



Unit 1





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VOCABULARY

Cooking and eating • food • kitchen/dining sounds • collocations

I can talk about food and cooking.

SHOW WHAT YOU KNOW

- 1 SPEAKING Describe the following to your partner.
 - · your favourite snack

· your biggest food dislike

· your unhealthiest treat

- your favourite local dish
- Based on the information you found out in Exercise 1, what would you cook if your partner came round for dinner?



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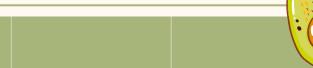






- •Snacks: chips, cookies, nuts, popcorn, fruit, chocolate.
- •Treats (usually unhealthy): candy, ice cream, cake, soda.
- •Meals/Foods: pizza, pasta, burger, salad, rice, chicken.
- •Local dishes mansaf, falafel, hummus, shawarma).











Reading page 28













Activity: Which Chef Said It? Match the Idea

Read each statement below. Decide which chef (1, 2, or 3) said it.

* "Cooking is like making a painting."

Henry North

* "I want my customers to stay healthy and safe."

Logan Brown

* "My restaurant is lively, noisy, and fun."

Cody Armstrong

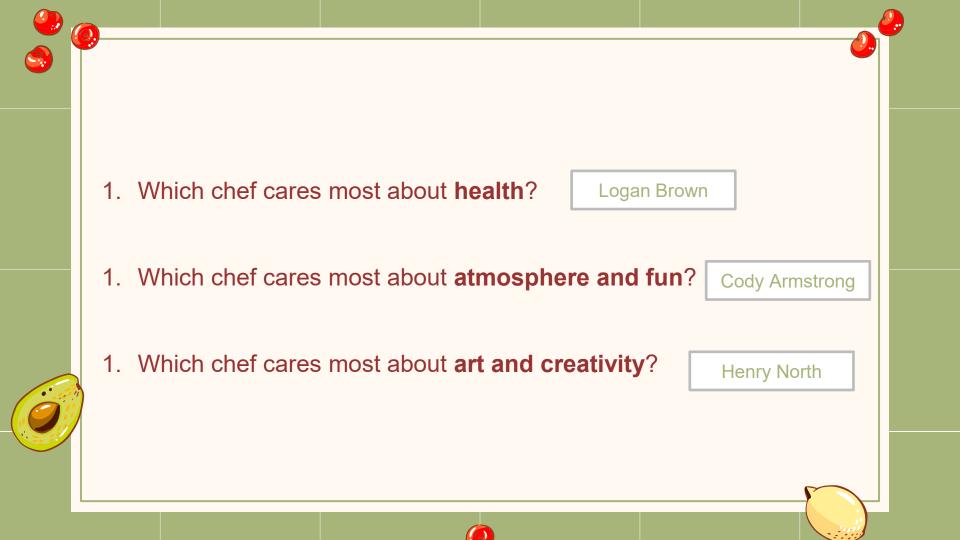
* "Every little detail in the kitchen matters."

Henry North

* "I adapt my menu for people with allergies."

Logan Brown







Vegetables









Capers



Leeks







Herbs and Spices





Basil



Paprika



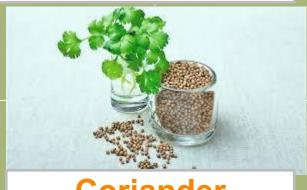
Parsley



Saffron



nutmeg



Coriander



Fish





Tuna



Cod

Mackerel

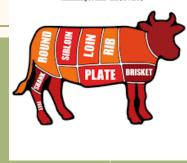


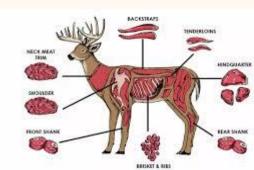










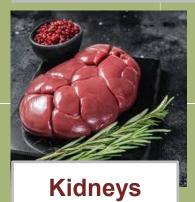




Goose

Veal

Venison









Smells, flavors and textures











Glutinous



Perfumed



Chewy





WORD STORE 3A | Food

1	Fruit	and vegeta	bles:	apricots,	beetroots,
	leeks.	capers		okra	

- 2 Herbs and spices: basil, paprika, parsley, saffron, <u>nutmeg</u>, <u>coriander</u>
- 3 Fish: tuna, cod, <u>mackerel</u>, <u>sardines</u>
- 4 Meat: goose, veal, venison, kidneys,
- 5 Smells, flavours and textures: ____slimy___, glutinous , perfumed , smoked , chewy













