

Lesson plan 1

.Lesson Title: Introduction. Holidays Present tense contrast		
Date:	Time :90	Level: Intermediate
Group: Place: Room-	Time:	Teacher: A. Zhoroeva
Materials: Solution Intermediate Equipment: white board and marker Visual aids: the rule on flip chart, sheet of papers		
PO 4		CompetencesCode:
Применяет новые методы и технологии обучения младших школьников, умеет анализировать урок.		OK 10
		ПК 2 - организывает и проводит уроки иностранного языка;
		ПК 3 - уметь определять цели, задачи обучения иностранному языку и планировать уроки;
Lesson Learning Objective(s)	➤ Identify the meaning of holiday words and phrases ➤ Compare present tenses ➤ Answer the questions about holidays	
Steps	Teacher's activity	Students' Activity
	1. Teacher will asks daily org. moment questions: Good afternoon! How is your mood? What is the date today? What day of the week is it today? What season is it now? What is the weather like today? Do you like today's weather? Why? Why not? The teacher asks the following questions: 1. Have you been to Issyk Kullake ? How long? What interesting events can you share about your summer holidays?	1. Students will answer the questions turn by turn. 2. Ss discuss these questions in pairs.
Pre activity Speaking	The teacher discuss the new words with the students with the help of their definitions.	
Information	There are two texts about holidays for two groups.	Students read two texts in two groups. After reading two groups ask and answer the questions about their texts.

Practice		Ss play the game “Find your partner” In this game they take one sheet of paper with the word or with the definition and find their partners.
Application min	The teacher says the definitions Ss will guess the word.(new words about tourist and visitor attractions)	
Homework min		Ss make up the topic on the theme : Unforgettable summer holiday in my life.
Evaluation 3 min	Students evaluate each other.	They can evaluate each other in their group.

Appendix:

New words: 1. **Aquarium** – A place where fish and other sea animals are kept in tanks for people to look at.

2. **Castle** – A large strong building built in the past to protect people, usually for kings or queens.

3. **Cathedral** – A large and important Christian church, often with beautiful architecture.

4. **Church** – A building where Christians go to pray and take part in religious services.

5. **Mosque** – A place where Muslims go to pray.

6. **Museum** – A building where people can see art, history, or science objects.

7. **Wildlife Park** – A place where animals live in natural areas and people can visit to see them.

Text 1

Every weekend, my family explores different places in our city. Right now, we are visiting the local **museum**, where a new art exhibition is happening. My brother loves history, so he always spends extra time near the war **monument** and the ancient statue in front of the building. On Sundays, we usually go to the wildlife park. Today, the lions are sleeping, but the monkeys are playing near the trees. My little sister is laughing because they are throwing fruit at each other! In the afternoon, we often walk through the square, where musicians are performing live.

Around the square, there is a cathedral, a small church, and a mosque. People are taking photos and enjoying the view. Later, we sometimes visit the market or the **aquarium**, depending on

the weather. Today, we aren't going to the harbour because it's too windy, but we are planning to stop by a medieval castle outside the city. Every weekend feels like a new adventure!

Questions :

1. What is the family doing right now?
2. Where does the brother always spend extra time?
3. Why is the little sister laughing at the wildlife park?
4. What are people doing around the square?
5. Why aren't they going to the harbour today?

Text 2

My name is Amina, and I live in a city full of history and culture. Every Saturday, my friends and I visit interesting places. Today, we are walking around the old **castle**. It stands on a hill and offers a great view of the harbour. After that, we usually go to the market. Right now, people are buying fresh fruits, clothes, and souvenirs. Near the market, there is a small mosque and a beautiful church, and both of them look amazing in the morning light. We also enjoy spending time in the city square, where musicians often play and tourists take pictures near the statue of the city's founder. Today, a group of schoolchildren is visiting the museum, which has a special room about sea life, like in the aquarium. Tomorrow, we are planning to go to the wildlife park to see animals and relax in nature. Every weekend, we learn something new and have fun at the same time.

