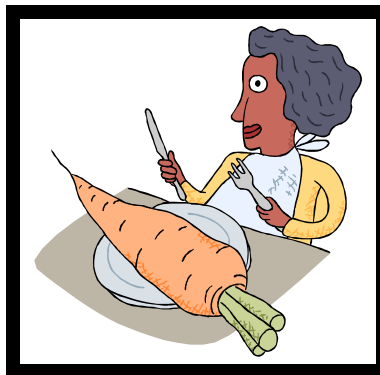


ESL Health Unit

Unit Four Healthy Aging

Lesson One Nutrition



Source: http://www.clipart heaven.com/clipart/health_&_medical/cartoons/hospital_meal_3.gif

Reading and Writing Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”

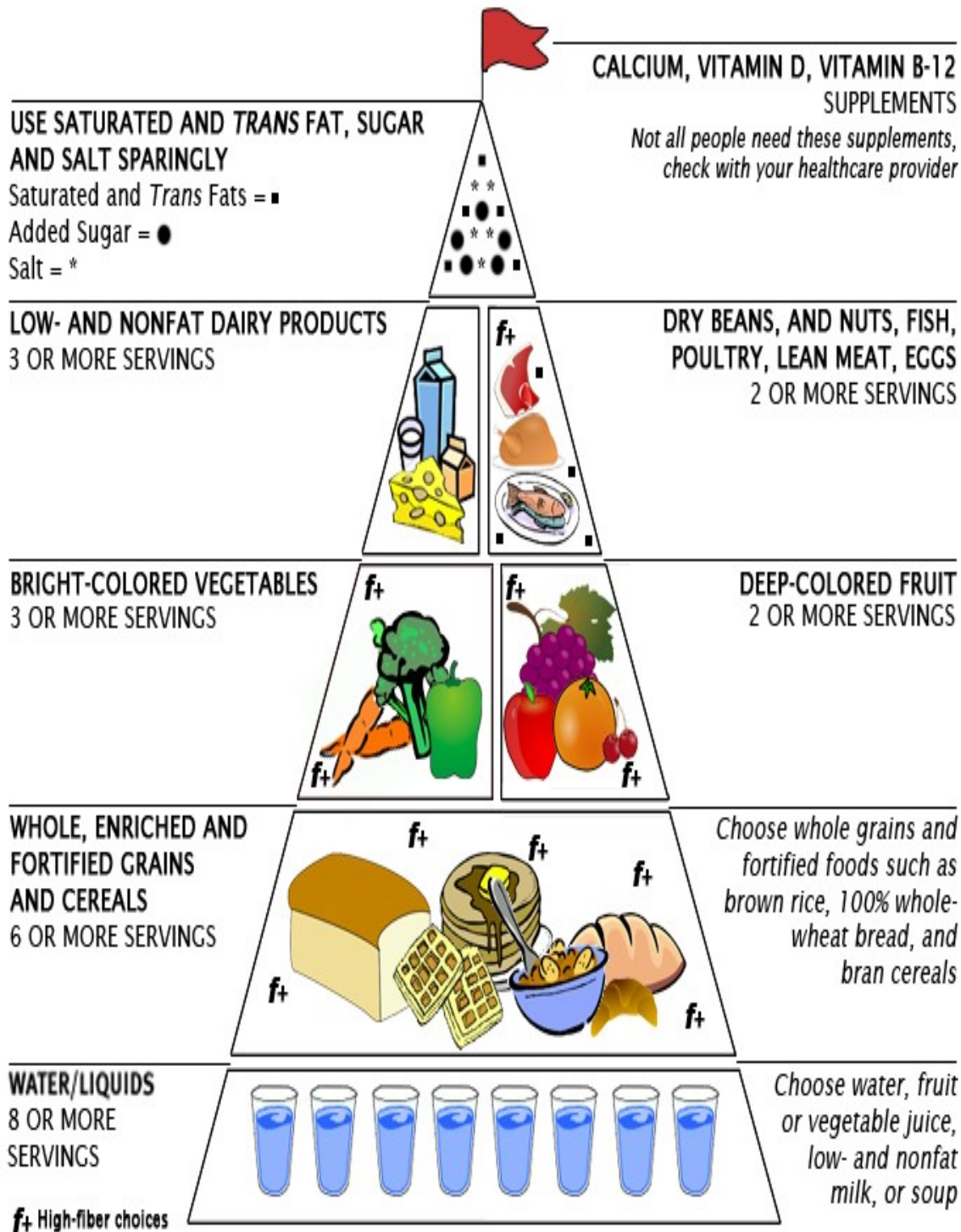


Lesson One: Nutrition

Reading and Writing Practice

Before You Read!

