

**THE USA**  
Vending machines in schools here don't sell crisps and <sup>10</sup>sweets / chips now. They've got healthy snacks like <sup>11</sup>nuts / crisps and they sell juice, not <sup>12</sup>water / fizzy drinks.

**JAPAN**  
Students here help to serve the food and we clean the tables! Today we're serving <sup>13</sup>soup / juice.

**ARGENTINA**  
Our school lunches are quite healthy. Today we have meat with <sup>14</sup>chips / egg. My favourite!

**AUSTRALIA**  
I'm having fish and chips with some <sup>15</sup>salad / pasta and <sup>16</sup>bread / cheese. Tasty!

**SPAIN**  
I really like the menu today – <sup>17</sup>rice / pasta, <sup>18</sup>chicken / pizza pieces and salad, yoghurt, bread and <sup>19</sup>juice / water.

**3** **2.03 PRONUNCIATION: Short and long vowels /ɪ/ and /i:/** Listen and repeat the words. Then listen to six more words and complete the table.

/ɪ/ (short vowel)	/i:/ (long vowel)
fish	beans
fizzy	meat

**4** **2.04** Watch or listen. What food do the students like?

**5** **2.04** Watch or listen again and complete the Key Phrases with examples that the students talk about.

**KEY PHRASES**

Likes and dislikes

- I love \_\_\_\_\_
- I (quite / really) like \_\_\_\_\_
- I don't mind \_\_\_\_\_
- I (really) don't like \_\_\_\_\_
- I hate \_\_\_\_\_

**6** **USE IT!** Work in groups. Ask and answer questions using the Key Phrases and the words in the box.

chips burgers sweets nuts fizzy drinks  
vegetables juice salad crisps sandwiches

Do you like burgers? Yes. I really like burgers.

**Finished?**  
Invent a perfect school lunch and a horrible school lunch.

## Exercise 6 USE IT!

Ask a confident student one or two questions like the example, using the foods in the box. Elicit a range of answers. Put students into pairs to ask and answer questions.

### ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their ideas individually and compare with another fast finisher. Alternatively, ask them to tell the class. Ask other students if they agree with the ideas for a perfect and horrible school lunch.

### More practice

Workbook page 36

### Assessment

Five-minute test, Teacher's Resource Disk

## Exercise 3 2.03

### PRONUNCIATION: Short and long vowels /ɪ/ and /i:/

Play the audio of the first four words for students to listen, then play it again, pausing after each word for students to repeat. Play the next six words for students to listen and add them to the table. Check answers then play the audio again, pausing after each word for students to repeat.

### ANSWERS

/ɪ/ fish, fizzy, chicken, drink, chips

/i:/ beans, meat, cheese, eat, meal

## Exercise 4 2.04

Play the video or audio for students to watch or listen and note down each student's favourite food. Play the video or audio again, if necessary, for students to check and complete their answers. Check answers with the class. Ask students which of the speakers they agree with.

### ANSWERS

The students like chicken salad, fish and chips, burgers (with cheese) and vegetable soup.

## Exercise 5 2.04

Allow students time to read through the gapped key phrases. Play the video or audio again for students to watch or listen and complete the key phrases with examples that the students talk about. Check answers and check that students understand all the key phrases. With **stronger classes**, use the video or audio to teach *delicious*, and encourage students to use this word and other adjectives to describe food when they talk about food in the next exercise.

### ANSWERS

- fish and chips
- chicken salad
- pasta
- many school meals
- chicken