Questions :

1. What can you see in an aquarium?
2. Who usually lived in a castle in the past?
3. What is a cathedral used for?
4. Where do Christians go to pray?
5. What is a mosque?
6. What can people see in a museum?

Lesson plan 2

Lesson Title: Present tense contrast 2		
Date:	Time :90+90	Level:Intermediate
Group: Place: Room-	Time:	Teacher: A. Zhoroeva

Materials: Solution Intermediate Equipment: white board and marker Visual aids: the rule on flip chart, sheet of papers		
PO 4		CompetencesCode:
Применяет новые методы и технологии обучения младших школьников, умеет анализировать урок.		OK 10
		ПК 2 - организывает и проводит уроки иностранного языка;
		ПК 3 - уметь определять цели, задачи обучения иностранному языку и планировать уроки;
Lesson Learning Objective(s)	➤ Differentiate present simple and present continuous ➤ Use present tense in their speech	
Steps	Teacher's activity	Students' Activity
Warm up Checking homework	1. Teacher will ask daily org. moment questions: Good afternoon! How is your mood? What is the date today? What day of the week is it today? What season is it now? What is the weather like today? Do you like today's weather? Why? Why not? The game "One false , two true". Ss will share their topics about unforgettable summer holiday in their life.	1. Students will answer the questions turn by turn. 2. Ss create one true, two false information about themselves and share with each other. They read their information without saying the information true or false. When one student is reading others should guess the false information.
Pre activity		Complete using the correct tense: Anna: Hello, Ben! What (you / do) _____ ? Ben: I'm writing an email to my friend. Anna: What time (you / usually / write) _____ them? Ben: I usually write in the evening. Anna: And today, (you / work) _____ now? Ben: No, I'm relaxing—it's Saturday!
Information	PPT presentation about the rule of present simple and present continuous. Then the teacher explains the theme on the board.	SS give their examples using present tenses.

Practice	Exercises for present simple and present continuous.(Appendix 1)	Ss do exercises in two groups.
Application min	Ss work in pairs. They find out what their partner usually does at weekends and is doing this weekend.	Ss create their own sentences using present simple and present continuous.
Homework min	.	Create a story using present simple and present continuous and retell it
Evaluation 3 min	Students evaluate each other.	They can evaluate each other in their group.

Appendix 1

1. Correct the mistakes:

1. She working now.
2. I am go to school every day.
3. They not like pizza.
4. We are play football now.
5. Do you watching TV?

C. Make sentences using the correct tense:

1. I / usually / get up / at 7 a.m.
2. She / not / work / right now
3. What / you / do / every weekend?
4. They / cook / dinner / at the moment
5. He / not / like / cold weather .

Lesson Plan 3

Theme: Adjectives Describing Feelings

Level: Intermediate (College/High School)

Time: 90 minutes

Materials: Flashcards, pictures,whiteboard,book/ worksheets

1. Lesson Objectives: By the end of the lesson, students will be able to:

- Recognize and use a variety of adjectives to describe emotions and feelings.
- Distinguish between positive, negative, and neutral feelings.
- Use adjectives in sentences to express themselves and describe others.

2. Warm-up (10min)

- Show students several pictures of people showing different emotions (happy child, angry boss, tired student, etc.).
- Ask: “*How do they feel?*” → Encourage students to answer with simple adjectives they already know (happy, sad, angry).
- Write their responses on the board.

3. Presentation (30min)

- Introduce new vocabulary: **Adjectives describing feelings** (e.g., excited, nervous, relaxed, proud, embarrassed, frustrated, hopeful, bored, confident, disappointed).
- Use the **emotion wheel chart** or flashcards to present each adjective with:
 - Picture/gesture
 - Simple definition/example sentence: “*She feels nervous before exams.*”

Board work:

Positive feelings → happy, excited, relaxed, proud, confident, hopeful

Negative feelings → angry, nervous, embarrassed, frustrated, bored, disappointed

4. Practice (25min)

Activity 1: Matching Game (Pairs)

- Students match adjectives with pictures or short situations (e.g., “You get a bad grade → disappointed”).

