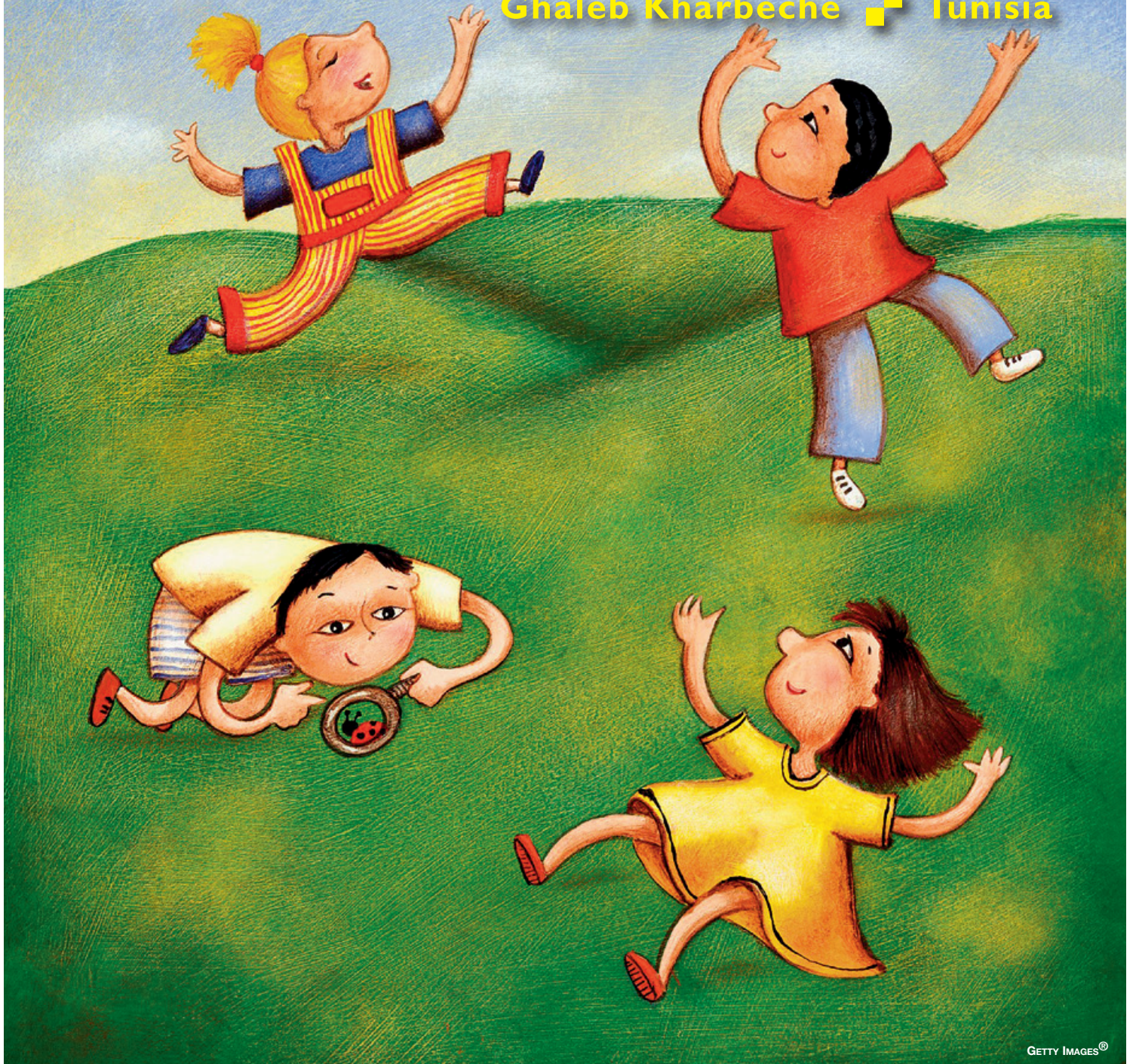


Health and Fitness

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Lesson 1: Keeping Fit (85 minutes)

SKILLS TO BE EMPHASIZED

Speaking, reading, writing

TARGET STRUCTURE

Various questions: Wh– questions/How + adj. (What do you...? Where do you...? Which is your...? How many...?); Giving advice with *should*

TARGET VOCABULARY

fit, unfit, healthy, unhealthy, food

OBJECTIVES

By the end of the lesson students should be able to:

- ask some Wh– and Yes/No questions.
- use *should* to give advice.
- write a short description of a person and his/her activities.
- scan through a reading and pick out details.
- discriminate between healthy and unhealthy behavior.

MATERIALS

Student journals kept in a notebook

ACTIVITY 1: Warm-up (5 minutes)

Ask about students' daily activities. Elicit information about activities pertaining to exercise and physical activity, such as:

- How do you go to school?
- Do you usually use the stairs? Why?
- How long do you sit in front of the TV each day?
- Do you play a lot of computer games?
- Do you play any sports? Which one(s)? How often?

ACTIVITY 2: Warm-up (10 minutes)

Ask students to write in their journals (or on a sheet of paper) about what they do every day. Tell

them to be sure to write the date and time at the top of the page.

ACTIVITY 3: Presentation (30 minutes)

1. Give students copies of the reading “Stella’s Daily Activities” (see next page).
2. Give the students a purpose for reading by telling them: “Now you’re going to read about the daily activities of a student named Stella. Then you will talk about whether she’s like you.”
3. After the students have read “Stella’s Daily Activities,” ask them some questions, such as:
 - Are you like Stella?
 - Do you do the same things she does?
 - Which activities do you and Stella both do?
 - Are there any activities that are different? Look at your journal and compare.
4. Then have students complete a table about Stella. (Write the table on the board.)

