

**Vocabulary:**

tall, short, handsome, pretty, young, old

**Structure:**

Is your father/he \_\_\_\_\_?

Yes, he is./No, he isn't. He's \_\_\_\_\_.

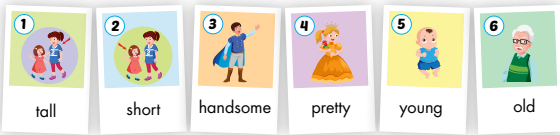
Is your mother/she \_\_\_\_\_?

Yes, she is./No, she isn't. She's \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.**



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
4. Play the "Guess" game.

**Track 76**

1. B: Tall.
2. B: Short.
3. B: Handsome.
4. B: Pretty.
5. B: Young.
6. B: Old.

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

**B 1. Listen and read.**



1. Review the story from the previous lesson "Alfie was meeting more of Tom's family."
2. Now introduce the situation "Alfie meets Lucy..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and number.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 77 - 78**

Narrator: Alfie meets Lucy...

Narrator: Look at the pictures. Listen. There is one example.

1. (Sound of door opening)

Tom: This is my sister Lucy.

Alfie: Hi Lucy. I have a sister too!

Lucy: Oh, is she pretty?

Alfie: Yes, she is. And she's young.

Narrator: Can you see number 1? This is an example. Now listen and number.

2. Tom: And your mother, Alfie, is she tall?

Alfie: No, she isn't. She's short.

3. Lucy: And your father? Is he tall?

Alfie: Yes, he is. Let me show you my family.

(Sound of the wrist communicator)

Alfie: Here's my father, my mother...

Lucy and Tom: Wow...

**STRUCTURE**

Is your brother tall?

Yes, he is.

Is your sister short?

No, she isn't. She's tall.

isn't = is not

**Track 79**

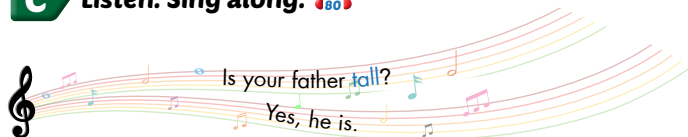
G: Is your brother tall?

B: Yes, he is.

G: Is your sister short?

B: No, she isn't. She's tall.

**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

**Track 80** 

*Is your father tall?* short, tall, handsome, pretty,  
*Yes, he is.* old, young

4. Divide class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.


**Pronunciation tip** 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 81** 


*G: Is your father tall?*  
*B: Is your father tall?*  
*M: Is your father tall?*

**PRONUNCIATION TIP** 


"Is your..."  "Izyer"

**D Read and put a tick (✓) or a cross (✗) in the box. Practice. Ask and answer.**


Is he old? No, he isn't.



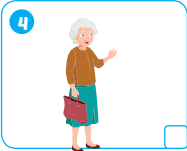
...old?




...handsome?




...young?



...young?



...pretty?



...short?

**Read and put a tick (✓) or cross (✗) in the box.**

1. Have students call out the objects and people they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio again and have students tick the correct box.
4. Play audio again and check answers as a whole class.

**Practice.**

5. T: I say "young." You say, "Is he young?"

T: I say "handsome" You say, "Is he handsome?" OK?  
T(to whole class): Young  
Whole class: Is he young?  
T(to whole class): Handsome  
Whole class: Is he handsome?  
Continue with remaining words whole class/group/individual drills.  
T: I say, "Is he tall?" and nod my head. You say "Yes, he is."  
T: I say, "Is he tall?" and shake my head. You say "No, he isn't."  
T(to whole class): Is he tall? (head nodding)  
Whole class: Yes, he is.  
T(to whole class): Is he tall? (head shaking)  
Whole class: No, he isn't.

**Continue whole class/group/individual drills, with:**

- Is he old?/No.
- Is she young?/Yes.
- Is he handsome?/Yes.
- Is she short?/Yes.

**Ask and answer.**

6. Divide students into pairs.
7. Have student say e.g. "Is he tall?" and have student B respond with "Yes, he is."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

**E Play the "Read my lips" game.**



1. Divide students into pairs or small groups.
2. Have one student mouth a sentence silently e.g. "Is your mother tall?"
3. Have the other students take turns to guess what was said.
4. Swap roles and repeat.