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Unit 3: Nutrition / Feeding

Dialogue 1: discussing supplements (A2)

Dialogue 2: visit to a restaurant (B1)

Dialogue 3: healthy eating (B1)

Dialogue 4: breakfast (B2)

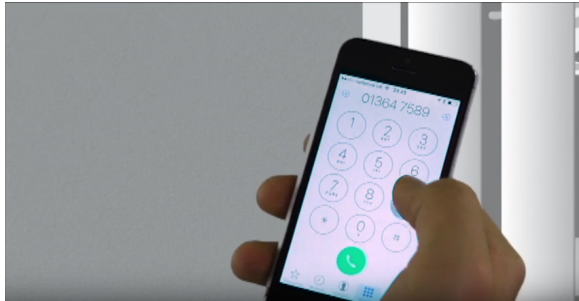
Dialogue 5: social snacks (B2)



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In this unit

Nutrition / Feeding

This unit contains dialogues related to a number of aspects of nutrition and feeding. In addition to considering healthy food options, the scenarios also include a discussion of food supplements and the importance of understanding individual eating preferences.

Characters from dialogues

Person receiving care

- Mrs Jones is a 75 year old lady who has recently moved into a residential care facility.

Caregiver

- Peter is a 20 year old caregiver who has worked in the residential care facility for almost two years. He is well liked by the residents and his mature approach to his work means that he is often given responsibility for activities normally assigned to more experienced caregivers.

Care provision manager

- Mrs Rose is a care provision manager at a nursing home. She is the direct line manager of caregiver Peter.

Restaurant manager

- Mr Tucker is the manager of a local restaurant that specialises in providing healthy food dishes.

CONTRACTIONS in English

Sometimes two words are joined together to form a new word that has the same meaning as the two original words. We call these words 'contractions'.

When the two words are joined together one or more letters are taken out and replaced with an apostrophe.

Contractions are often used in the unit dialogues to provide a more authentic speech pattern.

REFERENCE - Common contractions used in English:

Contraction	Original form	Example sentence
aren't	are not	You aren't my friend.
can't	cannot	I can't find my pencil.
couldn't	could not	He couldn't answer the question.
didn't	did not	I didn't want to eat any cake.
doesn't	does not	My dog doesn't eat fish.
don't	do not	I don't like to play football.
hadn't	had not	We hadn't visited London before.
hasn't	has not	She hasn't finished her coffee.
haven't	have not	They haven't arrived yet.
he'd	he had / he would	He'd been there before.
he'll	he will / he shall	He'll be coming later.
he's	he is	He's my brother.
I'd	I had / I would	I'd seen the person in the park.
I'll	I will	I'll collect the parcel tomorrow.
I'm	I am	I'm your friend.
I've	I have	I've got a new bicycle.
isn't	is not	That isn't my bicycle.
it's	it is	It's time for dinner.
let's	let us	Let's go to dinner together.
mustn't	must not	I mustn't eat too much.

Contraction	Original form	Example sentence
shan't	shall not	We shan't eat here again.
she'd	she had / she would	She'd always arrive early
she'll	she will / she shall	She'll bring a gift to the party.
she's	she is / she has	She's my sister.
shouldn't	should not	They shouldn't play in the house.
that's	that is	I think that's the last train tonight.
there's	there is	There's no food in the cupboard.
they'd	they had	They'd drunk all of the coffee.
they'll	they will	They'll pay for the food later.
they're	they are	They're coming later.
they've	they have	I think they've left the restaurant.
we'd	we had / we would	We'd already eaten at home.
we're	we are	We're drinking coffee.
we've	we have	We've finished our coffee.
weren't	were not	They weren't at the restaurant.
what's	what is	What's the time?
where's	where is	Where's the restaurant?
who'd	who had / who would	Who'd like coffee?
who'll	who will	Who'll make the coffee?
who's	who is / who has	Who's that man at the table?
won't	will not	I won't come here again.
wouldn't	would not	I wouldn't like to drink tea.
you'd	you had / you would	I think you'd like my food.
you'll	you will	You'll sit at the front today.
you're	you are	I think you're beautiful.
you've	you have	You've won a prize.

Dialogue 1: discussing supplements (A2)

Conversation between Mrs Rose (Care provision manager) and Peter (caregiver)

Situation: Mrs Rose is explaining to Peter the need to monitor the use of nutritional supplements by the care home residents. The use of nutritional supplements has been suggested by a visiting doctor, though during the conversation Peter has many questions about the benefits of taking supplements.

Persons: Mrs Rose (Care provision manager), Peter (caregiver)

Location: The conversation takes place in the office of Mrs Rose.

Grammar points:

Future time – 'will' and 'going to'



Mrs Rose: Morning Peter. I asked you here today to talk about some changes we are going to make regarding the diets of residents.

Peter: Are the changes based on the doctor's report?

Mrs Rose: Yes, they are.

Peter: I've already spoken to some residents about the changes the doctor has recommended. Though I'm not sure if all of the residents will follow the advice.

Mrs Rose: Oh, why do you say that?

Peter: I think some of them think it's too late to give up food and cakes that they really like.

Mrs Rose: We thought that may be the case. John Perry is going to speak to all residents to emphasise how important good health is.

Peter: So what else do I need to know about?

Mrs Rose: We're also going to introduce a more formal and managed administration of nutritional supplements.

Peter: What does that mean exactly?

Mrs Rose: As people get older they do not always get sufficient nutrients from their diet.

Peter: Why's that?

Mrs Rose: For one thing, the amount of calories needed is reduced. Also the body becomes less efficient at absorbing key nutrients.

Peter: Oh I see.

Mrs Rose: I will tell you which key nutrients we aim to introduce to most residents.

Peter: OK.

Mrs Rose: The first one is vitamin B12 which is important for creating red blood cells.

Peter: Isn't that found in food?

Mrs Rose: Yes, it's in fish, meat, eggs and milk, but older people can't always absorb enough of the vitamin.

Peter: OK.

Mrs Rose: We are also going to ensure most residents receive vitamin D supplements.

