

IV.28

Exploring life and culture

Healthy eating – Über Essgewohnheiten und gesunde Ernährung sprechen (Klassen 9/10)

Nach einer Idee von Andrea Sach und Annemarie O'Brien, Hamburg



Essen wir immer gesund oder passt etwas Schmeckes auf der Hand eher in unseren Alltag? In dieser Einheit lernen Ihre Schülerinnen und Schüler, was gesunde Ernährung ist und warum sie in unserem Alltagsleben eine besondere Bedeutung hat. Sie lernen relevanten Wortschatz, um über das Thema zu sprechen, üben wichtige Grammatik, die dazu passt, und lesen Tipps, wie man sich gesund ernähren kann. Den Abschluss bildet ein tolles Rezept zum Ausprobieren.

KOMPETENZPROFIL

Klassenstufe: 9/10

Dauer: 2 Doppelstunden

Kompetenzen: 1. Verfügbarkeit sprachlicher Mittel/Wortschatz: Vokabular zum Thema „Ernährung“ erarbeiten und anwenden; 2. Schreiben: Fragebogen ausfüllen; Lückentext (*much* und *many*) ergänzen und einen Menüplan schreiben; 3. Lesen: einem Text Informationen entnehmen und ein Kochrezept verstehen; 4. Sprachmittlung: einen Text sinngemäß vom Englischen ins Deutsche übertragen

Thematische Bereiche: Gesundes Essen, Ernährungsgewohnheiten

Material: Cartoon, Texte, Lückentexte, Bilder

Auf einen Blick

1. Stunde

Thema: An introduction into the topic "healthy eating"

M 1 **A balanced diet – a cartoon** / einen Cartoon beschreiben und analysieren

ZM 1 **Healthy ice cream? – A cartoon** / ein weiterer Cartoon zum Thema „healthy eating“ als Zusatz oder Differenzierung für schnelle Lernende

M 2 **Eating well – a vocabulary quiz** / anhand eines Quiz den vorhandenen Wortschatz aktivieren

M 3 **The food pyramid** / Essensgruppen benennen und Lebensmittel in Gruppen aufteilen

Homework: Complete task 3 in M 3 and research even more words (extra).

Benötigt: OH-Projektor, Dokumentenkamera oder Beamer / Whiteboard
 Folienkopie, Ausdruck oder Worddokument von M 1, M 2 und M 3

2. Stunde

Thema: Thinking about eating

M 4 **The food pyramid quiz** / das neue Wissen aus der letzten Stunde überprüfen

M 5 **Countable and uncountable nouns – much and many** / anhand eines Kontextdialogs die Anwendung von *much* und *many* mit zählbaren und unzählbaren Substantiven üben

M 6 **What is a healthy eater?** / notieren und mit dem Partner austauschen, was zu einer gesunden Ernährung gehört

3. Stunde

Thema: Healthy eating tips

M 7 **Healthy eating questionnaire** / den Partner über sein Essverhalten befragen

M 8 **Healthy teenagers** / einen Text mit Tipps für eine gesunde Ernährung lesen

M 9 **Mediation: How to stay healthy – What did you understand?** / den Text aus M 8 zur Verständnissicherung auf Deutsch zusammenfassen

M 10 **True or false** / Fragen über den Text mit *true/false* beantworten

Homework: Optional: Do M 7 task 2. Write a short text.

4. Stunde

Thema: An English recipe

M 10 **Chop the onions – recipe words** / Wortschatz zum Thema „Rezepte“ üben

M 11 **Let's make curry and rice** / ein englisches Rezept lesen und mit einem Partner kochen

ZM 3 **What's your favourite dish?** / die Zutaten für das eigene Lieblingsgericht aufschreiben

Homework: optional: Do M 11 task 3/ZM 3.

Benötigt:

- OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard
- Folienkopie, Ausdruck bzw. Word-Fassung von M 10
- ggf. Zutaten für Rezept

5. Stunde

Thema: Planning a meal

M 12 **Planning a meal** / eine komplette Mahlzeit vorbereiten und planen

M 13 **Vocabulary for talking about food, health and fitness** / thematisches Glossar zum Abheften

Homework: Learn the new words.

