

You are what you eat

Speaking

Choose one of the illustrations and describe it in detail.
Where can you get these sorts of food?



Photos: A. Thomae

Slogans

1. Have a look at the slogans, which one do you like best and why?
2. Which three slogans fit to your life-style? Discuss them with your neighbour by describing your eating habits.

**A Mars a day helps you
work, rest and play**

**Know your farmer,
know your food**

**Take care of your body,
it's the only place to live**



Photo: A. Thomae

An apple a day keeps the doctor away

**Eat the best,
leave the rest**

**Eat to live,
not
live to eat**

**It takes two hands
to hold a Whopper**

**To make that tough job
easier sweeten it**

Burn calories not gas

Fast Food for Fast Times

**A moment on the lips,
a lifetime on the hips**

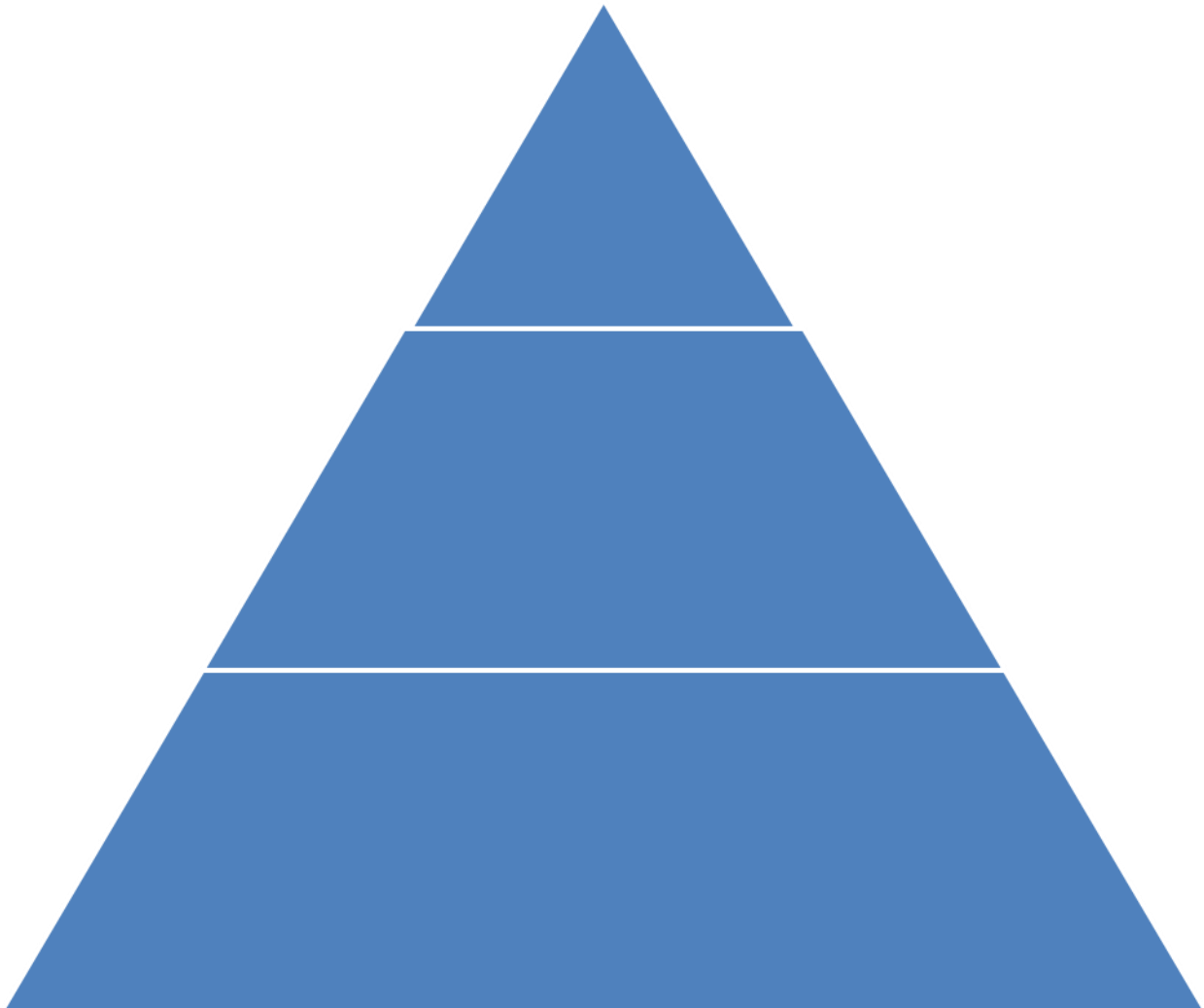
Speaking and writing

How about your classmates? Let's start a survey on eating habits.
Try to formulate your questions clearly, so that you can compare the results easily.