Peter: I know about vitamin D. Our bodies create it by absorbing sunlight. I guess some of our residents don't get enough sunlight.

Mrs Rose: That's true, and the problem is that vitamin D is needed for the body to absorb calcium and to keep bones healthy.

Peter: I will try and remember to encourage residents to use the garden when the sun is out.

Mrs Rose: We are also going to have magnesium supplements for some residents.

Peter: Magnesium? What does that do?

Mrs Rose: Magnesium has lots of benefits for us, including keeping our immune systems healthy.

Peter: Is it available in food?

Mrs Rose: Yes, it can be obtained from food, It's found in fresh fruit, vegetables, nuts and beans.

Peter: But is it more difficult to absorb when you get older?

Mrs Rose: Yes, though we are going to serve more magnesium-rich food in general.

Peter: I'll make sure I start eating healthier too.

Mrs Rose: The doctor is going to give us some information leaflets about all of the nutrients.

Peter: Will I have to give the supplements to residents?

Mrs Rose: No, though you should make sure that residents have the supplements that the doctor recommends for them.

Peter: OK, I'll look out for the leaflets and read through the resident care plans.

1.1. Exercises for dialogue 1



EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) The changes being proposed are based on Mrs Rose's opinion.
- 2) As people get older the amount of calories they require is reduced.
- 3) Vitamin B12 is found in vegetables.
- 4) Peter will have to give supplements to residents.
- 5) The doctor will provide some leaflets containing information about supplements.

	True	False
1) The changes being proposed are based on Mrs Rose's opinion.		
2) As people get older the amount of calories they require is reduced.		
3) Vitamin B12 is found in vegetables.		
4) Peter will have to give supplements to residents.		
5) The doctor will provide some leaflets containing information about supplements.		



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What reason does Peter give for why some residents may not follow the advice?
 - A. they think it's too late to give up food and cakes
 - B. they think the advice is wrong
 - C. they think they already get sufficient vitamins

- 2) Who is going to speak to the residents to emphasise how important good health is?
 - A. Maria Rossi
 - B. Mrs Rose
 - C. John Perry

- 3) According to Peter, how do our bodies create vitamin D?
 - A. by taking tablets
 - B. by staying indoors
 - C. by absorbing sunlight

- 4) What does Mrs Rose suggest the benefit of magnesium supplements is?
 - A. to keep our immune systems healthy
 - B. to improve our digestive function
 - C. to promote a healthy heart

- 5) Which of the following foods is a poor source magnesium?
 - A. fresh fruit.
 - B. beans
 - C. meat



EXERCISE 3 – Grammar

FUTURE TIME – WILL AND GOING TO

You can often use the present tense to talk about something that is arranged/scheduled:

Example: My flight leaves at 6.00am.

'Will' is used to indicate future facts, promises, commands, assertions and prediction that you believe to be true for the future:

Example: I will cook dinner tonight (Certainty)

'Will' can also be contracted: I'll; You'll; He'll/She'll; We'll; You'll; They'll.

Example: I'll cook dinner tonight = I will cook dinner tonight

You can use words such as 'perhaps, probably, hopefully, I think, I hope' with 'will' to make a prediction about the future or to express 'want' or 'be willing to':

Example: She finds history homework very hard. I think I will help her with it.

'Going to' is used to talk about plans and intentions or a prediction in the future based on facts in the present:

Example: It's very windy today. It's going to be a cold night! (Prediction)

You may use 'going to' once you have made your decision about the future:

Example: There is a terrible traffic jam. We are going to use a different route.

Future in dialogue 1:

We'll be attending

You're going to Bermuda

Our son is also going to the wedding

He will probably

That will be fine

I'll put that in the diary

I'm going to be on leave

I'll prepare that for you

I will get to meet him

I'm sure he will

Fill in the gaps by adding the correct phrase:

1. Using one of: she'll come • you will get • he will be

- A. I hope _____ a good grade for your test.
- B. On the 20th of February it is my husband's birthday. _____ 50 years old.
- C. I hope _____ and visit me this week.

2. Using one of: we are going to miss • you are going to fall • I will buy

- A. I think _____ some flowers for my sister's birthday.
- B. There is a long queue at the ticket office. _____ our train.
- C. The floor is not dry, be careful! _____.

3. Using one of: you will be • we are going to be • I'm going

- A. The flight leaving for Paris is late. _____ late for our meeting.
- B. My exams are very near. _____ study harder.
- C. I'm sure _____ a very good nurse.

4. Using one of: he will probably be • is going to start • I will be

- A. Be quick! The film _____ soon.
- B. _____ late because of traffic.
- C. _____ quiet while you talk to your parents.



FUTURE TIME – WILL AND GOING TO

State if the phrases indicate facts, promises, commands, assertions or prediction

1. My exam is very near. I'm _____ study harder. (prediction)
2. On the 20th of February it is my husband's birthday. _____ 50 years old. (fact)
3. I hope she'll come and visit me this week. (prediction)
4. I think I will buy some flowers for my sister's birthday. (prediction)
5. There is a long queue at the ticket office. We are going to miss our train. (prediction)
6. The floor is not dry, be careful! You are going to fall. (prediction)
7. The flight leaving for Paris is late. We will be late for our meeting. (fact)
8. I hope you will get a good grade for your test. (prediction)
9. I'm sure you will be a very good nurse. (prediction)
10. Be quick! The film is going to start soon. (prediction)
11. He will probably be late because of traffic. (prediction)
12. I will be quiet while you talk to your parents. (promise)



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. What is the action of dispensing, giving or applying something?
A. diet
B. efficient
C. administration
2. Which system in the body is resistant to particular infections or toxins?
A. nutrition system
B. bone system
C. immune system
3. How might we give special importance to something in speaking or writing?
A. emphasise
B. supplement
C. absorb
4. What substance provides nourishment to the body?
A. calorie
B. nutrient
C. vitamin
5. Which word means to have a conventionally recognised form or structure?
A. efficient
B. formal
C. administration

1.2 Vocabulary for dialogue 1



1. adsorb
2. administration
3. advice
4. beans
5. bone
6. calcium
7. calorie
8. diet
9. efficient
10. emphasise
11. formal
12. fruit
13. health
14. immune
15. leaflet
16. magnesium
17. nut
18. nutrient
19. nutrition
20. supplement
21. system
22. vegetable
23. vitamin

Dialogue 2: visit to a restaurant (B1)

Conversation between Peter (caregiver) and Mr Tucker (restaurant manager)

Situation: Peter has agreed to make a reservation at a local restaurant on behalf of Mrs Jones, as she wishes to celebrate her birthday with a small group of friends. The conversation focuses on access for elderly people, one of whom is in a wheelchair, and the nutritional value of the meal.

