

yogurt, banana, cupcake, sandwich, cookie

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.

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

THE CHILDREN ARE HUNGRY AFTER FOOTBALL...

Can I eat a cookie?

Yes, you can.

1 ☒

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

1. Review the story from the previous lesson "It was breakfast time at the Browns' house."
2. Now introduce the situation "The children are hungry after football. . ."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

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

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.

1. M: Yogurt.
2. M: Banana.
3. M: Cupcake.
4. M: Sandwich.
5. M: Cookie.

and have students say the words, correct pronunciation when needed.

4. Two teams. Play the game “Heads up. What’s missing?” Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

*Narrator: The children are hungry after football...*

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

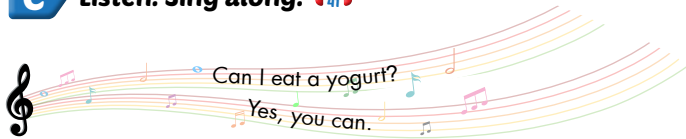
1. (Sound of running and opening a door.)  
Lucy: Mom. Can I eat a cookie? (Sound of opening a fridge)  
Ann: Yes, you can.  
Lucy: Oh, ok. Thanks Mom.  
Narrator: Can you see the tick? This is an example. Now listen and tick the box.
2. Tom: Mom. Can I eat a sandwich?  
Ann: Mmm. A sandwich? Yes, you can Tom.  
Tom: (sound of opening a fridge) Thanks Mom.
3. Alfie: How about me, Mrs. Brown? Can I eat a yogurt?  
Ann: Yes, you can, Alfie.  
Alfie: Great! Thanks Mrs. Brown. (sound of Sam coming home)  
Ann: Sam! There's a cupcake in the kitchen for you.  
Sam: Great! What? Uh! Where's the cupcake?

Can I eat a cookie?  
Yes, you can.

*M: Can I eat a cookie?*  
*W: Yes, you can.*



## 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.

## 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 41

Can I eat a yogurt?  
Yes, you can.

banana, cupcake, sandwich,  
cookie

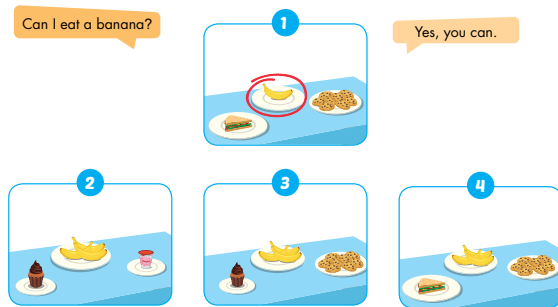
4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

## Track 42

B: Can I eat a cookie?  
G: Can I eat a cookie?  
M: Can I eat a cookie?

**PRONUNCIATION TIP**   
"Can I..."  "kenai..."

## D Listen and circle. Practice. Ask and answer.



### Listen and circle.

1. Have students call out the objects they can see.
2. Demonstrate the activity using the example.
3. Have students circle.
4. Check answers as a whole class.

### Practice.

5. Divide class into Group A and Group B  
T: I say "Cookie."  
Group A, you say "Can I eat a cookie?"  
Group B, you say, "Yes, you can." OK?  
T: I say "cupcake."  
Group A, you say "Can I eat a cupcake?"  
Group B, you say, "Yes, you can."  
T(to class): What can I eat?/cookie.

## Track 43

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

1. G: Mom. Can I eat a banana?

W: Yes, you can.

Narrator: Can you see the circle? This is an example.

Now listen and circle.

2. G: I'm hungry. Can I eat a yogurt?

W: Yes, you can.

3. G: Mommy. Can I eat a cupcake?

W: Sure. Yes, you can.

4. G: I'm really hungry. Can I eat a sandwich?

W: Yes, you can.

Group A: What can I eat?

Group B: You can eat a cookie.

T(to class): What can I eat?/cupcake.

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

- What can I eat?/banana.
- What can I eat?/sandwich.
- What can I eat?/yogurt.

### Ask and answer.

6. Divide students into pairs.

7. Have student A ask, e.g. "What can I eat?" and have student B respond with "You can eat a cookie."

8. Swap roles and repeat.

9. Afterwards, have some pairs demonstrate in front of the class.

## E Play the "Memory" game.



1. Divide students into pairs.
2. Have student A look at a picture while student B counts to 10.
3. Have student A call out as many objects as possible.
4. Swap roles and repeat.