

UNIT 4. Lunchtime Vocabulary. Food

Teaching Notes

Learning outcomes

- to identify and name food
- to match vocabulary with images
- to ask and answer questions about food
- to write and spell key words correctly

New language

apple, banana, cake, pizza, sausage, cheese sandwich, fish, chicken, peas, steak, carrots, What's for lunch?

Materials

pencils and erasers, flashcards of food

Warm-up

- Draw a picture of a cake on the board / show the flashcard. Smile, look hungry and say *I like cake*. (Name), *what about you?* Ask other students. Encourage them to say *I like cake* or *I don't like cake*.
- Ask *What about pizza?* Students make new sentences.

Additional practice:

Workbook p. 40
Vocabulary practice

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1 Complete the words. Match them with the pictures.

- Revise food vocabulary using flashcards.
- Ask students to name each item aloud: *What's this? – It's a carrot.*
- Ask students to write the missing letters in the words.
- Then students match the words to the correct pictures. Compare answers in pairs. Check answers with the class.
- Ask questions to reinforce vocabulary, e.g.: *What colour is the apple? – Red.*
- Students point and name the food in pairs, saying *I like* or *I don't like* each item.

2 Look and write.

- Pre-teach *What's for lunch?*
- Write number 1 on the board and model: *I. What's for lunch? – peas and ... (carrots).* Encourage students to look at the pictures carefully.
- Ask students to do the activity individually. Check answers together.
- Draw attention to countable and uncountable nouns.
- Ask students to read their answers aloud in pairs.

3 Say.

- Create a class chart with two columns: *Foods We Like* and *Foods We Don't Like*.
- Show pictures or real food items and ask students, *Do you like fish?* Encourage full answers like *No, I don't like fish*.
- Students add their own sentences or drawings to the chart.
- Use gestures—thumbs up for 'like', thumbs down for 'don't like' — and facial expressions to make it fun and memorable.
- Let students ask each other and share what their classmates *like* or *don't like*.

- Prepare bingo cards with a grid of food pictures (e.g., *pizza, apple, fish, cake, banana*).
- Give each student a card and something to mark with (stickers, tokens, or pencils).
- Call out food words one by one. Show the picture if needed.
- When students hear a word that's on their card, they mark it and say: *I like _ _ _*.
- The first student to get a full line (horizontal, vertical, or diagonal) shouts 'Bingo!' and reads their line aloud using full sentences: *I like pizza, cake, and bananas!*

UNIT 4. Lunchtime

Language Focus 1. I've got / I haven't got ...

Teaching Notes

Learning outcomes

- to say what they've got and haven't got

New language

I've got (a/an), I haven't got

Materials

flashcards of food, a lunchbox with known food inside (optional)

Warm-up

- Stick the flashcards around the room.
- Make sentences about the food items, e.g. *I like cheese sandwiches*. Students point to the correct flashcard.
- If possible, show students a closed lunchbox (with real food inside). Say *This is my lunchbox! What's in my lunchbox?* Students guess foods. Show them items they guess. Then show all the food and say *Look at my lunch! Yummy!*
- Choose a flashcard and hide it from the students. Say *I've got a food*. Say, e.g. *I haven't got pizza. I haven't got a banana. I haven't got carrots. I haven't got a cheese sandwich*.
- Students guess what you have got. Say, e.g. *Yes! I've got steak!*

Additional practice:

Workbook p. 41

Video

Grammar practice

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1 Watch the video. Match the food with the children. Say.

- Play the video and ask students to watch carefully.
- Say students to look at the pictures of the children and the food items.
- Read the speech bubbles next to each child. For example: *I've got fish and peas*.
- Match the food to the correct child by drawing a line or writing the number next to the food.
- Ask students to say the sentences aloud after matching: *I've got chicken and pizza*.
- Repeat with a partner: One student points to a child, the other says the sentence.

2 Fill the basket with the food. Write.

- Students look at the basket on the page. Say: *Imagine it's your lunch basket*.
- Students choose three food items from the pictures or flashcards. They can also draw your own.
- Ask students to write two sentences using *I've got...* Example: *I've got a banana. I've got a cheese sandwich*.
- Then students write one sentence using *I haven't got...* Example: *I haven't got cake*.
- They say their sentences aloud to a partner or the class.

- Students choose a lunch and draw it.
- They write sentences, e.g. *I've got steak and bananas. I haven't got pizza*.

UNIT 4. Lunchtime Worksheet. Practice 1

Teaching Notes

Learning outcomes

- to identify and name food
- to say what they've got and haven't got

New language

I've got (a/an), I haven't got,

Materials

flashcards of food

Warm-up

- Put three food flashcards on the board and elicit, e.g. *I've got cake, a cheese sandwich and an apple.*
- Change the flashcards and elicit new sentences.

