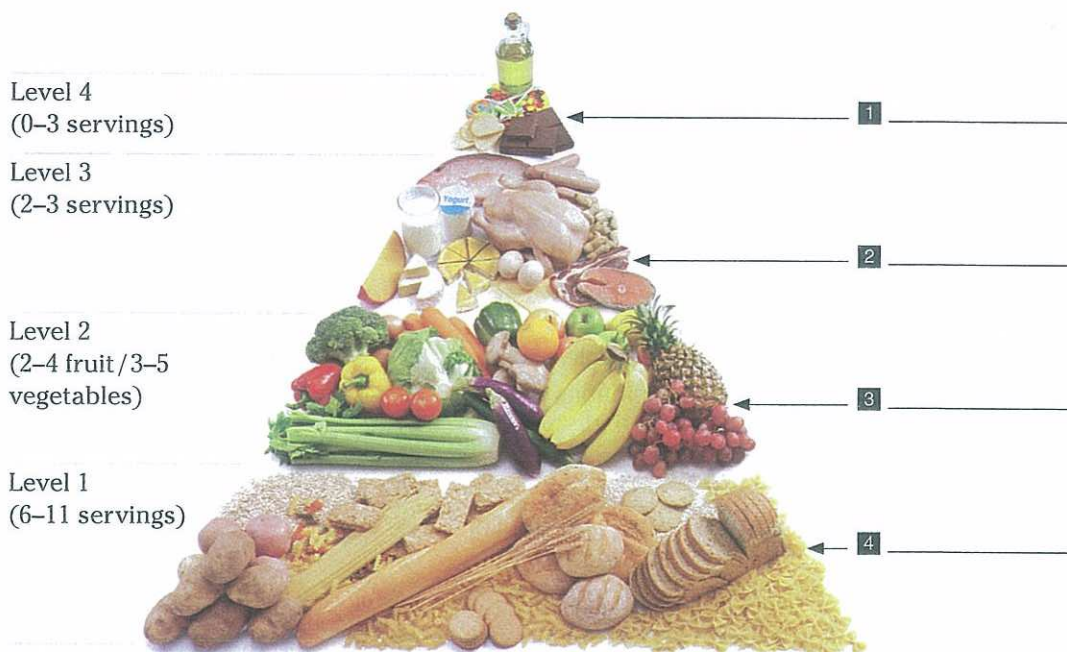


5

Food and nutrition

- talk about food and nutrition
- assess nutritional status
- talk about food allergies and intolerances
- offer advice on diet

Nutrition



- Vocabulary**
- 1 Look at the food pyramid for a healthy diet. Label sections 1–4 with the words from column 3 in the table below. Compare your answers in pairs.
 - 2 Look at the food groups table. Complete the gaps in column 2 with the words in the box.

bones build digest energy fight repair skin

Food group	What do they do for your body?	Where can you find them?
carbohydrates	They give you ¹ _____.	potatoes, rice, cereal, pasta, bread
fats	They also give energy and help ² _____ the body.	dairy products, meat, oils, sweets
fibre	It helps you to ³ _____ your food.	
minerals	Calcium is good for your ⁴ _____. Iron is good for the blood. Zinc helps you ⁵ _____ infection.	fresh fruit and vegetables (zinc in seafood)
proteins	They help the body grow and ⁶ _____ itself.	meat, fish, dairy products, beans, eggs
vitamins A, B, C, D and E	Vitamins are necessary for your ⁷ _____, bones and teeth.	fresh fruit and vegetables, dairy products

Language

Countable and uncountable nouns

Countable nouns can be singular or plural.	<i>a biscuit, three biscuits, an egg, two eggs</i>
Uncountable nouns only exist as 'mass'.	<i>(water) some water, (sugar) some sugar</i>
NB water; cheese = uncountable a bottle of water, piece of cheese = countable	
We use a lot of for countable and uncountable nouns.	<i>a lot of cheese, eggs, biscuits</i>
In questions and negatives, use many for countable, much for uncountable nouns.	<i>How many eggs? Not many.</i> <i>How much water? Not much.</i>

- 3 Complete the table with as many examples as possible from the food pyramid.