Work in groups of 3 and solve the following tasks:

- Think about 5 - 6 suitable aspects you want to consider.
- Pool them with those of your classmates and choose the most interesting ones.
- Formulate a good multiple choice question on your aspect (3 possible answers) and ask 10 classmates.
- Present your results in a suitable way (diagram, notes, sentences).

MY HEALTHY FOOD PYRAMID



Arrange these types of food according to how often they should be eaten. Choose 10 examples for each level of the pyramid. Give reasons for your choice.

cabbage, fats, sweets, milk, yogurt, cheese, salmon, meat, poultry, beans, rice, pasta, nuts, cereals, bread, eggs, polenta, beef, beetroot, pork, celery, cauliflower, bacon, chicken, chocolate, cookies, corn, cream, cucumber, doughnut, flowers, fudge, goat meat, grapes, herbs, honey, jams, jellies, lettuce, maple syrup, muffins, onions, pasties, peaches, pears, peas, pickles, pies, plums, pretzels, rabbit, radishes, raspberries, rhubarb, ribs, rolls, sausages, scones, spices, squash (AE), strawberries, tomatoes, turkey, veal, garlic, chives, parsley, potatoes, fish

Auditory-visual comprehension

We eat in order to stay alive. You are what you eat.

What do we need that energy for and what influences the amount of calories?

Pre-watching activities

We talk about different groups of people.

Compare the people in the photo according to their consumption of energy. Give reasons for the order you have chosen.



Quelle: <https://www.schulportal-thueringen.de/web/guest/media/detail?tspi=293>; Standbild nach ca. 30 Sekunden)

While-watching activities

Compare your list with the order and arguments given in the video sequence.

- teenage girl – elderly woman
- manual worker – office worker
- pregnant woman – teenage boy

One in three kids in Britain is overweight, one in ten is obese. These children have to face serious medical risks and long-term consequences. (2:28)

- a) What limitations of daily life does the boy refer to?
- b) Claire Beeken has another story to tell. She tried to control her life by going on extreme diets. Listen to her story and sum it up. (Diff: Zus. auf Deutsch/Englisch)

After-watching activities

Claire Beeken mentions a number of typical symptoms of anorexia.

Differenzierung

- a) Match the German translations to the English ones.
- b) Group these symptoms into the following categories: long-term effects, circulation, effect on digestive system, changes in physical appearance

1. slow pulse	a. Herzrhythmusstörungen
2. poor circulation	b. Unfruchtbarkeit
3. heart shrinks	c. Krämpfe
4. cardiac arrhythmias	d. Magenschmerzen
5. cardiac failures	e. Verdauungsstörungen
6. anaemia	f. Muskelabbau
7. susceptibility to infections	g. Übelkeit nach dem Essen
8. bulimia	h. Atembeschwerden
9. nausea after eating	i. Bulimie
10. pain on breathing	j. Gelenkschmerzen
11. aches in joints	k. Blutarmut
12. stomach pains	l. Verengung der Herzkranzgefäße
13. cramps	m. Infektionsanfälligkeit
14. oestrogen deficiency	n. Östrogenmangel
15. reduced fertility	o. Ausbleiben der Regel
16. amenorrhoea	p. niedrige Pulsfrequenz
17. constipation	q. Herzinsuffizienz
18. muscle waste	r. Kreislaufbeschwerden

Project (Differenzierung)

A

Your school is planning a project on healthy food.

Your class contribution is to create a weekly menu for the school cafeteria (breakfast + lunch).

Hints for organizing your work

Work in groups of five.

At first, every group member creates a menu for one day of the week.

Now, exchange your results and discuss them.

Keep in mind: your plan for the week should be well balanced!

