



Séptimo semestre

Technical English in nutrition

Unit 1. “Reading Comprehension Skills”

Cuarto semestre





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Presentation

Welcome to the next unit of this English Course where we will be seeing the meaning and the relation of propositions. The distinction between cognates and false cognates (false friends), Affixes and nominal phrases along with the Syntactic order of English and the deduction of words by inferring what is being said in context. We also will be seeing the recognition of English words that are frequently used in nutrition. The aim is to build ways of learning in nutriology for its application in clinical practice, through the comprehension of texts in the English language. Integrate knowledge of technical English in nutrition for its application in clinical practice, through the comprehension of texts in the English language.





Specific competence:

Recognizing the terminology associated with nutrition through the analysis of the lexical meaning and the relations of propositions of the English language, for the comprehension of scientific texts in English.

Achievements

Distinguish the meaning and relations of propositions (not to be confused with prepositions).

Lexical meaning (Recognition of English words frequent in nutrition).



1.1 Meaning and relations of Propositions

The following is the definition and the correct use of a proposition.

Proposition
<p>Is a statement that is either true or false and it is clearly distinguishable from a question, exclamation or a command.</p> <p>Example:</p> <ul style="list-style-type: none"> • I am a teacher. • You are a man. • I am a woman.

In order for a statement to be a proposition the word order must be correct, and it must make sense.			
Example:	The desk	breaths	yellow.
	<i>Subject</i>	+ <i>Verb</i>	+ <i>Comp.</i>

In this sentence the word order is grammatically correct, but it doesn't make any sense therefore it isn't a proposition.

Non-Propositions (you cannot determine if they are true or false)	
•	Questions:
✚	How are you?
✚	What time is it?
✚	Where are you going?



- **Exclamations:**

- ✚ Wow!
- ✚ Great!
- ✚ Look out!

- **Commands:**

- ✚ Shut the door.
- ✚ Clean your room.
- ✚ Wash the dishes.

In all the above examples you cannot say if they are true or false, they have no truth value. If you are able to distinguish between propositions and non-propositions you will be able to avoid very basic confusions.

1.1.1 Cognates and false cognates

The following is the definition and the use of cognates and false cognates.




































Cognates are words from two different languages that:

- ✚ Look the same.
- ✚ Sound the same.
- ✚ Mean the same.

In the three following pages are examples of cognates in food, places and jobs.



Food

			
Banana / Banana	Melon / Melón	Lemon / Limón	Papaya / Papaya
			
Mango / Mango	Mandarin / Mandarina Orange	Pear / Pera	Kiwi / Kiwi
			
Coconut / Coco	Pistachio / Pistacho	Vanilla / Vainilla	Chirimoya / Chirimoya
			
Tomato / Tomate	Broccoli / Brócoli	Cauliflower / Coliflor	Asparagus / Espárragos
			
Lentils / Lentejas	Potato / Patata	Zucchini / Zuquini	Spinach / Espinaca
			
Coffee / Café	Tea / Té	Lemonade / Limonada	Yogurt / Yogur
			
Sandwich / Sándwich	Omelette / Omelet	Pancakes / Panqueques	Cereal / Cereal
			
Hamburger / Hamburguesa	Pizza / Pizza	Soup / Sopa	Salad / Ensalada
			
Spaguetti / Espagueti	Chocolate / Chocolate	Vinegar / Vinagre	Salt / Sal



Places

			
Supermarket / Supermercado	Restaurant / Restaurante	Café / Cafetería	Bank / Banco
			
Hospital / Hospital	Dental Clinic / Clínica Dental	Pharmacy / Farmacia	Laboratory / Laboratorio
			
University / Universidad	Museum / Museo	Cinema / Cine	Theater / Teatro
			
Boutique / Boutique	Post Office / Oficina Postal	Gym / Gimnasio	Service Station / Estación de Servicio
			
Hotel / Hotel	Casino / Casino	Mall / Mall	Apartments / Apartamentos
			
Observatory / Observatorio	Park / Parque	Bus Station / Estación de Bus	Train Station / Estación de Tren
			
Airport / Aeropuerto	Stadium / Estadio	Police Station / Estación de Policía	Prison / Prisión