Activity 2: Sentence Completion

- Give prompts:
 - “*I feel ____ when I’m late for school.*”
 - “*My friend feels ____ when she passes an exam.*”
 - “*He feels ____ when he loses his phone.*”

Activity 3: Role-play (Groups of 3–4)

- Give student situations:
 - *First date, exam results, winning a prize, losing something, giving a speech.*
- Students act out and use feelings adjectives.

5. Production (20min)

“Feelings Interview”

- Students walk around and ask 3 classmates:
 - “*When do you feel excited?*”
 - “*What makes you nervous?*”
 - “*What makes you proud?*”
- Collect responses and share in class.

6. Assessment and Homework (5min)

- Quick quiz: Teacher says a situation → students shout the feeling (“*You get a birthday gift!*” → *excited*).
- Review adjectives on the board.
- Homework: Write a short paragraph “A Day in My Life of Feelings” using at least 5 adjectives.

Lesson Plan 4

Theme: Future Forms – *Will* and *Going to*

Level: Intermediate

Duration: 90 minutes

Lesson Objectives: By the end of the lesson, students will be able to:

1. Distinguish between the uses of *will* and *going to*.
2. Use both structures in speaking and writing to talk about predictions, decisions, and plans.
3. Identify common mistakes and self-correct when using future forms.

Materials:

- Whiteboard
- Handouts with exercises
- Pictures showing future events (optional)
- Flashcards with situations

Lesson Procedure**1. Warm-up (10 minutes)**

- Ask: “*What will you do after class today?*” → Gets spontaneous answers.
- Then ask: “*What are you going to do this weekend?*” → Note the difference.

2. Presentation (20 minutes)

- **Explain the rules** with examples:
- **WILL**
- Spontaneous decisions: *I’m thirsty. I’ll drink some water.*
- Promises/offers: *I’ll help you with your homework.*
- Predictions (not based on evidence): *I think it will rain tomorrow.*

GOING TO

- Plans/intentions: *I’m going to visit my grandmother this weekend.*
- Predictions based on evidence: *Look at those clouds. It’s going to rain.*

Write examples on the board. Use visuals to show difference.

3. Practice (15 minutes)

- **Exercise 1:** Gap-fill sentences (students choose *will* or *going to*).
- **Exercise 2:** Teacher reads situations, students respond:
 - You forgot your pen → “*Don’t worry, I’ll lend you mine.*”
 - You bought a ticket → “*I’m going to watch a movie tonight.*”

4. Practice for speaking skill (20 minutes)

- **Pairwork role-play:**
 - Student A: “I have no money for lunch.”
 - Student B: “Don’t worry, I’ll pay for you.”
 - Student A: “Thanks! I’m going to buy food after class.”
- **Future plans interview:** Students ask each other about next weekend, next holiday, future goals, using both forms.

5. Feedback & assessment (5 minutes)

- Highlight common errors students made.
- Reinforce difference between decisions now (*will*) and prior intentions (*going to*).

6. Homework (5 minutes)

- **Homework:** Write a short paragraph (8–10 sentences) about their plans for next year, using both *will* and *going to*.

Lesson plan 5

Lesson Title: Generation. Ages and stages.		
Date:	Time :90	Level: Intermediate
Group: Place: Room-	Time:	Teacher: A. Zhoroeva

