

English Usage for Communication 1500103

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Topic 2 : Food for Thought

About the topic

**English Usage for
Communication
1500103**

Topic 2 : Food for Thought

Activity A - Vocabulary Building

**Activity B - Listening and Reading
Comprehension**

**Activity C - Grammar and Speaking
Exercises**

Activity D - Writing Practice

Warm-up

This meal is commonly served during _____.

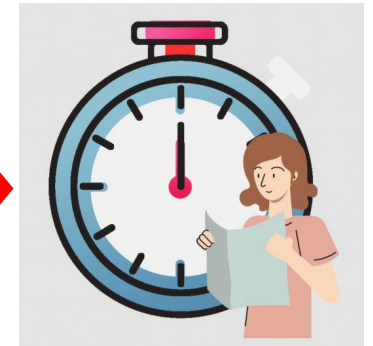
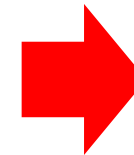


a. breakfast

b. brunch

c. lunch

d. dinner



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity A - Vocabulary Building

1. Healthy (adjective)

definition

in a good physical or mental condition; promoting good health

example

She always tries to eat healthy food and exercise regularly.

Activity A - Vocabulary Building

2. Manufacturer (noun)

definition

a company or person that makes goods for sale

example

The manufacturer of this car have a reputation for producing high-quality vehicles.

Activity A - Vocabulary Building

3. Products (noun)

definition

goods or services produced by a company or industry

example

The company's new line of products is expected to be very popular among consumers.

Activity A - Vocabulary Building

4. Recommend (verb)

definition

to suggest or endorse something as advisable or appropriate

example

The doctor recommends that you get plenty of rest and drink lots of fluids while you recover from your illness.

Activity A - Vocabulary Building

5. Experiment (noun/verb)

definition

a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact

example

The students are conducting an experiment to observe the effects of different amounts of water on plant growth.

Activity A - Vocabulary Building

Complete the statements using the following words;
experiment recommend healthy manufactures products

1. Having a _____ diet is important in preventing diseases.

2. _____ are businesses who produce goods for sale.

3. The quality of _____ is an important factor for consumers.

4. Teachers _____ reviewing notes before exams.

5. Scientists are conducting a/an _____ to test a new vaccine.



Activity A - Vocabulary Building

Complete the statements using the following words;
experiment recommend healthy manufactures products

1. Having a healthy diet is important in preventing diseases.
2. Manufacturers are businesses who produce goods for sale.
3. The quality of products is an important factor for consumers.
4. Teachers recommend reviewing notes before exams.
5. Scientists are conducting an experiment to test a new vaccine.

Activity B - Listening and Reading Comprehension



An article on Damon's experiment.
5 paragraphs

Comprehension questions:

1. What does "hidden sugar" mean?
2. Why do manufacturers add a lot of sugar in their product?
3. How did Damon conclude his experiment?

Activity B - Listening and Reading Comprehension

An article about Damon's experiment.

Paragraph

1



Most of us know that too much sugar isn't good for us. We know that we shouldn't eat a lot of chocolate or drink too many soft drinks. But how much do we really know about the other kinds of food we eat?



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

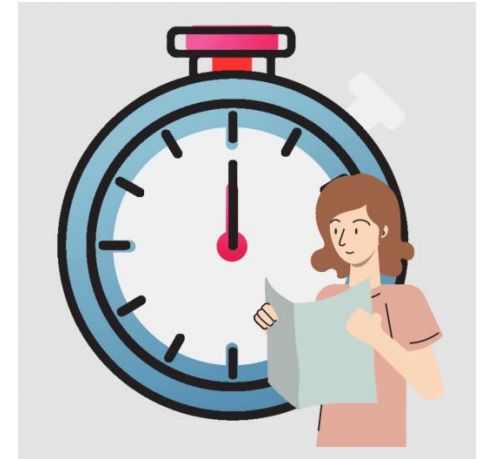
An article about Damon's experiment.

Paragraph

2



Australian moviemaker, Damon Gameau, decided to investigate the "hidden" sugar in food. He spent 60 days eating only products advertised as healthy, such as low-fat yogurt, cereal bars, fruit juices, and sports drinks.



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

An article about Damon's experiment.