In this lesson, you will read about Eleanor's problem with her diet. Eleanor went to the doctor. The doctor gave her this food pyramid and asked her to follow it. Before you read Eleanor's story, study the pyramid. Answer the questions that follow with your classmates and teacher.



*Adapted from <http://mainegov-images.informe.org/dhhs/beas/nutrition/pyramid.gif>, Tufts University 2002

Activity One:

1. *Look at each section of the pyramid. Make a list of some of the foods that you see in each food group.*

<i>Food group:</i>	<i>Examples of foods:</i>
<i>Water/liquids</i>	
<i>Grains and Cereals</i>	
<i>Bright colored vegetables</i>	<i>broccoli</i>
<i>Deep colored fruit</i>	<i>apples</i>
<i>Dairy products</i>	<i>milk</i>
<i>Dry beans, nuts, fish, poultry, meat and eggs</i>	
<i>Fats, salt, sugars</i>	
<i>Vitamin supplements</i>	<i>calcium</i>

2. *Which food groups should you eat the most of?*
3. *Which food groups should you eat the least of?*

4. *What are your favorite foods? Which food groups do your favorite foods belong to?*

Grammar Tip: Count vs. non-count nouns

When we are talking about food, it is important to know the difference between count and non-count nouns. In this grammar focus, you will learn to

- Use the noun plural ending **-s** correctly
- Use words that express quantities, such as **some, many, a little...**

Count vs. Non-count

There are two kinds of nouns: those that can be counted and those that cannot be counted.

Count nouns refer to things that can be divided up into smaller parts. We can see or hear these things and count them. Count nouns can be made plural by adding a final **-s** to the nouns. Here are some nouns that you can count:

Count nouns	Plural count nouns
apple	(two) apples
bottle	(three) bottles
carton	cartons
hamburger	hamburgers

Non-count nouns refer to things that cannot be counted because they are whole things which cannot be divided into parts.

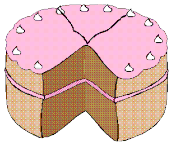
Illustration: Think of the batter you use to bake a cake. Before you put the batter into the oven, you cannot divide it into its parts because it is a liquid mix. Think of the liquid mix as a non-count noun.



Picture taken from: http://www.asahi-net.or.jp/~bd9y-ktu/test/ishi/people_f/ill_f/nkitchen_f/batter.GIF

After you bake the cake, it becomes solid and you can cut it into pieces.

Now you can think of the pieces of cake as the count nouns. We can count the cake and its pieces.



Picture taken from: http://www.cut-the-knot.org/do_you_know/cake.gif

Non-count nouns **cannot** be not made plural. For example: *milk* cannot become → “*milks*”. If we divide non-count nouns into parts, we need to use a quantifier. Here are some examples of non-count nouns and quantifiers:

Non count nouns

meat
bread
water
milk

Non-count nouns with

quantifiers

some meat
a package of bread
a glass of water
two cartons of milk

Quantifiers

Quantifiers are words that give us more information about nouns. They tell us how many or how much. To choose the correct quantifier you need to know whether the word is a count or a non-count noun. Look at the examples for the count noun *eggs* and the non-count noun *water*.

Use these quantifiers with **count**

Use these quantifiers with **non-count**

nouns:

nouns:

several eggs

a little water

few eggs

very much water

none of the eggs

no water

Use these quantifiers with **both count and non-count nouns:**

all of the eggs/water

some eggs/water

a lot of eggs/water

Note: with foods, some non-count words such as water, coffee or meat, we can add a counting phrase to talk about quantities, like:

A cup/two cups of milk

A glass/two glasses/a couple of glasses of water

A package/two packages of meat

Practice One

Look at the list of nouns and identify if they are count or non-count.

Pluralize the count nouns.

Noun	Count or non-count?	Plural form
1. apple		
2. jar		

3. meat		
4. hamburger		
5. milk		
6. coffee		
7. egg		
8. bottle		
9. broccoli		

Practice Two

Look at the nouns in the following sentences and decide if they are correct or not. Check (✓) the appropriate column

	Correct	Incorrect
<i>1. The mother gave some milks to her children.</i>		
<i>2. Today at lunch I ate a couple of apple.</i>		
<i>3. I have a lot of jars in my kitchen.</i>		
<i>4. Every afternoon we go to the café to have a cup of coffee.</i>		
<i>5. My friend likes to eat eggs for breakfast.</i>		
<i>6. We used three broccolis in the recipe.</i>		
<i>7. McDonald's sells hamburgers all over the world.</i>		

Practice Three

How much food should we eat according to the food pyramid? Choose which quantifier is most appropriate in the following sentences.