Materials: Solution Intermediate Equipment: white board and marker Visual aids: the rule on flip chart, sheet of papers		
PO 4	CompetencesCode:	
Применяет новые методы и технологии обучения младших школьников, умеет анализировать урок.	OK 10	
	ПК 2 - организывает и проводит уроки иностранного языка;	
	ПК 3 - уметь определять цели, задачи обучения иностранному языку и планировать уроки;	
Lesson Learning Objective(s)	➤ Identify the meaning of ages and stages words and phrases ➤ Compare past tenses ➤ Answer the questions about ages and stages	
Steps	Teacher's activity	Students' Activity
Warm up Checking homework	1. Teacher will ask daily org. moment questions. Discuss the riddle. Ss will tell their story using present simple and present continuous.	1. Students will tell the famous riddle from Sophocles' play Oedipus the King. And explain their answers: "What creature walks on four legs in the morning, two legs in the afternoon, and three in the evening?"
Pre activity Speaking	SS number the stages of life in the order that people reach them. Then they listen and check.	Be an adult be a centenarian be an infant be a toddler be a young child be elderly be in your teens be in your twenties be idle aged.
Information	New words of ages and stages (appendix 1)	Students read the words and their definitions and discuss in pairs.
Practice	Ex 4 and Ex 5 on page 8 solution intermediate third edition.	
Application min	The teacher says the definitions Ss will guess the word. (new words ages and stages)	
Homework min		Learn by heart the new words in ex 4 and appendix 1
Evaluation 3 min	Students evaluate each other.	They can evaluate each other in their group.

Appendix 1

1. Newborn – a baby who is just born
 2. Toddler – a child aged 1–3 who is learning to walk
 3. Childhood – the time when someone is a child
 4. Teenager / Teen – a person aged 13–19
 5. Adolescence – the period when a child becomes an adult (usually 12–18)
 6. Young adult – someone aged around 18–25
 7. Adult – a fully grown person (18+)
 8. Middle-aged – a person between 40 and 60
 9. Senior / Elderly – an older person, usually over 65
 10. Retirement – when a person stops working, usually after 60 or 65
 11. Grow up – to become older and more mature
 12. Mature – acting like an adult, behaving responsibly
 13. Go through (a stage) – to experience a part of life (e.g., “He’s going through his teenage phase.”)
 14. Age gap – the difference in age between two people
 15. Generation – all the people born and living at about the same time
 16. Milestone – an important moment in someone’s life (e.g., first job, graduation)
 17. Puberty – the stage when a child’s body starts to become an adult
 18. Life expectancy – the average number of years someone is expected to live
 19. Sibling – a brother or sister
 20. Infant – a very young baby (under 1 year old)
1. Newborn – новорождённый – /'nju:bɔ:n/
 2. Toddler – малыш (1–3 лет) – /'tɒdlə/
 3. Childhood – детство – /'tʃaɪldhʊd/
 4. Teenager / Teen – подросток – /'ti:neɪdʒə/
 5. Adolescence – подростковый возраст – /,ædə'lesəns/

6. Young adult – молодой взрослый – /ˌjʌŋ 'ædʌlt/
7. Adult – взрослый – /'ædʌlt/
8. Middle-aged – средних лет – /ˌmɪdl'eɪdʒd/
9. Senior / Elderly – пожилой человек – /'siːniə/ /'eldəli/
10. Retirement – выход на пенсию – /rɪ'taɪəmənt/
11. Grow up – взрослеть – /grəʊ ʌp/
12. Mature – зрелый – /mə'tjʊə/
13. Go through (a stage) – проходить этап – /gəʊ θruː/
14. Age gap – разница в возрасте – /eɪdʒ ɡæp/
15. Generation – поколение – /ˌdʒenə'reɪʃən/
16. Milestone – важный этап жизни – /'maɪlstəʊn/
17. Puberty – половое созревание – /'pjuːbəti/
18. Life expectancy – ожидаемая продолжительность жизни – /laɪf ɪk'spektənsi/
19. Sibling – брат или сестра – /'sɪblɪŋ/
20. Infant – младенец – /'ɪnfənt/

Lesson plan 6

.Lesson Title: Past tense contrast		
Date:	Time :90	Level: Intermediate
Group: Place: Room-	Time:	Teacher: A. Zhoroeva
Materials: Solution Intermediate Equipment: white board and marker Visual aids: the rule on flip chart, sheet of papers		
PO 4		CompetencesCode:
Применяет новые методы и технологии обучения младших школьников, умеет анализировать урок.		ОК 10
		ПК 2 - организует и проводит уроки иностранного языка;
		ПК 3 - уметь определять цели, задачи обучения иностранному языку и планировать уроки;
Lesson Learning Objective(s)	➤ Identify the meaning of ages and stages words and phrases ➤ Compare past tenses ➤ Answer the questions about ages and stages	
Steps	Teacher's activity	Students' Activity
	1. Teacher will asks daily org.	

