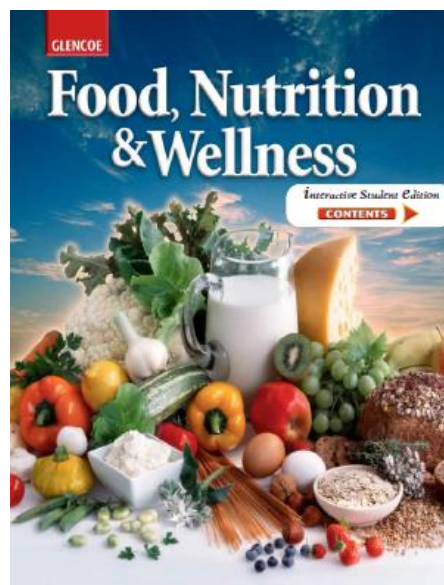
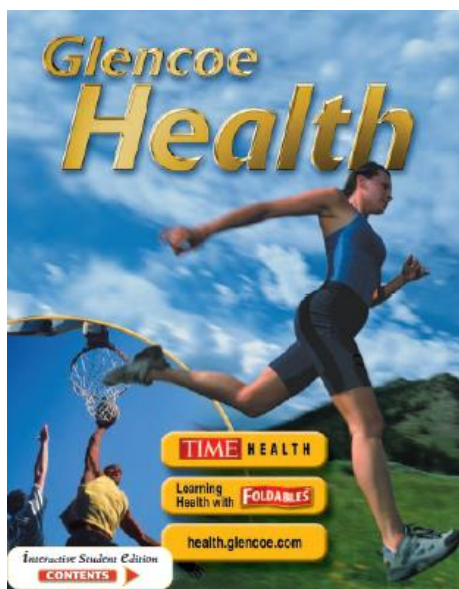


**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ
І СПОРТУ УКРАЇНИ**

**МЕТОДИЧНІ ВКАЗІВКИ
із професійно-орієнтованої англійської мови
“NUTRITION AND WELLNESS”
на основі оригінальної фахової літератури**



**для студентів-магістрантів, які навчаються
за освітньо-професійною програмою
“Спортивна дієтологія”**

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Методичні вказівки створено на базі аутентичних текстів англійською мовою, які присвячені здоровому способу життя та харчуванню зокрема. Автором розроблена система вправ на оволодіння мовним матеріалом, який інформаційно доповнює фрагменти книжок із онлайн-платформи McGraw Hill/Glencoe. Матеріали посібника спрямовані на розвиток у студентів мовленнєвих навичок сприйняття і розуміння спеціальної професійної літератури та формування вмінь читання, говоріння і письма у повсякденному, а також професійному англomовному середовищі. У кінці кожного розділу розміщені журнальні статті із *Time Magazine*, які інформують про нові тенденції у сфері дієтології та дають загальне розуміння спеціалізованої термінології.

Методичні вказівки призначені для студентів студентів-магістрантів, які навчаються за освітньо-професійною програмою “Спортивна дієтологія”.

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ПЕРЕДМОВА

Методичні вказівки “Nutrition and Wellness” із професійно-орієнтованої англійської мови (на основі оригінальної фахової літератури) спрямовані на розвиток у студентів мовленнєвих навичок сприйняття і розуміння англомовних текстів і формування вмінь читання, говоріння і письма на основі опрацювання автентичних текстів, тематика яких відповідає їхньому фаху, зокрема питанням здорового способу життя та професійному консультуванню щодо правильного харчування з позиції спортивного дієтолога.

Структурно методичні вказівки містять 14 розділів, який інформаційно співзвучні із фрагментами книжок онлайн-платформи McGraw Hill/Glencoe (див. <http://www.mcgrawhill.glencoe.com/>). Вони не лише детально описують харчову цінність продуктів харчування, але й широко охоплюють основні сфери людського життя, висвітлюючи аспекти придбання продуктів, їхнього зберігання, приготування та раціонального споживання. Автором розрізнено ключові поняття побутових і професійних сфер спілкування, включно зі консультуванням спортсменів щодо харчування, описано основні види ситуацій, які можуть виникнути у ході англомовної комунікації цієї тематики.