Jobs



Actor / Actor



Photographer / Fotógrafo



Mechanic / Mecánico



Electrician / Electricista



Reporter / Reportero



Computer Programmer /
Programadora de Computadoras



Receptionist / Recepcionista



Secretary / Secretaria



Police Officer /
Oficial de Policia



Security Guard /
Guardia de Seguridad



Pilot / Piloto



Military Man/ Militar



Architect / Arquitecto



Interior Designer /
Diseñadora de Interiores



Artist / Artista



Musician / Músico



Doctor / Doctor



Dentist / Dentista



Veterinarian / Veterinaria



Scientist / Científico



Athlete / Atleta



Chef / Chef



Politician / Politico



Pastor / Pastor



False cognates (also known as false friends) are words from two different languages that:

1. Look the same.
2. Sound the same.
3. Do not mean the same.



Examples:

✚ Content (satisfied)	vs	contento (happy)
✚ Embarrassed (vergüenza)	vs	embarazada (pregnant)
✚ Actually (in reality)	vs	Actualmente (nowadays)
✚ Assist (to help)	vs	Asistir (attend)
✚ Avocado (fruit)	vs	abogado (lawyer)
✚ Carpet (alfombra)	vs	carpeta (file)
✚ Casualty (victim)	vs	casualidad (coincidence)
✚ Exit (salida)	vs	exitos (success)
✚ Large (big)	vs	largo (long)
✚ Parents (mom & dad)	vs	parientes (relatives)
✚ Sensible (makes sense)	vs	sensible (sensitive)



1.1.2 Affixes = Prefixes and Suffixes

The following is the definition and the use of an affix.

The definition of affix is one or more letters or syllables attached to the beginning or end of a word to change the word's meaning.

Forms such as **-ing** (as in writing), **un-** (as in unhappy) and **-ful** (as in beautiful) are called affixes. The form to which an affix is attached is called its stem.

The affix which is added to the beginning of a stem is called a prefix. The affix which is added to the end of a stem is called the suffix.

Thus in the word **unmistakable**, **mistake** is the stem, **un-** is the prefix and **-able** is the suffix. In the word **disqualified**, **qualify** is the stem, **dis-** is the prefix and **-ed** is the suffix.

A prefix is a group of letters that are added to the beginning of a root or stem word to change its meaning.

For example: un, dis, mis, in

- ✚ Afraid turns into **un**afraid.
- ✚ Agree turns into **dis**agree.
- ✚ Behave turns into **mis**behave.
- ✚ Decisive turns into **in**decisive.

A suffix is a group of letters added to the end of a root or stem word to change its meaning.

- ✚ For example: ly, er, or, ness
- ✚ Wonderful turns into wonderfully



For example:

- ✚ Cold turns into colder.
- ✚ Narrate turns into narrator.
- ✚ Smooth turns into smoothness.

Some examples of the most common prefixes and suffixes with their meaning:

Prefix	Meaning	Example
de-	undo	derail
ex-	non, out	ex-president, extend
in-	negate	incapable
anti-	negate	anti-social
pre-	before	predate
sub-	under, below	subway
un-	negate	undo
dis-	negate	disengage
mis-	wrongly	mistreat
non-	negate	nonsense
pro-	for	proclaim
re-	again, repeat	reread
trans-	across	transatlantic
bi-	two, twice	bilingual
co-	along with	co-author

Ex-

- ✚ I hope that Trump will be an **ex**-president very soon.
- ✚ I was very happy to see my **ex**-girlfriend.
- ✚ A lot of **ex**-teachers are coming back to teach.



Bi-

- ✚ My son is **bi**lingual.
- ✚ She gets paid **bi**-weekly.
- ✚ He travels **bi**-monthly.

