

Unit 7 Diet and nutrition

Discuss in pairs:

Do you agree with the saying that we are what we eat?

What do you think about the diet of most Czech people? What about your diet – is there anything that you should change or improve?

Which cuisine do you like?

What is your favourite meal?

Task 1: Study the words in the columns. Write the correct name of the food group for each column, choose from the following list:

Fats, oils, (sugar), Fruits Grain products, Dairy products, Vegetables, Meat +alternatives (beans)

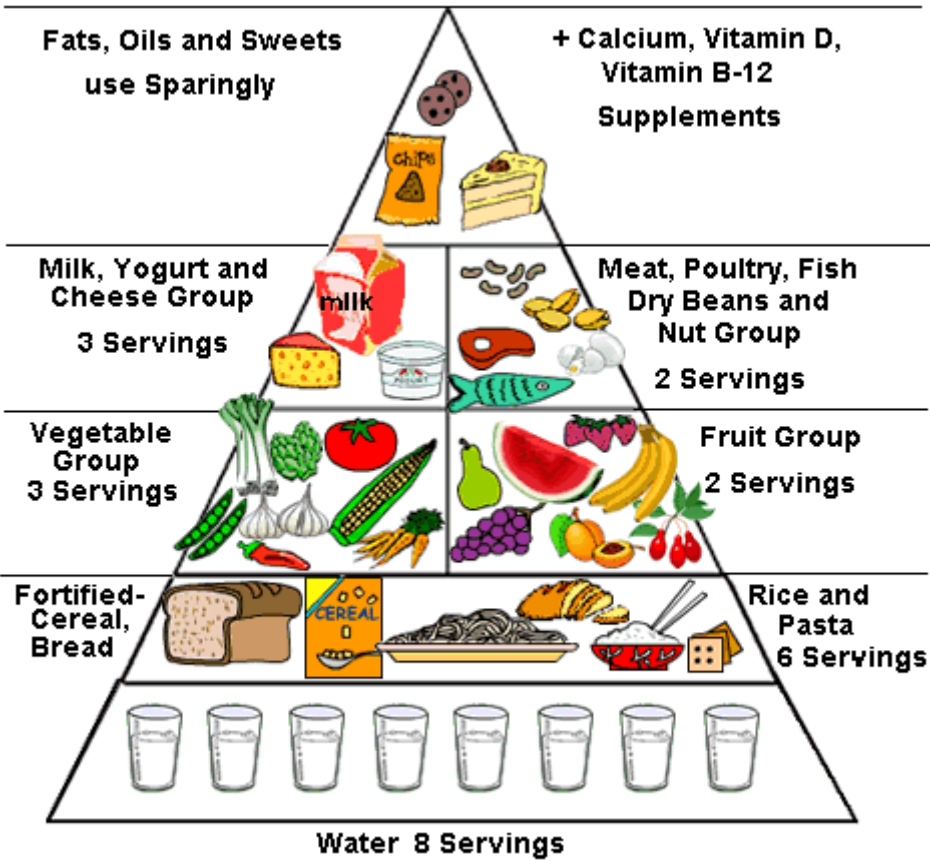
1.	2.	3.	4.	5.	6.
pasta, rice, noodles, cracker, couscous bread, pit(t)a, cereals, wheat, corn, oatmeal	cauliflower, onion, lettuce, potato, cucumber, tomato, pepper, beetroot, carrot, garlic, cabbage	plum, pear, pineapple, cherries, currants, apricot, peach, raspberries, strawberries, apple, watermelon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

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 method¹ classification for the various foods that humans consume in their everyday lives, based² the nutritional properties of these types of foods and their location³ a hierarchy of nutrition. Eating certain amounts and proportions of foods⁴ the different categories is recommended⁵ most guides to healthy eating as one of the most important ways to achieve a healthy lifestyle⁶ diet.

Task 4: Study the food pyramid below:



How many servings of the following food should we eat per day? Click the right choice:

	1	2	3	4	5	6	7	8
 dessert								
 eggplant								
 macaroni								
 meat								
 oil								
 oatmeal								
 pie								
 pretzel								
 <small>©ZoomSchool.com</small> tuna								
 sugar								

 yolk								
 milk								
 water								

Task 5: Reading

Read the text about the food pyramid for endurance athletes, then summarise the differences between the standard diet and the diet of an endurance athlete.

