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Food Groups



- **Themes**

Food group properties, dietary pattern, nutrient-dense foods, “My Plate”, food safety recommendations

- **Academic Speaking Skills**

Describing a process

- **Grammar**

Passive Voice

- **Note-taking Practice**

Taking notes from a talk on “Choose my Plate”

- **Academic Vocabulary Skills**

Weights & Measurements

- **Academic Writing Skills**

Paragraph Writing, Linking Words

Discussion

Task 1 Discuss with your partners and answer the questions:

1. Name some food groups:
2. What do you know about the “Choose My Plate” plan?
3. What are the four “Food Safety Recommendations”?
4. Can you describe the process of making a chicken soup?
5. What does the topic sentence of each paragraph contain?

Academic Speaking Skills

Describing a Process

Describing a process can include describing how something works, is created or produced. Processes may be either natural or man-made.

Before beginning to describe a process, it is a good idea to clarify **what** you’re going to describe and (possibly) **why**. You may also list the **number of steps**. In this way, you assist the reader / listener in understanding the order and in “embarking” on what they are about to read or listen to.

To explain the various phases of a procedure, appropriate **sequencers** should be used.

First, First of all / The first step is, To begin

Secondly, Thirdly

Next, Then

After that

Afterwards

Meanwhile

Subsequently

Later

Finally, In the final step / stage, Last, Lastly

e.g “How to make filtered coffee”

Coffee is something to look forward to after a long day’s work. I’m going to explain **how to make the best filtered coffee**. It is a simple task with **four stages**.

To begin, place a coffee-filter in the filter basket. **Then**, fill the coffee machine with 2 cups of water. **After that**, place three tea spoons of coffee inside. **Next**, plug in and switch on the coffee machine. **Finally**, wait until the coffee is ready. Enjoy!

Speaking

Task 2 Applying what you have just learned, describe the process of soup making. Make sure you write a small introduction and use appropriate sequencers.

You could start:

Grandma’s recipe for soup might be useful when you’ve caught a cold. I’m going to explain



Figure 1: grandma's soup

SEQUENCERS

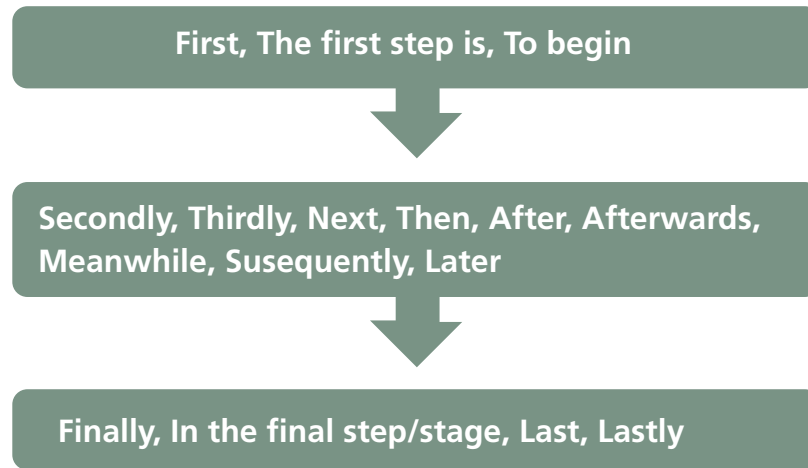


Figure 2: describing a process

Grammar

Another way to describe a process is by using passive voice

Subject + Verb to be + Past participle of the verb

SUBJECT	VERB TO BE	PAST PARTICIPLE OF THE VERB
Cocoa beans	(is / are) present simple	Past participle of regular verbs (verb + -ed) Past participle of (irregular verbs) cleaned / sold
	(is / are being) present continuous	
	(was / were) past simple	
	(was / were being) past continuous	
	(has / have been) present perfect simple	
	(had been) past perfect simple	
	(will be) future simple	
	(will have been) future perfect simple	
	(be) infinitive	
	(May / might / could / should / must / can't be / have been) modals	

How is cocoa powder produced?

First, cocoa beans **are harvested** and carried to the factory.

Then, they **are fermented** and dried.

Next, they **are cleaned** and stripped of their husks.

After cocoa beans **have been separated** from their husks, they **are heat treated** to eliminate bacteria and then **ground** to produce cocoa powder.

Finally, they **are sold** for the production of cocoa butter and other products.

They **should be stored** in dry places.

Task 3 Read the following recipe. Then use passive voice to rewrite it.

Omelette

First crack the eggs and whisk them in a bowl

Then add salt and chopped red and green pepper

Next heat the pan and add some olive oil

After that, pour the mixture into the pan and wait until a semi solid mass begins to form

Finally, fold the omelette in half and sprinkle some grated cheese on top.

Rewrite the recipe using passive forms

First the eggs 1) (crack) and 2) (whisk) in a bowl

Then salt and chopped red and green pepper 3) (add)

Next the pan 4) (heat) and some olive oil 5) (add).

After that the mixture 6) (pour) into the pan

Finally, as soon as a semi solid mass 7) (form), the omelette 8) (fold) in half and some grated cheese 9) (sprinkle) on top

It is ready to 9) (serve)

Enjoy!

Reading

Food Groups

Foods are classified according to the main nutrients they contain. Consuming a wide range of healthy items from each food group in the recommended quantities and on a regular basis, is the key to healthy eating. However, it is not necessary to eat from each food group at every meal. In fact, some types of food should only be consumed a couple of times a week.

Vegetables

Healthy dietary patterns include a variety of vegetables from all five vegetable subgroups that are divided depending on their nutrient content into: dark green, red and orange, beans and peas, starch, and other. They can all include fresh, frozen, tinned, and dried options in cooked or raw forms, and 100% vegetable juices. Vegetables in their nutrient-dense forms have limited additions such as salt, butter, or creamy sauces. They are generally consumed in forms with additional sodium either from salt added in cooking or added sauces such as soy sauce or bottled stir-fry sauces. Many vegetables are consumed as part of mixed dishes like sandwiches, pasta with a tomato-based sauce, or casseroles that may have other ingredients containing saturated fat and / or sodium. About 45 percent of all vegetables are eaten as a separate food item; about 40 percent as part of a mixed dish and the remainder are mostly consumed as snack foods and condiments. For most individuals, following a healthy eating pattern requires an increase in total vegetable intake and in the variety of different vegetables; thus, shifting to nutrient-dense forms. Strategies to boost vegetable intake include increasing the vegetable content of mixed dishes or eating less of a main dish to allow for more vegetables as side dishes—keeping them nutrient dense.

Dark-Green, Leafy Vegetables: amaranth leaves, bok choy, broccoli, chamnamul, chard, collards, kale, mustard greens, poke greens, romaine lettuce, spinach, taro leaves, turnip greens, and watercress.



Red and Orange Vegetables: pumpkin, carrots, red or orange

bell peppers, sweet potatoes, tomatoes, 100% tomato juice, and winter squash.



Beans, Peas, Lentils: all cooked from dry or tinned beans, peas, chickpeas, and lentils: for example, black beans, black-eyed peas, bayo beans, chickpeas (garbanzo beans), edamame, kidney beans, lentils, lima