6. Stunde

Thema: What can you remember?

LEK **Healthy eating – What can you remember?** / Abschlusstest zum Überprüfen des Gelernten

So können Sie kombinieren und kürzen

Sie haben nur 180 Minuten zur Verfügung. So können Sie in nur drei Präsenzstunden trotzdem alle wichtigen Inhalte behandeln:

1. Stunde: the food pyramid and how to stay healthy

M 3, M 8/M 9

2. Stunde: An English recipe

M 10/M 11

3. Stunde: Planning a meal


M 12/M 13

Differenzierungssymbole

 = Differenzierende Materialien vorhanden

 = Material für leistungsschwächere Lernende

 = Material für leistungsstärkere Lernende

 **TIP** = Hinweisstellung für Leistungsschwächere

 **EXTRA** = Extra-Aufgabe für Leistungsstärkere

M 3

The food pyramid

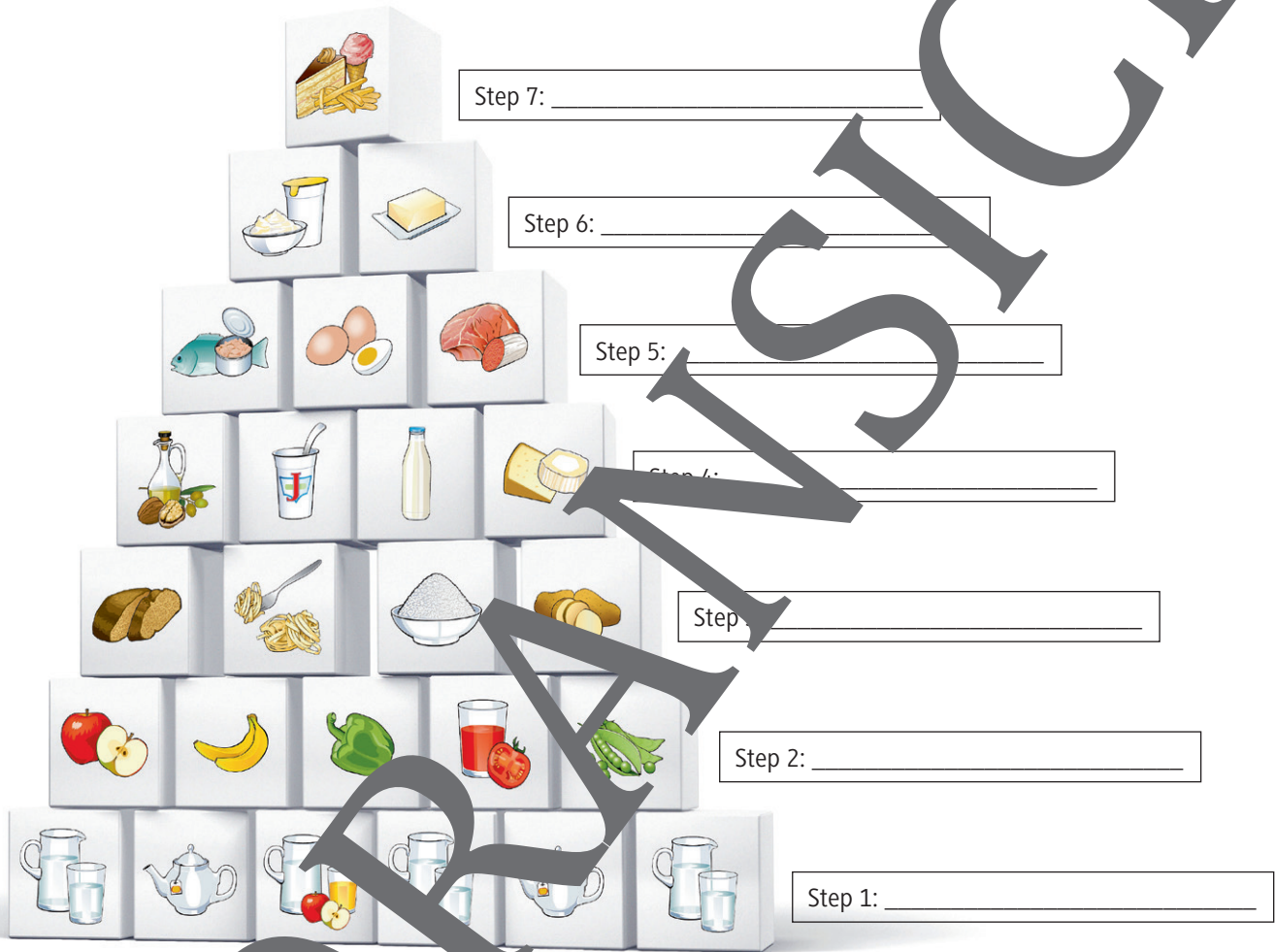
What is a healthy diet? Let's look at the food pyramid. If you need help, use the TIP box below.