Persons: Peter (caregiver) and Mr Tucker (restaurant manager) speaking by telephone

Location: The telephone conversation takes place from an office at the Bridge Street nursing home

Grammar points:

Conjunctions expressing cause and effect



Peter: Hello, is that Mr Tucker from the Coalville Inn?

Mr Tucker: Yes, it is, how may I help you?

Peter: My name's Peter and I work at the Bridge Street nursing home.

I would like to make a reservation for a group of five people, including four senior citizens. I wanted to call first because one of the group uses a wheelchair.

Mr Tucker: That won't be a problem, as we have ramp access and we have a lot of room in the restaurant area. We also have a disabled toilet.

Peter: Oh that sounds great, however, I also wanted to ask you about your menu as our care home doctor has advised some of the group to eat more healthily.

Mr Tucker: Can you explain what that means?

Peter: The doctor has advised the residents to try and avoid high fat food because they are not all able to take regular exercise.

Mr Tucker: That makes sense.

Peter: Although the group would like to eat traditional British food, can you make any healthy adjustments to the recipes?

Mr Tucker: In spite of the rising costs of fresh local produce, we still buy locally and cook all of our meals fresh each day.

Peter: Does that mean that you can make some healthy adjustments?

Mr Tucker: We can if your party can choose their meals a couple of days in advance. Otherwise we will only be able to serve standard meals.

Peter: I think that can be arranged but where can we get the menu from?

Mr Tucker: We have a website at www.coalvilleinn.co.uk and the menus and prices are all on there.

Peter: OK I'll download the menus and ask the group to choose their meals in advance. I can call you with the order or drop a copy off on my way home from work tonight. Which do you prefer?

Mr Tucker: It's best to drop a copy in at the restaurant in case I'm not around to take the telephone call. I wouldn't want there to be any confusion.

Peter: O.K I'll bring it there myself. Just for my own interest, how do you make your meals 'more healthy'?

Mr Tucker: It depends on each meal but I can give you some general principles that we follow.

Peter: That would be useful.

Mr Tucker: With our meats we tend to grill or braise them and avoid frying where possible. If we do need to baste meat we tend to use a little wine or fruit juice, otherwise we use fat-free vegetable broth.

Peter: Does your restaurant also specialise in pies?

Mr Tucker: Yes, we do, however we use whole wheat flour instead of white flour, as it has a lot of good health benefits.

Peter: It sounds as though most of your food is quite healthy anyway.

Mr Tucker: We try to offer healthier food now because people are generally more aware of the need to stay healthy. All our vegetables are fresh and locally sourced even though this restricts us to seasonal vegetables.

Peter: The lady who is having the birthday has been advised to avoid cakes and pastries. Can you provide any healthy alternatives?

Mr Tucker: Our healthy alternatives for desserts include reduced sugar options. We use either vanilla or almond flavouring to achieve the desired sweetness.

We can also use fat-free milks in our creamy desserts because it reduces the calories by around 66 calories.

Peter: This all sounds wonderful and I'm sure the guests will appreciate your efforts. I'll discuss the dates when I bring the menu choices to you later.

Mr Tucker: I look forward to meeting you and if you have any more questions about the food you can ask me then. Goodbye.

Peter: Goodbye.

2. Exercises for dialogue 2



EXERCISE 1 – Listening skills

Answer the following questions based on dialogue 2.

- 1) How many people does Peter want to make a reservation for?
- 2) What type of food has the doctor advised the residents to avoid?
- 3) What type of food does the restaurant specialise in?
- 4) What type of flour does the restaurant use instead of white flour?
- 5) What type of vegetables is the restaurant restricted to?



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) What reason did Peter give for wanting to call the restaurant before making a reservation?
 - A. because one person uses a wheelchair
 - B. to avoid missing out on special offers
 - C. to ask about healthy food options

- 2) What type of access does the restaurant provide?
 - A. open access.
 - B. restricted access
 - C. ramp access

- 3) What does Peter ask if the restaurant can make to their recipes?
 - A. price adjustments
 - B. flavour adjustments
 - C. healthy adjustments

- 4) Where does Mr Tucker tell Peter he can get the menu from?
 - A. the restaurant web site
 - B. the restaurant
 - C. he will post it to him

- 5) Why does the restaurant already offer healthy food choices?
 - A. because people are generally aware of good food alternatives
 - B. because people are generally aware of competitors prices
 - C. because people are generally aware of the need to stay healthy



EXERCISE 3 – Grammar

CONJUNCTIONS EXPRESSING CAUSE AND EFFECT

Conjunctions or connectors are used to link one or more parts of sentences together.

Example: I eat fruit **and** vegetable

Example: **As** I arrived late, they left without me.

Example: My mother is late **because** of work.

There are several conjunctions used to show cause and effect. The most commonly used are:

Because; as; however; although; in spite of; since, in case; therefore; due to; otherwise; instead of; since; when; even though;

NOTE: 'As, since, because' are used to show the cause. So is used to show the effect.

Example: Since you are here, we can talk about the trip.

Example: I was late because of the traffic.

Example: She is not here yet, so we will go without her.

Conjunctions expressing cause and effect in dialogue 2:

I wanted to call first because one of the group uses a wheelchair.

That won't be a problem as we have ramp access

Oh that sounds great, however, I also wanted to ask you about your menu as our care home doctor has advised some of the group to eat more healthily.