Paragraph

3



But instead of feeling healthier, Damon gained 8 kg. and started to have health problems. The reason? The high levels of sugar that manufacturers add to many food products to make them taste better. The breakfast pictured here looks good, but it actually contain a total of fourteen teaspoons of extra sugar!



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

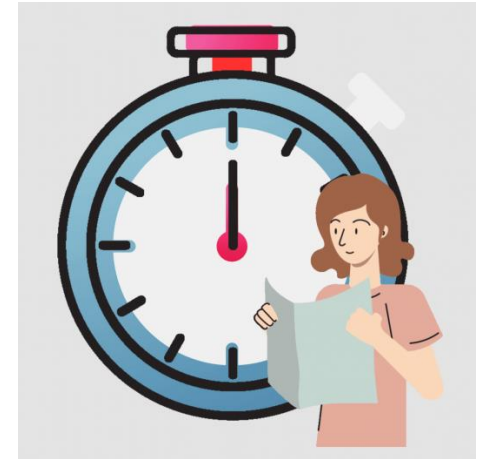
An article about Damon's experiment.



Damon says that food companies are not honest enough about the amount of sugar they add to their products. Their marketing makes us believe we're eating and drinking well, when we really aren't. The World Health Organization recommends a daily limit of 25g -about six teaspoons of sugar. That means three quarters of a can of cola for one day.

Paragraph

4



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

An article about Damon's experiment.



Paragraph

5



After Damon's experiment finished, he returned to his usual diet of fresh fruit, vegetables, meat, and fish. His weight came down and his health problems disappeared.



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

An article about Damon's experiment.



Paragraph

6



He still enjoys a little chocolate once in a while, but he finds that most processed food now tastes too sweet. So next time you're in the supermarket, remember to check how much sugar is in that "healthy" cereal before you buy it!

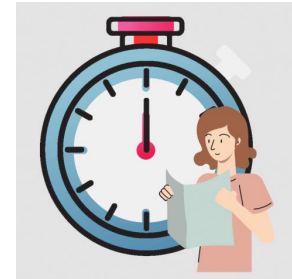


Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity B - Listening and Reading Comprehension

Comprehension question:

1. What does “hidden sugar” mean?
 - a. New products to substitute sugar in food.
 - b. The high levels of sugar that manufacturers add to many food products.
 - c. Types of sugar that naturally make fruits and vegetables sweet.

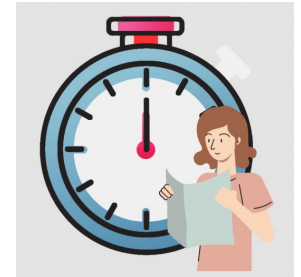


Activity B - Listening and Reading Comprehension

Comprehension question:

2. Why do manufacturers add a lot of sugar in their product?

- a. To make food products healthier.
- b. To make food products more presentable.
- c. To make food products taste better.



Activity B - Listening and Reading Comprehension

Comprehension question:

3. How did Damon conclude his experiment?

- a. He returned to his usual diet of fresh fruit, vegetables, meat, and fish.
- b. He continued to consume the same products because they taste better.
- c. He wrote a book talking about the importance of added sugar in food products.



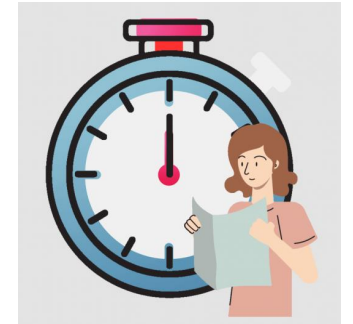
Activity B - Listening and Reading Comprehension

Facts and Figures : The Main Idea

What is the main idea of the article on Damon's experiment?

A. The main idea of Damon's experiment is that many food products, even those marketed as healthy, contain high levels of hidden sugar, which can have negative effects on our health.

B. The main idea of Damon's experiment is that food products, should be marketed as healthy, because high levels of sugar, can have positive effects on our health.



Activity B - Listening and Reading Comprehension

Summarizing Facts and Figures

How would you summarize Damon's experiment?