Tasks

1. Look at the food pyramid and match each name below with a step.

fruit and vegetables – fluids – dairy products and oils – meat, fish and eggs
 carbohydrates – fats – sweet and fatty foods



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TIP

- Examples of fruit and vegetables: bananas, pepper, apples, beans, tomatoes, ...
- Examples of fluids: water, tea, coffee, juice, ...
- Examples of dairy products and oils: milk, cheese, olive oil, yoghurt, ...
- Examples of meat, fish and eggs: salami, tuna, eggs, ...
- Examples of carbohydrates: bread, potatoes, pasta, sugar, ...
- Examples of fats: butter, margarine, cream, ...
- Examples of sweet and fatty foods: cake, ice cream, ...

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Countable and uncountable nouns – much and many

M 5

Practise using *much* and *many*. These two words are very useful when you talk about food.

Zählbare und nicht zählbare Nomen in Fragen und Verneinungen

TIP

Wenn man in Fragen (?) und Verneinungen (x) über eine größere Menge von Dingen sprechen möchte, braucht man die Wörter **much** (viel) und **many** (viele).

Many benutzt man für zählbare Nomen, d. h. für Dinge, die man zählen kann, z. B. *bananas, sausages, eggs*.

How many bananas have we got? We haven't got many bananas left.

Much benutzt man für nicht zählbare Nomen, d. h. für Dinge, die man nicht zählen kann, z. B. *water, orange juice, butter*.

How much butter do we need? We don't need much butter for the cake.

Flaschen (*bottles*), Päckchen (*packets*), Tüten (*bags*) kann man wiederum zählen.

How many bottles of water are in the fridge? There aren't many bottles.

Tasks

- You and your dad want to make a cake. Your dad is looking in the kitchen and you are writing the shopping list. Complete the dialogue with *much* or *many*.



You: I've got the recipe here. Let me look what we need.
How _____ (1) butter have we got?

Dad: We've got _____ packet.

You: OK. We need to buy one packet. How _____ (2) bottles of _____ we have _____

Dad: There are _____ in the fridge. Let's buy two more.

You: Do we need some _____ flour?

Dad: Yes, _____ isn't _____ (3). I think we need two bags of flour.

You: OK. What about sugar? How _____ (4) is there?

Dad: We haven't got _____ (5) sugar. We need lots of things, don't we?

You: _____ we do. What about candles for the cake and chocolate too?

Dad: How _____ (6) candles do we need? Your brother is going to be ten and we already have five, so we need five more.

You: Right. And how _____ (7) chocolate? We all love _____ chocolate. How _____ (8) bars of our favourite one?

Dad: I think two will be enough.

You: OK. the shopping list is finished.

M 8



Healthy teenagers

Read these tips about how teenagers can stay healthy.

How to stay healthy

Teenagers need extra nutrients to help their bones grow, their organs develop and also deal with the changes their bodies are going through. Nutrients are minerals that are in the food we eat. Calcium is needed for teeth and bones and iron is very important for girls. Everyone should eat healthily and do regular exercise.

