

Workbook page 30



Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

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.

Text:

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.

Text:

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.

3 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.
 - ☒ D 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.
 - ☒ C 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.

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

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