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WORD STORE 3A Food

- Complete WORD STORE 3A with the words in red in the texts. Then listen and check.
- Follow the instructions.
 - · Prepare one shopping list each in your own language with eight items from WORD STORE 3A.
 - · Take turns to dictate your lists and translate your partner's words into English.
 - · Check your lists.













1: 30



Round Table

Name sounds that you can hear daily



- 1. Alarm clock ringing.
- 2.Birds chirping
- 3. Car engines
- 4.Door creaking
- 5.Footsteps
- 5..School bell
- 5. Keyboard typing
- 6.Pages flipping
- 7..TV or music.
- 8. Water running

Chinking:

- Explanation: A light sound made when glass or metal objects lightly touch each other.
- Example: Chinking is the sound you hear when you stack glasses or cups together, like in a dishwasher.
- Buzzy
- Explanation: A continuous, low, vibrating sound, like that of a busy place or a bee.
- Example: Buzzy describes the sound of a lively café or a crowded space with lots of conversation and movement.
- Crunchy:
- Explanation: A hard, crisp sound made when something is crushed or bitten into.
- Example: Crunchy is the sound of biting into a crisp or a cracker.

Hum:

Explanation: A steady, low, continuous sound, often soft and background-like.

Example: "Hum is the sound of traffic from a distance or an appliance like a fridge.

Popping:

Explanation: A short, sudden burst or sharp sound, often loud and quick.

Example: "Popping is the sound you hear when a balloon bursts or popcorn kernels explode in a pot.

Sizzling:

Explanation: A hissing or bubbling sound, usually made when something is frying or cooking in a hot pan.

Example: "Sizzling is the sound of bacon or meat when it cooks on a hot pan.

Clinking:

Explanation: A sharp, light sound made when metal or glass objects touch.

Example: Clinking is the sound of knives and forks touching in a school canteen."



WORD STORE 3B | Kitchen/dining sounds

buzzy chinking clinking crunchy hum popping sizzling

- 1 the <u>chinking</u> noise when I stack glasses in the dishwasher
- 2 cafés that are really <u>buzzy</u>
- 3 the <u>crunchy</u> sound that crisps and biscuits make
- 4 the constant <u>hum</u> of traffic in the street
- 5 the sound of a balloon ___popping __ when pricked with a pin
- 6 the sound of meat <u>sizzling</u> in a pan
- 7 knives and forks <u>clinking</u> in the school canteen





WORD STORE 3C | Collocations

- 1 top quality food and service = fine dining
- 2 food with healthy ingredients = wholesome food
- 3 stiff material = starched tablecloth
- 4 food that you make at home = homemade food
- things you can't eat = dietary requirements
- 6 a soft quiet way = hushed tones
- an unexpected change or difference
 - with a modern twist
- an activity where you express yourself creatively
 - an art form
- food containing milk or made from milk products
 - dairy products



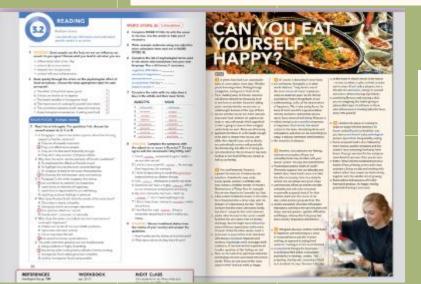






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SPEAKING Some people say the food we eat can influence our mood. Do you agree? Discuss what you tend to eat when you are:

disheartened after a hard day.

anxious about your exams.

fatigued by a long journey.