Teenagers want to make their own decisions, including what they eat, but they need to be careful. It is important to eat a balanced diet – remember the food pyramid.

Fast food and sweet drinks are ok now and again but not every day. Your body needs lots of fruit and vegetables every day instead. Here are some helpful tips:

Don't skip breakfast

Breakfast is the most important meal of the day. It helps wake up your body and mind and prepares you for the school day ahead. If you skip breakfast you can't concentrate and may even fall asleep in lessons.

Don't eat too many processed foods

Processed foods are things like fast food and sweet drinks. They give you energy, but only for a short time and then you are hungry again. They are full of fat, sugar and calories and not many vitamins and minerals that your body needs.

Don't eat out so much

Pizzas, burgers, chips and ice cream all contain lots of fat and calories. You can make your own tasty pizzas and burgers at home with friends. You can choose your own toppings and fillings and have fun swapping ideas too.

Don't drink so many soft drinks

If you eat out you usually have a soft drink with your food. Go for water instead, it contains no sugar and usually has a small amount of minerals in it that your body needs.

Sport

As well as a healthy diet you also need to do some sport. Don't forget to drink lots of water when you are doing sport so you don't get dehydrated. You will also be hungry after sport, eat an apple instead of a bar of chocolate or a burger – your body will thank you.

So ...

eat healthy – three meals a day and healthy snacks between meals

drink healthy – more water and less sweet drinks

and do sport – regularly.



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Chop the onions – recipe words

M 10

These words will help you when you read an English recipe.

Tasks

1. Draw lines to match the words with their definitions.

1) bake	A) take off the skin of fruit and vegetables
2) boil	B) mix ingredients in a bowl
3) chop	C) cook food, usually in an oven
4) cook	D) heat a liquid until bubbles rise to the top
5) fry	E) cook food in fat or oil
6) peel	F) add salt and pepper to make the food taste better
7) stir	G) make food hot
8) whip/whisk	H) stir food using a whisk
9) season	I) cut into small pieces

2. Write the right word under the pictures of things you use in the kitchen.

bowl – chopping board – fork – knife – spoon – frying pan
measuring jug – plates – saucepan – scales – spatula – whisk



a) _____



b) _____



d) _____



e) _____



f) _____



g) _____



h) _____



i) _____



j) _____



k) _____



l) _____

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Let's make curry and rice

M 11

The most favourite dish in England is a curry – not fish and chips. Prepare a curry and rice with this English recipe.

Extra: Work with a partner.

- Read the ingredients and decide who is going to bring which ingredients to the lesson.
- Read the method. Ask your teacher if you do not understand anything.



Ingredients (what you need)

600g chicken / 600g cauliflower (or another vegetable you like)*

2 onions (peeled)

1 yellow pepper

1 red pepper

1 leek

2 small carrots

400ml coconut milk (non-sweetened)

150g yoghurt

2 tbsp curry powder

5 tbsp tomato puree

2 garlic cloves

salt, pepper and paprika powder

oil



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* You can use chicken or vegetables and serve it with rice.

Method (how to make it)

- Wash and dry the chicken. Cut it into thin slices and season with salt and pepper. Fry in a pan until golden brown.
- Finely chop the onion and leek. Remove the seeds from the peppers and chop into small cubes. Peel and chop the carrots so they are the same size as the peppers. Peel the garlic.
- Remove the chicken from the pan and put to the side.
- Heat some oil in a large pan and gently cook the onions. Add the other vegetables and fry. Squeeze the garlic in a press and add to the vegetables. Also add the cauliflower if you aren't using chicken.
- Add the curry powder, the yoghurt and the coconut milk. Stir in the tomato puree.
- Put a lid on the pan and cook on a medium heat for 20 minutes until all the vegetables are cooked. Regularly stir so that nothing sticks to the bottom of the pan.
- Add the chicken and make sure it is warmed through.
- Add salt, pepper, curry powder and paprika to taste.
- Boil some rice – two cups of water for one cup of rice, cook for 15 minutes until all the water has gone.