1. Drinking _____ coffee can be unhealthy.
a. several b. two cups of

2. To stay healthy, we should try to eat _____ fruit every day.
a. some b. several

3. We should eat _____ nuts.
a. a lot of b. few

4. Adding _____ broccoli to your diet is healthy.
a. some b. few

5. The food pyramid recommends that we eat _____ fat.
a. a lot of b. a little

6. Eating _____ bright colored vegetables is healthy.

a. very much

b. a lot of

7. My doctor recommends that I eat _____ whole grains.

a. six servings of

b. a little

8. Drinking _____ liquids prevents dehydration.

a. very much

b. a lot of

Activity Two:

What do you usually eat each day? In the space below, describe your diet and share it with your partner. As you list the foods you eat be sure to use plural forms and quantifiers.

1. What do you eat for breakfast?
2. What do you eat for lunch?
3. What do you eat for dinner?
4. Do you have snacks during the day? What are they?
5. How much water/liquid do you drink each day?

Reading One

This story was generated by the course developer for instructional purposes.

Next read Eleanor's story and answer the questions that follow with your classmates and teacher.

My name is Eleanor and I am 80 years old. I used to cook for myself. I used to walk to the store everyday with my friend Celia to buy the things I needed. But last year my eyesight got bad and I couldn't walk to the market anymore. Since then my diet has not been very good. I often skip meals. When I do eat, I eat a lot of junk food, especially sweets.

The last time I went to the doctor, she said I gained 15 pounds and I was dehydrated. I have diabetes and must keep my weight low. She told me I needed to change my diet. First, I have to drink more every day. I have to eat more fruits, vegetables and whole grains. I need to eat less meat and less fat. I also need to take a vitamin supplement.

New words

Skip meals: not eat meals

Junk-food: food with little nutritional value

Dehydrated: the effect of not drinking enough water

I am worried about my diet now but I don't know what to do. I can't walk to the market anymore and I can't see well enough to cook for myself.

1. Why did Eleanor change her eating habits?
2. Why is Eleanor's doctor worried about her weight gain?
3. Eleanor needs to change her diet. What foods should she eat more?
4. What foods should Eleanor eat less?
5. Do you think Eleanor will follow her doctor's advice? Why or why not?

Nutrition Risk Test

Could your diet put you at risk for serious health problems? Answer the following questions with your classmates and teacher and then discuss your nutritional health score.

Read the statements below and check "Yes" for those that apply to you.

1. I have a medical condition that made me change the food I eat.	<input type="checkbox"/> Yes
2. I eat fewer than 2 meals per day.	<input type="checkbox"/> Yes
3. I eat few fruits, vegetables, or milk products.	<input type="checkbox"/> Yes
4. I have tooth or mouth problems that make it hard for me to eat.	<input type="checkbox"/> Yes
5. I don't always have enough money to buy the food I need.	<input type="checkbox"/> Yes
6. I am not always physically able to shop, cook and/or feed myself.	<input type="checkbox"/> Yes

Now total your nutritional score.

0.2 You have no need to change your diet. Take this quiz again in 6 months.

3.5 See what you can do to improve your diet and lifestyle. Bring this quiz with you the next time you visit a medical professional or social services agency. Ask for help to improve your nutritional health.

Discuss your score with your classmates. Do you or any of your classmates have problems with your diet? Work together to make a list of suggestions for what everyone can do to improve their nutrition. If you can't think of any solutions to this problem, read through the Health Watch box below for ideas.

Health Watch: What you can do to improve your nutritional health

It is important to pay attention to the warning signs of poor nutritional health. If you have any of these problems, read what you can do to improve your health.

Problem: Can't chew (*biting your food with your teeth*)

Do you have trouble chewing? If so, you may have trouble eating foods like meat and fresh fruits and vegetables.

What to do: Try other foods.

Problem: Can't shop

You may have problems shopping for food. Maybe you can't drive anymore.

You may have trouble walking or standing for a long time.

What to do:

- Ask the local food store to bring groceries to your home.
- Ask a family member or neighbor to shop for you.
- Sign up for help with a local volunteer center, church or synagogue.

Instead of:

Try:

fresh fruit

fruit juices and

soft canned

fruits, like

applesauce

raw vegetables

vegetable

juices and

cooked

meat
ground meat,
eggs, and foods
made with
milk, like
cheese, yogurt
and cream
soups

sliced bread
cooked cereals,
rice, bread
pudding

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”



Lesson One: Nutrition

Listening and Speaking Practice!

