

4 Lunchtime

Worksheet 1: Food

Using the worksheet

- This crossword activity practises food vocabulary *cheese, cake, sandwich, carrot, sausage, peas, steak, banana, apple, pizza, chicken*.
- Students use the numbers under the pictures to complete the crossword, copying the words from the word box.

KEY: 1 ↓ cake, 2 sandwich, 3 carrot, 4 sausage, 5 peas, 6 steak, 7 banana, 8 apple, 9 pizza, 10 chicken

Optional follow-up activity: Do a drawing dictation. Draw the foods on the board and check lexis. Then say some foods you like and don't like and your favourite food, e.g. *I like sandwiches and I like chicken. I like apples and bananas, too. My favourite food is pizza. I don't like steak.* Students listen and draw the things you say you like on a piece of paper. They don't draw any items you say you don't like. Students can also do this activity in pairs.

Worksheet 2: I've got ...

Using the worksheet

- These reading and writing activities practise *I've got / I haven't got* and revise food vocabulary *cake, steak, pizza, peas, cheese, chicken, sandwich, carrots*.
- Students look at the picture of the boy with a cake and a sandwich. They complete the food poem by circling *I've got* or *I haven't got* in each sentence.
- Students then complete the second food poem by choosing and writing either *I've got* or *I haven't got* in each line. (There is no right or wrong answer.) They then read the poem aloud and draw all the items for which they've written *I've got* on the girl's plate.

KEY: Activity 1: 2 I haven't got, 3 I've got, 4 I've got; Activity 2: Students' own answers. Check that students have drawn the correct items on the plate according to how they've completed the poem.

Optional follow-up activity: Students write their own version of the food poem. They can either keep the rhyming words *cheese, peas, cake* and *steak* or they can write a version that doesn't rhyme.

Worksheet 3: Have we got any ... ?

Using the worksheet

- This reading and writing activity practises *Have we got any ... ? Yes, we have. / No, we haven't.* and food vocabulary *chicken, steak, banana, cheese, sandwich*.
- Students look at the pictures in the story and complete the speech bubbles with *Yes, we have.* or *No, we haven't.*, then fill in the missing food word in picture 5.
- In pairs, students can then act the story out.

KEY: 2 No, we haven't. 3 Yes, we have. 4 Yes, we have. 5 banana

Optional follow-up activity: Students make up their own version of the story, using different food combinations in their sandwiches. Write the nine lines of the dialogue on the board, leaving blanks for the food words and answers. Students copy this into their books and add their own food words to each line. Provide a list of food words for them to choose from if necessary. Students see who can invent the most delicious or most disgusting sandwich. They can then draw their sandwiches and display them, with their dialogues, in the classroom.

Worksheet 4: Where does it grow?

Using the worksheet

- This worksheet practises students' knowledge of where food comes from, using key *Think and learn* vocabulary.
- Students draw a line from the food items shown to the correct picture of where it grows.
- They then work in pairs and take turns to say the name of the food and where it grows.

KEY: in the soil – carrot, potato; on a tree – pear, orange, apple; on a plant – grapes, peas, tomatoes

Optional follow-up activity: In pairs, students quiz each other on where food is grown. One student points to a food item and intentionally says an incorrect sentence about it, e.g. A: *A carrot. It grows on a tree.* B: *Wrong! It grows in the soil.*

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Worksheet 1

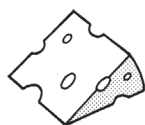
Food

Name:

Class:

1 Look and write the words.

banana chicken cheese sandwich sausage
cake steak apple pizza peas carrot



1 →



1 ↓



2



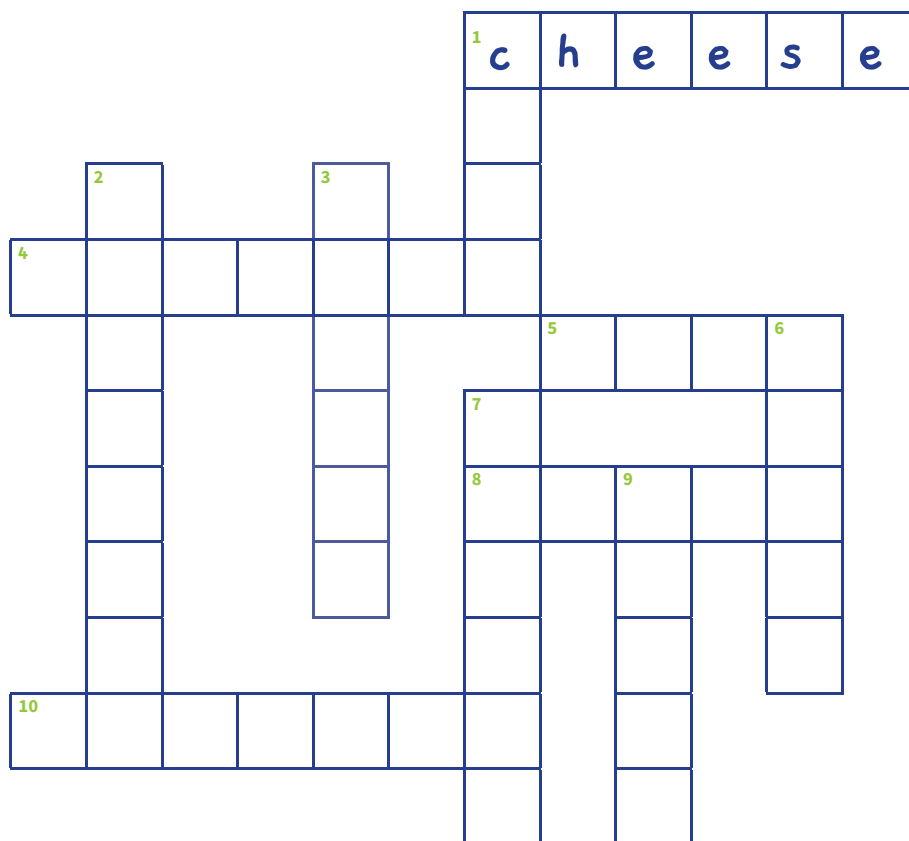
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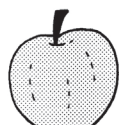
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Vocabulary: Food

