

The big idea: can what you eat change your mind?

Level 3: Advanced

Article summary: This article discusses the relationship between gut health and general well-being.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about how the food we eat can have an effect on our bodies as well as on our minds. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Key words

- a. Ask students to work individually or in pairs to match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure of their meaning. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

- | | |
|------|-------|
| 1. k | 9. e |
| 2. n | 10. i |
| 3. o | 11. f |
| 4. d | 12. a |
| 5. h | 13. b |
| 6. g | 14. m |
| 7. l | 15. j |
| 8. c | |

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous exercise.

Key:

1. *dodgy leftovers*
2. *expenditure*
3. *gut*
4. *nausea*
5. *one-size-fits-all*
6. *quench*
7. *reinforce*
8. *steer clear of*
9. *ultra-processed*
10. *pick-me-up*
11. *probiotics*
12. *vital*
13. *brighter*
14. *antidepressants*
15. *microbiome*

3. Comprehension check

- a. Ask students to read the statements and decide whether they are true or false according to the article. Students should correct the false sentences to make them true based on the information they have read. They can quote directly from the article, or to make it more challenging, ask students to paraphrase the information using their own words.

Key:

1. *F – While probiotics can improve microbiome health, whether this significantly impacts mental health for most people remains unclear.*
2. *T*
3. *F – The bacterial world inside us is affected by many factors including your genes, your history of taking certain medications, and even your social interactions.*
4. *F – Signals from the gut are filtered and changed by the brain.*
5. *T*
6. *F – Reward-based learning is an ancient form of human behaviour.*
7. *T*

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8. T
9. F – *The brain learns from both positive and negative food experiences.*
10. T

4. Key language

- a. Students work individually or in pairs to find the verbs in the text. Remind students that the verbs may appear in a different form in the article (e.g. *bombard / bombarded*). You may want to elicit what students think the phrasal verbs mean based on the context before they check their predictions in task b.

Key:

1. *on*
2. *with*
3. *about*
4. *out*
5. *of*
6. *on*

- b. Ask students to work individually to complete the example sentences with the phrasal verbs from task a. Remind them that they might need to change the form of the verb. To extend the activity, ask students to work in pairs to write their own example sentences using the phrasal verbs.

Key:

1. *cancelled out*
2. *bank on*
3. *pass on*
4. *bring about*
5. *bombarded with*
6. *took a sip of*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. This task can be done individually or in pairs. It could also be given as homework. Ask students to make notes of their ideas before they begin writing. They can research online to find more information about gut health and physical and mental well-being.
- b. Ask students to share their advertisements with the class.