

Hard-hitting warning labels should be on everyday food, say campaigners

Level 3: Advanced

Article summary: This article discusses the proposal to put warning labels on food products.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Word formation

Materials needed: One copy of the worksheet per student

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise in the correct form.

Key:

1. *stark*
2. *plea*
3. *boosted*
4. *deceptive*
5. *mandatory*
6. *outlawed*
7. *compelled*
8. *bar*
9. *stringent*
10. *urged*

1. Warmer

- a. Ask students to work in pairs and discuss the questions. Encourage them to give reasons for their opinions. After a couple of minutes, hold a brief discussion with the whole group, so every pair can share their views.

2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow a few minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|-------------|--------------|
| 1. <i>g</i> | 9. <i>n</i> |
| 2. <i>i</i> | 10. <i>c</i> |
| 3. <i>d</i> | 11. <i>o</i> |
| 4. <i>m</i> | 12. <i>e</i> |
| 5. <i>a</i> | 13. <i>l</i> |
| 6. <i>h</i> | 14. <i>b</i> |
| 7. <i>f</i> | 15. <i>j</i> |
| 8. <i>k</i> | |

3. Comprehension check

- a. Ask students to work individually and complete the sentences using words from the article. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. *dying prematurely*
2. *estimates*
3. *deeply ingrained*
4. *mandatory; voluntarily*
5. *ban*
6. *predatory marketing tactics*
7. *prevention*

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4. Key language

- a. Students work in pairs again, this time to complete the sentences from the text with the correct form of the words in brackets. You may want to elicit what affixes are (prefixes and suffixes) and how these help us transform words into different word classes. It may be useful to elicit some examples and their meanings before carrying out the activity, as well as give students some minutes to think about the word class they need in each case before writing an answer.

Key:

1. *sponsorship (noun)*
2. *increasingly (adverb)*
3. *nutritious (adjective)*
4. *disability (noun)*
5. *reformulate (verb)*
6. *ambitious (adjective)*
7. *deceptive (adjective)*
8. *harms (noun, plural)*

5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experience whenever possible.

6. In your own words

- a. Students work in pairs or small groups and create a short survey to gather information about their classmates' opinions on the introduction of warning labels and their effectiveness. Ask them to include at least five questions.
- b. Give students some minutes to analyse their results and present their findings and conclusions to the class.
- c. Encourage students to listen to their classmates' findings and jot down any interesting conclusions they can add to their own.
- d. Ask students to write a report using both their own findings and at least one insight from another group.