The doctor has advised the residents to try and avoid high fat food because they are not all able to take regular exercise.

Although the group would like to eat traditional British food,

In spite of the rising costs of fresh local produce, we still buy locally and cook all of our meals

I think that can be arranged but where can we get the menu from?

It's best to drop a copy in at the restaurant in case I'm not around to take the telephone call.

It depends on each meal but I can give you some general principles that we follow.

If we do need to baste meat we tend to use a little wine or fruit juice, otherwise we use fat-free vegetable broth.

Yes, we do, however we use whole wheat flour instead of white flour, as it has a lot of good health benefits.

We try to offer healthier food now because people are generally more aware of the need to stay healthy.

All our vegetables are fresh and locally sourced even though this restricts us to seasonal vegetables.

We can also use fat-free milks in our creamy desserts because it reduces the calories by around 66 calories.

I'll discuss the dates when I bring the menu choices to you later.

Insert the conjunction that you think best fits each sentence.

- 1) Peter's bedroom is very untidy, _____ he is not allowed to go out.
A. so
B. as
C. because

- 2) _____ Mrs Brown has lost her glasses again, we cannot ask her to read to us.
A. in spite
B. however
C. since

- 3) _____ the church has evening services, our friends prefer to go early in the morning.
A. however
B. although
C. since

- 4) Mrs Jones is a very good musician _____ she studies music.
A. so
B. because
C. however

- 5) _____ I am not back on time, start dinner without me.
A. in case
B. because
C. however



EXERCISE 4 – Grammar

CONJUNCTIONS EXPRESSING CAUSE AND EFFECT

Connect the correct phrases together; place the correct number after each letter:

- | | | |
|--------------------------------------|--|---------|
| A) Although she has won this race | 1) feel free to call me for directions | A _____ |
| B) I was late for my meeting | 2) so we will go without them | B _____ |
| C) Even though he is the best leader | 3) I don't like his personality | C _____ |
| D) Their train is late | 4) because of the flight arriving late | D _____ |
| E) In case you get lost | 5) she is still going to train harder | E _____ |



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. Which word means to fry lightly and then stew in a closed container?

- A. braise
- B. baste
- C. grill

2. Which word means the liquid obtained from fruit or vegetables?

- A. fat
- B. wine
- C. juice

3. What do you call a list of dishes available in a restaurant?

- A. produce
- B. menu
- C. wine

4. What is another name for a country pub, that traditionally provides accommodation?

- A. inn
- B. ramp
- C. source

5. Which word means to cook underneath a heat source, without direct contact?

- A. baste
- B. grill
- C. fry

2.2 Vocabulary for dialogue 2



1. access
2. adjustment
3. baste
4. braise
5. confusion
6. disabled
7. fat
8. fat-free
9. flour
10. fry
11. grill
12. inn
13. juice
14. meal
15. menu
16. produce
17. ramp
18. reservation
19. reserve
20. seasonal
21. source
22. traditional
23. wheelchair
24. wine

Dialogue 3: healthy eating (B1)

Conversation between Peter (caregiver) and Mrs Jones (resident)

Situation: Mrs Jones has been advised by her doctor to change her diet to one that is considered 'more healthy'. She discusses the diet with one of the caregivers at the residential care home, though she is clearly not happy about what the doctor wants her to eat, or rather what he doesn't want her to eat.

Persons: Peter (caregiver), Mrs Jones (resident)

Location: The discussion takes place in Mrs Jones' Room.

Grammar points:

Reported speech – range of tenses



Mrs Jones: Hello, who is it?

Peter: Hello Mrs Jones, it's me Peter. I wanted to ask you what the doctor said when you visited him this morning.

Mrs Jones: Oh not much, apart from telling me that most of the things I eat aren't good for me anymore.

Peter: Oh, What exactly did he say?

Mrs Jones: He explained that he had completed an assessment of my general health and diet. He told me he had been concerned about some of my food choices.

Peter: Such as?

Mrs Jones: Some of the cakes and the savoury snacks I like. He also took some measurements around my body.

Peter: And why was that?

Mrs Jones: He said he was checking my body fat. He suggested I should try to be more active.

Peter: Did you mention your exercise classes?

Mrs Jones: Yes, I told him I had been exercising regularly over the past few months.

Peter: So what has he told you to eat?

Mrs Jones: He said I should be eating more fruit, solid fruit and not juice.

Peter: Anything else?

Mrs Jones: Yes, he told me to try and eat more green vegetables and to avoid fried food and pastries.

Peter: Did he mention drinks?

Mrs Jones: Yes, he did. He said I should drink more water. I told him I drink tea and that contains water.

Peter: What did he say to that?

Mrs Jones: He didn't say anything. He just gave me a funny look.

Peter: Well what he's advised sounds sensible to me. I'm sure you can make these few changes to your diet.

Mrs Jones: I suppose so, and he told me he had been monitoring all of the residents in the same way.

Peter: When will you see him again?

Mrs Jones: He said he would be visiting the nursing home next month.

Peter: And has he set you a weight loss target?

Mrs Jones: Yes, but only 1 kilo to start with.

Peter: Oh that's not so bad.

Mrs Jones: He also said I should continue exercising as well as eating more healthily.

Peter: Well you know I can help you with that.

3. Exercises for dialogue 3



EXERCISE 1 – Listening skills

Put an X in the appropriate column.

True False

- 1) The doctor said that Mrs Jones was eating healthily.
- 2) The doctor took measurements around Mrs Jones' body.
- 3) Mrs Jones told the doctor that she didn't like to exercise.
- 4) The doctor told Mrs Jones to drink more water.
- 5) The doctor set Mrs Jones a weight loss target.