Suffixes					
Suffixes that make nouns			Suffixes that make adjectives		
Suffix	Meaning	Example	Suffix	Meaning	Example
-age	A result	Wreckage	-able	Able to be	inflatable
-ance	An action or state	Importance	-en	Made of	woolen
-ant	A person	Assistant	-ful	Full of	beautiful
-ee	A person	Referee	-ible	Ability	flexible
-ence	An action or state	Difference	-ish	A little	greenish
-er/-or	A person	Teacher	-less	Without	careless
-ery	A type or place of work	Bakery	-like	Similar to, like	lifelike
-ess	Makes a feminine form	Waitress	-ous	Full of	joyous
-ful	As much as will fill	Spoonful	-some	A tendency to	quarrelsome
-ing	An action or result	Painting			
-ion	A process, state, or result	Decoration			
-ism		Judaism			
-ist	A belief or condition	Florist			
-ment	A person	Measurement	-ly	In a manner	quickly
-ness	An action or state	happiness	-ward	Shows direction	forward
	A quality or state		-ways	Shows direction	sideways



Here are some examples of the suffix **less-** (without), **ness-**(state of being) and **ful-**(full of).

LESS-

- ✚ Fearless (without fear)
- ✚ Jobless (without a job)
- ✚ Headless (without a head)

NESS-

- ✚ Illness (the state of being ill)
- ✚ Fatness (the state of being fat)
- ✚ Kindness (the state of being kind)

FUL-

- ✚ Fearful (full of fear)
- ✚ Painful (full of pain)
- ✚ Cheerful (full of cheer)



1.1.3 Nominal Phrases

Nominal phrases

The following is the definition and use as well as identifying the nominal phrases.

Nominal Phrases are more commonly known as Noun Phrases and the definition is a group of words that work as a noun in a sentence, it's a group of words that give an added description of the noun, giving more information about the noun.

Examples:

The pig.

- ✚ The little pig.
- ✚ The little clever pig.

The cats.

- ✚ The cats over there.
- ✚ The cats over there that live next door.

The wolf.

- ✚ The bad wolf.
- ✚ The big bad wolf.
- ✚ The big bad wolf, which is always hungry.



The man.

- ✚ The man who works.
- ✚ The man who works in the shop.
- ✚ The man who works in the shop down the road.

That lady.

- ✚ That lady over there.
- ✚ That lady over there walking.
- ✚ That lady over there walking in the blue dress.

A noun phrase can be something very easy and simple of two words, such as

Money.

- ✚ Pocket money.

Phone.

- ✚ Mobile phone.



1.1.4 Syntactic Order of English and Spanish

The following will show the similarities and the differences as well as the use of the two Languages.

Similarities

- Both language have a grammar structure base on the tense.
- The basic structure of the sentences is the same, but other function change the positions as adjectives:

I + like + my friends

S V C

Me + gustan + mis amigos

S V C



It is a yellow car



Eso es un carro amarillo

Differences

- For Spanish we identify feminine and masculine article, singular, plural and adjective; but in English we do not have to do that .

✓ Spanish: Mi gato es azul.

✓ English: The cat is blue.





Differences:

Spanish has more heavily inflected language than English about verbs.

Example:

English	Spanish
I run	Yo corro
You run	Tú corres
He runs	Él corre
We run	Nosotros corremos
They run	Ellos Corren



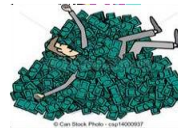
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Differences:

- Latin-derived words in English tend to be more formal.
- Spanish accent give the different meaning of the words.

Example:

- Él es un millonario (Pronoun).
- El anillo es feo (Article)



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The meaning of words depend on the position in the sentences.

Example:

- They miss their country. (verb)



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- Miss México is tal (Title)



http://allaccessmexico.mx/aamx/wp-content/uploads/2018/03/AAMX21-3.jpg



1.1.5 Deduction of words by context

The following will explain the use and give the definition of the term Deduct.

Deduct refers to take away a part of something, to subtract. Deduct is a transitive verb, which is a verb that takes an object. Deduct comes from the Latin word *deducere*, which means lead down, bring away.

Deduce refers to draw a conclusion through the use of logic and reason. *Deduce* is a transitive verb. Deduce is also derived from the Latin word *deducere*. While the noun form is identical for each word, the meaning changes according to context.

When we deduce something in a passage we have to go through three steps:

Transition – gives a signal that there is an explanation: or, is, often, also known as, a coma, are signals. Sometimes the author will just give the definition of the word.