Система лексико-граматичних вправ, яка доповнює автентичні тексти завданнями репродуктивного і творчого характеру, слугує для розвитку навичок усного та письмового мовлення студентів з опорою на сприйняту інформацію. Ці завдання мають навчальний, тренувальний і контролюючий характер. У кінці кожного розділу представлені журнальні статті із *Time Magazine* (див. <https://time.com/tag/dietnutrition/>), які інформують про нові тенденції у сфері дієтології. Вони використовуються для розвитку вмінь аналізу та анотування публіцистичних текстів.

Ілюстративний матеріал (таблиці і схеми) сприяє розумінню студентами складного теоретичного матеріалу та впливає на їхнє оволодіння мовою спеціальності.

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LESSON 1. NUTRITION. Basic Facts

I. PRE-TEXT EXERCISES

Exercise 1. Answer the following questions.

1. What are your eating habits? How often and how much do you eat?
2. Have your eating habits changed since your childhood?
3. What is your national cuisine like? How often do you eat national food?

* Answer few more questions in Section  on page 6.

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
nutrition		food supply	
nutrients		weight gain	
(kilo)calories		starvation	
hunger		life span	
appetite		life-threatening	
over/undereating		conditions	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Hunger	A	are units of heat that measure the energy used by the body and the energy that foods supply to the body.
2.	Nutrients	B	is a natural physical drive that protects you from starvation.
3.	Appetite	C	the process by which the body takes in and uses food.
4.	Nutrition	D	are substances in food that your body needs to grow, to repair itself, and to supply you with energy.
5.	Calories	E	is a desire, rather than a need, to eat.

Exercise 4. Match the collocations:

to prevent	to provide with	inborn	to influence	to respond	to influence	to improve	cultural
reaction	eating habits	nutrients	to hunger	mood	food choice	disease	heritage

Exercise 4. Read the sentences, fill in the missing words.

cultural heritage, eating habits, advertisements, convenience, adolescence

1. Many of people's _____ were shaped in childhood, when adults planned your meals.
2. People's food choices may reflect their _____ or ethnic background.
3. _____, i.e. food accessibility and availability, as well as its cost may be top priorities for some people.
4. Making informed food choices involves analysing the health messages delivered through food _____ in the media.
5. Good nutrition is essential for health throughout life, but particularly during _____, one of the fastest periods of growth that people experience.

Exercise 5. Read and translate the text. Do the POST-TEXT EXERCISES.

Lesson 1

Nutrition During the Teen Years

VOCABULARY

nutrition
calories
nutrients
hunger
appetite


YOU'LL LEARN TO

- Explain the relationship between nutrition, quality of life, and disease.
- Evaluate various influences on food choices.
- Explain the immediate and long-term benefits of nutrition on body systems.



On a sheet of paper, list six of the foods you eat most often for meals or snacks. Then describe why you eat each of these foods. Do you base your choices on their health benefits? Their taste or appearance? Their convenience?



 Choosing fresh fruit as a snack is a good way to supply your body with the nutrients it needs.

*What's your favorite
healthful snack?*

Picture yourself biting into a crisp, juicy apple or a slice of cheese pizza with zesty tomato sauce. Do these foods appeal to you? What other foods do you like? Enjoying a wide variety of healthful foods is an important part of good **nutrition**—*the process by which the body takes in and uses food*. Because not all foods offer the same benefits, making healthful food choices is important to your overall level of health.

The Importance of Good Nutrition

Good nutrition enhances your quality of life and helps prevent disease. It provides you with the calories and nutrients your body needs for maximum energy and wellness. **Calories**, or more correctly, kilocalories, are *units of heat that measure the energy used by the body and the energy that foods supply to the body*. This energy fuels everything you do, from exercising and playing sports to doing your homework and talking with friends. **Nutrients** are *substances in food that your body needs to grow, to repair itself, and to supply you with energy*. Making healthy food choices will provide your body with the nutrients it needs to help you look your best and perform at your peak.



What Influences Your Food Choices?