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) How did the doctor respond to some of Mrs Jones' food choices?
 - A. he was concerned
 - B. he was pleased
 - C. he was shocked

- 2) Why did the doctor take measurements around Mrs Jones' body?
 - A. to check her cholesterol levels
 - B. to check her waist size
 - C. to check her body fat

- 3) What did the doctor suggest Mrs Jones should be?
 - A. more active
 - B. less active
 - C. more passive

- 4) What food did the doctor tell Mrs Jones to avoid?
 - A. fried breakfasts
 - B. biscuits and cakes
 - C. fried food and pastries

- 5) When will the doctor next be visiting the nursing home?
 - A. tomorrow
 - B. next week
 - C. next month



EXERCISE 3 – Grammar

REPORTED SPEECH _ RANGE OF TENSES

We use reported speech when we want to tell someone what someone else has said. We may also use it to tell someone what someone else thinks or believes.

Example: He told me he likes Manchester United.

Example: She thought Cardiff was in England.

When we use reported speech we do not use quotation marks (“ ”), as reported speech does not necessarily repeat the words exactly as they were spoken. If it did this would be referred to as ‘direct speech’ and would require quotation marks.

Example (direct speech): “Will you play chess with me?” he asked.

In reported speech the tense of the verbs used is changed. If a person uses a present tense verb, we change it to the past tense. If a person uses the past tense of a verb, we change it to the past perfect.

Example present tense becomes past tense:

I **like** this Chinese food

She said she **liked** that Chinese food

Example past tense becomes past perfect tense:

I **played** football every day when I was a child

He said he **had** played football every day.

Reported speech – range of tenses in dialogue 3:

He explained that he had completed

He told me he had been

He said he was checking

He suggested I should try to be more active.

I told him I had been exercising

He said I should be eating more fruit.

He said I should drink more water.

I told him I drink tea and that contains water.

he told me he had been monitoring all of the residents in the same way.

He said he would be visiting the nursing home next month.

He also said I should continue exercising

The tenses in reporting speech change as follow:

Tense	Direct speech	Tense	Reporting speech
Simple present	"I eat apples" he said.	Simple past	He said that he ate apples.
Present continuous	"I am reading the newspaper", she said.	Past continuous	She said that she was reading a newspaper.
Simple past	She said, " Maria landed at 5.00pm".	Past perfect	She said that Maria had landed at 5.00pm.
Present perfect	She stated, " I have been here too long".	Past perfect	She stated that she had been here too long.
Past perfect	He said, "I had already bought a new pen".	Past perfect	He said that he had already bought a new pen.
Present perfect continuous	She explained, "We have been listening to the lectures for 2 hours".	Past perfect continuous	She explained that they had been listening to the lecture for two hours.
Past continuous	He explained, "I had been waiting for the train for over 2 hours".	Past perfect continuous	He explained that he had been waiting for the train for over 2 hours.
Future	Marc said, "I will be in Rome next week".	Present conditional	Marc said that he would be in Rome next week.
Future continuous	Luisa said, "I will be waiting for you at the entrance".	Present Conditional continuous	Luisa said that she would be waiting for you at the entrance.

NOTE:

If the information is still true, you do not need to change the tense in the reporting speech.

Example: She said "I like apples". She said she likes apples (it remains in the present of the information is still true).

Modal verbs do not change tense in the reporting speech:

Example: She said "It could be a difficult situation to resolve". She said that It could be a difficult situation to resolve.

Insert the most appropriate verb from the list below to complete each sentence:

she was tired	you would be	he had broken	they had been waiting
she would be	he played	the girl had sang	had been discussing

- 1) The boy told me that _____ the violin.
- 2) Mrs Jones said that _____.
- 3) Georgina said that _____ in Rome next week.
- 4) They told me that _____ for two hours.
- 5) He told me that _____ his arm when he tripped and fell to the floor.
- 6) They told me that _____ beautifully at the concert
- 7) The secretary told me that the directors _____ the problem for hours.
- 8) You told me that _____ here at 6.00pm.



EXERCISE 4 – Grammar

REPORTED SPEECH _ RANGE OF TENSES

Insert the correct form of the verb to complete the sentences:

- 1) Peter told me he (to paint) _____ a beautiful picture last week. (past perfect)
- 2) Mrs Jones told me she (to collect) _____ her books this morning. (present conditional)
- 3) He told me that last Wednesday he (to work) _____ worked all day. (past perfect)
- 4) Louis said that when he was a child he (to play) _____ football for hours. (present conditional)
- 5) They told me that in the past people (to have) _____ as much money as they have now. (simple past)



EXERCISE 5 - Vocabulary

Insert the correct words from the dialogue vocabulary (below) into the following passages:

Following the doctor's visit, it was clear that Mrs Jones should be more 1. _____. This would help her lose 2. _____. Unfortunately, Mrs Jones likes to eat 3. _____ and 4. _____ snacks. Her doctor wants her to 5. _____ more healthy food. Peter thought that doctor gave Mrs Jones 6. _____ advice. He agreed that she should 7. _____ more water. He felt that the weight loss 8. _____ of 1kg was quite low. He 9. _____ her to continue her exercises. The doctor will make an 10. _____ of Mrs Jones' progress in a month's time.

3.2 Vocabulary for dialogue 3



1. active
2. advise
3. assess
4. assessment
5. cake
6. choose
7. choice
8. drink
9. eat
10. funny
11. general
12. measurement
13. pastry
14. savoury
15. sensible
16. target
17. tea
18. tell
19. water
20. weight

Dialogue 4: breakfast (B2)

Conversation between Peter (caregiver) and Mrs Jones (resident)

Situation: It's early morning and Mrs Jones has just woken and is not feeling well. Peter suggests that she should eat something for breakfast though she is unsure what to choose. Peter has to list out the breakfast choices available and before long Mrs Jones appears to feel a little better.

Persons: Peter (caregiver), Mrs Jones (resident)

Location: The meeting place takes place in Mrs Jones' Room

Grammar points:

'Will' and 'going to' for prediction



Peter: Morning Mrs Jones, how are you feeling today?

Mrs Jones: Oh not so well Peter.

Peter: Oh really, what's wrong?

Mrs Jones: My stomach feels upset.

Peter: I'm going to collect all the breakfast orders today so what would you like?

Mrs Jones: I don't think I'll take breakfast today.