Additional practice:

Super Skills Book 2 pp. 36–37

1 Read and circle.

- Ask students to look at each sentence pair. They'll see two options: *I've got...* and *I haven't got...*
- Students look carefully at the photo of the child and the food on the plate.
- Then they decide which sentence is true based on what the child has.
- Say: *Circle the correct phrase. If the child has apples, circle 'I've got'.*
- Students read each correct sentence aloud to practice speaking.

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

- Students need to look at the list of food items and decide which ones they have or don't have.
- Ask them to complete each sentence using either *I've got...* or *I haven't got...* For example: *I've got apples.* or *I haven't got fish.*
- After writing, students draw a picture of their lunch showing the foods they've written about.
- Finally, ask students to say their sentences aloud to a partner or the class. You can model first and encourage full sentences with clear pronunciation.

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- Set up a pretend café or lunch counter in the classroom.
- Give students menus with pictures of food items. One student plays the server and asks: *What have you got?*
- The other responds using full sentences: *I've got a sandwich and an apple. I haven't got fish.*
- Rotate roles so everyone gets a chance to speak.
- You can add props like trays or paper food to make it more engaging.

UNIT 4. Lunchtime

Song. A magic tree

Teaching Notes

Learning outcomes

- to sing a song
- to practise *I've got/I haven't got* and food

New language

magic tree, real tree, things to eat/take, Let's go, get a treat/cake, pick, ice cream, orange, there

Materials

flashcards of food

Warm-up

- Hand the food flashcards out. Each student shows his/her flashcard and makes a sentence, e.g. *I've got an apple, and then hides the card.*
- A volunteer without a flashcard tries to remember the order, e.g. *an apple, pizza, sausages.* If he/she is right, the student with the flashcard turns it around and says, e.g. *Yes. I've got an apple.* If not, he/she hides the flashcard and says *No. I haven't got (pizza).*

Additional practice:

Workbook p. 42

Audio

Video

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1 Sing and circle the food in the song. Then watch the video.

- Students look at the picture. Say *It's a magic tree! There are lots of things to eat.* Ask *What's on the tree?* (*Cake, apple, carrots, pizza, banana*) Teach *ice cream* and *orange*.
- Pre-teach *pick* by miming picking something from a tree.
- Play the audio (48). Students follow the song.
- Play the audio again for students to choose and point to the food they hear.
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the video to practise. Students can mime picking things from a tree as they sing.

2 Look, think and write.

- Point and say *This is a magic tree. It isn't a real tree.* Write the headings for the Venn diagram on the board.
- Ask *Which food grows on real trees?* (*Apples, oranges, bananas*) Write these in the right-hand circle, together with other suggestions from students. Ask *What about the magic tree?* (*Ice cream, cake, pizza, carrots*) Write these in the left-hand circle.
- Elicit the items which grow on both (*apples, oranges, bananas*) and move these into the overlapping section.

- Make a Venn diagram with your name next to one circle, a student's name next to the other circle, and *Both* for the overlap. Say: *I like cheese. Do you like cheese?* to the student. Write *cheese* in the appropriate section. Repeat with other foods.
- Students ask and answer and make Venn diagrams in pairs.

UNIT 4. Lunchtime

Language Focus 2. Have ... got any ... ?

Teaching Notes

Learning outcomes

- to ask and answer questions using *have got*

New language

Have we got any (chicken)?
Yes, we have, No, we haven't.

Materials

flashcards of food

1 Watch the video. Then read and choose the correct picture.

- Play the *Penny the penguin* video. Students watch and listen.
- Then, read all the sentences together: *Have you got any cake?* – *Yes, I have. Have you got any fish?* – *No, we haven't.* etc.
- Explain that only one picture shows the correct combination of food items that matches all the sentences.
- Students need to look carefully at each image and check which one includes or excludes the foods mentioned.
- Once they've chosen the correct picture, ask them to read all the sentences aloud to reinforce the grammar structure.

2 Ask your friend and draw.

- Model the question: *Have you got any cheese?* and answer: *Yes, I have.*
- Ask students to work in pairs and take turns asking about different food items.
- After each exchange, students draw the food their partner has.

Warm-up

- Draw two shopping baskets on the board. Label them *Food* and *Drink*.
- In pairs, with books closed, students write words in the two categories.
- Elicit ideas and add them to the board.

Additional practice:

Workbook p. 43

Video

Grammar practice

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- Prepare small cards with food items.
- One student secretly picks a card. The rest of the class asks *yes/no* questions using the target structure: *Have you got any bananas?* The student answers: *Yes, I have* or *No, I haven't.*
- Students continue guessing until they find the correct food.