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Worksheet 2

I've got ...

Name:

Class:

1 Look and circle *I've got* or *I haven't got* in the poem.



1 I've got / **I haven't got** chicken,

2 I've got / **I haven't got** steak,

3 I've got / **I haven't got** a sandwich,

4 I've got / **I haven't got** cake!

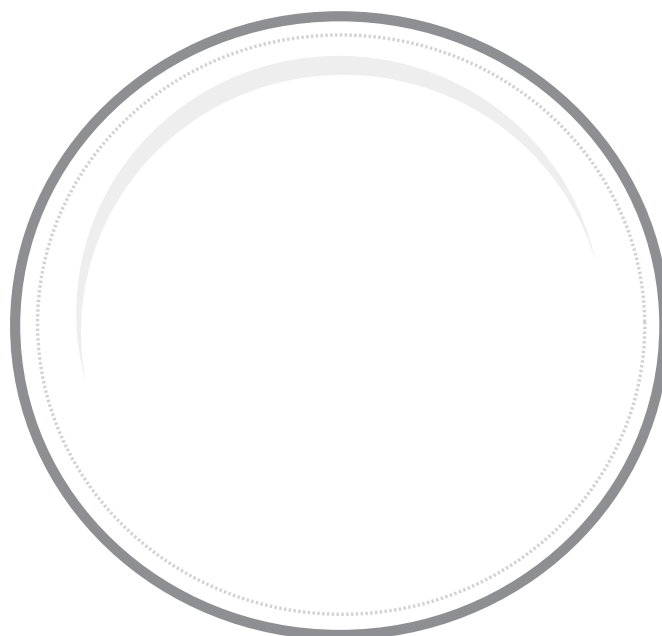
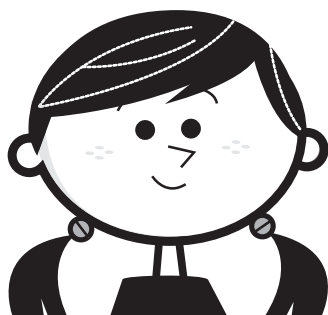
2 Write *I've got* or *I haven't got*. Then draw.

_____ carrots,

_____ peas,

_____ pizza,

_____ cheese!



Language focus 1: *I've got / I haven't got ...*

4 Worksheet 3

Have we got any ... ?

Name:

Class:

- 1 Look. Write *Yes, we have.* or *No, we haven't.* What sandwich has the boy got?

<p>1 Have we got any chicken?</p> <p>No, we haven't.</p>	<p>2 Have we got any steak?</p>
<p>3 Have we got any cheese?</p>	<p>4 Have we got any bananas?</p>
<p>5</p> <p>Here. A cheese and _____ sandwich!</p>	

Language focus 2: *Have ... got any ... ?*

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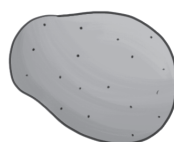
Worksheet 4

Where does it grow?

Name:

Class:

1 Look, read and match.



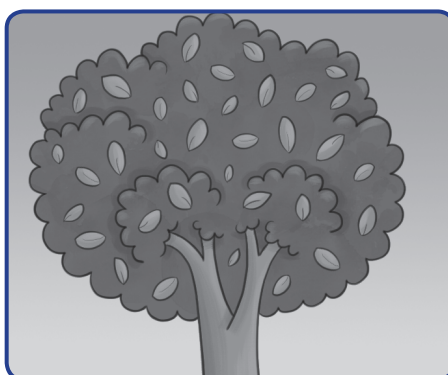
potato



peas



apple



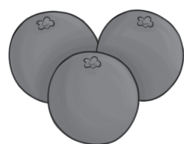
on a tree



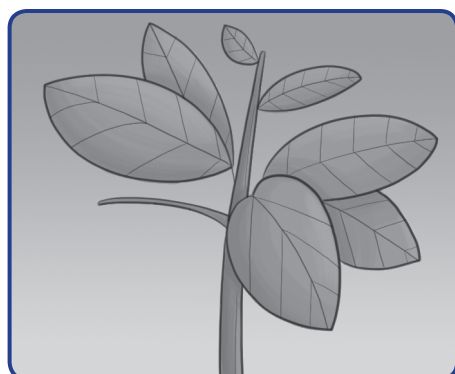
pear



onion



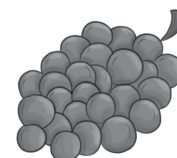
tomatoes



on a plant



in the soil



grapes



orange



carrot



An onion grows in the soil.

Science: Food