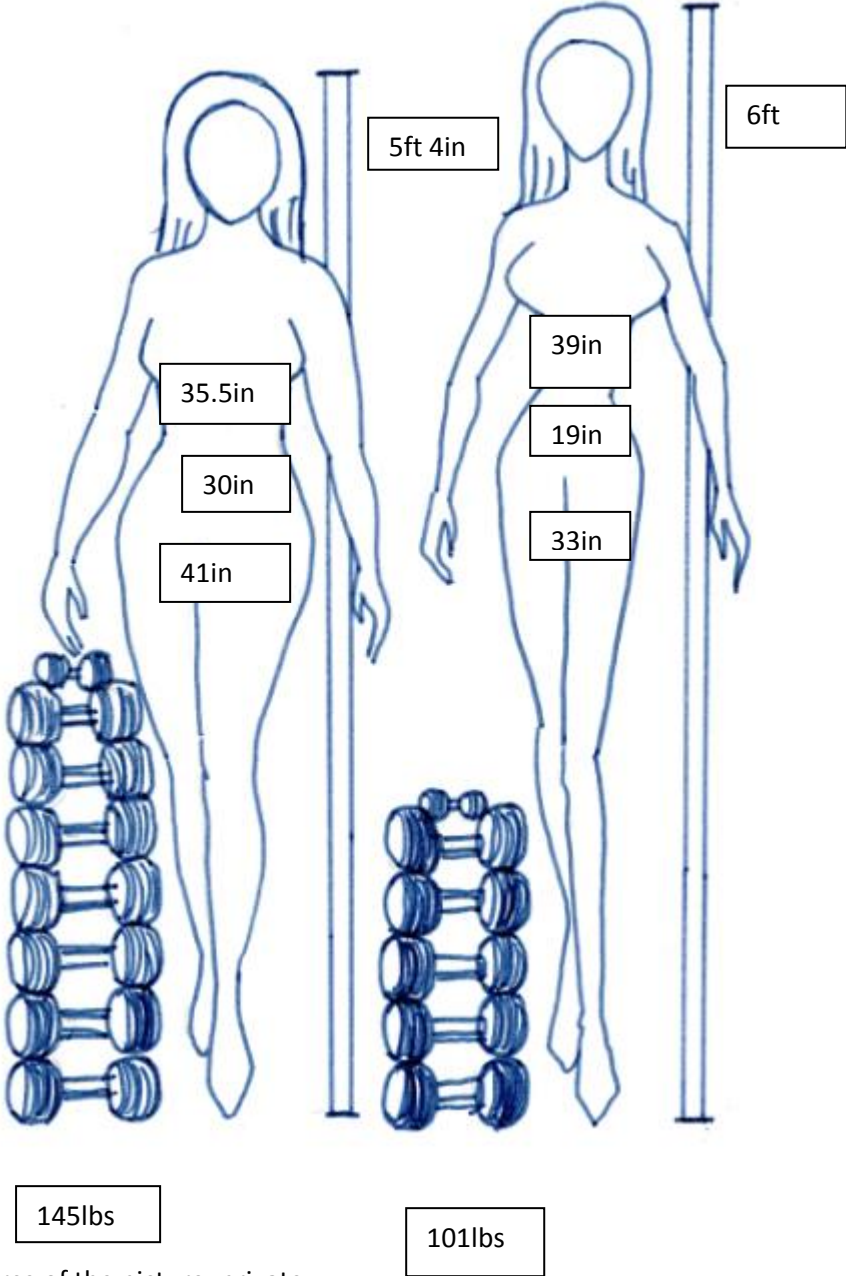
Design a poster with your weekly menu and present it in class.

B

Compare the physical build of a healthy young and slim woman with that of popular fashion dolls. Use a dictionary or the internet to convert these numbers from feet, inches and pounds into the units of measurement we use.

Some girls take the doll as a role model and try to look similar.

Consider at least three long-term effects on their health and explain your choices.



Source of the picture: private

Mediation

Imagine you have found an interesting article in a social network. Your little sister is wondering about the picture and wants to know more about it, but she doesn't understand English.

What questions might she have?

Write 8 questions and ask your neighbor to answer them.

Give her a short summary of the photo's/picture's history.

When I was a little girl ...