Have you ever wondered why you choose the foods you do? Taste, of course, plays an important part in your choice of foods. You probably won't eat a food—even if you know it's healthful—if you don't like its taste. To gain insight into your eating habits, it's important to understand the difference between your physical *need* for food and your psychological *desire* for food—between hunger and appetite. Distinguishing between the two can help you make more healthful food choices.

Hunger and Appetite

Hunger, an unlearned, inborn response, is *a natural physical drive that protects you from starvation*. When your stomach is empty, its walls contract, stimulating nerve endings. The nerves signal your brain that your body needs food. When you eat, the walls of the stomach are stretched and the nerve endings are no longer stimulated. You have satisfied your physical need for food.

The physical need for food isn't the only reason people eat. Have you ever eaten something “just to be sociable” or in response to a familiar sensation—for example, the aroma of freshly baked bread? In such cases you are eating in response to appetite rather than to hunger. **Appetite** is *a desire, rather than a need, to eat*. Whether you are responding to hunger or to appetite when you eat, many factors influence your food choices and eating habits, including your emotions and a number of factors in your environment.

Food and Emotions

Food is sometimes used to meet emotional needs. For example, do you tend to eat more—or less—when you feel stressed, frustrated, or depressed? Do you sometimes snack just because you're bored? Do you reward yourself with a food treat when you've achieved a goal? Using food to relieve tension or boredom or to reward yourself can result in overeating and unhealthy weight gain. On the other hand, if you lose interest in eating whenever you're upset, you may miss getting enough of the nutrients your body needs. Recognizing when emotions are guiding your food choices can help you break such patterns and improve your eating habits.

Food and Your Environment

A number of environmental factors influence food choices:

- ▶ Family, friends, and peers. Many of your eating habits were shaped as you were growing up, when adults planned your meals. Now you may prefer certain foods because you've grown up eating them. Friends and peers can influence you to try new foods.

To manage your eating habits:

- ▶ **Try not to be overly influenced by others in making food choices.** Make choices with your health in mind—not just your appetite.
- ▶ **Pay attention to quantity.** Start off with reasonably sized servings, and, if possible, use a smaller plate. Listen to your body's “hunger clock” rather than to your appetite. When you feel full, stop eating. It takes 20 minutes for your stomach to signal your brain that it is satisfied.
- ▶ **Make something other than food the focus of social occasions.** If you are getting together with friends, for example, consider a setting other than a restaurant, such as a park or community center.

Exploring Issues

Should Soft Drinks and Snacks Be Taxed to Fund Health Education Programs?

Some health advocates have recommended that soft drinks and high-calorie snacks be taxed. They believe that these foods are partly to blame for the recent rise in obesity rates. Each item would be taxed one to two cents, and the money would fund programs that promote healthful eating and physical activity. Read what two teens have to say about this issue:

Viewpoint 1: Zack H., age 16

I'd pay an extra penny or two for snacks if the money were being used for a good cause. Cigarettes and alcohol are taxed—why not soft drinks and high-calorie snacks? Every year, obesity causes almost as many deaths as tobacco. Health advocates have shown that antitobacco messages can change behavior. I think nutrition campaigns could do the same thing.

Viewpoint 2: Songhee L., age 16

How can you compare soft drinks and snacks to tobacco and alcohol? People have to eat. There are no good or bad foods, just unhealthful eating patterns. The answer to obesity is making the right food choices. A sedentary lifestyle also contributes to being overweight and to obesity. Why not tax video games and computer software? Also, why stop at soft drinks and snack foods? Why not tax cheese, butter, and salad dressing?

ACTIVITIES


1. Do you think campaigns or formal programs on nutrition would influence people to make healthful eating choices? Why or why not?
2. Should the government be responsible for individual eating choices? Explain.

- ▶ **Cultural and ethnic background.** Your food choices may reflect your cultural heritage or ethnic background. For example, corn, beans, and tortillas might be common foods in many Mexican-American households.
- ▶ **Convenience and cost.** Convenience and cost of foods may be top priorities for some people. For example, busy families may rely on foods that can be prepared quickly, such as microwavable meals.

- **Advertising.** Advertisers spend millions of dollars each year to influence your decisions about food. Part of making informed food choices involves carefully analyzing the health messages delivered through food advertisements in the media. Then you, rather than advertisers, will control your food choices.

