

Teacher's Integration Guide

Dear Teacher, here is how you can effectively sequence these materials for a high-impact lesson:

1. **Introduction with Flashcards:** Start by showing this lesson's flashcards. Elicit the names of the hobbies and jobs to check prior knowledge and build the necessary vocabulary foundation.
2. **Video Input:** Watch the [Frankly Speaking video \[00:12\]](#). Use the section where Frank describes himself [[01:05](#)] and the "Salvador Jones" gap-fill activity [[02:39](#)] as a guided listening task.
3. **Reinforcement Worksheet:** Hand out the self-study worksheet. This allows students to practice the grammar (Present Simple) and frequency expressions in a structured way.
4. **Speaking Practice:** Transition into the classroom speaking activities. Use the "Find Someone Who" or "Speed Dating" style prompts to get students using the target language ("How often do you...?") in a social context.
5. **Mind-Map Production:** Use the Empty Mind-Map for the final "Production" phase. Students fill in their own details and then use the map as a visual aid to present themselves to a partner or the class, mirroring the structure of the model paragraph.
6. **Homework:** Instead of just reading the website write-up, ask students to write a short paragraph (5-6 sentences) introducing a friend or family member (e.g., "This is my brother. He is 25. He works as a..."). This forces them to practice the third-person "s" which is a common challenge at the elementary level.

Communicative Speaking Activities (Teacher Instructions)

Activity 1: Find Someone Who... (Class Mingle)

- **Grouping Dynamics:** Whole class mingle.
- **Target Language Focus:** "Do you like...?" / "Yes, I do / No, I don't." / "How often do you...?"
- **Teacher Instructions:**
 1. Give each student a "Find Someone Who" worksheet with boxes that say things like: "Find someone who likes to play games," "Find someone who watches TV every evening," or "Find someone who plays sports once a week."
 2. Students must walk around the room, ask classmates questions, and write the name of the person who says "Yes, I do."
 3. Encourage students to use follow-up questions, like "What kind of games do you like?" or "What sport do you play?"
 4. The first student to fill all the boxes wins.

Activity 2: Hobby Speed Date (Pair Work)

- **Grouping Dynamics:** Two lines facing each other (Speed Dating).
- **Target Language Focus:** "What is your favorite hobby?" / "I like to..." / "My favorite kind of... is..."
- **Teacher Instructions:**
 1. Divide students into two long lines facing each other.
 2. Students have 60 seconds to speak with the person opposite them.
 3. Partner A asks three questions about Partner B's hobbies and favorite things (e.g., "What is your favorite kind of music?").
 4. Partner B must answer in a full sentence (e.g., "My favorite kind of music is pop.").
 5. When the timer rings, one line moves down one spot so every student has a new partner. Repeat the process, with Partner B now asking the questions.

Activity 3: The Secret Identity (Small Groups)

- **Grouping Dynamics:** Small groups of 3-4 students.
- **Target Language Focus:** "Are you a...?" / "Yes, I am / No, I'm not." / "What do you do?"
- **Teacher Instructions:**

1. The teacher prepares a stack of cards with simple job titles (e.g., Dentist, Teacher, Photographer, Lawyer).
2. One student secretly picks a card and holds it up so only the group can see it, but not themselves.
3. The student must ask Yes/No questions to their group to guess their job (e.g., "Am I a teacher?").
4. The group must answer using the correct target language (e.g., "No, you are not a teacher. You are a photographer.").
5. The first student to correctly guess their identity wins the round.