Before You Listen!

Vocabulary

*Study these new vocabulary words before you listen. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 1. My father is the **chef** in the family. He cooks delicious foods.*
- 2. The four main **ingredients** in bread are flour, salt, yeast and water.*
- 3. My mother always uses **recipes** when she cooks. She likes to follow the instructions very carefully.*
- 4. My doctor advises me to **avoid** salt and fat in my diet. I should stay away from these ingredients.*
- 5. Antonio cooks delicious **fried** chicken. He cooks the chicken in oil.*

6. *Salt and pepper are typical **seasonings**. They add **flavor** to food. They make food taste better.*

Activity One:

Answer the following questions and then review them together as a class.

1. Do you like to cook? If so, do you cook with recipes?
2. What kinds of ingredients are most common in a healthy diet?

Listening One: Healthy recipes

****Note to teacher: Do **not** pass out the written text below until students are ready for the “Talk About It!” activity. Record it onto a cassette and have students listen to the recording (if you have time, it may be helpful to ask a friend or family member to record this message so that your learner(s) can practice listening to an unfamiliar voice). Play once or twice before they begin to listen for specific information.**

Listen to the conversation from a call-in radio talk show. A chef is talking about how to cook healthy foods. Listen to the conversation and then answer the questions that follow with your classmates and teacher.

Chef Wong: Welcome to the show. Today, we are talking about how to cook healthier foods. We all know that to stay healthy, we need to eat more fruits, vegetables and whole grains. We also need to limit the fat, salt and sugar in our diet. How can we control our diet? Cook at home, using simple recipes and fresh ingredients. Today we'll discuss making your favorite recipes healthier. Let's talk about cooking! Ok, looks like we have a call. Hello? Are you there, caller?

Maria: Hello? Yes?

Chef Wong: Hi. Welcome to the show. Please introduce yourself.

Maria: My name is Maria and I'm calling from Philadelphia. I recently learned that I have high blood pressure, and my doctor told me I need to lose weight. I love cooking and eating, so I am worried about using my old recipes. Maybe they are not healthy for me. Can you help me?

Chef Wong: Sure. Don't worry! Learning to cook healthy food is simple. Do you have a favorite recipe you'd like to talk about?

Maria: Yes. I really love to cook fried chicken with rice. My mother taught me how to make it.

Chef Wong: Well, your basic ingredients, chicken and rice, sound healthy. Tell me more about your recipe. How do you cook this dish?

Maria: Well, first I season my chicken with lots of salt and spices, you know, to give it flavor. Then I heat one cup of olive oil in a frying pan and I add the chicken.

Chef Wong: Ok, let's start with your seasoning. Try to reduce the amount of salt. Use healthier seasoning like pepper instead. Also, one cup of oil is too much! You can fry chicken with only 2 tablespoons of oil.

Maria: If I make these changes will my dish still have the same flavor?

Chef Wong: No. For more flavor, try adding some vegetables to your recipe, like broccoli or tomatoes. Add only healthy ingredients. Remember the food pyramid! We should all avoid eating too much salt and fat.

Maria: Ok, that sounds like a good idea. I will try it this weekend.

Thank you, Chef Wong.

Chef Wong: You're welcome, Maria. Good luck!

Activity Two

Choose whether the following statements are true or false based on the listening:

1. To stay healthy we should eat more fruits and vegetables. T F
2. Maria has diabetes and needs to lose weight. T F
3. Maria loves cooking and eating. T F
4. Chef Wong advises Maria to use less oil. T F
5. If she follows Chef Wong's advice, the flavor of Maria's dish
will remain the same. T F
6. Maria will try the new recipe. T F

Activity Three:

Listen again and try to fill in the missing nouns from the following segments from Chef Wong. When you finish compare answers with your neighbor.

Can you identify the count and non-count nouns?

Segment One

Welcome to the show. Today, we are talking about how to cook healthier _____ . We all know that to stay healthy, we need to eat more _____ , vegetables and whole grains. We also need to limit the _____ , salt and sugar in our diet. How can we control our diet? Cook at home, using simple recipes and fresh _____ . Today we'll discuss making your favorite _____ healthier.

Segment Two

No. For more flavor, try adding some _____ to your recipe,
like broccoli or _____. Add only healthy ingredients.
Remember the food pyramid! We should all avoid eating too much
_____ and fat.

Activity Four

*Practice the dialogue with a partner. Take turns being Maria and Chef
Wong.*

Talk About It!

