‘Third Conditional’.

**Subsidiary aim(s)**

By the end of the lesson learners will be able to talk about situations in which ‘Third Conditional’ is used in.

**Personal aim(s)**

In this lesson, I am going to teach ‘Third Conditional’ in an online platform as interactive as possible.

**Materials & Resources Used**

Four Corners 4 Course book, Intermediate (Cambridge University Press) Page 79

**Anticipated difficulties & Suggested solutions**

(problems related to *tasks, skills and sub-skills, class management, learners, and language (meaning, form, pronunciation, appropriacy)*)

Problem	Solution
Power might go out.	T has an emergency light. / T connects through hotspot connection.
The platform might not read my video file.	T tries to upload a PDF file.
The platform might not read my PDF file.	T shares his screen.
Ss might not remember ‘past perfect’.	T quickly explains providing one example.

**Board Plan: What will your board look like by the end of the lesson?**

My PowerPoint file will be showing on Share Pod.  
 Any further answers to practices or extra examples or common mistakes will be given through note box or chat box.

**Procedure of the Lesson:**

Time	Stage & Aim(s)	Procedure	Interaction
<b>Presentation</b>			
5'	<b>Lead-in Questions</b> A series of questions related to the first example to get Ss mind ready for it	T starts the class with: <b>“OK guys. Do you have a driving license?”</b> Ss answer in class. T continues: <b>“How many times did you fail?”</b> Ss answer in class. Some Ss may show off because they might have passed the test without much failure. T instructs Ss to talk about three Qs in pairs or groups. The third Q: <b>“Do you find driving easy or hard? Why?”</b> T: “Let’s talk about these three Qs in pairs/groups. You have 5 minutes”. <b>ICQs:</b> How many Qs are there? (3) / You got 5 minutes or 10 minutes? (5)	T <=> Ss
5'	Ss collaborate and share their ideas about Qs, ESP the third one.	Ss talk about three Qs in breakout rooms. T monitors the pairs and collects possible common mistakes.	S <=> S <b>OR</b> Ss <=> Ss
2'	Ss learn about the mistakes and repeat the correct form	<b>Possible Phase:</b> T writes down the common mistakes and elicits the correct forms. T provides the correct form in case Ss cannot say it. T uses repetition drill for the correct forms so Ss pay more attention and take them seriously.	T <=> Ss

<p>3'</p>	<p><b>Presenting the grammar utilizing Story Telling</b> The first example of this stage is the same as the Qs Ss talked about. Their minds are now ready for learning a new grammar.</p>	<p>T shows a picture of Phil Foden, a soccer player, while grabbing his driving certificate in a car. T asks, <b>“Guys, do you know this person?”</b> (Phil Foden) <b>“What does he do?”</b> (Soccer player in Manchester City) <b>“What’s he doing in this photo?”</b> (He’s in a car. / He had a driving test. / He passed,) If Ss did not mention: <b>“Did he pass a driving test or failed it?”</b> (Passed) T arises their curiosity by asking, <b>“How many times do you think he failed his test?”</b> Ss randomly mention the number of times he failed. T provides the number of times he failed. (114).</p>	<p><b>Main:</b> T &lt;=&gt; Ss  <b>Possible:</b> S =&gt; S S =&gt; Ss</p>
<p>1'</p>	<p><b>Present the meaning of Third Conditional</b></p>	<p>T asks the following Qs along with answers. These are also on the silde: <b>Did Phil pass his test the first time?</b> (No) <b>Can Phil go back in time to pass the first time?</b> (No) <b>Why do you think he fail so much?</b> (He didn’t practice the rules enough.)</p>	<p>T &lt;=&gt; Ss</p>
<p>2'</p>	<p><b>Present the form of Third Conditional</b></p>	<p>As students are familiar with other types of conditionals and T aims to decrease any distraction or time loss, T provides the form, coloring the structure and underlining the fixed grammatical part as follows: <b>If Phil <u>had practiced</u> the rules enough, he <u>would have passed</u> his test the first time.</b> T reads the sentence, but does not highlight orally on structures. In case Ss ask about the colored and underlined parts, T assures he will focus on them. T asks one or two students to read the sentence.</p>	<p>T &lt;=&gt; S T &lt;=&gt; Ss</p>