... I played with my Barbie in her playhouse, sending her and Ken on dates that always ended with a goodnight kiss. I had fond times with my Barbie, and I admired her perfect blonde locks and slim figure. Barbie represented beauty, perfection and the ideal for young girls around the world.

In January 2007, I was looking for a way to make my peers realize the importance of eating disorders and body image issues. I was frustrated after quitting cheerleading, frustrated with pressures to look and act a certain way and most of all frustrated with the eating disorder controlling my life. I wanted to do something that would turn others' apathy into action.



That evening, my neighbor and I found two long pieces of wood and started measuring. With a little math, nails and hammering, we built a stick figure that stood about six feet tall.

The chicken wire came next. Surrounding her wooden frame, we created a body that wasn't much thicker than a stick figure, but had the womanly and unattainable curves and proportions that impressionable young girls idealize. We stuffed the chicken wire with newspaper and created a body. She now needed some skin, so I employed the masterful art of papier maché.

Oddly, I started to feel my fondness for Barbie return, now not as a plaything but as a tool to reveal the negative body image that she promotes. As I papier machéd, I couldn't forget Barbie's impressive bust and blew up balloons over and over again to achieve a perfect 39" measurement. Once her chest was secured, I spent hours smoothing the paper, and later mixed paints to replicate her seemingly perfect white skin tone. With a little hard work and a lot of time, a headless, footless and handless body soon stood in my apartment.

But then I had a problem. I couldn't figure out how to recreate the recognizable face of the Barbie we all know and love. On my way to get office supplies, I drove by a Toys 'R' Us, and that's when it hit me. Barbie with just shoulders and a head, meant to practice brushing her hair. I found the Barbie head and clothed Barbie for her first debut.

I dressed Barbie in my old clothes. The skirt she still has on today is a reminder of who I once was. That skirt, a size double zero, used to slip off my waist when I was struggling with anorexia. I put it on Barbie to serve as a reminder that the way Barbie looks, the way I once looked, is not healthy and is not "normal," whatever normal might mean.

My Barbie's role is simple. She grabs the attention of onlookers and makes them think and talk about an issue that thrives in silence. In the last four years, Barbie has surpassed my expectations, attracting attention and sparking conversation among listeners and readers across the nation.



Once a year, at the end of February, there is NEDAW (National Eating Disorders Awareness Week) in schools and colleges. This is just one way to get students to discuss these important issues. However, constant discussion and education is key to dealing with and overcoming eating disorders.

Despite her bizarre appearance, Barbie provides something that many advocacy efforts lack. She reminds of something we once loved, while showing us the absurdity of our obsession with perfection.

For more information, call the South Shore Eating Disorders Collaborative at 508-230-1732 or visit the National Eating Disorders Association at www.nationaleatingdisorders.org.

Author: W. Alexander

Annotations:

chicken wire	Maschendrahtzaun
oddly	strangely
to thrive in silence	in der Stille gedeihen
to surpass	to do or be better than sb./sth.
advocacy	support

Optional task:

You have worked very well. Surprise your friends with a special, healthy and yummy drink.

Ingredients:

a) The spicy version

Yoghurt or Kefir (500ml)
Two tomatoes cut in pieces
Chives and parsley, chopped
Salt and pepper, Tabasco

Put all the ingredients into a mixer, blend and enjoy your cool drink.

b) The sweet version

150 g strawberries
1 banana
250 ml orange juice
crushed ice

Blend the fruit, serve with crushed ice and a lovely smile.

Thinking about language

Every language is full of eating phrases.
 Look up the ones you don't understand.
 Which of them might be colloquial and which might be neutral?
 Complete the table.

to bolt sth down	to be stuffed	to be ravenous
	to have hollow legs	to eat like a pig
	eat up	to
to be off one's food		I'm so hungry I could eat a horse.
	My tummy is rumbling.	to eat non-stop
to polish off	It is as tasty as bacon.	to stuff your face
	greedyguts	to be a foodie
		to gobble sth up
to be full as a nut	to be a good/bad eater	to have a sweet tooth
to have not eaten for ages	to be starving	My mouth is watering.

Neutral language	Colloquial language

Speaking

It is break at school. One of the boys has already eaten up his lunch and tries to get something to eat from his friend.

Partner A: Convince your friend to give you something.
 Partner B: Refuse because you are hungry and a slow eater.

Try to use as many of the given phrases as possible.