

Chapter 7: “Students Won’t Give Up Their French Fries” by Elizabeth F. Farrell (reprinted by Linda Lee & Jean Bernard, *Select Readings*, Upper-Intermediate):

## ▣ Chapter Summary

### The Health Information Dilemma

Colleges have adopted measures—like color-coded labels (green for low-fat, yellow for moderate, red for high-fat) and online kiosks—to provide students with nutritional and caloric information about dining hall foods .

Tools such as NetNutrition and dining-tray kiosks (e.g., at USC) allow students to check fat and calorie content before choosing meals .

### Behavior vs. Awareness

Despite being more health-conscious, students continue to choose high-fat foods—“fries outsell apples by thousands and thousands of pounds” .

They often “talk the talk, but don’t really walk the walk” when it comes to nutrition .

### The Two Extremes

College populations tend to split into two unhealthy camps:

Overeaters: frequently binge on burgers, fries, pizza, and sodas.

Obsessive under-eaters: drastically restrict their diets (e.g., eating just bread), leading to potential eating disorders and stomach issues .

### Underlying Cause: Lack of Moderation

Nutritionists argue that both overeating and under-eating stem from an inability to eat in moderation—driven by emotional challenges that often precede college .

### Expert Perspective

Some campus dietitians criticize the information overload: they say that while it may educate, it doesn’t necessarily promote healthy choices—and may even fuel unhealthy obsessions .

The consensus among nutrition experts: moderation is key, not just information .---

## ▣ Chapter Structure

1. Pre-reading prompts: Reflect on personal eating habits.
2. Reading passage: Based on *The Chronicle of Higher Education*, featuring real examples from campuses including Concordia College, USC, UNC, and Michigan State

3. Data & anecdotes: Combines statistics, student quotes, and expert opinions.

4. Skill-building: Focuses on identifying main ideas, scanning for details, making inferences, and learning idiomatic phrases such as “talk the talk, but don’t walk the walk.”

5. Exercises:

Comprehension questions (e.g., inference about eating patterns).

Vocabulary activities (terms like compulsive, obsession, in moderation, extremes).

Grammar and idiomatic expression drills.

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## ☐ Key Vocabulary & Idioms

Compulsive overeating, eating disorders, in moderation, obsessive, extremes