· content with your achievements.

having lost determination or

confidence; dispirited





1. When you are disheartened after a hard day

- **bisheartened** = sad, tired, or disappointed.
- •Example answer: "When I feel down after a bad day, I usually eat chocolate or ice cream because it makes me feel comforted."

2. When you are anxious about your exams

- *Anxious* = nervous, stressed, or worried.
- •Example answer: "When I'm stressed about exams, I don't want heavy food. I prefer something light, like fruit or tea, to calm me down."

3. When you are fatigued by a long journey

- **Fatigued** = very tired and exhausted.
- •Example answer: "After a long trip, I like eating warm soup or rice because it gives me energy and makes me feel relaxed."

4. When you are content with your achievements

- **content** = happy and satisfied with what you've done.
- •Example answer: "When I'm proud of myself, I celebrate with pizza or a big meal with friends.



Paragraph 1



Performance: individual.

Task: each student will answer

different questions.



- Tips before you start:
- 1. Read the paragraph carefully.
- 2. Underline the new concepts and search for their meanings.
- 3. Read each question and underline the keywords.
- 4. Write your answers.





"It seems that food is an unavoidable topic of conversation these days. Whether you're browsing online, flicking through a magazine, zoning out in front of the TV, or chatting away to friends, someone will almost certainly be discussing food in one form or another."

Explanation: This section highlights that food has become a very popular topic in modern life. The author suggests that no matter where we are—online, reading, watching TV, or talking to friends—food is always a common subject.



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"Favourite talking points include whether we are over- or underweight because of the type of food we eat; whether we eat too much junk and processed food; whether we ought to eat meat or not; and exactly which superfood or diet is going to save our lives and give us the body we want.

"Explanation: Here, the passage goes into detail about the specific issues people like to discuss about food. Some of these include concerns about weight (whether people are eating too much or too little), junk food consumption, debates about eating meat, and trends around "superfoods" or diets that are thought to improve health and appearance.

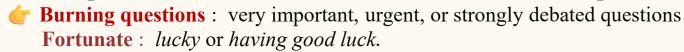
This part introduces various ideas that are commonly debated or worried about when it comes to food.





"These are all burning questions for those of us fortunate enough to be able to choose what we eat, and while diet-related issues such as obesity are undoubtedly serious and potentially life-threatening, the effects of eating are not only physical."

Explanation: This section highlights that these food-related questions are important for people who have the privilege of choice in what they eat. It mentions that issues like obesity are serious and can even be life-threatening. The phrase "not only physical" introduces the idea that food affects more than just our bodies—it can influence other aspects of our lives too, which leads into the next part.









"Recent research has been looking at how food affects our moods as well as our bodies." Explanation: In the final part, the passage reveals

that recent studies are examining the impact of food on our emotions in addition to physical health. This suggests that what we eat doesn't just influence our bodies (like weight and health) but also has the potential to affect how we feel emotionally.





Paragraph 1



Performance: individual.

Task: each student will answer

different questions.



- Tips before you start:
- 1. Read the paragraph carefully.
- 2. Underline the new concepts and search for their meanings.
- 3. Read each question and underline the keywords.
- 4. Write your answers.





Paragraph 2



First and foremost, flavour is a powerful conductor of memories and emotions. Strawberries may evoke a very special summer, a birthday cake may conjure a childlike wonder.

"Explanation: This section introduces the idea that flavor can connect us to memories and emotions. Certain foods, like strawberries or birthday cake, can bring back specific feelings or memories, like a wonderful summer or the excitement of childhood. This helps students see how tastes and smells are tied to past experiences.

- **1. Conductor** :Something that carries or transmits (like electricity or, here, memories and emotions).
- **2. Evoke**: To bring a memory, feeling, or image into mind.
- **3. Conjure :** To bring something to mind as if by magic.

In Proust's <u>Remembrance of Things Past</u>, for example, the narrator depicts the 'powerful joy' that a tea-soaked madeleine awakes in him when he is 'dispirited after a dreary day, with the prospect of a depressing morrow'.