UNIT 4. Lunchtime Worksheet. Practice 2

Teaching Notes

Learning outcomes

- to ask and answer questions about food using *Have you got any...?*
- to use *I've got some...* to describe food items

New language

peas, apples, bananas, cheese, fish, carrots, sandwich, steak, Have you got any ___?

Materials

flashcards of food

Warm-up

- Show students a picture of a fridge (real or drawn) with various food items inside.
- Point to one item and ask: *Have you got any apples?* Model the answer: *Yes, I have.* or *No, I haven't.*
- Repeat with several items. Use gestures and realia or flashcards if available.
- Then ask students to imagine their own fridge. Say: *What have you got in your fridge?*
- Students respond using: *I've got some ___.* or *I haven't got any ___.*
- Let students ask each other in pairs: - *Have you got any cheese?* - *Yes, I have.* / *No, I haven't.*

Additional practice:

Super Skills Book 2 pp. 38–43

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1 Draw the food in the fridge. Say.

- Ask students to look at the pink fridge and the example sentence: *I've got some peas.*
- Explain that they need to imagine what food they've got in their fridge and draw it on the shelves.
- Encourage them to choose 2–3 food items they know.
- After drawing, students say full sentences using *I've got some...* Example: *I've got some bananas. I've got some cheese.*

2 Ask your friend about his/her food in the fridge in Activity 1 and draw it.

- Pair students and ask them to use the question: *Have you got any ___?*
- Each student asks about different food items and listens to their partner's answer: *Yes, I have.* or *No, I haven't.*
- Then, they draw the food their partner has in the blue fridge.
- Encourage them to say full sentences after drawing: *My friend has got some apples.* You can rotate partners to increase interaction.

- Turn the activity into a mini interview. Give each student a blank fridge template.
- They walk around the classroom and ask 3 classmates: *Have you got any ___?*
- Record answers with ticks or crosses. Then, students write 2–3 sentences about what their classmates have: *Anna has got some carrots. Max hasn't got any fish.*

UNIT 4. Lunchtime Phonics. Revision

Teaching Notes

Learning outcomes

- to recognise and pronounce the phonics patterns from the previous units
- to identify and spell vocabulary
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

New language

four, phone, chair, tree, cow, tea, window, yellow, shop, fruit, clown, photo, chop

Materials

flashcards of phonics

Warm-up

- Write 4–5 phonics sounds on the board: *ch, sh, th, ow, ea*
- Show flashcards or simple pictures (e.g., *chair, shop, thumb, window, beans*).
- Say: *This is a chair. What sound can you hear at the beginning?* Guide students to respond: *Ch!*
- Repeat with other pictures.
- Let students say the word and clap when they hear the sound.

Additional practice:

Super Phonics Book 2 pp. 2–21

Cards

LEARN MORE

1 Match, write and read.

- Ask students to look at each picture and say the word aloud (e.g., *chair, fruit, shop*).
- Point out the missing letters or sounds in each word.
- Students need to choose the correct phonics sound from the list (e.g., *ch, sh, ow*) and write it in the blank to complete the word.
- After completing all words, ask students to read them aloud together as a class or in pairs.

2 Look and write.

- Ask students to look at the numbered pictures at the bottom of the worksheet.
- Read each sentence aloud together and ask students to guess the missing word using the image clue. Example: *I can see f_ _ _ dogs. → Picture shows four dogs → Answer: four*
- Students write the correct word in the blank space.
- After completing all sentences, ask students to read them aloud in pairs or small groups.
- You can extend the activity by asking students to choose their favorite sentence and draw a picture to match.

- Assign each student or pair a phonics sound (e.g., *ch, sh, th, ow, ea, ee*).
- Ask them to create a mini poster with: 1. The sound; 2. 3–5 words that include the sound.
- Drawings or magazine cutouts to illustrate each word.
- Display the posters around the classroom as a phonics wall.

UNIT 4. Lunchtime

Skills. Listening and writing

Teaching Notes

Learning outcomes

- to listen for specific information
- to say and write numbers 11–20

New language

numbers 11–20, fridge, What's in the/your fridge?

Materials

flashcards of food and numbers 11–20

Warm-up

- Make groups of up to ten students. Each group stands in a circle. Make a ball out of paper for each group (or use a real soft ball).
- The first student says *One* and then throws the ball to another student who says *Two*. This student throws the ball and says *Three*, and so on.
- When groups get to *Ten*, they start to count backwards.

Additional practice:

Workbook p. 46

Audio

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1 Listen and say the numbers.

- Students look at the pictures.
- Play the recording twice. Students listen and repeat.
- Use the flashcards to practise the numbers. Show the flashcards first in sequence while students say the numbers. Then show the cards at random and elicit the numbers.