1) Key Events, 2) Relevant Details, 3) Write In Your Own Words

A. The passage discusses the amount of sugar in fruits, including those marketed in local markets. Damon Gameau, conducted an experiment where he consumed healthy food, leading to health improvements due to the high levels of added sugar.

B. The passage discusses the hidden sugar in many food products, including those marketed as healthy. Damon Gameau, conducted an experiment where he consumed supposedly healthy foods for 60 days, leading to weight gain and health problems due to the high levels of added sugar.



Activity C - Grammar and Speaking Exercises

too, too many, too much, and (not) enough

- ▶ We use *too*, *too many*, and *too much* to mean "more than necessary" or "more than is good."

This exam is too difficult. There are too many questions!

- ▶ We use *too* before adjectives and adverbs.

That restaurant is too expensive.

She works too hard.

Activity C - Grammar and Speaking Exercises

too, too many, too much, and (not) enough

- ▶ We use *too many* before countable nouns.
I drink too many cups of coffee.
- ▶ We use *too much* before uncountable nouns.
I eat too much chocolate.
- ▶ We can also use *too much* after a verb without an object.
He worries too much.

Activity C - Grammar and Speaking Exercises

too, too many, too much, and (not) enough

- ▶ We use *enough* to mean "the right amount" or "sufficient." We can also use *not enough* to mean "less than necessary" or "less than is good."

Is your coffee sweet enough? I didn't have enough sugar for everyone.

- ▶ *Enough* comes before countable and uncountable nouns.

He doesn't eat enough vegetables.

Have we got enough time?


Activity C - Grammar and Speaking Exercises

too, too many, too much, and (not) enough

- ▶ *Enough* comes after an adjective or adverb.
The information isn't clear enough.
He didn't sing well enough to win the competition.
- ▶ We can also use *enough* after a verb without an object.
I didn't sleep enough last night.

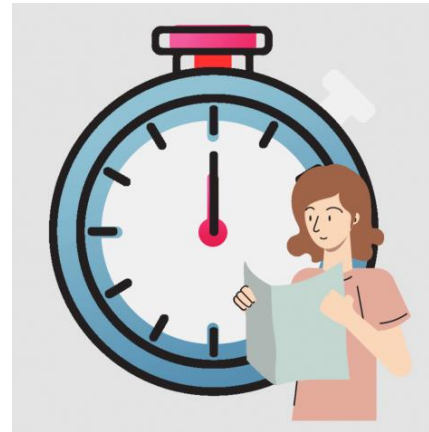
Activity C - Grammar and Speaking Exercises

too, too many, too much, and (not) enough

 8.2	too / too many / too much	(not) enough
Countable nouns	You shouldn't watch too many movies .	We have enough eggs to bake two cakes.
Uncountable nouns	Jen drinks too much coffee in the morning.	Do you have enough money to buy those shoes?
Adjectives	The train is too crowded at rush hour.	The soup isn't hot enough .

Activity C - Grammar and Speaking Exercises

Choose the correct words
to complete the sentences.



Activity C - Grammar and Speaking Exercises

Choose the correct words to complete the sentences.

1

- 1 She eats too much / too many candy.
- 2 They don't eat enough vegetables / vegetables enough.
- 3 Our apartment is too much / too small for a party.
- 4 He puts too much / too many sugar in his coffee.
- 5 Are you sure you're well enough / enough well to run a marathon?

Reproduced from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity C - Grammar and Speaking Exercises

Choose the correct words to complete the sentences.

1 She eats too much / *too many* candy.

2 They don't eat enough vegetables / *vegetables*
enough.

3 Our apartment is *too much* / too small for a party.

4 He puts too much / *too many* sugar in his coffee.

5 Are you sure you're well enough / *enough well* to run a marathon?

1

Activity C - Grammar and Speaking Exercises

Complete the sentences using *too*, *too many*, *too much*, and *enough*.

2

- 1 You eat _____ takeout meals. Don't you ever cook?
- 2 Don't cook the broccoli for _____ long.
- 3 My English isn't good _____ to have a conversation.
- 4 You drink _____ coffee. It isn't good for you.
- 5 I don't earn _____ money to buy a house.

Activity C - Grammar and Speaking Exercises

Complete the sentences using *too*, *too many*, *too much*, and *enough*.

