

Teacher's Integration Guide

Phase 1: Discovery & Warm-up (Flashcards & Video) Start the lesson using the **flashcards**. Have students describe what they see using the present continuous (e.g., "He is taking out the trash"). This builds the foundational vocabulary found in the **Frankly Speaking video**. Next, play the video <https://youtu.be/mzKDg9XnPRY>. Pause after the examples to let students guess the "uses" before Frank explains them.

Phase 2: Controlled Practice (Self-Study Worksheet) Distribute the **worksheet**. This allows students to move from the auditory examples in the video to written recognition. Focus specifically on the "Annoying Behavior" (Present Continuous + Always) and "Timetables" (Present Simple for Future) sections, as these are often the trickiest for Intermediate learners.

Phase 3: Structured Production (Mind-Map Storytelling) Use the **Filled Mind-Map** to model the story from the paragraph provided above. Show students how the "Key Question" connects personal feelings (annoyance) with concrete future plans. Then, give students the **Empty Mind-Map** and have them brainstorm their own "annoying situation" and a "future plan" to share with a partner.

Communicative Speaking Activities

Option 1: The "Future Gridlock" Debate (Focus: Future Use)

- **Grouping:** Pairs or Small Groups (3 students)
- **Target Language Focus:**
 - **Present Continuous (Arrangements):** *I'm meeting..., We are going to..., Are you seeing...?* (for personal/pre-arranged plans)
 - **Present Simple (Timetables/Schedules):** *The bus leaves..., The movie starts..., What time does the flight arrive?* (for fixed public schedules)
- **Teacher Instructions:**
 - 1. Divide students into pairs.
 - 2. Give each pair a scenario card (e.g., "Planning a trip from London to Paris this weekend," or "Organizing a busy Monday morning").
 - 3. Students must argue about the best way to execute the plan, distinguishing between the flexible personal arrangements (Continuous) and fixed public schedules (Simple).
 - 4. Encourage students to use specific times and places to make the distinction clear: *"I'm meeting Sarah at the train station, but the train itself leaves at 10:15."*

Option 2: The "Always Complaining" Game (Focus: Annoying Behavior)

- **Grouping:** Pairs
- **Target Language Focus:**
 - **Present Continuous with "always/constantly/continually":** *He's always leaving the toilet seat up. She's constantly interrupting me. Are you continually losing your keys?*
- **Teacher Instructions:**
 - 1. Students work in pairs (A and B).
 - 2. Student A secretly thinks of a famous person, a fictional character, or a family member who has an annoying habit.
 - 3. Student B asks yes/no questions about the person's habits using **always + Present Continuous** (e.g., *Is he always complaining about his job? Is she constantly borrowing money?*).
 - 4. Student A confirms or denies the habit, providing context where appropriate.
 - 5. The goal is for Student B to guess the identity of the person by identifying their annoying habit.
 - 6. Swap roles.

Option 3: Two Truths and a Current Lie (Focus: Present Use & Stative Verbs)

- **Grouping:** Small Groups (4 students)
- **Target Language Focus:**
 - **Present Simple (Facts/Routines/Stative Verbs):** *I like classical music. I believe..., I usually wake up...*
 - **Present Continuous (Temporary Actions):** *I'm currently reading..., She's wearing..., We are studying this grammar topic this week.*
- **Teacher Instructions:**
 - 1. Explain the classic game: Each student prepares three statements. Two statements must be true, and one must be a lie.
 - 2. Crucially, one true statement must use the **Present Simple (Habit/Fact/Stative Verb)**, one must use the **Present Continuous (Temporary/Current Action)**, and the lie can use either.
 - 3. Students share their three statements with their group.
 - 4. The group asks follow-up questions to determine which statement is the lie, forcing them to use the appropriate tenses in their questions (e.g., *Do you often go to the opera? What are you reading right now?*).
 - 5. The person who guesses the lie correctly gets a point.