

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

### Level 1: Elementary

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

**Time:** 60 minutes

**Skills:** Reading, Speaking

**Language focus:** Relative pronouns (*which* and *whose*)

**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. *ban*
2. *sponsorship*
3. *misleading / deceptive*
4. *warning*
5. *measures*
6. *charity*
7. *campaigners*

### 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 complete the sentences using key words from the text. 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. *Campaigners*
2. *charity*
3. *ban*
4. *deceptive*
5. *measures*
6. *sponsorship*
7. *warning*
8. *prematurely*
9. *misleading*
10. *taxes*

### 3. Comprehension check

- a. Ask students to work individually and choose the correct option to complete each sentence. Once finished, give them a few minutes to check in pairs before checking answers with the whole class.

**Key:**

1. *measures*
2. *estimates*
3. *mandatory*
4. *sports events*
5. *strict regulations*
6. *prevention is better than cure*

### 4. Key language

- a. Ask students to read the sentences from the article and answer the questions. They can do this individually or in pairs. You may want to elicit what 'which' refers to in the first sentence (high levels of salt and sugar) and also what belongs to whom in the second one (the unhealthy products belong to the firms who make them).

**Key:**

1. *which*
2. *whose*

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- b. Students work in pairs and complete the sentences with the missing relative pronouns.

**Key:**

1. *which*
2. *whose*
3. *whose*
4. *which*
5. *whose (this sentence may help you clarify that 'whose' can be used to refer both to people and things)*

### 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. Ask students to work in pairs or small groups and write five questions to ask their classmates about their diets.

- b. Students ask their classmates and write down their answers.

- c. Give students a few minutes to analyse the results and get ready to share the most interesting findings with the class.

- d. Students share their findings and listen to the other groups, making notes about any interesting / different ideas shared.

- e. In pairs again, students write sentences with suggestions for a healthier diet.

- f. Students share their ideas with the class and see if they agree.