<p>2'</p>	<p><b>Presenting another situation the grammar might be used.</b></p>	<p>T goes through another story. There is a man in train station, late for work, and there is a timetable providing the current time and the time he must be at work. T provides the name of the man which is Joey.</p>	<p>T &lt;=&gt; S T &lt;=&gt; Ss</p>
<p>4'</p>	<p><b>Present the meaning of Third Conditional</b></p>	<p>T asks the following Qs:  <b>Where do you think Joey is?</b> (Train station) [T mentions Penn Station]  <b>What time is it now?</b> (7:30 a.m.)  <b>What time was he supposed to be at work?</b> (9:00)  <b>Which train was available?</b> (7:50)  <b>What time was the train at Oak Plains?</b> (9:15)  <i>The following Qs are also on the slide:</i>  <b>Did Joey get to the train station on time?</b> (No)  <b>Was he late for work?</b> (Yes)  <b>Why?</b> (He slept in. / He's lazy.)</p>	<p>T &lt;=&gt; Ss</p>
<p>3'</p>	<p><b>Present the form of Third Conditional</b></p>	<p>For the previous reason, T provides the form again with all the details and not insisting on the elements. T reads the first time and asks one S for each sentence to read:  <b>If Joey <u>hadn't slept in</u>, he <u>would have been</u> on time in office.</b>  <b>If Joey <u>hadn't been lazy</u>, he <u>would have been</u> on time in office.</b>  T mentions that the main clause can contain negative content as well:  <b>If Joey <u>hadn't slept in</u>, he <u>wouldn't have been</u> late in office.</b>  <b>If Joey <u>hadn't been lazy</u>, he <u>wouldn't have been</u> late in office.</b></p>	<p>T =&gt; S S =&gt; Class</p>

<b>Practice</b>			
<b>3'</b>	<p><b>Controlled Practice (CP)</b>  <b>To let students use the grammar without worrying of the how the structure is</b></p>	<p>T designed three conversations containing a sentence in third conditional.                      T instructs, <b>“Let’s get to the breakout rooms and have these three conversations. One of you is A and the other is B. After you completed the conversations, you need to change roles. You have 5 minutes.”</b></p> <p><b>ICQs:</b> <b>How many conversations are there?</b> (Three)  <b>Do you need to change roles?</b> (Yes)  <b>You got 3 minutes or 5 minutes?</b> (Five)</p>	<p>T =&gt; Ss</p> <p>T &lt;=&gt; Ss</p>
<b>5'</b>	<p><b>Let Ss have conversations</b></p>	<p>Ss take roles.</p>	<p>S &lt;=&gt; S</p>
<b>2'</b>	<p><b>Let students know about any mispronunciation</b></p>	<p><b>Possible phase:</b> T provides some mispronounced words and elicits the correct way of pronouncing.                      T pronounces and Ss repeat afterwards.</p>	<p>T &lt;=&gt; Ss</p>
<b>6'</b>	<p><b>To reinforce the meaning and form of Third Conditional</b></p>	<p>T brings each conversation again. T points to the certain sentence, and asks some CCQs. Two of the CCQs circle around:  <b>Is the conversation about the past? (Yes)</b>  <b>Is it possible to change the past? (No)</b></p>	<p>T &lt;=&gt; Ss</p>
<b>6'</b>	<p><b>To clearly introduce the form and meaning of Third Conditional</b></p>	<p>T mentions all conditional grammars in English.                      He mentions that what Ss learned and practice is the <b>Third Conditional</b>.                      T reviews the general forms of a conditional sentence which consists of an if clause and a main clause.                      T goes specifically through the form of Third Conditional.                      T points out that there is always <b>past perfect (had + p.p)</b> in if clause and always <b>would have + p.p</b> in the main clause.                      T brings three examples that Ss have seen during their practices.</p>	<p>T =&gt; Ss</p>