Food pyramids are used to represent the portions of each food group you need to be healthy. Because athletes have different nutritional needs than non-athletes, food pyramid guides have been modified to show athletes what they should consume. In order to perform well, endurance athletes need to fulfil their energy, carbohydrate, protein and fat requirements.

Fruits and Vegetables

Endurance athletes do not need to eat more fruits and vegetable than non-athletes. Food guides recommend that everyone eats at least three servings of vegetables and two servings of fruit a day. According to the Swiss Society for Nutrition, it is okay to eat more than this recommended number of servings, but it may cause some athletes to experience gastrointestinal problems.

Grains

Grains are an important part of an athlete's diet because they are the primary source of carbohydrates used for energy. Because whole grains are more nutritious than refined grains, they should be eaten more often. The recommended amount of carbohydrates for endurance athletes is about 6 to 12 g per kg of body weight. This is based on the assumption that endurance athletes exercise at an intensity that is at least 70 percent of their aerobic capacity for more than 1 hour a day. Athletes can also eat refined sources of carbohydrates such as sports drinks and energy bars, to fill more immediate energy demands.

Dairy, Meat and Eggs

Dairy, meat and eggs are sources of protein, calcium and fat. Although athletes have higher protein requirements than non-athletes, they do not need to increase their intake of these food groups. According to a Swiss study published in the 2008 issue of the "International Journal of Sports Nutrition and Exercise Metabolism," athletes can fulfil their protein requirements by eating the recommended servings of meat, dairy and eggs, along with grains that contain protein. Many sports drinks and bars also contain protein to fill the demand.

Oils

Oils are a liquid form of fat that comes from plants. They are important dietary sources of essential fatty acids that you need for proper cell function and health. Athletes need more healthy fats than non-athletes because they have higher energy requirements. They should eat an additional half serving of oil for each hour of exercise by adding cooking oil to their food and eating nut products.

(<http://www.livestrong.com/article/392079-food-guide-pyramid-for-endurance-athletes/>)

TASK 5: Vocabulary connected to food:

Exercises:

Complete each sentence with a suitable word from the list:

Add, bake, sprinkle, boil, chop, fry, grate, mix, peel, roast, squeeze /check with your dictionary where necessary/

1. John decided to the beef in the oven for two hours.
2. Put all the ingredients in a bowl and them together well.
3. First the onions into small pieces.
4. I wanted to some cakes this morning, but I did not have time.
5. Taste the soup, and salt and pepper if necessary.
6. the potatoes, and then cut them into large pieces.
7. These vegetables taste great if you them for a minute in hot oil.
8. some cheese, and sprinkle it over the spaghetti.
9. a lemon and sprinkle the juice over a salad.
10. the rice in salted water for ten minutes.

Complete each phrase with a suitable word from the list:

Bacon, biscuits, butter, chips, fork, salt saucer, vinegar

1. pepper and
2. knife and
3. egg and
4. bread and
5. fish and
6. oil and
7. cup and
8. tea and

Match the words from the box with the groups of words below to create meaningful phrases. Then use some of these collocations in sentences.

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

Fill each gap in the text with an appropriate verb from below and change each verb to the right form according to the context:

Change, Cook, Cut, Drink, Eat, Follow, Have (2x), Prepare, Stick, Stop, Taste, Try

1. I _____ out a few times a week.
2. I _____ to lose weight these days.
3. I _____ a tuna salad for lunch yesterday.
4. I can't go out, _____ dinner for a few friends.
5. I _____ my finger when I _____ this fish dish.
6. I _____ a very nice Chinese meal when I was in town.
7. I _____ three cups of coffee today.
8. I _____ the diet of nuts, fruit and vegetables for the last two weeks.
9. I _____ to a balanced diet.
10. I _____ an octopus yet .
11. I _____ drinking alcohol two years ago due to my health problems.
12. I _____ my dietary habits in adulthood.

Task 6: Listening

<https://www.youtube.com/watch?v=rr1JBZoQr44>

Listen to the story about how sandwich came into being and decide whether the statements are true (T), or false (F) :

1. The sandwich was invented by the Earl of Sandwich in the 1st century BC
2. Slices of bread were used instead of plates
3. Another expression for sandwich could also be “bread and meat” in Shakespeare’s time.
4. Lord Montagu, the 4th Earl of Sandwich was both a gambler and a workaholic
5. He ate sandwiches to save time
6. Most of bread is eaten in the form of sandwiches.

