

**Lesson 7 objectives and materials:**

**Reading:** for general understanding and for specific information

**Writing:** writing about oneself / giving personal information

**Optional materials:** character cards from popular films and cartoons, writing templates

**Warm-up – Move if**

Ask all SS to stand at the back of the classroom (or in the corridor). Ask them to move one step forward if:

- *their first names start with S, M etc.*
- *they are 10/11 years old, etc.*

SS who reach the front first win.

**Before exercise 1**

Play the video *The Gloom Family* Unit 1. Ask SS who appears in the video (Kate, Mandy, Cactus, a crocodile, a big family). Ask SS questions about Mandy: *What's her surname? How old is she? Where is she from? Who is Cactus? A cat.*

Ask SS to watch again and remember the names *Kate, Mandy, Cactus.*

**After exercise 1**

Stop the video at 1:02 and ask SS to describe the picture. Support SS with vocabulary, e.g. *a castle, a knight.*

If you cannot play the video, ask SS to describe the picture in ex 1.

**Workbook**

SS may complete the related task in WB p. 14.

**Before exercise 2**

Ask SS to read Mandy's information. Volunteers read aloud sentence by sentence.

Then SS read in pairs and switch roles.

**Exercise 2 – extra idea**

Ask SS to close their books and listen to a version with incorrect information. SS listen carefully and correct the mistakes:

*My surname is Mandy. (First name)*

*My first name is Gloom. (Surname)*

*I'm 20. (12), etc.*

**Exercise 3 – extra idea**

You may ask volunteer students to introduce themselves as Mandy.

**Before exercise 4**

Before SS complete the gaps, ensure they understand each category.

**After exercise 4**

Ask SS to swap notebooks and introduce their partners using their notes.

**Exercise 5 – extra idea**

SS work in pairs and practise asking and answering questions.

**Before exercise 6**

Present a character from a film/cartoon. SS guess who it is.

**SUPPORT:** Have ready character cards from popular films and cartoons for those SS who may not have any ideas.

You may also have slips of paper with the names of popular films and TV series. e.g.

*How to Train Your Dragon; Shrek; Wednesday;*

*Cars; Toy Story; Avengers; Mr Kleks' Academy;*

*Spider-Man; Zootopia, Minions*

**CHALLENGE:** SS add extra categories (favourite toy/food, clothes).

**Exercises 7 and 8**

Explain that ex. 8 is an exam-type writing task.

Emphasise the importance of practising simple written information early, but keep the tone supportive.

**Ex 8**

**SUPPORT:** Provide a template:

*Hello!*

*My first name is ....*

*My surname is ....*

*I'm ..... years old.*

*I'm from .....*

*I've got a pet. /I haven't got any pets.*

*(Its name is ... It is a ....)*

**CHALLENGE:** Encourage SS to add more information about themselves, their families and their pets.

**Wrap-up**

One S stands with their back to the class. Choose a student who will always give the same incorrect age (e.g. *I'm 20.*). Others give their real age. The S asks *How old are you?* until they find the chosen student. For fun, allow only three questions.