Countable nouns	Uncountable nouns
<i>an apple, two apples, a piece of cheese</i>	<i>some fruit, some cheese</i>

- 4 Look at the photos of the four women from different parts of the world and read the texts. Match the people a-d with their diets 1-4.



- I'm ¹ *a/an* Muslim so I don't eat ² *some/any* pork dishes, but I do eat ³ *a lot of/not a lot of* chicken. We have wonderful desserts in Morocco, but there's often too ⁴ *much/many* honey for me and they're really sweet, so I don't eat ⁵ *a lot of/a little of* them. I prefer eating vegetables and salads.
- As ¹ *a/an* diabetic I don't eat ² *much/many* meat and I also don't eat too ³ *many/much* dairy products. What I really like is chocolate, but I have to be careful. Sometimes I have ⁴ *a/an/some* bar of chocolate as a special treat. Last week was my birthday and my grandchildren bought me ⁵ *a/an/some* Belgian chocolates, which were delicious.
- My children are quite fussy and I generally don't cook ¹ *any/some* food that they don't like. We don't eat ² *any/some* shellfish, but we do eat fish – I had ³ *some/a/an* salmon for lunch today which was really tasty. I enjoy making vegetarian sushi. I also cook with ⁵ *a lot of/not any* grains and tofu for the protein.
- I'm ¹ *a/an* Australian-born Indian. My husband was born in India and usually cooks traditional food, but personally I don't like too ² *many/much* spicy food. We don't eat ³ *any/some* products made of beef, so we never eat ⁴ *any/some* fast food, as we're never sure what it contains. But my favourite is fruit. I eat quite ⁵ *a lot/not any of* it, especially tropical fruit, like papaya and pineapple, which I love.

- 5 Read the texts in 4 again and underline the best word in each case.

Writing 6 Write a short paragraph to describe your own diet and eating habits.

Nutritional status

Vocabulary 1 Read about how to calculate BMI or body mass index. Complete the gaps with the words in the box.

obese overweight underweight

BMI

Body mass index or BMI is used to decide if a person's weight is healthy or not.

To calculate a person's BMI, we use the formula:

$$\frac{\text{Weight in kilograms}}{\text{Height in metres}^2}$$

Readings


BMI of less than 18.5 is ¹ _____

BMI from 18.5 to 24.9 is the right weight for women

BMI from 20.5 to 25.0 is the right weight for men

BMI of 25 to 29.9 is ² _____

BMI of 30 is ³ _____

Listening 2  35 You are going to hear Nurse Sam McCarthy assessing Alain. As you listen, complete the Nursing Assessment form.

Diet restrictions and requirements	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If YES _____ _____ _____
a) BMI _____			
b) Food allergies	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If YES _____ _____
c) Last meal (date / time) _____	Give details _____ _____		

3 Underline the correct information in these statements.


- The patient's BMI indicates he is *slightly overweight* / *slightly underweight*.
- The patient wants to *gain weight* / *lose weight*.
- The patient's *current weight* / *normal weight* is seventy-five kilos.
- The patient *overeats* / *doesn't eat enough*.



Food Journal: Alain Sunderland		
Tuesday	Time	Typical Food Intake
Breakfast	7.00	nothing
Mid morning	10.30	coffee
Lunch	12.30	chicken + tomato sandwich (brown bread), coffee
Mid afternoon	15.00	one small apple
Dinner	19.00	nothing
Evening	22.00+	cup of vegetable soup (packet), two slices brown toast, carbonated drink, coffee

Speaking 4 Work in pairs. Look at Alain's food journal and discuss.


- What is good and bad about Alain's diet?
- What advice would you give him about his weight?

- 5  36 You are going to hear Nurse Sam assessing Alain's food intake. Compare her assessment of his diet and her advice with yours.

- 6 Complete the sentences using the words in the box. Listen again and check.

balanced energy intake lack skipping snack source

- 1 Your calorie _____ is very low.
- 2 It's not a _____ diet.
- 3 You _____ protein, carbohydrates and fibre.
- 4 You're _____ breakfast.
- 5 After eight to ten hours without food, your body needs _____.
- 6 Brown bread is a good _____ of fibre.
- 7 The only _____ you took yesterday was a piece of fruit.

- 7  37 Listen to the final part and complete the assessment.

Mr Sunderland is a _____. He could bring _____ to work.