2

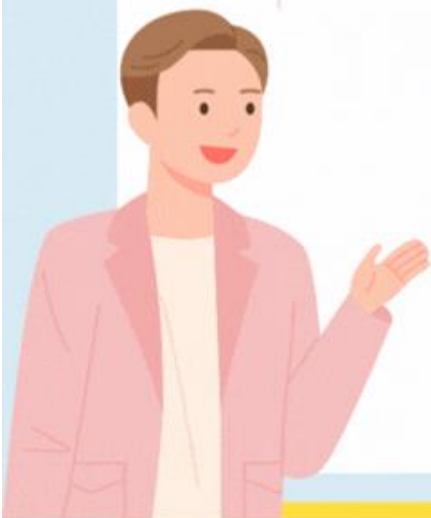
- 1 You eat too many takeout meals. Don't you ever cook?
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Activity C - Grammar and Speaking Exercises

I Say

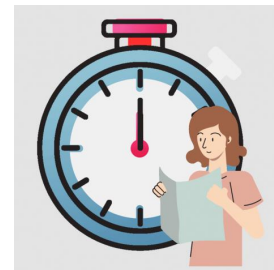
I think the vegetables are soggy.



You Say

1 Don't cook the vegetables for too much.

2 Don't cook the vegetables for too long.

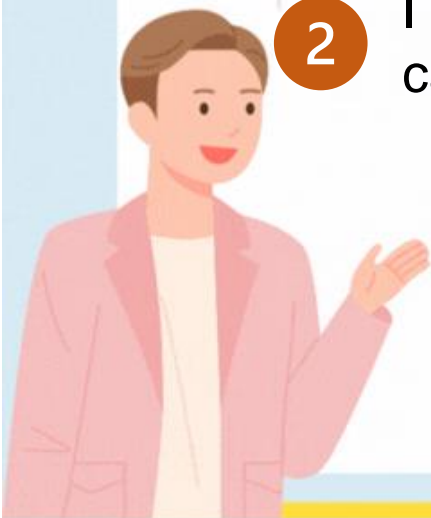


Activity C - Grammar and Speaking Exercises

I Say

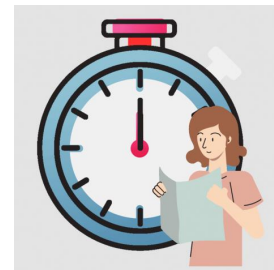
1 I don't have enough cash with me.

2 I don't have too much cash with me.



You Say

We accept credit card or online payment.



Activity C - Grammar and Speaking Exercises

I Say

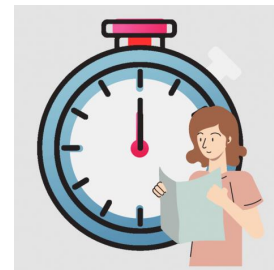
Aren't you joining us for a dinner at a restaurant?



You Say

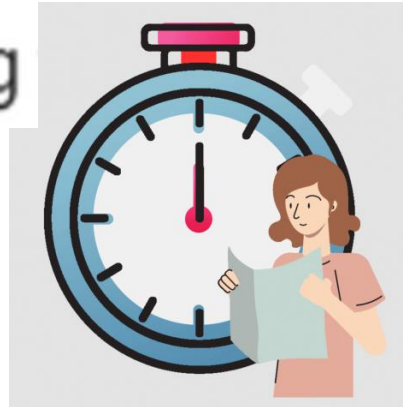
1 Sorry, I'm too tired to go out tonight.

2 Sorry, I'm too much tired to go out tonight.



Activity D - Writing Practice

Rewrite the sentences using
the words in parentheses.



**Pause the
video and
take your
time.**

Activity D - Writing Practice

Rewrite the sentences using the words in parentheses.

1 You should get more exercise. (enough)

You don't get enough exercise.



2 You eat more sugar than you should. (much)



3 She's too young to drive. (old)



4 It isn't quiet enough to work. (noisy)



Pause the
video and
take your
time.

Activity D - Writing Practice

OUTPUT

- 2 You eat too much sugar.
- 3 She isn't old enough to drive.
- 4 It's too noisy to work.

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Activity D - Writing Practice



Reference:

**Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).
Personal Best: student's book B1 pre-intermediate.
Oxford: Richmond.**