

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

Level 2: Intermediate

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

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Collocations

Materials needed: One copy of the worksheet per student

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 some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

1. *h*
2. *b*
3. *j*
4. *e*
5. *i*
6. *g*
7. *c*
8. *a*
9. *f*
10. *d*

- 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. *deemed*
3. *sponsorship*
4. *deceptive / misleading*
5. *mandatory*
6. *compelled*
7. *urged*

3. Comprehension check

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

Key:

1. *dying prematurely*
2. *estimates*
3. *mandatory*
4. *sports events*
5. *unfair marketing strategies*
6. *prevention is better than cure*

4. Key language

- a. Students work in pairs again, this time to match words from columns A and B to form collocations used in the article. You may want to remind students what a collocation is (i.e. words that are usually used together) and elicit some examples before carrying out the activity. Once students have matched the words, check answers with the whole group.

Key:

1. *health checks*
2. *heart disease*
3. *junk food*
4. *food industry*

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5. *radical steps*
6. *death toll*
7. *tackle problems*
8. *strict regulations*

You may want to ask students some questions using these collocations. For example:

- Do you know any food charities?
- How often do you eat junk food?
- Are there any strict regulations related to food in your country?
- When was the last time you tackled an important problem?

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' diet. Ask them to include at least five questions.
- b. Give students some time to analyse their results and present their findings and conclusions to the class.
- c. Encourage students to listen to their classmates' findings and ideas and make some notes
- d. Ask students to use all their findings and notes to write an article.