<u>Explanation:</u> Here, the passage gives an example from literature to illustrate the connection between taste and memory. In this story by Proust, a character experiences joy when he eats a madeleine (a small cake) dipped in tea. This act of tasting brings back memories of happier times, even when he feels down. This part helps students understand how flavors can bring back joyful memories, even when one is feeling sad.

- **1. Depicts** shows, describes, or paints a picture with words.
- **2. Dispirited** without hope or energy; sad and discouraged.
- **3. Dreary** dull, boring, or gloomy; lacking excitement.
- **4. Prospect** the possibility or expectation of something happening in the future.
- **5. Depressing** making someone feel very sad or hopeless.
- **6.. Morrow** (old-fashioned) tomorrow or the following day.





- It isn't so much that the sweet cake tastes lovely, but that it transports him to his innocent youth, when his aunt in the country would feed him the very same treat on Sunday mornings.
- Explanation: This part clarifies that it's not just the taste of the cake that brings joy, but the memories it triggers. The cake reminds the narrator of his childhood and of a specific memory—Sunday mornings with his aunt. This reinforces how flavors can bring back memories of meaningful, comforting experiences.









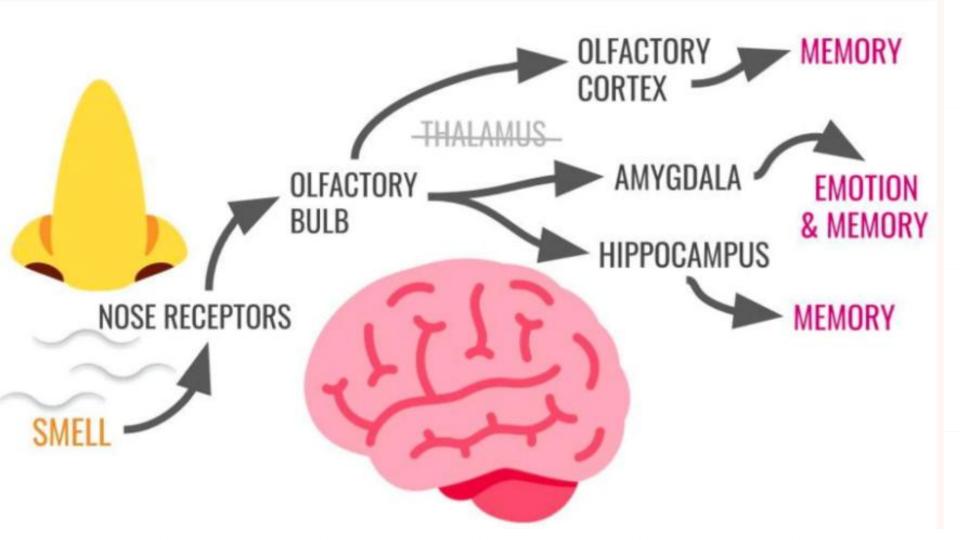


- "But the single most influential sense in flavour appreciation is the sense of smell. Unlike the other senses, smell is processed in a part of the brain that deals with strong emotional responses and memory.
- "Explanation: Here, the author emphasizes the importance of smell in how we experience flavor. Smell is unique because it connects directly to parts of the brain that control emotions and memories, making it especially powerful for bringing back specific feelings or moments.
- Influential means having the power to affect or change how people think, behave, or what happens.

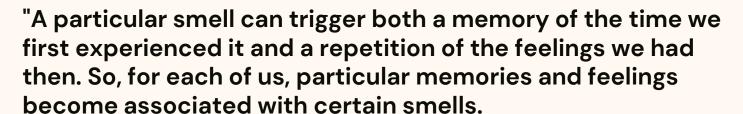












"Explanation: This section explains that smells can remind us of the first time we encountered them, along with the emotions we felt. So, specific smells become connected with certain memories and feelings for each person. This gives students insight into how our brains link smells with emotions.

Associated means connected, linked, or related to something.







"These are just some of the many ways in which food can make us happy.

"Explanation: The author wraps up the first part by summarizing that food can bring happiness by reminding us of positive memories and emotions.







"Of course, it does help if these foods are toothsome, delectable or in other words delicious."

