

Vocabulary:

boy, girl, man, woman, fat, thin

Structure:

Who's the ____? He's/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

Track 82 

1. M: Boy.
2. M: Girl.
3. M: Man.
4. M: Woman.
5. M: Fat.
6. M: Thin.

- when needed.
4. Play the "Word Tennis" game. Have one student come to the front and play "Tennis" with you.
 5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
 6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

B 1. Listen and read. 



1. Review the story from the previous lesson "Alfie met Lucy."
2. Now introduce the situation "The children are looking at Alfie's family...."
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 83 - 84 

Narrator: The children are looking at Alfie's family...
 Narrator: Look at the pictures. Listen. There is one example.

1. Alfie: This is my family.
 Lucy: Oh nice. Who's the tall man?
 Tom: He's my father.
 Narrator: Can you see number 1? This is an example. Now listen and number.
2. Lucy: And who's the thin woman?
 Alfie: She's my aunt.
3. Tom: And who's the short man?
 Alfie: Ah, he's my uncle.
 Lucy: Oh, and who's the young boy? Your baby brother?
 Alfie: No, it's me.
 Lucy and Tom: hahaha.

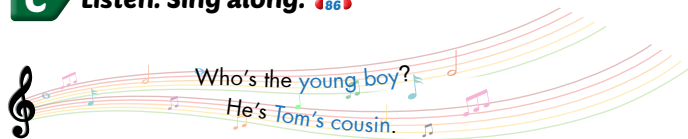
STRUCTURE

Who's the tall woman?
 She's Tom's mother.

Track 85 

G: Who's the tall woman?
 B: She's Tom's mother.

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 86

Who's the young boy? young boys, short girl, tall girls,
He's Tom's cousin. handsome man, pretty woman

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 87

G: *Who's the young boy?*
 B: *Who's the young boy?*
 M: *Who's the young boy?*

PRONUNCIATION TIP

"Who's..." "Whooz..."

D Draw lines. Practice. Ask and answer.

Who's the young boy? He's Tom's cousin.

1. short boy
 2. old woman
 3. old man
 4. young boy
 5. tall girl
 6. thin woman

Draw lines.

1. Have students look at the pictures and ask what they can see in the pictures.
2. Demonstrate using the example.
3. Have students look at the pictures and words and draw lines.
4. Check answers as a whole class.

Practice.

5. T: I say "old man". You say, "Who's the old man?"
 T: I say "young boy". You say, "Who's the young boy?"
 T(to whole class): Old man.
 Whole class: Who's the old man?
 T(to whole class): Young boy.
 Whole class: Who's the young boy?

Continue with remaining words whole class/group/individual drills.

Continue whole class/group/individual drills, with:

• tall woman • thin boy • thin girl • tall girl

Divide class into Group A and Group B.

T: I say "old man/Tom's grandfather".

Group A, you say "Who's the old man?"

Group B, you say, "He's Tom's grandfather."

T: I say "young boy/Tom's cousin".

Group A, you say, "Who's the young boy?"

Group B, you say, "He's Tom's cousin." OK?

T: old man/Tom's grandfather

Group A: Who's the old man?

Group B: He's Tom's grandfather.

T: young boy/Tom's cousin.

Continue whole class/group/individual drills, with:

• short boy/Tom's brother • thin woman/Tom's mother
 • tall girl/Tom's sister • old woman/Tom's grandmother

Ask and answer.

6. Continue with remaining words whole class/group/individual drills.
7. Divide class into pairs. Have student A point to a picture and ask "Who's the _____?", and student B answers "He's/she's Tom's _____".
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

E Look at B and D. Play the "Memory" game. (Student book)

He's Tom's grandfather. Who's the old man?
 Yes.

Look (10 seconds) Speak

1. Divide students into pairs.
2. Have student A look at the pictures while student B counts to 10.
3. Have student B ask "Who's the _____?" and student A call out the answers.
4. Swap roles and repeat.