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Level 1 – 13th June 2024

Electric spoon helps people cut down on salt

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<https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-1.html>

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Please try Levels 0, 2 and 3. They are (a little) harder.

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THE READING

From <https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-1.html>

A new spoon will make food taste saltier. It is called the Electric Salt Spoon. It was created by a university and a drinks company in Japan. The spoon will help people use less salt. It sends a weak electric current to the tongue. This makes salt taste one and a half times stronger. We can have less salt, but still taste it. A researcher said: "People need to reduce the amount of salt in their food." However, she said food with no salt is tasteless.

Too much salt causes heart problems, high blood pressure, and strokes. The WHO says we should have less than 5 grams a day. In Japan, the average person has around 10.1g of salt a day. A lot of salt in our food comes from processed foods, and from soy sauce. The Electric Salt Spoon costs 19,800 yen (around \$99). Its maker hopes to sell a million of them over the next five years. The spoon's developer has also created electric chopsticks.

Sources: <https://news.sky.com/story/electric-spoon-that-enhances-salty-taste-of-food-and-promotes-healthier-eating-launched-in-japan-13146505>
<https://learningenglish.voanews.com/a/electric-spoons-chopsticks-may-help-cut-salt/7622248.html>
<https://www.who.int/data/gho/indicator-metadata-registry/imr-details/3082>

PHRASE MATCHING

From <https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-1.html>

PARAGRAPH ONE:

- | | |
|-------------------------------------|------------------------|
| 1. A new spoon will make | a. to the tongue |
| 2. It was created | b. company in Japan |
| 3. a drinks | c. use less salt |
| 4. The spoon will help people | d. the amount of salt |
| 5. It sends a weak electric current | e. food taste saltier |
| 6. taste one and a | f. is tasteless |
| 7. People need to reduce | g. by a university |
| 8. food with no salt | h. half times stronger |

PARAGRAPH TWO:

- | | |
|------------------------------|--------------------------|
| 1. Too much salt | a. 5 grams a day |
| 2. high blood | b. chopsticks |
| 3. we should have less than | c. foods |
| 4. the average person | d. pressure |
| 5. processed | e. next five years |
| 6. Its maker hopes to sell a | f. causes heart problems |
| 7. over the | g. has around 10.1g |
| 8. electric | h. million of them |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-1.html>

A new spoon will make (1) _____. It is called the Electric Salt Spoon. It (2) _____ a university and a drinks company in Japan. The spoon will help people use less salt. It sends a weak electric current (3) _____. This makes salt taste one and a half times stronger. We can have less salt, but (4) _____. A researcher said: "People need to (5) _____ of salt in their food." However, she said food with no (6) _____.

Too much salt causes heart problems, (7) _____, and strokes. The WHO says we (8) _____ than 5 grams a day. In Japan, (9) _____ has around 10.1g of salt a day. A lot of salt in our food comes (10) _____, and from soy sauce. The Electric Salt Spoon costs 19,800 yen (around \$99). Its maker hopes to (11) _____ of them over the next five years. The spoon's developer has also (12) _____.

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-1.html>

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SALT SURVEY

From <https://breakingnewsenglish.com/2406/240613-electric-salt-spoon-4.html>

Write five GOOD questions about salt 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) _____

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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) _____