Meaning: Naturally, it's even better if the food tastes really good.

Toothsome = tasty and pleasant to eat.

Delectable = very delicious.

"Tasty food is one of the most universal routes to pleasure,' reads an academic paper by the Oxford psychiatrist Morten Kringelbach on our understanding, so far, of the neuroscience of happiness."

Meaning: A study by psychiatrist Morten Kringelbach from Oxford says that tasty food is one of the most common ways people everywhere feel pleasure. His research is about how the brain creates happiness.

Universal = common to all people everywhere.

Routes = ways or paths.

Academic paper = a scientific study.

Psychiatrist = a doctor who treats mental health problems.

Neuroscience = the study of the brain and nervous system.

"This is why eating forms the basis of much scientific experimentation into the mechanics behind that elusive, warm, fuzzy sense of well-being."

Meaning: That's why scientists often study eating to understand how it creates happiness.

words:

Forms the basis = is the foundation / main starting point.

Experimentation = testing through experiments.

Mechanics = how something works.

Elusive = difficult to find or explain.

Fuzzy sense = a soft, unclear but pleasant feeling.

Well-being = feeling healthy, happy, and comfortable.

"Pleasure is widely viewed as an essential component of happiness."

Meaning: Most people agree that pleasure is an important part of being happy.

words:

- Widely viewed = most people think so.
- **Essential** = very important, necessary.
- **Component** = part or piece of something.



"Food excites the reward system in the brain, stimulating desire and anticipation, and when we eat something we enjoy, it releases hormones which produce the sensation of pleasure."

Meaning: Food activates the brain's reward system, making us want it and look forward to it. When we eat food we like, our brain releases chemicals (hormones) that make us feel pleasure.

Excites = activates, makes active.

Reward system = part of the brain that makes us feel good when we do something enjoyable.

Stimulating = encouraging, causing activity.

Desire = wanting something strongly.

Anticipation = looking forward to something.

Sensation = a feeling in the body or mind.

"However, such pleasures are fleeting, and overconsumption of tasty but unhealthy foods may interfere with your reward system." Explanation:

- Pleasures = enjoyable experiences.
- Fleeting = short-lived; doesn't last long.
- Overconsumption = eating or drinking too much.
- Reward system = part of the brain that makes us feel pleasure or satisfaction.
- <u>Meaning</u>: Eating tasty but unhealthy foods may feel good at first, but the happiness doesn't last. Eating too much of them can affect the brain's way of feeling pleasure.

"You may also feel different. Psychologist Andrew Smith of Cardiff University suspects that our attitudes and beliefs about these foods cause us to feel low after consuming them."

Explanation:

Psychologist = a scientist who studies the mind and behavior.

Suspects = thinks something is true (without full proof).

Attitudes = the way we think or feel about something.

Beliefs = ideas we accept as true.

Feel low = feel sad or depressed.

Consuming = eating or drinking.

Meaning: Andrew Smith (a psychologist) thinks that the way we think about unhealthy food—believing it's bad for us—might make us feel sad after eating it.

"In a study he carried out, one group were given crisps and chocolate (foods we tend to consider unhealthy and only to be consumed occasionally as special treats!) for their teatime snack over the course of ten days, while another group ate fruit."

Explanation:

Study = research or experiment.

Carried out = did, performed.

Crisps = thin fried potato slices (called *chips* in the US).

Occasionally = sometimes, not often.

Special treats = food we eat only on special occasions for pleasure.

Over the course of ten days = during ten days.

Meaning: In his experiment, one group ate crisps and chocolate every day for 10 days, while the other group ate fruit.

"The results associated chocolate with greater depression, and those who ate chocolate and crisps reported greater cognitive difficulties and fatigue, whereas the fruit group had lower anxiety, depression and distress."

Explanation:

Results = findings from the study.

Associated = connected or linked.

Depression = a state of deep sadness or low mood.

Cognitive difficulties = problems with thinking, memory, or concentrating.

Fatigue = extreme tiredness.

Whereas = in contrast, but.

Anxiety = worry or nervousness.

Distress = extreme sadness or emotional pain.