5'	<p><b>To let students refer to grammar box in their coursebooks</b></p>	<p>T directs students to page 79 of their coursebooks.                  T points to the grammar box.                  T asks one student to read from the box.                  T provides the meaning of unknown words.                  T asks the CCQs again for each sentence.</p>	<p>T =&gt; Ss                  S =&gt; Class</p>
8'	<p><b>Semi Controlled Practice (Semi CP)</b>                  To let Ss review the meaning and usage of the sentences by only choosing the items.</p>	<p>T instructs Ss to answer the first grammar practice in their books.                  T says, <b>“Look at exercise A. Read each sentence and choose the correct item. You have 3 minutes”</b></p> <p><b>ICQs: Exercise A or B? (A)</b>                  Choose what? (Correct meaning)                  You got 3 minutes or 5 minutes? (Three)</p> <p>Ss answer <b>individually</b>.</p> <p><b>Plenary Check:</b> T nominates each student for each line. The correct answer will be presented.</p>	<p>T =&gt; S</p> <p>T &lt;=&gt; Ss</p> <p>Ss alone</p> <p>T &lt;=&gt; Ss</p>
12'	<p><b>Freer Practice</b>                  To let students work with the important elements of the grammar which is fixed.</p>	<p>T instructs Ss to answer the second grammar practice in their books.                  T says, <b>“Look at exercise B. Fill in the blanks using the verbs in parenthesis. Look at the grammar box if you need help. You got 5 minutes to do it alone.”</b></p> <p><b>ICQs: Exercise A or B? (B)</b>                  Can you look at the grammar box for help? (Yes)                  You got 3 minutes or 5 minutes? (Five)</p> <p>Ss answer <b>individually</b>.</p> <p><b>Pair Check:</b> Ss check their answers in pairs in the breakout rooms.  <b>Plenary Check:</b> T nominates each student for each line. The correct answer will be presented.</p>	<p>T =&gt; S</p> <p>T &lt;=&gt; Ss</p> <p>Ss alone</p> <p>S &lt;=&gt; S</p> <p>T &lt;=&gt; Ss</p>

4'	<p><b>Free Practice</b> To let students practice the main clause and participate in a competition</p>	<p>T goes through another activity that he designed. <b>T instructs:</b> <i>There are four situations here. I want you to go to the breakout rooms with your partners and write two scenarios for each one. Use my model. The first group that completes all 8 sentences is the winner. You can look at your books to get help. Remember, your structures must be correct. Even if you complete them but there's a mistake, we check another group's work.</i></p>	T => S
1'		<p><b>ICQs:</b> <b>Is it a competition?</b> (Yes) <b>Can you look at the grammar box for help?</b> (Yes) <b>Do you need to write one scenario or two scenarios?</b> (Two) <b>Who's the winner?</b> (The first group that completes the sentences) <b>Are we the winner if there's a mistake?</b> (No)</p>	T <=> Ss
~7'		<p>Ss go to the breakout rooms to help each other write down the sentences. T goes through each breakout every 15 seconds to know which group has done the first. As he realized about this, the breakout session is over.</p>	Ss <=> Ss
~10'		<p>T asks each group to read their sentences. T decides the winners.</p>	T <=> Ss Ss <=> Ss
<b>Production</b>			
10'	<p><b>To allow Ss talk about what they have just learned along with other situations and grammars</b></p>	<p>T instructs Ss to go the breakout rooms and have a discussion about the following Qs. They have 10 minutes.</p> <ol style="list-style-type: none"> <li>1. <b>Where did you go and who did you go with?</b></li> <li>2. <b>Have you ever been to this place?</b></li> <li>3. <b>Did anything bad happen?</b> if yes: <b>What would have happened if that hadn't happened?</b></li> <li>4. <b>Did you make a bad mistake?</b> if yes: <b>What would have happened if you hadn't made that mistake?</b></li> </ol>	T <=> Ss  Ss <=> Ss

<b>5'</b>	<b>Let students know about any mispronunciation or mistake</b>	<b>Possible phase:</b> T provides some mispronounced or misused words and elicits the correct way of pronouncing or structures. T pronounces or presents correctly and Ss repeat afterwards.	<b>T &lt;=&gt; Ss</b>
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