Nutrition Throughout the Life Span

Good nutrition is essential for health throughout life but particularly during adolescence—one of the fastest periods of growth you'll experience. Healthful eating provides you with the nutrients you need for growth and development, gives you energy for sports and other activities, enables you to stay mentally alert, and helps you feel good and look your best. A healthful and balanced eating plan also helps prevent unhealthy weight gain, obesity, and type 2 diabetes—conditions that have become more common among children and teens in recent years. Making healthful food choices now also lowers your risk of developing many life-threatening conditions as you get older. These conditions include heart disease, stroke, certain cancers, and osteoporosis.

 **Eating nutritious meals as a family can contribute to the health of all family members.**



Lesson 1 Review

Reviewing Facts and Vocabulary

1. Briefly explain the relationship between nutrition, quality of life, and disease.
2. Define the term *appetite*.
3. Name three influences—other than family—on people's food choices.

Thinking Critically

4. **Evaluating.** Give examples of how your family has influenced your food choices.
5. **Applying.** How does what you eat now affect your health, both now and as you grow older?

Applying Health Skills

Analyzing Influences. Look through magazines and other printed media to find five food advertisements that contain specific health claims. Analyze the health message that each ad delivers about its product. How might it influence your food choice? Present your findings in the form of a table.

TECHNOLOGY OPTION


SPREADSHEETS Spreadsheet software can be used to create your table. For help in using spreadsheet software, go to health.glencoe.com.

II. POST-TEXT EXERCISES

Exercise 1. *Agree or disagree with the statements. Prove your point of view.*

1. Enjoying the variety of food every day guarantees long and healthy life.
2. The more calories the person intakes, the more energy they have.
3. Nutrients can be found both in food and water.
4. Appetite is a physical reaction of person's body rather than psychological one.
5. Recognizing the effect of emotions on person's eating habits is not crucial for healthy life.
6. Peers mainly affect person's preferences in food only it comes to teenagers.
7. Life-threatening diseases may develop because of unhealthful nutrition.

Exercise 2. *Answer the questions in the Section  on page 9.*

Exercise 3. *Discuss with your partner the  Section on page 8. Complete the tasks given there.*

Exercise 4. *Fill in the chart below based on your personal experience. Provide relevant examples and explanations.*

What influences your Health Food Choices?

Physical factors:

- **hunger** - ...

- **appetite** - ...

Psychological factors:

- **emotions** - ...

- **food preferences** - ...

Environment:

- **people (family, friends, peers)** - ...

- **cultural background** - ...

- **convenience and cost** - ...

- **mass media** - ...

Exercise 5. *Based on the information above make a short presentation to your partner on how person's lifestyle influences their nutrition. Include one of the following aspects:*

- The difference of lifestyle in the past and nowadays, its effect on nutrition;
- Food preferences in different age;
- Cultural traditions that effect food choices;
- Mass media, in particular, social media role in formation of person's tastes in food.

* *Use active vocabulary from the PRE-TEXT EXERCISES.*

Rendering of a Newspaper Article

Rendering a text from a newspaper source is a linguistic procedure that includes compressing the original text to the limits of its informational necessity and choosing the most effective linguistic means to convey the message of the article.

To render a newspaper article consider the following points:

- 1) Read the original text to define its problematic issue.
- 2) Render the headline of the original text into English (see Part 1, 2 of the Plan below).
- 3) Write the main body (see Part 3, 4 of the Plan below), summarising what has been mentioned by the author.
- 4) Write the concluding paragraph, expressing your own opinion on the problem raised in the article.

PLAN FOR RENDERING AN ARTICLE

1. The title of the article.

The article goes under the headline... /The article is entitled... / The article under the headline... has the subheading.../ The title of the article is...

2. The author of the article; where and when the article was published.

- Place of origin: The article is (was) printed / published in... / The article is from a newspaper under the nameplate...
- Time of origin: The publication date of the article is.../ The article is dated/ printed the first of October 20__.
- Author: The article is written by.../The author of the article is...
- Theme / Topic: The article is about.../ The article is devoted to.../The article deals with the topic.../The basic subject matter of the script is.../The article addresses the issue of.../The article raises/brings up the problem.../The article describes the situation.../The article informs the readers about... / comments on.../The headline of the article corresponds to the topic.