Meaning: The study found that people who ate chocolate and crisps felt more depressed, had trouble thinking, and were more tired. On the other hand, the fruit group felt less worried, less sad, and less emotionally upset.

Critical Thinking Questions

- 1. Why do you think eating unhealthy foods makes people feel good at first but worse later?
- 2. Could our beliefs about food (thinking chocolate is "bad") influence how our body reacts to it? Why or why not?
- 3. If fruit leads to better mood and less anxiety, what does that tell us about the relationship between food and mental health?
- 4. The study lasted ten days. Do you think the results would be stronger or weaker if it lasted several months? Why?



Part 5

- "Alongside pleasure, another contributor to happiness and wellbeing is a sense of meaningfulness and this is where cooking, as opposed to eating food, comes in."
- 2. Explanation:
- 3. **Alongside** = together with.
- 4. **Contributor** = something that helps to cause or increase something.
- 5. **Well-being** = a state of being comfortable, healthy, or happy.
- **Meaningfulness** = having purpose or value.
- 7. **As opposed to** = instead of; in contrast to.
- Meaning: Besides pleasure, happiness also comes from having meaning in life. Cooking, not just eating, can give that sense of meaning.



"Cooking is in fact an established occupational therapy for depression."

Explanation:

In fact = actually; to emphasize something true.

Established = officially accepted or proven.

Occupational therapy = a type of treatment that helps people recover through practical daily activities.

Depression = a mental health condition that causes deep sadness and lack of energy.

Meaning: Cooking is officially used as a form of therapy to help people with depression.

"According to Mark Salter, a consultant psychiatrist in Hackney, London, 'The preparing, sharing and consuming of food is so precious,' he says, 'because it lies slap at the heart of what it means to be human - to love, to relate, to plan, to feed, to enjoy and to share.'"

Explanation:

Consultant psychiatrist = a senior doctor who treats mental health problems.

Precious = very valuable or important.

Slap at the heart (informal) = exactly at the center; essential.

Relate = to connect or interact with others.

Meaning: Mark Salter says that preparing, sharing, and eating food is very important because it represents the core of human life: love, relationships, planning, feeding, enjoying, and sharing.

"It isn't only a pleasure, but a life skill. It's elemental, caring for yourself and others."

Explanation:

Life skill = a basic ability needed for everyday living.

Elemental = fundamental, basic, essential.

Meaning: Cooking is not just fun; it's an essential skill and a way to care for yourself and the people around you

"When choosing ingredients, combining flavours and creating a dish, you are imagining the health-giving or pleasurable impact it will have on those who will consume it.

"Explanation:

- Ingredients = the foods used to make a dish.
- Combining flavours = mixing tastes together.
- Consume = eat or drink.
- Impact = effect
- .Health-giving = making someone healthier.
- Meaning: While cooking, you think about how the food will affect the health or happiness of the people who will eat it.

: "Cooking takes the focus away from yourself."

Explanation:

Takes the focus away from yourself = shifts attention from your own problems to others or to the task.

Meaning: Cooking helps people stop thinking only about themselves and focus on others or the activity.

"Combine the power of cooking to make us happy with the tendency for home-cooked food to be healthier, and you have a nutritional and psychological jackpot."

Key Words

Combine – put two or more things together.

Tendency – what usually happens.

Home-cooked – food made at home.

Nutritional – related to food and health.

Psychological – related to the mind and emotions.

Jackpot – a big success or reward.

Explanation

Cooking makes people feel happy. Home-cooked food is usually healthier. When you put these two together, you get both health benefits and emotional happiness.



"Apart from being healthy, eating home-prepared food is also followed by more intense, positive emotions and less anxiety than consuming food away from home."



Key Words

Apart from – besides; in addition to.

Intense – very strong.

Positive emotions – good feelings like joy or excitement.

Anxiety – nervousness, stress, or worry.

Consuming – eating or drinking.



Explanation

Eating food at home is not only healthy. It also makes people feel stronger happiness and reduces stress compared to eating at restaurants.



