

Teacher's Integration Guide

How to use these materials in a cohesive lesson:

1. **Warm-up & Presentation (Video & Flashcards):** Begin by watching the **Frankly Speaking** video together. Use the **flashcards** to drill the pronouns and basic occupations (Teacher, Doctor) shown in the video. Show the flashcards and have students shout out the correct pronoun or noun.
2. **Controlled Practice (Self-Study Worksheet):** Hand out the worksheet generated for Gemini in Docs. This allows students to solidify their understanding of which "to be" verb goes with which pronoun (e.g., "I" with "am", "He/She/It" with "is").
3. **Semi-Controlled Speaking (Speaking Activity):** Move into the speaking activities. Start with a "Mingle" or "Speed Dating" style activity where students introduce themselves and their "imaginary" partners using the target language ("I am a student," "She is my friend").
4. **Production & Personalization (Mind-Map Task):** Provide the **Empty Mind-Map**. Ask students to draw/write about three people in their lives (like the model paragraph). Students then use their mind-maps to present their friends/family to a partner or the class.
5. **Extension & Homework:** For homework, ask students to read the write-up on **frankly-speaking-english.com** to review the grammar. As a more active homework task, give them a **writing prompt**: "Write 5 sentences about your family using 'He is...', 'She is...', and 'They are...'. "

Communicative Speaking Activities: Personal Introductions and "to be" (Low Elementary)

Target Language: I am (name/feeling/age/student), You are (friend/happy), He/She is (name/profession/feeling), We are (friends/students/happy), They are (names/friends/things).

Activity 1: "Find Your Classmate Match" (Information Gap)

- Teacher Instructions:

1. Prepare cards with missing information. Half the class gets "Question Cards" (e.g., "What is he? / He is a ____.") and the other half gets "Answer Cards" (e.g., "I am ten years old. / She is my sister."). Ensure each card has a unique piece of information the student must give or ask for.
2. Model the target questions and answers (e.g., Q: "Are you happy?" A: "Yes, I am happy." or Q: "Who is he?" A: "He is a student.").
3. Monitor and encourage students to use full sentences and correct forms of "to be."

- Grouping Dynamics: Pairs, then change partners frequently.

- Target Language Focus: Asking and answering simple identification and state questions.

1. Examples: "I am [Name]." "Are you [Feeling]?" "He is a [Job]." "They are my friends."

Activity 2: "Famous Friend Introductions" (Role-Play)

- Teacher Instructions:

1. Assign or let students choose a simple, well-known character (e.g., a cartoon character, a famous athlete, a family member).
2. Students prepare a short script to introduce their character using He is or She is and giving 2-3 simple facts (name, job, feeling/state).
3. Have students perform the introduction for the class or their group. Encourage listeners to ask simple follow-up questions.

- Grouping Dynamics: Small groups (3-4 students) or whole class presentation.

- Target Language Focus: Using third-person singular pronouns (He is, She is) and descriptive states.

1. Examples: "She is Elsa. She is a queen. She is cold." "He is Peter. He is a happy boy."

Activity 3: "Group Identity Puzzle" (Collaborative Sentence Building)

- **Teacher Instructions:**

1. Divide the class into small teams. Give each team a set of word cards (one card per word) containing various pronouns, forms of "to be," and simple nouns/adjectives (e.g., We, are, students, They, is, happy, He, am, I, doctors).
2. The teacher calls out a category (e.g., "Talk about your group," "Talk about the teachers," "Talk about animals").
3. Teams race to put together as many grammatically correct sentences as possible using the cards within a time limit (e.g., 30 seconds). The sentences must be read aloud to count.
4. The teacher can award points for speed and accuracy.

- **Grouping Dynamics:** Small teams (4-5 students).

- **Target Language Focus:** Rapid production and selection of correct am/is/are forms with corresponding pronouns (I, We, They, He/She/It).

1. *Examples: "We are students." "They are fast." "It is a big dog."*