3. The main idea of the article.

The main idea of the article is.../The purpose of the article / author is to give the reader some information on... The aim of the article / author is to provide the reader with some information about...; to inform about...; to compare / determine... .

4. The contents of the article. Some facts, names, figures.

(a short summary of 3 or 4 sentences) + important FACTS, NAMES, FIGURES.

The article deals with.../ covers the events... / touches upon the problem of... / includes some interviews, dialogues, pictures, reviews, references, quotations, figures.

The article is written in the form of the monologue, from the first / third person narration.

5. Your opinion of/on the article.

In my opinion the article is worth reading because To my mind; I totally/partially agree/disagree with the author, because... I find/found the article topical=urgent (interesting, important, dull, of no value, too hard to understand ...) because

Exercise 1. *Render the article given below.*

Is Our Obsession With Health Data Making Us Crazy?

BY JAMIE DUCHARME

MAY 30, 2019

When Bri Cawsey started wearing a Fitbit, she thought it was simply a “really cool tool” for charting her runs. Slowly but surely, however, the British Columbia-based strength and conditioning coach began tracking everything—calories, macronutrients, fertility—and noticed the habit spiraling out of control.

“It became a little bit of an obsessive habit, especially around the food,” Cawsey remembers. Eventually, she says, it got so bad that, if she didn’t research a meal’s calorie and nutrient breakdown in advance, she’d feel anxious and upset at restaurants. In 2014, after realizing that her once-healthy habit had turned hazardous. She’s been tracker-free ever since, save for a brief stint while training to qualify for the Boston Marathon, and recommends her clients stay that way, too.

In a culture where wellness junkies use apps, websites and wearables to monitor every morsel that passes their lips, every step they take, every beat of their hearts, their sleep cycles, and their fitness progress, we have health insights we’ve never had before. But Dr. George Zgourides, a Texas-based psychologist, family medicine doctor and author of the 2002 book *Stop Worrying About Your Health*, says these boundless data can contribute to a culture of health anxiety.

Increasingly, he’s noticing that people are excessively concerned about health issues to the point that it might be interfering with mental health, work and relationships.

And while once these worriers might have stoked their fears only with “Dr. Google,” as Zgourides calls it, they’re now equipped with an army of apps and devices that can spit out personalized data on command. “Now that you can count every calorie and every step you’re taking, people that might have some tendency toward an obsession with or a focus on numbers, this feeds the behavior in a way that is not always helpful,” Zgourides says.

In 2015, for example, researchers at Duke University in North Carolina found that activity-tracking can decrease enjoyment of whatever pastime someone is trying to quantify, and even lead people to do less of it when the trackers are off. A 2017 study published in the journal *Eating Behaviors* also found associations between the use of calorie-counting and/or fitness-tracking devices and eating disorder symptoms among college students. And a 2016 survey of female Fitbit users found that almost 60% felt like their days were controlled by their devices, and 30% said the gadget was an “enemy” that made them feel guilty.

Even as these trackers grow more and more sophisticated, the pushback against them—for reasons ranging from mental health to consumer privacy—is mounting. Companies are even capitalizing by offering products that provide an alternative to data overload.

Food-diary app YouAte is doing something similar for dieting. Like many nutrition apps, it allows users to log their meals and snacks, but instead of tabulating calorie counts, it asks individuals to categorize their food choices as “on-path” or “off-path” and note how those choices made them feel, ideally fostering mindful—but not obsessive—eating. That’s a smart strategy, says Jessica Setnick, a Texas-based registered dietitian and eating-disorder specialist. “Under almost no circumstances would I recommend calorie counting,” she says. “Ultimately, the goal is to not need to count calories at all, but to be able to follow internal cues for guidance.”

“If you are one of those people who is attached to all your apps and gadgets, maybe try to take a break and notice how you feel without it and trust yourself to eat without your Fitbit or MyFitnessPal telling you what to eat,” she suggests. “Spending that time to just let it all go and just trust yourself, listen to yourself, was really healing.”