Warm up Checking homework	moment questions. Fly swatter game	1. Students play the game “ <i>fly swatter</i> ” : the new words are written on the board. The teacher says the words randomly, Ss make two groups, from each group two students come to the board, the teacher says the definition of the words and the students have to guess the correct words and kill them as a fly.
Pre activity Speaking	SS number the stages of life in the order that people reach them. Then they listen and check.	Be an adult be an centenarian be an infant be a toddler be a young child be elderly be in your teens be in your twenties be idle aged.
Information	New words of ages and stages (appendix 1)	Students read the words and their definitions and discuss in pairs.
Practice	Ex 4 and Ex 5 on page 8 solution intermediate third edition.	
Application min	The teacher says the definitions Ss will guess the word.(new words ages and stages)	
Homework min		Learn by heart the new words in ex 4 and appendix 1
Evaluation 3 min	Students evaluate each other.	They can evaluate each other in their group.

Quiz for the new words.

What do we call a baby between 1 and 3 years old?

- a) Infant
- b) Toddler
- c) Teenager
- d) Adult

Correct answer: b) Toddler

2. What stage comes after adolescence?

- a) Childhood
- b) Retirement
- c) Young adult

d) Toddler

Correct answer: c) Young adult

3. Who is a “senior”?

a) A newborn baby

b) A child under 5

c) A person over 60

d) A teenager

Correct answer: c) A person over 60

4. What is “puberty”?

a) A job

b) A life milestone

c) A school subject

d) A place

Correct answer: b) A life milestone

5. A ‘milestone’ is...

a) A type of stone

b) A goal in a game

c) An important life stage

d) A school grade

Correct answer: c) An important life stage

6. What do we call a person between 13 and 19?

a) Elder

b) Teenager

c) Infant

d) Adult

Correct answer: b) Teenager

7. What is the opposite of “childhood”?

a) Retirement

b) Infancy

c) Adulthood

d) Sibling

Correct answer: c) Adulthood

8. Who is a sibling?

a) Your parent

b) Your child

c) Your brother or sister

d) Your friend

Correct answer: c) Your brother or sister

9. “Life expectancy” means...

- a) The age someone feels
- b) The time someone sleeps
- c) How long someone is expected to live
- d) The school years

Correct answer: c) How long someone is expected to live

10. What does “grow up” mean?

- a) Become older
- b) Sleep more
- c) Go to work
- d) Become smaller

Correct answer: a) Become older

Lesson Plan: “Used to” 7

Level: Intermediate

Time: 90 minutes

Theme: Grammar – “Used to” (past habits and states)

Objectives: By the end of the lesson, students will be able to:

1. Understand the form and meaning of “used to”.
2. Differentiate between **past habits/states** and **present habits/states**.
3. Use “used to” correctly in sentences and conversations.

Materials:

- Whiteboard/markers or projector
- Handouts with exercises
- Flashcards/pictures (e.g., old vs. modern objects, childhood vs. now)
- Short text about someone’s past life (optional)

Lesson Stages:

1. Find Someone Who Used To... Warm-Up (10 min)

Preparation:

- Write 6–8 prompts on slips of paper or on the board. Examples:
 - used to play football
 - used to be afraid of the dark
 - used to have long hair
 - used to live in another city
 - used to eat a lot of candy
 - used to watch cartoons every morning
- **Instructions:**

1. Give students the task: “Stand up and move around the class. Ask your classmates questions using **Did you use to...?** Find someone who matches each prompt.”

Example:

- Student A: “Did you use to play football?”
- Student B: “Yes, I did.” / “No, I didn’t.”