2 Count and write.

- Ask students to count the food items in each picture (*sausages, carrots, peas, cakes*).
- Guide them to write the number and the word on the lines. Example: *12 twelve sausages*
- Review spelling of number words as a class. Let students read their answers aloud in pairs.

3 What's in your dream fridge? Think and say.

- Students work individually to complete a list of items in their own dream fridge. They write some items. Monitor to check spelling and ask *What's in your fridge?* or *Have you got any (sausages)?*
- Students work in pairs. Student A tries to guess what is on Student B's list by asking, e.g. *Have you got any (orange juice)?* Student B replies *Yes, I have* or *No, I haven't*. Then they swap roles. The activity can be competitive – students lose a 'life' each time their partner says *No, I haven't*.

- Call 20 students to the front of the class.
- Say a number between 1 and 20 to each student at random.
- Students quickly arrange themselves in a line in numerical order.

UNIT 4. Lunchtime Skills. Reading and speaking

Teaching Notes

Learning outcomes

- to read for specific information
- to write and talk about a shopping list

New language

food, numbers 11–20, I've got ..., I haven't got ..., lunch

Materials

flashcards of food and numbers 11–20

1 Read and match.

- Tell students that each sentence describes a quantity of food (e.g., *I've got eleven bananas*).
- Read the first sentence together: *I've got eleven bananas*. Ask: *Which picture shows eleven bananas?* Students count the items in each picture and find the correct one.
- Continue with each sentence. Students read, count the food in the pictures, and draw a line to match the sentences to the correct image.

2 Make a shopping list for a school lunch and say.

- Pre-teach *shopping list* by writing your own shopping on a piece of paper. As you write items on the list look thoughtful and say *I need ...* Ask students if their parents/carers make lists before they go shopping and if they sometimes help with deciding what to buy.
- Students work in small groups. They agree on a shopping list for a school lunch. Monitor and prompt students to use as much language as possible. Ask *What have you got on your list?* Ask students to explain why they have chosen particular items.
- Groups share their lists with the class. You can have a class vote about which lunch students would like to eat.

Warm-up

- Stick the number flashcards on the board (showing the figure).
- Call volunteers in turn to write a number as a word under the flashcard.
- The rest of the class help with the spelling. Turn the cards over for students to check.

Additional practice:

Workbook p. 47

LEARN MORE

- Play a chain game. Say, e.g. *On my list I've got 12 bananas*. Student A says *On my list I've got 12 bananas and 16 cakes*.
- Continue the chain around the class, choosing students at random to add new items. They cannot repeat food or numbers.
- Start another chain when you have eight foods on the list.

UNIT 4. Lunchtime

Think and Learn. Food

Teaching Notes

Learning outcomes

- to integrate other areas of the curriculum through English: Science
- to practise classifying and categorising

New language

fruit, vegetables, plant, soil, come(s) from, grow (on a tree / under the ground), Is it from a (plant)?

Materials

flashcards of food and numbers 11–20, a real carrot (optional)

Warm-up

- Write *Where does food come from?* on the board. Show the carrots flashcard or a real carrot, and ask *Where do carrots come from? From a tree?* Elicit that a carrot comes from a plant and grows under the ground. Draw a diagram of a carrot growing and teach ground.
- Mime and ask students *Do we dig carrots up?* Talk about how carrots are grown by farmers, who harvest them. They are transported to a shop and then we buy them.

Additional practice:

Workbook p. 18

Audio

Video

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MORE

1 Listen and point.

- Play the video.
- Ask students what they remember.
- Ask students to watch again and answer *What types of food do you know?* Play the video again and elicit answers (students say the food words they know in English).
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

2 Read, look and match.

- Students read and match individually, writing phrase numbers and the picture letters in their notebooks. Then they check their answers in pairs.

3 Look, think and write yes or no.

- Copy the diagram on the board, with the writing lines.
- Show students how it works, by following one of the answers to the first question. Elicit the missing words and write them on the board.
- Ask for more examples of foods for the four categories at the bottom of the diagram.

- Ask students which fruit and vegetables they have in Ukraine and which they eat at different times of year.

UNIT 4. Lunchtime Revision

Teaching Notes

Learning outcomes

- to review language from the unit by doing a quiz
- to reflect on learning

Recycled language

vocabulary and grammar from the unit

Materials

flashcards of food and numbers 11–20, coloured pens or pencils

Warm-up

- Write six to eight food words from the unit in jumbled letter order on the board.
- Students work in pairs and write each word correctly.

Additional practice:

Workbook p. 49

LEARN MORE

1 Read and choose.

- Explain to students that they need to choose one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

2 Say.

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

- Tell students to draw their ideal pizza in their notebooks. They add the toppings they like. Go around the class, supplying words as necessary.
- Students label their pizzas.
- More confident students present their pizzas to the class, e.g. *I've got a pizza with sausage, mushroom and tomato.*