Infer the meaning –From the general sense, the word that you don't know, the meaning could be found in the same sentence or one before it or the one after it and in some cases within the same paragraph.

Prior Knowledge –On a topic, it helps you to understand the word or the phrase as a whole so the more you read the more you increase your amount of knowledge and the better you can become at predicting and understanding new information. Most authors will include a synonym for the definition of the word and relate that to something that you already know.

The meaning of a word depends on the context, example:

✚ Jose reads a **book** a week.

✚ Did you **book** your tickets before they're sold out?

In the first sentence **book** is a noun, in the second **book** is a verb. In order to understand a word you should consider three things:

✚ What words does it sound like?

✚ The context.

✚ The source of the context.

**Example:**

Ophthalm**ologists** **(1)** are continually finding new ways of treating cataracts **(2)** by replacing damaged lenses **(2)**.

- ✚ Sounds like some type of doctor.
- ✚ These have to do with eyes.
- ✚ Comes from a medical journal

Our conclusion can then be that an Ophthalmologist refers to an eye doctor!

There are at least five different types of context clues which we can refer to as **L.E.A.D.S.**

EXAMPLES

- ✚ **LOGIC**
- ✚ **ANTONYMS**
- ✚ **DEFINITIONS**
- ✚ **SYNONYMS**

With **logic** the meaning is derived from experience and background knowledge as well as common sense.

With **examples** the authors will use illustrations and examples to understand the word, key signal words that they use- for instance, such as, for example and including.

With **antonyms** the readers will understand the word because it is contrasted with another word: big-short, cold-hot, key signal words that the author will use here would be-but, however, instead of, in contrast, unlike and yet.

With **definitions** the readers will be able to understand because the definition may be given in the sentence.

With **synonyms** the authors will locate one near to the unknown word as a clue this is usually done with a pair of commas, a pair of dashes or a pair of parentheses. Signal words: or, in other words, that is, also known as and sometimes called.



1.2 Lexical meaning (Recognition of English words frequent in nutrition)

In this section you will be able to understand, use and recognize the most frequent words in the field of nutrition.

1.2.1 Frequent vocabulary in food groups

The foods we consume have different amounts of energy, vitamins and minerals depending on this, they are classified into groups:

Fruits and vegetables contain water, fiber and vitamins and minerals (micronutrients) that are essential for the function of our body. For example, vitamin K is necessary for coagulation. This vitamin can be found in dark green leafy vegetables and olive oil, among others.

Cereals and tubers are abundant in our diet and provide us with energy. They also provide micronutrients, although in smaller quantities than fruits and vegetables. Examples of cereals are corn (such as corn tortilla, corn, tlacoyos, peneques, sopes, tamal and atole), rice, oats, barley, amaranth and wheat. Some tubers are potatoes, yucca and sweet potatoes.

The third group gives us proteins, iron, fats and vitamins. Proteins are necessary to form our muscles and tissues. Among the legumes we can find beans, lentils, chickpeas, soybeans and peas.



Foods of animal origin also have proteins, such as eggs, fish, chicken, turkey, beef, pork, milk, cheese, yogurt, etc. Oilseeds such as peanuts, pips, sesame seeds, sunflower seeds, walnuts, hazelnuts, almonds and pine nuts also have proteins, although in smaller quantities.

When we cannot include foods of animal origin in our diet, it is easy to obtain good quality protein when we combine cereal such as corn or rice, with a legume such as beans or lentils.

There are other foods that give us a lot of energy in a very small amount. For example, sugar, honey, piloncillo, cajeta, marmalade and ate, as well as oil, margarine and animal or vegetable lard. We must control the amount we consume, since the abuse of sugars and fats causes obesity and heart disease.