- Reading 8 Read Annabelle Driver's case history and her food journal. Write six sentences assessing her food intake. Write about these things.

- | | |
|----------------------------|-------------------------------|
| 1 her calorie intake | 4 meals that she skips |
| 2 how balanced her diet is | 5 fibre |
| 3 snacks | 6 what she should eat more of |

Case History: Ms Annabelle Driver, 34, is recovering from varicose vein surgery. The patient is unemployed and a single parent with two teenagers living in a deprived area. She suffers from asthma and has a BMI of 30. Because of her weight, the patient finds it difficult to exercise. Ms Driver has also suffered from mild depression in the past.

Food Journal: *Annabelle Driver*

Tuesday	Time	Typical Food Intake
Breakfast	9.00	nothing
Mid morning	11.00	large milky coffee and 2-3 biscuits
Lunch	13.30	two burgers, large portion of chips, two bananas, packet of nuts, two cokes
Mid afternoon	15.00	two cups of tea, large packet of crisps, one doughnut
Tea	17.00	a banana, a chocolate bar
Dinner	20.00	large serving of pasta, meat sauce, ice-cream, cake, an apple, two cokes
Evening	23.30	cup of tea and 5-6 biscuits

- Speaking 9 Write your own food journal. Prepare to present an assessment of your food intake to the class. Use the same headings as for Annabelle Driver in 8.

Food allergies and intolerances

Speaking 1 Which foods are people often allergic to? What are the symptoms of an allergy? Work in pairs and discuss.

Reading 2 Match the words with the definitions.

- | | |
|-----------------|--|
| 1 adverse | a) it protects the body from infection |
| 2 immune system | b) substances that destroy disease |
| 3 harmful | c) negative or bad |
| 4 antibodies | d) it can hurt you |



3 Complete the first part of the patient leaflet with words from 2 above.

What is a food allergy?

If you experience an ¹ _____ reaction to a food, this is sometimes because of a food allergy. A food allergy occurs when the ² _____ believes, by mistake, that a food is ³ _____. When this happens, the immune system creates special ⁴ _____ to help it protect the body from the harmful food. The next time you eat that food, these antibodies go to work. They tell the immune system to release chemicals called histamines into the body. These chemicals cause the allergic symptoms which can affect your respiratory system, gastrointestinal tract, skin or cardiovascular system. A strong allergic reaction can kill you.

4 Read the second part of the patient leaflet and check your answers to 1.

Causes and symptoms

Any food can cause an allergic reaction. However, 90% of all reactions are caused by the following eight foods: fish and shellfish, peanuts, milk, eggs, wheat, nuts and soy.

Food allergy symptoms generally appear within a few minutes or up to two hours after eating one of these foods. Symptoms include minor reactions such as a tingling sensation in the mouth, a rash and swelling, or eczema, abdominal cramps, diarrhoea, or vomiting. More serious reactions could be swelling of the tongue and throat, wheezing, breathing difficulties, or a decrease in blood pressure. Loss of consciousness is also possible and even death, although this is very rare.

If you have any of these symptoms after eating, tell your doctor, even if the symptoms are mild or disappear within a few minutes.

Pronunciation 5 Work in pairs. Take turns to read the sentences out loud. Underline the stressed syllable in the words in bold.

- | | |
|--|---|
| 1 My son has lots of food allergies . | 4 Do you suffer from abdominal pain? |
| 2 She has a severe allergic reaction to nuts. | 5 His respiratory system was affected. |
| 3 I had a pain in my abdomen . | 6 Respiration is one of the vital signs. |

6 38 Listen and check your answers. Then listen again and repeat.

Speaking 7 What do you know about diabetes? Work in pairs and discuss these questions.


- 1 What is diabetes?
- 2 What causes diabetes?
- 3 What are the treatments for diabetes?

Reading 8 Read this definition of diabetes from a nursing reference book and check your answers in 7.