Peter: You'll need to eat something Mrs Jones, even if it's something light.

Mrs Jones: It's ok Peter, I'm going to have dinner with my daughter this evening, I can eat then.

Peter: No that won't do, I'll get you something light. Do you prefer toast or cereals?

Mrs Jones: What cereals?

Peter: Corn Flakes, Weetabix or Museli. Which will you have?

Mrs Jones: And the toast?

Peter: White bread, brown bread or seeded bread. Will you take some toast?

Mrs Jones: Oh, I'm not sure, toast and cereals are not that tasty. Do you know what Mrs Brown is going to have?

Peter: Yes. I've just spoken with her. She's going to have a fried breakfast, bacon, sausage, eggs, mushrooms and baked beans.

Mrs Jones: Do they have any black pudding?

Peter: I'm not sure, I will ask the chef when I get back to the kitchen.

Mrs Jones: OK, I think I will have the same as Mrs Brown, with black pudding if they have it.

Peter: Are you sure? I thought you said that your stomach was upset this morning.

Mrs Jones: Well it was but it feels a little better now.

Peter: Well if you're sure I'll order a fried breakfast for you.

Mrs Jones: Yes please Peter. Do you know how long it will be as I may take a shower first?

Peter: I'm going to pass all of the orders to the kitchen once I leave here. So it will probably be around half an hour.

Mrs Jones: That's fine, I'll take a quick shower before breakfast then.

Peter: What time are you going out with your daughter this evening?

Mrs Jones: We're going to have dinner at six, but she's going to collect me at four. We may go shopping first.

Peter: Well I hope you enjoy your dinner this evening.

Mrs Jones: I'm sure I will, but before that I'm going to enjoy my fried breakfast.

4. Exercises for dialogue 4



EXERCISE 1 – Listening skills

Insert the correct words in this **summary** of the dialogue.

Note: A summary is a brief statement or account of the main points of something.

Mrs Jones has woken up with an upset 1. _____. When Peter asks her what she wants for 2. _____ she doesn't seem keen to 3. _____ anything. Peter explains that she could have toast or 4. _____. He also explains that she can choose between white bread, 5. _____ bread or seeded bread. She asks what Mrs 6. _____ is having. Peter explains that she has ordered a 7. _____ 8. _____. Suddenly Mrs Jones appears to recover and asks if the chef has 9. _____. Before she eats her breakfast Mrs Jones wants to take a 10. _____.



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) Why did Peter visit Mrs Jones' room?
 - A. to see if her stomach was better
 - B. to collect the breakfast orders
 - C. to take her a newspaper

- 2) Which of the following reasons did Mrs Jones give for not wanting breakfast?
 - A. she didn't like to eat breakfast
 - B. she had already eaten
 - C. she was having dinner with her daughter later

- 3) Which of the following was not included in Mrs Brown's breakfast order?
 - A. black pudding
 - B. bacon
 - C. eggs

- 4) How long did Peter say the breakfast would probably take?
 - A. 10 minutes
 - B. 20 minutes
 - C. 30 minutes

- 5) What did Mrs Jones say she may do before going to dinner?
 - A. go to the cinema
 - B. go to the hairdresser
 - C. go shopping



EXERCISE 3 – Grammar

WILL AND GOING TO FOR PREDICTIONS

'Will' is used to indicate future facts, promises, commands, assertions and prediction that you believe to be true for the future:

Example: I will cook dinner tonight (Certainty)

'Will' can also be contracted: I'll; You'll; He'll/She'll; We'll; You'll; They'll.

Example: I'll cook dinner tonight - I will cook dinner tonight

You can use words such as 'perhaps, probably, hopefully, I think, I hope' with 'will' to make a prediction about the future or to express 'want' or 'be willing to':

Example: My husband is running late. I think I will collect the children from school in case he cannot get to school on time.

I hope you will come with me to Rome.

'Going to' is used to make talk about plans and intentions or a prediction in the future based on facts in the present:

Example: There are a lot of clouds in the sky. It's going to rain! (Prediction)

You may use 'going to' once you have made your decision about the future:

Example: There is a terrible traffic jam. We are going to be late for our meeting.

Will and going to for prediction in dialogue 4:

I'm going to collect all the breakfast orders today

You'll need to eat something Mrs Jones

Which will you have?

Will you take some toast?

Do you know what Mrs Brown is going to have?

She's going to have a fried breakfast

I will ask the chef when I get back to the kitchen

Complete the following sentences by inserting the correct verb.

- 1) I think I _____ toast for breakfast.
A. going to have
B. will have

- 2) When you are older, I _____ you come to celebrity parties with me.
A. going to let
B. will let

- 3) There is a spare glass of juice, I am _____ it
A. going to take
B. will take

- 4) When I get back to the office I am _____ the calendar.
A. going to check
B. will check

- 5) Do you think Mrs Jones _____ her friends this summer?
A. going to visit
B. will visit



EXERCISE 4 – Grammar

WILL AND GOING TO FOR PREDICTIONS

Connect the correct phrases together; place the correct number after each letter:

- | | | |
|-------------------------|--------------------------------------|---------|
| A) When I get back home | 1) is going to France next year | A _____ |
| B) I think Mrs Jones | 2) I will watch a film | B _____ |
| C) Look at the sky! | 3) will like the dress I have chosen | C _____ |
| D) My teacher | 4) we are going to miss the class. | D _____ |
| E) The train is late! | 5) it's going to rain. | E _____ |



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. Breakfast is typically cooked in a:

- A. shop
- B. restaurant
- C. kitchen

2. Which of the following does not contain or is made of meat?

- A. bacon
- B. egg
- C. black pudding

3. What verb means to bring or gather together?

- A. pass
- B. collect
- C. enjoy

4. Which of the following is a common type of bread?

- A. seeded
- B. mushroom
- C. sausage

5. Which of the following words can relate to being ill?

- A. upset
- B. order
- C. collect

4.2 Vocabulary for dialogue 4



1. bacon
2. black pudding
3. bread
4. breakfast
5. cereals
6. collect
7. dinner
8. egg
9. enjoy
10. kitchen
11. light
12. mushrooms
13. order
14. pass
15. sausage
16. seeded
17. shopping
18. stomach
19. Toast
20. upset

Dialogue 5: social snacks (B2)

Conversation between Peter (caregiver) and Mrs Jones (resident)

Situation: Mrs Jones has invited a number of friends to meet with her in the common room at the residential nursing home. She is keen to show her hospitality by providing snacks for her guests and she asks Peter to fetch various snacks for her. Before agreeing to collect the specified snacks, Peter questions the suitability of the snacks based on his knowledge of Mrs Jones' guests.