Here you will find vocabulary with the different kind of food groups



	 Frequent Vocabulary in Food Groups.pdf
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1.2.2 Portions of fruits or vegetables

<p>Small Fruits</p> <p>1 serving is</p> <p>2 mandarin oranges, 2 kiwis, 2 plums or similar size fruit.</p> 	<p>Medium Fruits</p> <p>1 serving is</p> <p>1 apple, 1 banana, 1 orange, 1 pear or similar size fruit.</p> 	<p>Large Fruits</p> <p>1 serving is</p> <p>½ grapefruit, 1 slice of melon, 1 slice of pineapple, 2 slices of mango</p> 
<p>Berries</p> <p>1 serving is</p> <p>6 strawberries, 10 grapes/cherries or 16 raspberries</p> 	<p>Dried Fruit</p> <p>1 serving is</p> <p>1 heaped 1dessertspoon of raisins or sultanas, 2 figs, 3 prunes our 1 handful of dried banana chips.</p> 	<p>Tinned and cooked Fruit</p> <p>1 serving is</p> <p>½ cup of fruit tinned in own juice or stewed fruit</p> 
<p>Juices and smoothies</p> <p>1 serving is</p> <p>1 glass (150ml) of unsweetened 100% fruit or vegetable juice can count as a portion. But only one-glass counts, further glasses of juice don't count toward your total 5-A day.</p> 	<p>Cooked vegetables</p> <p>1 serving is</p> <p>½ cup of cooked vegetables, fresh, frozen or tined</p> 	<p>Salad vegetables</p> <p>1 serving is</p> <p>1 bowl of mixed salad, 1 medium tomato or 5cm piece of cucumber</p> 
<p>Soup</p> <p>1 serving is</p> <p>1 bowl homemade vegetable soup</p> 	<p>Measure up</p> <p>1 serving is</p> <p>Dessertspoons and disposable plastic cups are handy was to check serving size.</p> 	






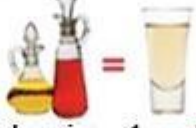





Fruit		Serving sizes		 1 cup is			
	1 small apple		1 large banana		1/8 of a large melon		Dried fruit 1 cup
	1 medium grapefruit		12 grapes		1 large orange		1 large peach
	1 medium pear		1 cup of chopped pineapple		2 large plums		7 large berries
	1 large tomato		1 medium mango		1/2 papaya		6 lychees



Vegetables			 1 cup is
 Asparagus: 2 spears	 1 cup of beans, cooked	 1 large pepper	 6 small broccoli florets
 2 medium carrots	 1/4 head of cauliflower	 1 cup diced or 2 celery stalks	 Corn: 1 cup of kernels or 1 large ear
 1/2 of a medium cucumber	 10 green beans	 1 cup greens, cooked	 Two large leaves of raw greens
 1 whole squash or zucchini	 1 large baked potato	 1 1/2 onions	 1 cup of mashed pumpkin (245.0g)



 <p>Steak = iPod classic</p>	 <p>Cheese = matchbox</p>	 <p>pancake = DVD</p>
 <p>pasta = ice cream scoop</p>	 <p>potato = mouse</p>	 <p>fish = checkbook</p>
 <p>Butter = postage stamp</p>	 <p>salad dressing = 1-oz shot glass</p>	 <p>brown rice = baseball</p>
 <p>peanut butter = golf ball</p>	 <p>beans = lightbulb</p>	 <p>dark chocolate = dental floss</p>

1.2.3 Frequent Vocabulary in Nutrition

The need to master English today is an undeniable question in a world where international relations are increasingly important and where the language of communication of excellence is English.

Now, why or what does a professional in the area of Nutrition need English for? The reasons could be framed in four sections:

1. The Investigation.
2. The use of instruction manuals for devices and instruments that are found in hospitals, clinics, or other Health Centers.
3. The use of computers and computer programs.



4. Interaction with the foreign patient and / or relatives or friends of the patient.

Maybe the need of English to access all kinds of bibliographical material, in order to carry out an investigation is the first need that comes to everyone's mind. And it is not surprising, since the vast majority of publications in the area of Medicine and Nutrition, are made in this language.

For this reason you will find in the attached file vocabulary of the most frequent in nutrition to facilitate the translation of a text or scientific article.

This glossary defines words that are often used when people talk or write about healthy eating, obesity, physical activity, and weight control. The glossary includes many, but not all words related to these topics. The definitions in this glossary were adapted from several Government sources, including the Medline Plus website of the National Institutes of Health; the Dietary Guidelines for Americans, 2010; the 2008 Physical Activity Guidelines for Americans; and the Centers for Disease Control and Prevention. You may find web links to these and other helpful sources of information on the Resources page.