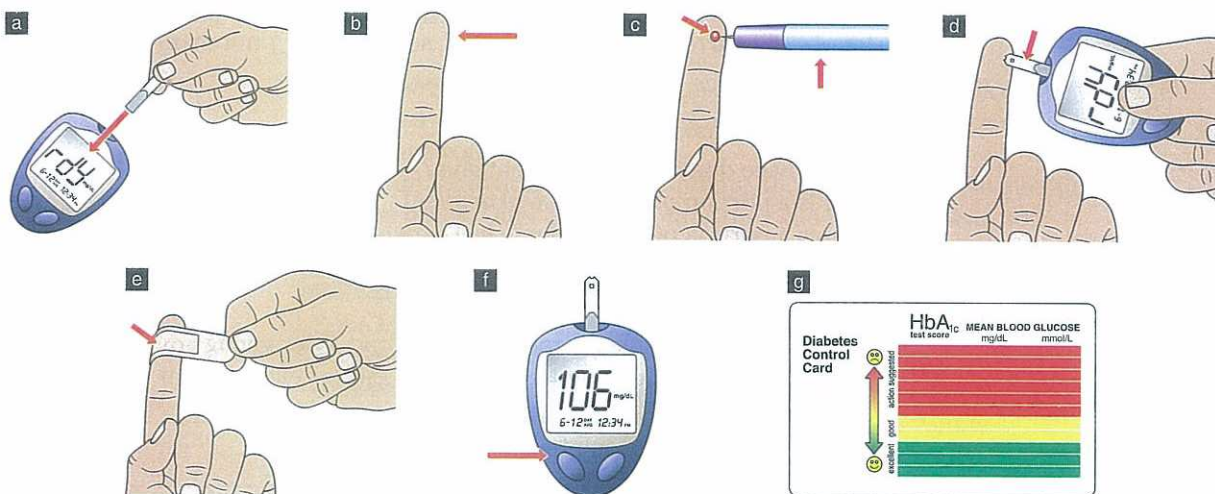
Diabetes

Diabetes mellitus (sometimes called sugar diabetes) is a condition that occurs when the body can't process glucose properly and has very high blood sugar. Glucose is sugar that the body uses for energy and it is normally controlled by a hormone called insulin. Insulin is produced by the pancreas and if a person has diabetes this is either because the pancreas does not make enough insulin (Type 1 diabetes) or the body can't respond normally to the

insulin that is made (Type 2 diabetes). A level of blood sugar produces the classic diabetes symptoms of needing to urinate very often, feeling thirsty and losing weight. However, it is very common for overweight people to get diabetes so the condition is linked to obesity. Patients with Type 1 diabetes can control the condition with insulin and patients with Type 2 diabetes can control it with diet and exercise.

Listening 9  39 Listen to Joely Thomas, a student nurse, learning how to administer a blood sugar test. Label the diagram with the words in the box.

blood glucose chart drop of blood finger glucometer lancet plaster screen test strip



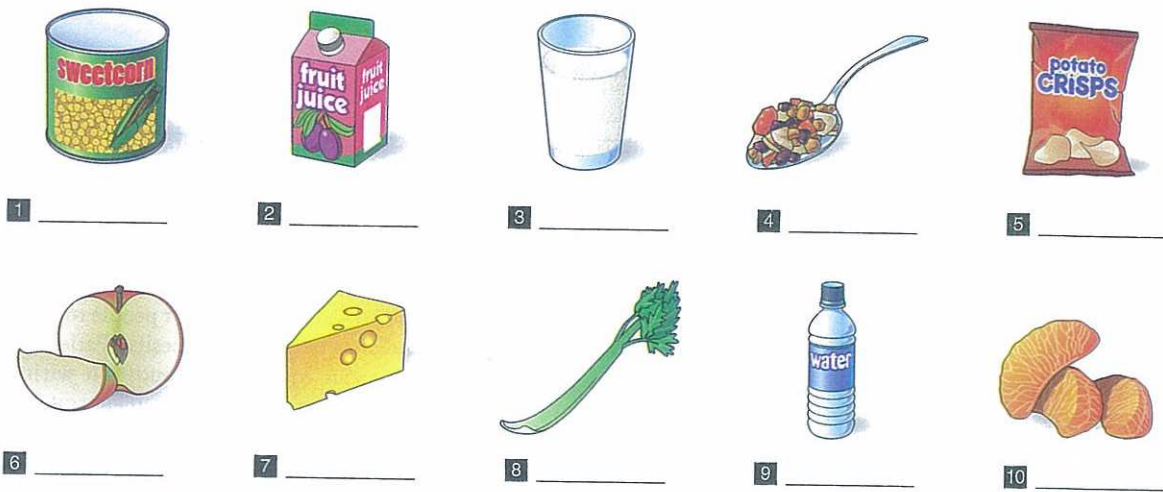
10 Listen again and answer these questions.