Grammar Tip: Used To

We use “*used to*” to talk about things we did in the past but do not do anymore. For example:

- I *used to* do my own grocery shopping, but now my eyes are bad and I can't see well enough.
- Juan *used to* think he could not cook, but now he cooks for himself every day and he enjoys it!

Structure: *used to* + main verb

Pronunciation note: Rhythm

When you pronounce the verb phrase with *used to*, the word ‘to’ is reduced.

In spoken English, it sounds like “ta”. The main verb gets stressed. Listen to your teacher pronounce the examples in the grammar explanation above, and repeat the verb phrase.

- I *used to* ride my bicycle to school.
- We *used to* cook all our meals at home.

Activity One:

Read the following stories about Juan and Elise.

Juan's Story

Last year, I moved to a new town where my daughter lives. My new home was not near a supermarket or a restaurant, so I began to eat less. In my hometown, I used to eat with my friends at their house. Sometimes I used to eat at a neighborhood café. I never learned how to cook.

One afternoon, I had a headache and felt dizzy. My daughter called 911. When I got to the hospital they told me I was extremely dehydrated. I told them about my change in diet and they introduced me to a nutritionist. The nutritionist told me that I needed to eat more calories and drink more water every day. My daughter taught me to cook my favorite food. I used to be nervous about cooking, but now I cook well! I make dinner for myself every day. Sometimes I invite my daughter to eat with me.

Which statements are true about Juan's past habits? Check (✓) them.

- Juan used to eat with his friends.
- Juan used to live in another town.
- Juan used to cook his own meals.
- Juan used to feel dizzy.
- Juan used to be nervous about cooking.

Elise's Story

Six months ago I found out my sister has diabetes. She saw a nutritionist. The nutritionist told her that eating too much fat could increase her chances of heart disease. We needed to cut the fat from her diet. It wasn't easy because fat is in everything we like to eat - red meat, butter, cheese, ice cream! We used to eat these things every day. I never thought about fat in our diet.

I tried to change our favorite recipes, and cut back on sugar and butter. We both used to love to bake cakes. We also used to bake cookies all the time. At first making these changes was hard, but now we find ways to make foods we like. We have so much extra energy from eating our new healthy diet. I think our lives have changed for the better!

Which statements are true about Elise's and her sister's past habits? Check (✓) them.

- Elise's sister used to have diabetes.
- They used to eat ice cream.
- Elise used to think about the fat in her diet.

- Both sisters used to love baking.
- They used to have extra energy from their diet.

Activity Two:

Skim the stories in Activity Two above. Underline the verb phrases which contain 'used to.' Read each phrase out loud, and focus on reducing 'to.'

Activity Three:

Complete the following statements about your past dietary habits. Try to use count and non-count nouns and quantifiers in your answers. Remember to reduce 'to' in the verb phrase.

1. In my home country, my mother used to make

2. When I was a young child I used to like eating

3. When I was a teenager, I used to drink

4. When I first came to the US, I used to like eating

Activity Four:

*Ask several classmates about their past dietary habits. After each one write three to four sentences about what they **used to do** but do differently now.*

Your question: What kinds of foods did you use to eat but no longer eat today?

Your partner's answer: I used to

Write your classmates' responses in the chart below:

Your partner's name	Your partner's response

ESL Health Unit

Unit Four

Healthy Aging

Lesson One Nutrition



Real Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Lesson One: Nutrition

Real Practice!

Keeping a Food Diary

Instructions

The information you write in your food diary will help you and your doctor make an eating program to meet your special needs. Follow these instructions to get the most out of your food diary.

How much:

In this space, write the amount of the food item you ate. Give the size, the volume (1/2 cup), the weight (2 ounces) and/or the number of items (12) of that type of food.

What kind:

In this column, write down the type of food you ate. Be as specific as you can. Include "extras," such as soda, salad dressing, butter, sugar and ketchup.

Time:

Write the time of day you ate the food.

Where:

Write where you were when you ate. If you ate in a restaurant or your car, write that location.

Alone or with whom:

If you ate by yourself, write "alone." If you were with friends or family members, list them.

Activity:

In this column, list any activities you were doing while you were eating (for example, working, watching TV).

Mood:

How were you feeling while you were eating (for example, sad, happy, depressed)?

Helpful Hints:

1. Don't change your eating habits while you're keeping your food diary.
2. Tell the truth. Your doctor can help only if you record what you really eat.
3. Record what you eat on all days your doctor recommends.
4. Be specific. Write details before you forget them.
5. **Be sure to bring the completed forms back with you to your next doctor's appointment.**

Sample Food Diary

*A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Four: Healthy Aging
Lesson One: Nutrition*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns
- Be able to use the phrase “used to”
- _____