Persons: Peter (caregiver), Mrs Jones (resident)

Location: The discussion takes place in Mrs Jones' Room.

Grammar points:

Modals of deduction and speculation



Mrs Jones: Peter, you haven't forgotten that my friends are coming round this week?

Peter: No Mrs Jones, I have already reserved your favourite table in the common room, the one by the window.

Mrs Jones: Thank you.

Peter: What else do you need?

Mrs Jones: As we'll be together all afternoon, I think my friends might like some snacks.

Peter: That sounds reasonable. What snacks were you thinking of?

Mrs Jones: Oh just the normal, pork pies, sausage rolls, chocolate biscuits and some nice almond cake.

Peter: Can you remind me again who is coming to your little gathering?

Mrs Jones: Mrs Brown, Mr Smith and Mrs Khan from the care home, and my old friend Ivy.

Peter: Yes, I thought so. Based on your guest list, don't you think there could be some issues with the food?

Mrs Jones: What do you mean, do you think there could be some issues?

Peter: There may be. To begin with isn't your friend Ivy a diabetic?

Mrs Jones: Oh yes, she won't be able to eat the biscuits but she could eat the savoury food.

Peter: Are you sure? The savoury food is also high calorie so she may not be able to eat that either.

Mrs Jones: Oh you're right. I hadn't thought about that.

Peter: And Mrs Khan is Muslim, so she won't eat the pork products.

Mrs Jones: Oh dear, I could be making a few social errors with the food.

Peter: You've also asked for an almond cake. Could there be a problem with that? Doesn't Mr Smith have a nut allergy?

Mrs Jones: Well if he does it doesn't stop him eating peanuts all of the time. He eats more peanuts than a monkey.

Peter: OK then I'll keep the almond cake on the list, but what about the pork products and the chocolates?

Mrs Jones: We could always get vegetarian savoury snacks, as Mrs Khan would like those.

Peter: OK I'll get vegetarian savoury snacks instead of pork, as I know Mrs Khan can eat those.

Mrs Jones: What about an alternative for Ivy with her diabetes?

Peter: I know the chef here has cooked special cookies for diabetics before, maybe he could make a batch for your little gathering. Shall I ask him?

Mrs Jones: Oh yes please Peter. Ivy is a dear old friend and I really would like to make her feel welcome.

Peter: So we can agree on vegetarian savoury snacks, almond cake and special diabetic cookies. If I leave now I may be able to collect most of these things this afternoon.

Mrs Jones: If you leave now you might bump into that girl you like at the local supermarket.

Peter: Oh yes, I hadn't really thought about that. Maybe I should put a clean shirt on, you know, just in case.

5. Exercises for dialogue 5



EXERCISE 1 – Listening skills

Insert the correct words in this **summary** of the dialogue.

Note: A summary is a brief statement or account of the main points of something.

Mrs Jones has planned to invite her 1. _____ to the nursing home for a 2. _____ gathering. Peter has reserved a table in the common room, by the 3. _____. Mrs Jones suggests that her friends may enjoy some 4. _____. However, Mrs Jones choices do not take into consideration the needs of her guests. She orders high calorie food even though one friend is a 5. _____. She orders pork even though one friend is 6. _____. Peter suggests some alternatives and Mrs Jones decides to order 7. _____ savoury snacks. For her diabetic friend she decides to order some special diabetic 8. _____. Peter will fetch the food from the local 9. _____. He suggests that he should put a clean 10. _____ on.



EXERCISE 2 – Listening skills

Circle the correct answer.

- 1) When are Mrs Jones' friends coming round??
 - A. today
 - B. this week
 - C. next week

- 2) What type of biscuits does Mrs Jones say that she wants to order?
 - A. custard cream
 - B. digestive
 - C. chocolate

- 3) Which one of Mrs Jones' friends has diabetes?
 - A. Mrs Brown
 - B. Mrs Khan
 - C. Ivy

- 4) What does Peter suggest Mr Smith may have?
 - A. a nut allergy
 - B. hay fever
 - C. high Cholesterol

- 5) What type of food does Mrs Jone keep from her original list?
 - A. almond cake
 - B. chocolate biscuit
 - C. sausage roll



EXERCISE 3 – Grammar

MODALS OF DEDUCTION AND SPECULATION

Modals are verbs in English that are different to other verbs. The good news is that there are only 11 modal verbs to learn.

Can	Could	
shall	should	
will	would	
may	might	must
ought to	used to	

We use modal verbs to give additional meaning to the use of verbs. Modal verbs do not have an infinitive form. There is no such thing as ‘to could’ or ‘to might’.

Modal verbs cannot stand alone as verbs but must be used in support of another verb. We call this an auxiliary verb. Modal verbs can be used in their positive and negative form.

Example: I can play football – I cannot (can’t) play football

Example: I should do my homework – I shouldn’t do my homework

Example: I will go to the restaurant – I will not (won’t) go to the restaurant

Modals of deduction of speculation are: might, may and could. They are used to indicate possibility or when we think something is true.

Example: they might be coming tonight.

Example: we may be a type of tomato.

NOTE: use ‘must’ if you are sure something is true or ‘can’t’ or ‘cannot’ when you are sure something is not true.

Example: It’s dark already. It must be time to go.

Modals of deduction of speculation in dialogue 5:

I think my friends might like some snacks

Don't you think there could be some issues with the food?

Do you think there could be some issues?

