

Free Sample — The ESL Teacher's AI Toolkit

This is one of the 10 ready-to-teach lessons from the toolkit, exactly as it appears inside, plus one of the 35 prompts — the one that generates speaking lessons like it. No email required, no strings. If the quality convinces you, the full toolkit is \$37 at the site you came from.

Lesson 1: Present Perfect vs Past Simple (B1, 60 min)

Target: choosing between present perfect and past simple; time expressions (ever, never, ago, last, yet, just). Context: life experiences and travel.

Warm-up (5 min, P)

Board: "Find someone in this room who has done something you have never done." Students mingle, ask questions freely, report one finding. Do not correct tense errors yet; note them.

Presentation (12 min, T-S)

Board this mini-dialogue (or read it aloud twice):

A: Have you ever eaten insects? B: Yes, I have, actually. I tried fried crickets in Bangkok. A: Really? When did you go to Thailand? B: Two years ago. I loved it.

Elicit: which two tenses? Underline "Have you ever eaten" and "did you go / tried".

CCQs (with expected answers): - "B ate crickets. Do we know exactly when, in the first line?" (No.) - "In 'I tried fried crickets in Bangkok' - do we know when now?" (Yes - during that trip, two years ago.) - "Is B's trip finished?" (Yes.) - "So which tense do we use when the specific time matters or is stated?" (Past simple.)

Board the rule as two columns: PRESENT PERFECT - experience, time not stated ("Have you ever...?", "I've never...", "yet, just, already") / PAST SIMPLE - finished time stated or understood ("ago, last year, in 2019, when...?"). Key pattern to highlight: conversations often START in present perfect and MOVE to past simple when details come ("Have you ever...? - Yes. - When...?").

Pronunciation: drill the contraction "I've" vs full "I have"; drill "Have you ever" as /həvju'evə/ chunk, choral then individual.

Controlled practice 1 (8 min, alone then P)

Handout/board - choose the correct form:

1. I (have been / went) to Japan three times.
2. She (has left / left) the company in 2021.
3. (Have you finished / Did you finish) the report yet?
4. We (have seen / saw) that film last weekend.
5. He (has never tried / never tried) sushi in his life, and he never will.
6. They (have just arrived / just arrived) - their coats are still wet.

7. When (have you met / did you meet) your best friend?
8. I (have lost / lost) my keys - can you help me look?

Key: 1 have been, 2 left, 3 Have you finished, 4 saw, 5 has never tried, 6 have just arrived, 7 did you meet, 8 have lost (the keys are still lost - present result).

Pairs compare, then class check. For each disputed item ask "Is there a finished-time expression?"

Controlled practice 2 (8 min, P)

The conversation ladder. On the board:

Have you ever ____? → Yes, I have. / No, never. → When...? Where...? Who with...? → (past simple answers)

Pairs run the ladder with these prompts: be on TV / break a bone / meet someone famous / cook for more than ten people / get lost in a foreign city. Instruction script: "Ask. If yes - get the details. Change roles each question." ICQ: "Which tense for the details?" (Past simple.)

Free practice (17 min, G)

"Three experiences" game. Each student writes three life experiences as bare facts, one false (e.g. "I have ridden a horse. I have sung on stage. I have met a footballer."). In groups of 4, others interrogate in past simple ("Where were you? What was the horse's name?") and vote which is the lie. Teacher monitors, notes tense errors verbatim.

Wrap-up (10 min, T-S then P)

Delayed correction: board 4 sentences heard during the lesson, some correct, some not. Pairs decide fix-or-fine. Then exit line: each student says one true "I've never..., but I'd like to."

Anticipated problems: (1) Students with L1s lacking this contrast (Slavic, many Asian L1s) default to past simple everywhere - the ladder drill targets exactly the switch point. (2) "Did you finish yet?" is common in American English; acknowledge it if a student raises it, keep "have you...yet" as the classroom standard. (3) "I have seen it yesterday" - return to the two-column board silently and point.

Prompt 3: Speaking class

You are an experienced ESL lesson planner. Plan a complete speaking-skills lesson. The success metric is student talking time: design for at least 70% STT.

Class profile:

- Speaking focus: [E.g. "giving opinions and disagreeing politely" / "narrating past events"]
- CEFR level: [LEVEL]
- Learners: [NUMBER] students, age [AGE RANGE]
- Lesson length: [MINUTES] minutes
- Topic students care about: [TOPIC]

Requirements:

1. Warm-up (max 5 min): gets every student speaking within the first 3 minutes (mingle, think-pair-share, or quickfire pairs – no whole-class discussion where 3 students talk and 9 listen).
2. Language input stage: instead of grammar presentation, provide a functional language menu of 8–10 phrases for [SPEAKING FOCUS], graded to [LEVEL], organized by function (e.g. "strong agreement / partial agreement / polite disagreement"). Include a 3-minute pronunciation focus on the 2 phrases where intonation changes the meaning or politeness.
3. Controlled speaking practice: a structured task with built-in repetition (e.g. speed-dating rotation, or 4/3/2 fluency circles where students repeat the same content in shrinking time). Explain the mechanics precisely: seating, rotation, timing signals.
4. Main speaking task: a task with an outcome (decision to reach, ranking to agree, problem to solve) – not open discussion. Include role or information distribution so no student can coast. State the task outcome students must report.
5. Feedback stage: content feedback FIRST (respond to what they said as communication), then language upgrade: procedure for boarding 3 "say it better" upgrades from monitoring notes.
6. Wrap-up: each student states one phrase from the menu they used successfully.
7. Timings summing to [MINUTES]; interaction patterns; a plan for the quiet student and the dominant student (one concrete tactic each).
8. Teacher talk: instructions and feedback only. All instruction scripts under 15 words with 1 ICQ each.

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Questions first? Email me: brejestovski.kirill@gmail.com — I answer personally.

— Kirill