Unit 6 Nutrition - General
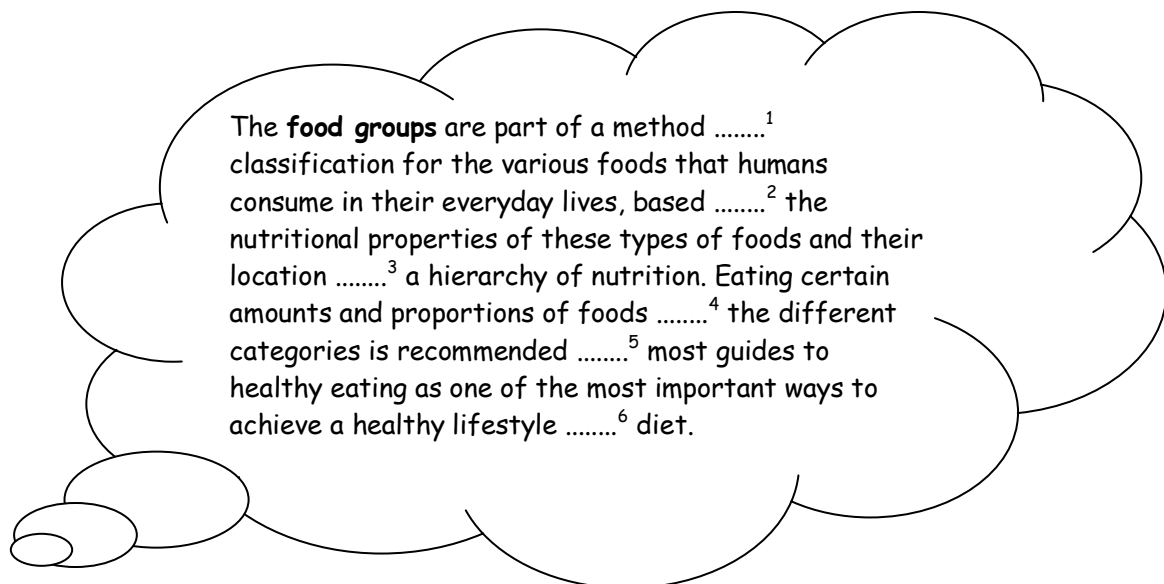
Task 1: *Study the words in the columns. Write the correct name of the food group for each column.*

1.	2.	3.	4.	5.	6.
pasta, rice, noodles, cracker, couscous bread, pit(t)a, cereals, wheat, corn, oatmeal	cauliflower, onion, lettuce, potato, cucumber, tomato, pepper, beetroot, carrot, garlic, cabbage	plum, pear, pineapple, cherries, currants, apricot, peach, raspberries, strawberries, apple, watermelon	cheese, yogurt, cottage cheese, milkshake, ice cream, soft cheese, sliced cheese, pudding, cream, whipped cream	eggs, lentils, legumes, nuts, beans, pork, bacon, beef, ham, veal, mutton, lamb, duck, goose, salmon, mackerel	butter, lard, margarine, cooking oil, cream, chocolate, biscuits, cakes, sweets, crisps, chips, fizzy drinks

Task 2: *Work in pairs. Describe at least two words from each food group. The other will try to guess which words you meant. Then switch roles.*

Task 3: *Read the introductory paragraph about food groups. Complete the correct prepositions.*

The **food groups** are part of a method ....[1] classification for the various foods that humans consume in their everyday lives, based ....[2] the nutritional properties of these types of foods and their location ....[3] a hierarchy of nutrition. Eating certain amounts and proportions of foods ....[4] the different categories is recommended ....[5] most guides to healthy eating as one of the most important ways to achieve a healthy lifestyle ....[6] diet.

Task 4: Reading: Divide into two groups. Group A will read the first 3 paragraphs (grain groups; vegetables; fruits). Group B will read the rest (dairy products; meat; fats, oils and sugars).

Comprehension questions:
1. How can each food group be defined?
2. What substances (e.g. vitamins, minerals, etc.) does each food group contain?
3. What quantity of each food group should be consumed every day?

Grain products include foods derived from cereal crops. Grains supply food energy in the form of starch, and are also a source of protein. Whole grains contain dietary fibre, essential fatty acids, and other important nutrients. Milled grains, though more palatable, have many nutrients removed in the milling process and thus are not as highly recommended as whole grains. Whole grains can be found especially in oatmeal, brown rice, corn tortillas and whole wheat bread. 5-12 servings of grain products are recommended per day.

A **vegetable** is a part of a plant consumed by humans that is not considered grain, fruit, nut, spice, or herb, i.e. the stem, root, flower, etc. Vegetables contain many vitamins and minerals, for example, green vegetables typically contain vitamin C, dark orange and dark green vegetables contain vitamin A, and vegetables like broccoli and related plants contain iron and calcium. Vegetables are very low in fats and salt, but cooking can often add these sometimes unwanted nutrients. The vegetable food group is sometimes combined with the fruit food group. It is optimal to consume 3-5 servings of vegetables in a day.

Fruits are the seed-bearing parts of plants. Fruits are low in fats, and a source of natural sugars, fiber and vitamins. Processing fruits when canning or making into juices unfortunately often adds sugars and removes nutrients; therefore fresh fruit or canned fruit packed in juice rather than syrup is recommended. The fruit food group is sometimes combined with the vegetable food group. It is best to consume 2-4 servings of fruit in a day.