2. When they find a match, they write that person’s name next to the prompt.
 3. The first person to find someone for all prompts shouts “**Finished!**”
 4. Quick class debrief: ask a few students what they found out (e.g., “Who used to have long hair?”).
- 2. Presentation (20 minutes)**
- Explain the structure:

- **Affirmative:** *I used to play football.*
- **Negative:** *I didn't use to like vegetables.*
- **Question:** *Did you use to watch cartoons?*
- Emphasized difference from present:
 - *I used to live in a village (but now I live in the city).*
- Show examples with pictures (e.g., old phones vs. smartphones → *People used to write letters, but now they use email.*)

3. Practice (20 minutes)

- **Gap-fill exercise:**
 1. I ____ (play) the piano, but I stopped last year.
 2. People ____ (not/travel) by plane 100 years ago.
 3. ____ you ____ (watch) cartoons when you were little?
- **Matching activity:** Match pictures (old vs. new) with sentences (*People used to...*).
- Peer-check, then class feedback.

4. Production (Free practice) (20 minutes)

- **Pair work:** Students interview each other:
 - *What did you use to do when you were a child?*
 - *What food/music/sports did you use to like?*
 - *What places did you use to go to?*
- **Class activity:** “Then & Now” – Students make sentences about changes in society.
Example:
 - *People used to send letters, but now they use WhatsApp.*
 - *Children used to play outside, but now they play video games.*

5. Wrap-up (15 minutes)

- Quick review: Teacher says a sentence in present, students transform it into a past habit with **used to**.
Example: Teacher: *I play football now.* → Students: *I used to play football when I was younger.*

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- 5. **Homework and assessment: (5 min)** Write a short paragraph (8–10 sentences) about your childhood using at least 5 sentences with “used to.”

Lesson Plan: Phrasal Verbs 8

Level: Intermediate

Time: 90 minutes

Theme: Phrasal Verbs

Objectives: By the end of the lesson, students will be able to:

1. Understand the meaning and usage of common phrasal verbs.
2. Use phrasal verbs appropriately in sentences and conversations.

Materials:

- Whiteboard/markers
- Handouts with exercises (gap-fill, matching, dialogues)
- Flashcards with phrasal verbs and meanings
- Short text/dialogue containing phrasal verbs

Lesson Stages:

1. Warm-up (10 minutes)

- Play 10–15 seconds of popular songs that contain phrasal verbs (*get up, break down, move on*).
- Ask students: “What phrasal verb did you hear?”
- They can then guess the meaning in context.

2. Presentation (25minutes)

- Explain that **phrasal verbs = verb + preposition/adverb** (e.g., *give up, look after, run into*).
- Highlight that meaning often changes completely.
- Present **5–7 common phrasal verbs** (e.g., *give up, look after, run into, take off, put up with, turn down*).
- Provide examples in sentences.
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3. Practice (25minutes)

- **Matching activity:** Students match phrasal verbs to their meanings.
- **Gap-fill exercise:** Students complete sentences (e.g., *She had to ____ smoking because of her health → give up*).
- Peer check, then class feedback.

4. Production (Freepractice) (20 minutes)

- **Role-play:** Students work in pairs. Each pair creates a short dialogue using at least **3 phrasal verbs** learned.
Example:
 - A: *I ran into Sarah yesterday.*
 - B: *Really? Did you catch up with her?*
- **Story-building game:** Each student adds one sentence using a phrasal verb to build a funny group story.

5. Assessment (5min)

- **6. Homework (5min)** Write a short paragraph (8–10 sentences) about a recent experience using **at least 5 phrasal verbs**.

Lesson Plan: Leisure Time 9

Level: Intermediate

Duration: 90 minutes

Topic: Leisure Time

Lesson Objectives: By the end of the lesson, students will be able to:

1. Use vocabulary related to leisure activities.
2. Talk about their free time habits and preferences.
3. Ask and answer questions about leisure activities

Materials:

- Whiteboard/markers
- Handouts with vocabulary & discussion questions

Procedure:

1. Warm-up (10min)

- Prepare a simple grid with prompts:
 - *Find someone who likes reading in their free time*
 - *Find someone who plays a sport in their free time*
 - *Find someone who enjoys cooking as leisure*
 - *Find someone who watches movies/series*
 - *Find someone who prefers outdoor activities*
- Students walk around, ask classmates questions, and write names in the boxes.
- Quick feedback: Who found the most? What was the most popular leisure activity?