"If you go one step further and grow some food of your own, then you do even better."

Key Words

Go one step further – do something extra.

Grow – to plant and take care of food.

Explanation

If you don't just cook but also grow your own food, you get even more benefits.

"What with the established positive health effects of being active rather than sedentary, being outside and working with nature rather than cooped up inside all day, together with the satisfaction of growing food and the deliciousness of freshly harvested produce, the happy-making potential of eating is enormous."

Key Words

Established – already known or proven.

Active – moving, doing things.

Sedentary – sitting still, not moving much.

Cooped up – stuck inside, not free.

Satisfaction – good feeling after finishing something well.

Deliciousness – the taste of being very good.

Harvested – collected from plants (fruits/vegetables).

Potential – possibility of something happening.

Enormous – very big.

Explanation

When people are active and spend time outdoors in nature, they become healthier and happier. Growing your own food gives you pride and satisfaction. Freshly picked food is tasty. All of this shows that food has a huge power to make us happy.





Workbook page 30

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An American doctor did some studies and found that sugar is like an addictive substance. Due to this there have been calls in the US for laws to restrict access to sugar. The more sceptical among us might question whether this isn't just another case of food-related scaremongering.

Main idea:

A doctor found that sugar may be addictive, but some people doubt this and think it's just exaggerated fear.

Meanings:

Addictive substance = something you can get hooked on, like cigarettes or drugs.

Restrict access = limit how much people can get.

Sceptical = not easily convinced, doubtful.

Scaremongering = spreading fear, sometimes without good reason.

Obviously, there are products on the market that are not healthy, are costly, addictive and cause diseases. But sugar? OK, we know it rots your teeth if you don't clean them. If you eat too much sugar, you put on weight. It can alter your metabolism, so when you eat sugar, you crave more. And yes, there is the "sugar-high" that kids on soda have. But honestly, sugar is harmless enough, isn't it? Or maybe most of us don't want to face the bitter truth about sugar.

Main idea:

Sugar seems harmless, but it causes tooth decay, weight gain, cravings, and "sugar highs." Most people ignore its dangers.

Meanings:

Rots your teeth = damages and decays teeth.

Metabolism = how the body changes food into energy.

Crave = strongly want more of something.

Sugar-high = a burst of energy and excitement after eating a lot of sugar.

Bitter truth = unpleasant fact we don't want to admit.

An American professor of paediatrics has studied childhood obesity. His expertise is human metabolism. He shares lectures on social media, and many went viral. He says there are more obese people in the world than undernourished people. Many believe obesity is from eating too much fat, but he argues that is not the case.

Main idea:

A professor says the global obesity problem is not mainly caused by fat, but something else.

Meanings:

Paediatrics = medicine for children.

Obesity = being very overweight.

Undernourished = not having enough food or nutrients.

Viral (lectures) = became very popular online, shared by many people.

In the 1970s, doctors linked fat to heart attacks, so the Western world went low-fat. The problem was, without fat, food tasted like cardboard. So the food industry added sugar (corn syrup, sucrose) to products. This means 35 years ago, we removed fat but added invisible sugar to almost everything.

Main idea:

When fat was removed from foods, sugar was added to replace flavor, leading to widespread sugar consumption.

Meanings:

Cardboard (taste like) = bland, tasteless.

High-fructose corn syrup = a sweetener made from corn.

Sucrose = table sugar.

Invisible sugar = hidden sugar in foods we don't expect (like pumpkin or spinach pie).

What happens in your liver when you eat too much of this 'invisible' sugar? Well, there's a complicated chain of events, but the upshot is something called 'leptin resistance'. Leptin is a hormone produced to tell us when we're full. When we eat too much fructose, leptin is sometimes switched off and we lose the ability to tell when we've consumed as much as we need. Fructose makes us want to eat more; it tells us not to be satisfied. That is good when food is scarce, but it's a disaster when it's readily available. The professor believes this is why so many people are 'off-the-scale' obese these days.

Main idea:

Too much sugar causes **leptin resistance**, which prevents us from knowing when we're full, making us overeat.

