

NMT Task 4 practice (3)

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There two choices you don't need.

What's for lunch?



The message from my editor was short and to the point. 'Travel to different countries around the world and find out what school children are having for lunch.' The task was clear, and the travel budget adequate enough not to have to worry (1) _____.

First stop, France. How to surprise a school so that the chef doesn't have time to change the menu to something special? I decided to knock on a few doors and take pot luck. A school on the right bank of the River Seine (2) _____ for their thirty-minute lunch, and no wonder. The food was spectacular. Freshly-made baguettes, still warm from the oven, salade de blé (a fresh salad with cucumbers, tomatoes, red onion, parsley, bulgur wheat and lime juice), beef with a mushroom sauce and carrots, Camembert cheese and apple tart. I had expected the food to be good. However, I was surprised to learn about an unusual part of the national curriculum: taste training.

Pupils are tested in their tasting abilities in year 4 and learn about food in a **more or less** scientific way. A new food has to be tried a few times before they decide whether to include it on the lunchtime menu. This explained a lot to me (3) _____. But now it was time to visit another country.

School lunch in Japan was equally interesting, though totally different. I remembered reading a book as a child about an unusual Tokyo school on a train, where pupils were requested to bring a packed lunch (4) _____ as well as rice. This meant the meal had to include either fish or seaweed plus meat, egg or vegetables. What I liked, however, was the poetic way the request was made by the headmaster. I was curious to see what I would discover.

The school lunch I attended in a rural school in Japan was forty-five minutes long. Perhaps surprisingly long, but teachers treat it (5) _____. Pupils bring their own lunch mat, chopsticks and toothbrush to school. The meal was well-balanced and tasty, with rice, fish, vegetables, soup and milk. At the end of the meal, a pupil announced where the food had come from, and all the pupils said 'thank you for the delicious meal' in unison. The pupils cleaned up after the meal, with one person taking the role of (6) _____. After a few days, it was time to pack my bags again for my next destination, Papua New Guinea.

- A. washing out the milk cartons for recycling
- B. as part of the pupils' education
- C. was nutritious, but did not smell or taste good
- D. about the high quality and sophisticated tastes of French food
- E. as the students were eating their lunch in the school restaurant
- F. including 'something from the ocean and something from the hills'
- G. about sleepless nights in mosquito-ridden hostels
- H. was happy to let me join the school children