- 1 What does the glucometer measure?
- 2 Where does the nurse take the patient's blood from?
- 3 What does the nurse put in the glucometer?
- 4 What result can you see? What does it mean?

Speaking 11 Work in pairs. Take turns to practise taking your partner's glucose level using these prompts.

- 1 Ask / patient / permission
- 2 Tell / patient what / going to happen
- 3 Explain / test strip / glucometer
- 4 Ask / hold out finger and explain / prick finger
- 5 Take / blood and give / patient / plaster
- 6 Read glucometer / Tell the patient / result

Advice on diet



Vocabulary 1 Label the pictures with the words in the box.

bottle can carton glass packet piece segment slice stick tablespoon

Listening 2 40 Listen to Maggie, a school nurse, giving advice about nutrition to a group of adolescents. As you listen, tick (✓) the quantities you hear.

- ☐ a lot of ☐ carton ☐ portion ☐ segment ☐ not many
☐ packet ☐ slice ☐ can ☐ stick

3 Listen again and answer the questions.

- 1 What advice does the government give?
- 2 What is a portion of fruit? (*two examples*)
- 3 What is a portion of vegetables? (*two examples*)
- 4 What does Maggie say about starchy vegetables such as potatoes?
- 5 What is Maggie's advice about ready-meals?

4 41 You're going to hear practice nurse Brad Tyler giving advice to three of his patients. Listen and complete the statement for each patient.

- 1 Lena is recovering from glandular fever and wants to _____.
- 2 Frank has just had a heart attack and wants to _____.
- 3 Edith is on a weight loss programme, but she wants to _____.

5 Listen again and complete the nurse's suggestions. Then match each one to the correct patient L (Lena), F (Frank) or E (Edith).

- _____ 1 How about _____ the _____?
- _____ 2 Can I suggest you _____ little and _____ at first.
- _____ 3 Why don't you try _____ instead of meat?
- _____ 4 It is important to _____ if you want to _____.
- _____ 5 And it's important to _____ lots of _____.

Language

Giving suggestions and advice

should / shouldn't + infinitive	<i>You should eat more fruit and vegetables.</i> <i>You shouldn't eat fatty foods.</i>
tentative suggestions	<i>How about drinking more water?</i> <i>Can I suggest you try a vegan diet?</i>
strong suggestions	<i>It is advisable to give up smoking if you are pregnant.</i> <i>It is important to eat more fibre.</i>

- 6** Rewrite these suggestions replacing *should* with another expression from the box.
Example: *It's advisable to only eat red meat once a month, according to government advice.*

- 1 You should only eat red meat once a month, according to government advice.
- 2 You shouldn't skip breakfast; it's the most important meal of the day.
- 3 You should play football with your kids in the park.
- 4 You shouldn't have more than one cup of coffee a night.
- 5 You should go swimming if this is your favourite sport.
- 6 You shouldn't include too many complex carbohydrates in your diet.

Writing 7 Write two pieces of advice each for Lena, Frank and Edith.

Speaking 8 Work in pairs. Student A, look at the information below, Student B, turn to page 68.

- 1 You are Susie Marshall and Student B is your doctor. Talk about your diet and answer the doctor's questions. Listen to their advice on how you can improve your diet.
- 2 You are Student B's doctor. Find out about their diet. Ask questions and make notes. Offer advice on how they can improve their diet.

Case history:

Susie Marshall, 30 years, is single and works as a financial advisor. She trains at her local gym for 60 minutes a day. She is in a stressful job and sometimes suffers from dizziness, but has no other symptoms. Her GP has asked you to give Susie advice on a diet plan. Susie has been vegetarian since she was at university.

Food Journal: Susie Marshall		BMI: 18.9
Tuesday	Time	Typical Food Intake
Breakfast	7.00	nothing
Mid morning	10.30	apple, carton yogurt
Lunch	12.30	cheese sandwich
Mid afternoon	15.00	small carton apple juice
Dinner	19.00	salad, ½ baked potato, carbonated drink
Evening	20.00+	cup of coffee