2. Presentation. Vocabulary Introduction (30 min)

- Teach/Revise useful leisure activity vocabulary:
 - indoors: reading, painting, cooking, watching movies, playing video games
 - outdoors: hiking, playing football, cycling, swimming
 - social: going out with friends, attending concerts, traveling
- Quick matching activity: students match pictures/words with correct categories.

3. Reading / Listening Activity (20min)

- Provide a short text or video about leisure time in another country. Example: *"Leisure in Japan/USA/Italy"*.
- Comprehension check questions:
 1. What leisure activities are popular in that country?
 2. How is it different from your country?

4. Speaking Activity (20min)

- **Pair Work / Group Discussion:**
 - What do you usually do in your leisure time?
 - Which activities are common in your family/community?
 - Do you prefer active or relaxing leisure activities? Why?
 - If you had one free day with no responsibilities, what would you do?
- Encourage use of expressions: *I usually..., I enjoy..., I prefer..., In my free time...*

5. Homework (5 min)

- Short paragraph: *"My perfect leisure day"* (8–10 sentences).

6. Assessment (5 min)

- Participation in discussion
- Correct use of leisure activity vocabulary
- Comprehension of reading/listening task

Lesson Plan: Present Perfect vs. Past Simple 10

Level: Intermediate

Time: 90 minutes

Theme: Present Perfect vs. Past Simple

Objectives of the lesson: By the end of the lesson, students will be able to

- Understand the difference between **Present Perfect** and **Past Simple**.
- Recognize time expressions connected to each tense (*yesterday, last year* → Past Simple; *ever, never, just, already, yet* → Present Perfect).

1. Warm-up (10 min)

- Teacher reads a sentence or question aloud with a missing verb.

Teams discuss for **30 seconds** and write the correct form.

- Example prompts:

- “She ____ (eat) sushi before.”
- “They ____ (finish) their homework yesterday.”
- “I ____ (never/see) that movie.”
- “He ____ (go) to the cinema last weekend.”

2. Presentation (20 min)

- Use a timeline on the board to show:
 - **Past Simple:** finished actions at a specific time in the past (*yesterday, last year, in 2010*).
 - **Present Perfect:** experience, change, or actions with results in the present (*ever, never, already, yet, just, recently, so far*).
 - **Examples:**
 - Past Simple: *I visited Paris in 2019.*
 - Present Perfect: *I have visited Paris twice.*

3. Practice 1 (20 min)

Activity 1: Sorting Sentences

- Give students a list of sentences. They must decide which are **Past Simple** and which are **Present Perfect**.

Example:

1. *I've just finished my homework.*
2. *She went to London last summer.*
3. *We have never eaten Mexican food.*

Activity 2: Fill-in-the-blanks

- Students complete sentences with the correct verb form.

Example:

- I ____ (see) that movie last week.
- I ____ (see) that movie three times.

4. Practice 2 (15 min)

Activity 1: Find Someone Who...

- Students walk around asking questions using **Present Perfect**:
 - *Have you ever ridden a horse?*
 - *Have you ever eaten sushi?*
- Follow-up questions with **Past Simple**:
 - *When did you do it? Where?*

Activity 2: Mini-dialogues

- In pairs, students create short conversations mixing both tenses.

Example:

- A: *Have you ever been to Spain?*
- B: *Yes, I went there last year.*

5. Production (15 min)

Task: Personal Experience Writing

- Students write 5–6 sentences about their experiences:
 - *Have you ever...?* (Present Perfect)
 - Give details with *When? Where?* (Past Simple).
- Volunteers read aloud.

6. Wrap-up & Homework (10 min)

- Quick oral quiz: Teacher says a sentence and students shout out whether it's **Present Perfect** or **Past Simple**.
- Homework: Write a short paragraph (8–10 sentences) about:
 - *"My best travel experience"* – using **both tenses**.

Lesson plan 11