Meanings:

Upshot = result, outcome.

Leptin = a hormone that tells the body it's full.

Scarce = not much available.

Off-the-scale obese = extremely overweight, beyond normal levels.

Text:

So, should sugar consumption be regulated by law? For a substance to be controlled, it must have certain characteristics. It must have the potential to be abused, it must be unhealthy, and it must be widespread. Sugar, it seems, ticks all these boxes. Sugar is in abundance everywhere, it's addictive, and it's unhealthy.

Main idea:

Sugar has the same traits as other regulated substances—it's addictive, harmful, and everywhere.

Meanings:

Regulated = controlled by rules or laws.

In abundance = in large amounts, everywhere.

There is, of course, a big barrier to any effort to regulate sugar consumption, namely the food industry. The food industry has no impetus to change. They're making money hand over fist. Some industries still have collective influence that somehow allows them to continue selling products that have been proven to be unhealthy.

Main idea:

The food industry doesn't want change because it profits from selling sugary products.

Meanings:

Impetus = motivation or reason to act.

Hand over fist = making money very quickly.

Collective influence = power held by a group working together.

What if sugar is the culprit? What can we do? We can start the long, laborious process of coming out of denial. We can make sugar products expensive, harder to buy, and harder to advertise. We can keep them away from children. Make them taboo. To radically cut our intake would be to radically shake up the economy.

Main idea:

Solutions include raising prices, limiting ads, restricting children's access, and reducing sugar intake—even though this would affect the economy.

Meanings:

Culprit = the thing causing the problem.

Laborious = difficult and taking a lot of effort.

Taboo = something forbidden or not accepted by society.

Radically = completely, in a big way.

Here are some tips for eating less sugar or even cutting sugar completely out of your diet. Firstly, try having less sugar in your juice or breakfast cereal, swap soda for water or fruit-infused water. Next, choose natural yoghurt and add your own fruit. Avoid dried fruit, since it often has extra sugar. Choose whole wheat breads and pastas with no added sugar. Always read labels to check for hidden sugar. If you need a sweet snack, eat fruit—"an apple a day keeps the doctor away."

Main idea:

Practical tips include cutting sugar in drinks, eating natural yogurt, avoiding dried fruit, choosing whole grains, reading labels, and eating fresh fruit.

Meanings:

Infuse = soak something in liquid to give flavor.

Naturally occurring = already present in food.

Whole wheat = food made from the entire grain, healthier than refined.

Food labels = printed information on food packaging.

Read the article again. For questions 1-6, choose the correct answer A, B, C or D.

1 In Paragraph 1, what is the writer's opinion about the 'burning questions' he/she mentions?

A They are all equally important.

(B) They only affect some people. C They are not discussed frequently enough.

D They don't take account of physical effects.

2 Why does the writer use the example of Proust's madeleine?

A To emphasise the effect on Proust's mood.

B To highlight the way the brain controls feelings.

C To compare its taste to the taste of strawberries.

To illustrate the link between taste and memory.

3 In Paragraph 3, the writer suggests that eating (A) can contribute to research into happiness.

B rarely forms an element of happiness.

C warm food is responsible for our well-being.

D anything produces feelings of pleasure. 4 What does Andrew Smith think the results of his study show?

A Chocolate is clearly unhealthy.

B Eating any snacks encourages depression. Our opinions affect our moods.

D Snacks aren't consumed occasionally. 5 What does the writer conclude is the main importance of

cooking to happiness? A It takes our minds off our own health problems.

B It provides a focused activity.

C It is an important life skill.

(D) It is central to human social relations.

6 The writer promotes growing our own food because

A being outdoors is highly rewarding. B) the activity adds to the positive effects of home cooking.

C homegrown food tastes good and is healthy.

D picking homegrown food is pleasurable.

Complete the table with the adjectives in blue in the article and their noun forms.

ADJECTIVE		NOUN
1	influential	influence
2 .	emotional	emotion
3	universal	universe
1	essential	essence
5	occupational	occupation
6	elemental	element
7	nutritional	nutrition
8	psychological	psychology