Frequent Vocabulary in Nutrition.pdf

1.2.4 Physical activity



For all the people who exercise every day it is necessary to know exactly what their nutritional needs are, in order to have an adequate performance in that activity and at the same time be able to achieve their training and weight goals, if this is the case.



For this reason, it is important to go see a nutritionist or qualified professional, who needs that amount of food and type, so that the expected results are achieved.

On the other hand, those people who perform physical activities of aerobic type, such as crossfit, swimming, aerobics, spinning, before and after the exercises should consume between 20 and 30 grams of carbohydrates to ensure adequate performance.

Likewise, after the exercise it is necessary to have a good recovery of the muscle and body fatigue, which can be achieved by consuming yogurt, banana or a low-sugar fruit smoothie and, above all, water. Water is very important to keep the body hydrated during physical exercise. To learn more about physical activity in the attached file you will find the most frequent vocabulary of this topic.

	<p>120 Terms of Use in the Nutrition and Fitness Area Sonia Rodríguez Mella July 29, 2017.</p> <p></p> <p>Vocabulario de Actividad Física y Nutrición.pdf</p>
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1.2.5 Public Health, Food Orientation, Nutritional Status Evaluation, Anatomy and Dietotherapy




Biochemistry, is a scientific discipline that tries to explain in molecular terms the structure and functionality of living systems, it plays a central role in the analysis of transcendental issues that concern nutriology and that move away, from a simplistic approach to the general elements of the cell metabolism.

For a better understanding is important to know the Essential Functions of Public Health are processes and movements that allow a better performance of public health management. The strategic importance of essential public health functions (such as surveillance, monitoring and health promotion) lies in the generation, by the health system, of an effective, efficient and high-quality response to collective health interests.

It is vital to have a broad knowledge of human anatomy, food orientation, nutritional status evaluation and diet therapy to be able to carry out a concrete analysis on the health status



of patients as well as being able to give appropriate ways to determine if the nutritional needs of the people are being met for each type of person individually.

 <p>Dictionaries</p>	 <p>Dictionary Of Nutrition.pdf</p>  <p>Clic</p>
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Actividades

La elaboración de las actividades estará guiada por tu figura académica mismo que te indicará, a través de la *Planificación de Actividades*, la dinámica que tú y tus compañeros (as) llevarán a cabo, así como los envíos que tendrán que realizar.

Para el envío de tus trabajos usarás la siguiente nomenclatura: **NITN_U1_A#_XXYZ**, donde NITN corresponde a las siglas de la asignatura, U1 es la unidad de conocimiento, A# es el número y tipo de actividad, el cual debes sustituir considerando la actividad que se realices, XX son las primeras letras de tu nombre, Y la primera letra de tu apellido paterno y Z la primera letra de tu apellido materno.

Autorreflexiones

Para la parte de **autorreflexiones** debes responder las *Preguntas de Autorreflexión* indicadas por tu figura académica y enviar tu archivo. Cabe recordar que esta actividad tiene una ponderación del 10% de tu evaluación.

Para el envío de tu autorreflexión utiliza la siguiente nomenclatura:

NITN_U1_ATR_XXYZ, donde NITN corresponde a las siglas de la asignatura, U1 es la unidad de conocimiento, XX son las primeras letras de tu nombre, y la primera letra de tu apellido paterno y Z la primera letra de tu apellido materno.



Closing of the unit

In this unit the student will acquire the necessary knowledge to be able to understand and structure sentences using the correct form of the pronouns, prepositions, adjectives, frequency adverbs, nouns, connectors, comparative, and determinatives so that the student acquires the bases to develop the reading competence in the English language. You will now be able to identify them and by doing so English will now be easier to understand. By using the correct grammar in a sentence, you will now have a much better understanding of the different functions of the grammatical categories, thus allowing you to have acquired the communication bases of the language. Which will lead you to comprehend the use of the verb to be and the different tenses of the verbs? Congratulations on the beginning of your path to a better understanding of a foreign Language and to your ultimate goal of being able to translate that Language.



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