Dairy products are produced from the milk of mammals, most usually but not exclusively cattle. They are the best source for the mineral calcium, but also provide protein, phosphorus, vitamin A, and in fortified milk, vitamin D. However, many dairy products are high in fat, which is why skimmed products are available as an alternative. For adults, 2-4 servings of dairy products are recommended per day. In youths, pregnant women, or breastfeeding women, 3-4 servings are recommended, while in children under 9, 2-3 servings are recommended.

Meat is the tissue - usually muscle - of an animal consumed by humans. Since most parts of many types of animals are edible, there is a vast variety of meats. Meat is a major source of protein, as well as iron, zinc, and vitamin B. However, since many of these nutrients can also be found in foods like eggs, dry beans and nuts, such foods are typically placed in the same category as meats, as meat alternatives. Although meats and alternatives do provide energy and nutrients, they are often high in fat, and can be high in sodium. 2-3 servings per day of meat or alternatives are recommended. For those who are ethically opposed to consuming meat or animal products, meat analogues such as tofu are available to fill this nutritional niche.

Fats, oils, and sugars is the designation given to those foods that do not fit into any of the previous nutritional categories. Salad dressings, butter, lard and mayonnaise all fall under the category of fats and oils, while candies and sweets fall under the sugars category. They provide calories, usually without any other vitamins or nutrients. However, they are not entirely bad, and must be consumed in moderation.

Translation: Read the same paragraphs again. Find the following expressions in the text.

Group A   Group B

obilí, obilniny _____   *obohacený* _____

zdroj bílkovin _____   *odstředěné výrobky* _____

vláknina _____   *kojící* _____

celé zrno _____   *jedlý* _____

nežádoucí živiny _____   *obdoby masa* _____

kompot _____   *konzumovat s
mírou* _____

Task 5

Food - vocabulary
Match words from the box with the words below to create meaningful phrases.

| diet | fruit | eating | meal | salad | food | meat | weight |

lose / reduce/ put on / gain _____

a balanced / a healthy / an adequate/ a special / a poor/ a slimming/ a weight-loss

_____

healthy / nutritious / organic / fresh / junk / fast/ convenience / GM _____

a light / a heavy / a big / a nourishing / a lovely / our main _____

ripe / tropical / rotten / tinned _____

white / red/ lean / fatty / raw / bad / frozen _____

a potato / a green / a fruit / a side _____

comfort / binge / _____ / disorder

Task 6   Listening – The science of spiciness
(http://ed.ted.com/lessons/the-science-of-spiciness-rose-eveleth)

Before you watch, check this vocabulary:

to sooth sth. – compound – threat – to be made up of sth. – horseradish – dilute – detectable – thrill - sensation

Watch the video and answer the questions:

1. Why does your mouth feel like it´s on fire when you eat a spicy pepper?
2. How does the body react to the burning sensation?
3. What is the difference between black pepper and chili peppers vs. mustard, wasabi and horseradish?
4. How do the spiciest peppers measure on the Scoville scale?
5. What do studies say about the original purpose of spices?
6. Why do people eat spicy food?
7. Does the pain get better if we consume spices regularly?

Task 7   GRAMMAR - Revision of tenses

Study the examples below and then write your own sentences on the same topic:

MY EATING HABITS

1. **Present Simple**
   I eat out a few times a week.
2. **Present Continuous**
   I am trying to lose weight these days.
   I´m cooking dinner for a few friends tonight.
3. **Past Simple**
   I had a tuna salad for lunch yesterday.
4. **Past Continuous**
   I was preparing this fantastic fish dish when I found out we had run out of lemons.
5. **Present Perfect Simple**
   I´ve already had three cups of coffee today.
   I´ve never eaten an insect intentionally.
   Oh, I´ve just eaten a fly!
6. **Present Perfect Continuous**
   I have been waiting for my meal for 30 minutes.
   I have been trying to find the perfect recipe for the cake since my grandma died.
7. **Past Perfect**
   I had been a few kilos overweight before I changed my lifestyle in adulthood.
8. **Future**
   I think you will feel better if you give up eating junk food.
9. **Future Perfect**
   I will have lost 5 pounds by the end of this year.
10. **Going to**
    I´m going to eat regularly, healthily and stick to a balanced diet – starting tomorrow!

Task 8 Grammar Exercise - What a language course can do

Fill the gaps with the correct tenses.

1.   I (learn) _____ English for seven years now.

2.   But last year I (not / work) _____ hard enough for English, that's why my marks (not / be) _____ really that good then.

3.   As I (pass / want) _____ my English exam successfully next year, I (study) _____ harder this term.

4.   During my last summer holidays, my parents (send) _____ me on a language course to London.

5.   It (be) _____ great and I (think) _____ I (learn) _____ a lot.

6.   Before I (go) _____ to London, I (not / enjoy) _____ learning English.

7.   But while I (do) _____ the language course, I (meet) _____ lots of young people from all over the world.

8.   There I (notice) _____ how important it (be) _____ to speak foreign languages nowadays.

9.   Now I (have) _____ much more fun learning English than I (have) _____ before the course.

10.   At the moment I (revise) _____ English grammar.

11.   And I (begin / already) _____ to read the texts in my English textbooks again.

12.   I (think) _____ I (do) _____ one unit every week.

13.   My exam (be) _____ on 15 May, so there (not / be) _____ any time to be lost.

14.   If I (pass) _____ my exams successfully, I (start) _____ an apprenticeship in September.

15.   And after my apprenticeship, maybe I (go) _____ back to London to work there for a while.

16.   As you (see / can) _____, I (become) _____ a real London fan already.

(https://www.ego4u.com/en/cram-up/tests/language-course)