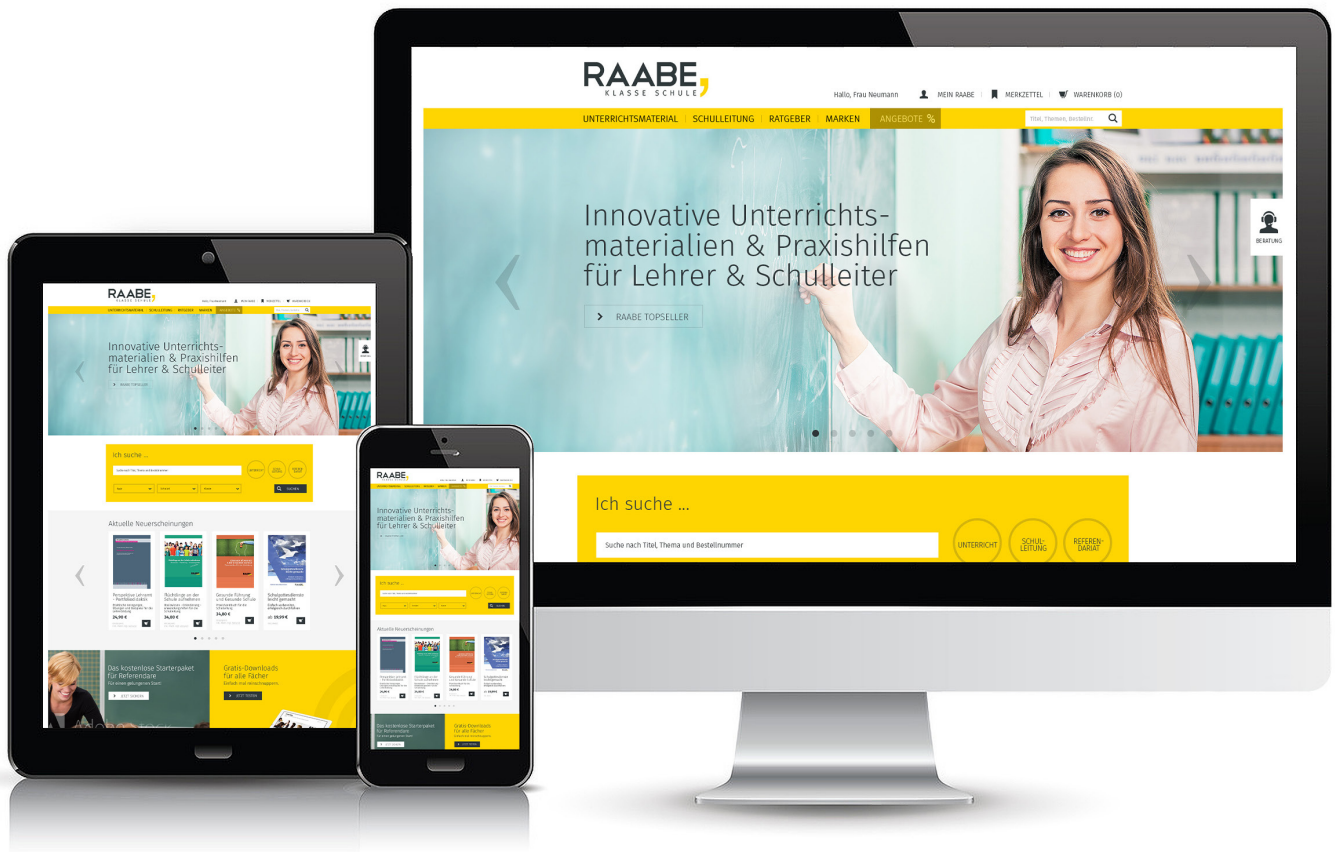
What is your favourite dish? Read the recipe above. Use it as a template to write down the recipe for your favourite dish. Write down the ingredients you need for it and the method. If you need support, use the template provided by your teacher and use the vocabulary from M 10.

Keep the recipe – you might need it for the next lesson.



TIP

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