There may be

She may not be able to eat that either.

I could be making a few social errors with the food.

Could there be a problem with that?

We could always get vegetarian savoury snacks

I may be able to collect

You might bump into that girl

Insert the most appropriate verb from the list below to complete each sentence:

must have studied	might/could/may be	must be	might/could/may
might/could/may be	Must be	might not be	might/could/may be

- 1) You have been waiting over an hour. You _____ bored!
- 2) Have you checked the car? The keys _____ on the passenger seat.
- 3) There are clouds in the sky. It looks like it _____ rain.
- 4) I cannot see from here. It _____ George.
- 5) That girl ... It _____ Luisa. I am sure!
- 6) They told me that the girl had sang beautifully at the concert. She _____ music all her life.
- 7) They _____ late for their next meeting, if the traffic doesn't get better
- 8) He _____ here at 6.00pm.



EXERCISE 4 – Grammar

MODALS OF DEDUCTION AND SPECULATION

Insert an appropriate verb to complete the sentences:

- 1) I have been waiting for an hour. It's possible that the train _____ not arrive.
- 2) They have known each other for a while. They _____ be good friends by now.
- 3) I _____ eat pasta every day, I like it so much.
- 4) Mrs Jones _____ come tomorrow, if she feels well.
- 5) I _____ take my library books back today or I will get a fine.

6)



EXERCISE 5 - Vocabulary

Answer the following questions based on the information in the dialogue:

1. What is a raised pie made with minced cooked pork and typically eaten cold, called?

- A. sausage roll
- B. snack
- C. pork pie

2. How might you describe a pre-arranged meeting of friends?

- A. gathering
- B. vegetarian
- C. error

3. which word means to direct one's mind towards someone or something?

- A. discuss
- B. think
- C. explain

4. Where would you go shopping for groceries?

- A. bakery
- B. butcher
- C. supermarket

5. Which phrase means to take a precaution against something happening?

- A. just in time
- B. just in case
- C. just out of time

5.2 Vocabulary for dialogue 5



1. afternoon
2. allergy
3. batch
4. biscuit
5. Bump into
6. cook
7. cookie
8. diabetes
9. diabetic
10. error
11. gathering
12. just in case
13. peanut
14. pork pie
15. sausage roll
16. snack
17. social
18. think
19. vegetarian (noun)
19. vegetarian (adjective)
19. welcome

End of unit 3 test

Fill in the blank sections using vocabulary from each of the dialogues:

Dialogue 1: discussing supplements (A2)

1. As people get older their bodies become less efficient at _____ vitamins.
2. The human skeleton is made of _____.
3. Energy from food and drinks is measured in _____.
4. A _____ is a substance taken to remedy the deficiencies in a person's diet.
5. Our bones and our teeth require _____ salts.
6. A person's mental and physical condition can be described as their _____.
7. To be _____ is to work in a well-organised and competent way.
8. Guidance or recommendations are both types of _____.

Dialogue 2: visit to a restaurant (B1)

1. The origin of something can be described as its _____.
2. A chair fitted with wheels and used by someone who cannot walk is a _____.
3. A sloping surface joining two different levels is a _____.
4. A pub that offers accommodation may be termed an _____.
5. _____ is cooking food in hot fat or oil, typically in a shallow pan.
6. Foods that do not contain animal or vegetable fats are known as _____.
7. To _____ food you pour fat or juices over it during cooking.
8. _____ is a powder obtained by grinding grain, that is used to make bread.

Dialogue 3: healthy eating (B1)

1. To stay healthy people are encouraged to maintain an _____ lifestyle.
2. _____ is considered to be a very British drink.
3. If a person does not exercise and eats unhealthy food, they are likely to gain _____.
4. _____ is a dough made of flour, fat and water.
5. An _____ is a critical review of something or someone.
6. We may _____ someone of what to do if we think they can benefit from our experience.
7. A manager will often _____ their subordinates what they should do.
8. Spring water is a very healthy and natural _____.

Dialogue 4: breakfast (B2)

1. Cured meat from the back or sides of a pig is called _____.
2. Many people in Britain eat bread that is browned by heat, it's called _____.
3. Fried breakfasts are _____ by people around the world every morning.
4. A _____ is an edible fungal growth.
5. An _____ is a specific request for food when eating at a café or restaurant.
6. The _____ is the major part of our digestive system.
7. The act of obtaining groceries is called _____.
8. _____ are a breakfast food made from grains.

Dialogue 5: social snacks (B2)

1. A person who does not eat meat or fish is called a _____.
2. A mistake can also be described as an _____.
3. A person suffering from diabetes is a _____.
4. _____ actually means to meet by chance.
5. A quantity or consignment of goods produced at one time is known as a _____.
6. Preparing, mixing and then heating ingredients is _____.
7. An _____ is a damaging immune response by the body to a substance.
8. A _____ is a light meal that is eaten in a hurry or in a casual manner

Vocabulary Unit 3 (A-Z)

A

absorb
access
active
adjustment
administration
advice
advise
afternoon
allergy
assess
assessment

B

bacon
baste
batch
beans
biscuit
black pudding
bone
braise
bread
breakfast
bump into

C

cake
calcium
calorie
cereals
choice
choose
collect
confusion
cook
cookie

D

diabetes
diabetic
diet
dinner
disabled
drink

E

eat
efficient
egg
emphasise
enjoy
error

F

fat

fat-free

flour

formal

fruit

fry

funny

G

gathering

general

grill

H

health

I

immune

inn

J

juice

just (in case)

K

kitchen

L

leaflet

light

M

magnesium

meal

measurement

menu

mushrooms

N

nut

nutrient

nutrition

O

order

P

pass

pastry

peanut

pork pie

produce

Q

R

ramp

reservation

reserve

S

sausage

sausage roll

savoury

seasonal

seeded

sensible

shopping

snack

social

source

stomach

supermarket

supplement

system

T

target

tea

tell

think

toast

traditional

U

upset

V

vegetable

vegetarian

vitamin

W

water

weight

wheelchair

wine

X

Y

Z
