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Level 5

Sugar could be harmful to our health

12th January, 2016

<http://www.breakingnewsenglish.com/1601/160112-sugar-5.html>

Contents

The Reading	2
Matching	3
Listening Gap Fill	4
Survey	5
Discussion	6
Writing	7

Please try Level 4 (easier) and the 26-page Level 6 (harder).

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THE READING

From <http://www.breakingnewsenglish.com/1601/160112-sugar-5.html>

The United States and United Kingdom are waging war on sugar in the interests of public health. They say that people eat too much sugar and this is harmful to people's well-being. On Thursday, the U.S. printed new dietary guidelines. These strongly recommend people get less than 10 per cent of their daily calories from added sugar. On the same day, Britain's Prime Minister said he did not rule out the idea of a tax on sugar so people would buy food with less sugar in it. Politicians in the U.K. are discussing how less sugar in food could help reduce Britain's rising rates of obesity.

The governments both cite a study carried out in Mexico that showed how a tax on carbonated drinks reduced consumption. The tax meant sales of sugary drinks went down by 12 per cent in 2014. Sales of mineral water went up by four per cent in the same year. An alternative to taxing sugared drinks is to reduce the level of sugar in them. Researchers at a London university said that cutting the sugar content in drinks by 40 per cent over five years could prevent one million cases of obesity in the U.K. Researchers say people might not even notice this.

Sources: <http://www.theatlantic.com/health/archive/2016/01/sugar-is-the-new-public-health-enemy-1/423207/>
<http://www.sciencealert.com/gradually-reducing-sugar-in-sweet-drinks-could-prevent-1-million-cases-of-obesity-in-the-uk-study-finds>
<http://www.ifpress.com/2016/01/08/Sugar-could-be-harmful-to-our-health>

MATCHING

From <http://www.breakingnewsenglish.com/1601/160112-sugar-5.html>

PARAGRAPH ONE:

- | | |
|----------------------------|-----------------------|
| 1. waging war | a. are discussing how |
| 2. in the interests | b. well-being |
| 3. harmful to people's | c. less sugar in it |
| 4. he did not rule | d. rates of obesity |
| 5. buy food with | e. on sugar |
| 6. Politicians in the U.K. | f. in food |
| 7. less sugar | g. of public health |
| 8. reduce Britain's rising | h. out the idea |

PARAGRAPH TWO:

- | | |
|--------------------------------|------------------------|
| 1. carbonated | a. content in drinks |
| 2. sales of sugary drinks went | b. of obesity |
| 3. An alternative to taxing | c. drinks |
| 4. reduce the level of | d. over five years |
| 5. cutting the sugar | e. down by 12 per cent |
| 6. by 40 per cent | f. even notice this |
| 7. prevent one million cases | g. sugar in them |
| 8. people might not | h. sugared drinks |

LISTEN AND FILL IN THE GAPS

From <http://www.breakingnewsenglish.com/1601/160112-sugar-5.html>

The United States and United Kingdom are (1) _____ sugar in the interests of public health. They say (2) _____ too much sugar and this is harmful to people's well-being. On Thursday, the U.S. printed new (3) _____. These strongly recommend people get less than 10 per cent of their (4) _____ from added sugar. On the same day, Britain's Prime Minister said (5) _____ the idea of a tax on sugar so people would buy food with less sugar in it. Politicians in the U.K. are discussing how less sugar in food could help reduce Britain's rising (6) _____.

The governments (7) _____ carried out in Mexico that showed how a tax on (8) _____ reduced consumption. The tax meant sales (9) _____ went down by 12 per cent in 2014. Sales of mineral water (10) _____ per cent in the same year. An alternative to taxing sugared drinks is to reduce the level of sugar in them. Researchers at a London university (11) _____ the sugar content in drinks by 40 per cent over five years could prevent one million cases of obesity in the U.K. Researchers say people might (12) _____ this.

SUGAR SURVEY

From <http://www.breakingnewsenglish.com/1601/160112-sugar-5.html>

Write five GOOD questions about sugar in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

