

Name:

Date:

Teacher's Integration Guide

To maximize student engagement, sequence the materials as follows:

1. **Discovery (Flashcards & Video)**: Use the **flashcards** as a "warm-up" to see which jobs and relationship statuses students already know. Then play the video. When Frank mentions a term like "separated," hold up the corresponding flashcard to reinforce the meaning visually.
2. **Accuracy (Detailed Worksheet)**: Immediately follow the video with the **worksheet**. The detailed sections on nationality and the "And you?" rule will solidify the grammar and social conventions Frank introduced. The pronunciation box in the worksheet serves as a bridge to the speaking tasks.
3. **Preparation (Mind-Map)**: Present the **Model Paragraph**. It is intentionally longer to show students they can add "extra details" (like having a dog or liking English). Give students the **Empty Mind-Map** to plan their own "introduction story" based on the model. This gives them the confidence to speak without reading a script.
4. **Fluency (Speaking Activities)**: Move into the "Speed Dating" **speaking activity**. Because students have their mind-maps as a guide, they will be able to maintain better eye contact and focus on the "And you?" follow-up, which is the key social goal of the lesson.
5. **Reinforcement (Website Article)**: Ask students to write a dialogue between different family members and strangers that they are meeting for the first time.

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Communicative Speaking Activities (Teacher Instructions)

Activity 1: 60-Second Speed Dating Mixer

- **Dynamics:** Whole class mingle.
- **Target Language:** "What about you?"; "And you?"; and general personal questions (e.g., "Where are you from?"; "What do you do?").
- **Instructions:** Students stand in two lines facing each other. They have exactly 60 seconds to speak with the partner in front of them. Each student must ask at least three personal questions. Before the 60 seconds are up, they must use a reciprocal question ("What about you?" or "And you?") to keep the conversation flowing. When the timer rings, one line moves down so everyone has a new partner.

Activity 2: The Echo (Pair Work)

- **Dynamics:** Pairs (Partner A and Partner B).
- **Target Language:** "How are you today?"; "I'm fine, thanks."; "Nice to meet you too."
- **Instructions:** Students practice a scripted dialogue to build accuracy. Partner A starts with a greeting and asks about feelings. Partner B responds and uses a reciprocal question. They conclude by exchanging names and pleasantries before swapping roles to repeat the exercise.

Activity 3: The Skateboarder Mingle

- **Dynamics:** Movement-based mingle.
- **Target Language:** "Where are you from?"; "I'm from [Place]."; "See you later!"
- **Instructions:** Students move quickly around the room like "skateboarders." When they meet someone, they perform a full personal introduction including "Extra Info" about their country or city. They must use a formal closing like "See you later" before moving to the next person.