

## You are what you eat...or are you?

<b>Title of ER:</b> You are what you eat...or are you?
<b>Level:</b> A2
<b>Target audience:</b> all college level students
<b>General goals/objectives:</b> spoken production
<b>Specific goals/objectives:</b>  1. understand the results of a survey about a group's eating habits and provide a general interpretation of it
<b>Materials needed for activity: (check the following)</b> Xinternet access Xprojector _speakers _printout XBYOD (Bring Your Own Device - smartphone, tablet) _other: Make up an online survey similar to the one in this activity.
<b>Time:</b> 20 min
<b>Overview:</b> Fill out a survey and interpret the results.
<b>Activity 1</b> <ol style="list-style-type: none"><li>1. Make sure Ss understand the expression 'you are what you eat'.</li><li>2. Discuss in pairs/small groups the validity of the expression 'you are what you eat'.</li></ol>
<b>Activity 2</b> <ol style="list-style-type: none"><li>1. Pre-teach any words on the vegan survey that might not be familiar.</li><li>2. Have Ss fill in the survey and then project the results.</li><li>3. Have Ss provide interpretations of the results, using some of the expressions provided in the activity.</li></ol>
<b>Supplementary materials</b>
<b>Related LOs</b> How often do you eat fast food? Why? Hospital food Vegan? Vegetarian? What's the difference? The road to veganism

## Can dos

Linguistic	General linguistic range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times (B1)
Linguistic	Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events (B1)

Linguistic	Phonological control	Pronunciation of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group (adapted A1)
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Pragmatic	Thematic development	Can reasonable fluently relate a straightforward narrative or description as a linear sequence of points (B1)
Pragmatic	Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points (B1)
Pragmatic	Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important (B1)
Pragmatic	Propositional precision	Can express the main point he/she wants to make comprehensibly (B1)

Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express (B1)
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Cooperating	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course (B1)
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Production / Speaking	Sustained monologue	Can briefly give reasons and explanations for opinions, plans and actions (A2)
Production / Speaking	Public announcements	Can deliver very short, rehearsed announcements of predictable, learned content which are intelligible to listeners who are prepared to concentrate (A2)

Interaction / Spoken	Conversation	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble (A2)
Interaction / Spoken	Information exchange	Can understand enough to manage simple, routine exchanges without undue effort (A2)

# You are what you eat...or are you?

By the end of this LO, you should be able to read and summarise results of a class survey about people's response to veganism.

**1. What does the expression 'you are what you eat' mean? How truthful is this expression?**

**2. Fill in this survey (suggested text below) and summarise some of the class results. You might want to use the following expressions:**

- *Many of the responses about...are similar/different....what's interesting is...*
- *I think that the class results about...show that...*
- *The number of...is... Truthfully, I am/am not surprised that...*
- *...seems to be the trend. It's interesting that...*
- *So many/few students are...I feel that...*

Suggested survey text:

Are you a vegan or vegetarian? \*

- No, I am not a vegan or vegetarian
- Yes, I am a vegan
- Yes, I am a vegetarian
- I am a part-time vegan or vegetarian

Do you think being a vegan is a healthier option? \*

- Yes
- No

Do you have any friends who are vegetarian? \*

- Yes
- No

Check the main factors that led you or your friend to becoming a vegetarian/ vegan. If you don't know any vegetarians, consider what would be the main factors. \*

- Animal rights
- Better health
- Environmental
- Knowing more about what you eat
- Economical

If or when you have children, what diet will you feed them? \*

- Mainstream diet (meat, fastfood OK)
- Whatever diet they choose, including meat
- Healthy diet, which may include fish or meat
- Vegetarian
- Vegan