Name: _____
Address: _____
School: _____
Interests: _____

5. Continue with more analytical questions, such as:
 - Compare different ways to go to school. Discuss which ways are more healthy.
 - Stella has two physical education classes each week. Is that enough?
 - Which of Stella’s activities are best for her health? Which are worst? Explain why.

STELLA'S DAILY ACTIVITIES

Stella is 11 and lives in Washington, DC. She goes to a middle school in Georgetown. Stella walks to and from school. It takes her about 15 minutes each way. She has two physical education classes a week, but she does not play for any school sports teams. She is not interested in team sports. There is soccer in winter, but she is not good at it.

At home, Stella does not read a lot, but she watches a great deal of TV. She plays computer games every day.

She uses her bicycle more than five times a week. Sometimes Stella goes riding with her brother and her mother. She rarely plays outside and spends many hours inside the house. She likes watching TV, gardening, and on weekends she spends five or six hours on the computer. When she goes to her friend's apartment, she always takes the elevator.

Do not forget that Stella is interested in eating fast food. She goes to McDonald's for burgers and fries many times a week.



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ACTIVITY 4: Presentation

(15 minutes)

1. Divide the class into two groups and assign each group one task:

Group 1: Read and find five activities Stella does to keep fit.

Group 2: Read and find out what Stella does that does not help her keep fit.

2. After each group has listed the activities, have students write their answers on the board in a chart like the one below.

Activities that help Stella stay fit	Activities that do not help Stella stay fit

3. Encourage students to discuss these answers, and lead them to consider: *Which activities help us keep fit and which do not?*

ACTIVITY 5: Practice

(15 minutes)

Giving Advice in Pairs

1. Have students practice giving advice on keeping fit using *should*. Tell students: “Now talk to Stella and tell her what is good for her.”
2. Give models using the following structures:
 - You should...
 - Perhaps you shouldn't...
 - You should stop...
 - You should continue...

3. **Role Play:** Put students into pairs. Have the students take turns playing Stella. The other partner plays Stella's friend and gives her advice on how to keep fit.

ACTIVITY 6: Evaluation

(10 minutes)

1. Have students go back to their journals and reread what they wrote.
2. Ask students to correct their sentences and/or add new ones.
3. After they have corrected and added to the existing journal entries, have students write down what they should and should not do to be healthier.
4. Collect the journals to evaluate the students' work.

ACTIVITY 7: Follow-up

(Homework)

Tell each student to write five tips for staying healthy.

Keeping Fit Tips for Kids	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Lesson 2: At a Sportswear Store

(55 minutes)

SKILLS TO BE EMPHASIZED

Listening and speaking

TARGET STRUCTURE

Conversational language: greetings; polite requests: *May I...? I'd like....*

TARGET VOCABULARY

Sports clothes: *T-shirt, sneakers, sweat suit, etc.; to try on* (clothes)

OBJECTIVES

By the end of the lesson students should be able to:

- name sports clothes.
- express likes and talk about their favorite colors and sports garments.
- use *May I...?* in requests.
- act out (role play) a dialogue in a shop.

MATERIALS

Realia and/or illustrations of sports clothes

ACTIVITY 1: Warm-up

(10 minutes)

1. Check students' homework. List all their tips for keeping healthy on the board or a large piece of paper. Make sure it is still there for the lessons that follow.
2. Focus on the tips related to sports or exercise. Ask students, "If you want to play sports or exercise, what do you need?"
3. Prepare students for listening to the dialogue. Ask students to fill out a shopping list that shows what sports/exercise clothing they want to buy. (See sample list below.)

My Shopping List		
Item	Colour	Size

4. Introduce the dialogue. "Now that we have our lists ready, we're going to visit a sportswear store. What do they sell there?"
5. Use pictures or realia to present items that are sold in a sportswear store (T-shirts, sneakers, socks, sweat suits, etc.). Or, bring in a box of pictures of different things, including these goods; then spread the pictures on a desk and ask students to sort the items into categories. After the students have sorted the pictures, introduce the names of the sports garments only.

ACTIVITY 2: Presentation

(15 minutes)

At a Sportswear Store

- Shop Assistant:** Good morning, sir. May I help you?
- Andrew:** Good morning. I'd like to look at sweat suits.
- Shop Assistant:** Certainly. This way, please. (pause) Here they are. They're all medium size, I'm afraid.
- Andrew:** That's OK! That's my size, and that's exactly what I want. How much are they?
- Shop Assistant:** These are \$50 each, and the ones on your right are \$40.
- Andrew:** May I try on the blue one, please?
- Shop Assistant:** Of course. The fitting room is over there, sir.
- Andrew:** (After trying on the track suit) It's really nice and comfortable. I think I'll take it.
- Shop Assistant:** OK, sir. Thank you very much. The cashier is over there.

1. Give students copies of the dialogue on the previous page, or have it written on the board.
2. Introduce the interlocutors: *Shop Assistant* and *Customer* (Andrew).
3. Read the dialogue aloud. Or, you can have two students read the dialogue.
4. **Comprehension Check #1:** Use a few different comprehension check activities.
 - a. What did Andrew want to buy? Show students two or three different pictures of clothing Andrew might buy, including a track suit. Ask students to choose the right picture.
 - b. Elicit the language used for asking questions. Example: “The price is \$50. What question does Andrew ask?” ... “So, for prices, we ask: *How much...?*”
 - c. Why does Andrew try on the track suit?
5. **Language Focus:** Tell the students “Now we’re going to concentrate on the language in the dialogue.”
 - a. Who does the word *sir* refer to? ... So, here you’re a student; in the shop you’re called *sir*.
 - b. Focus on: *May I...?* This is how both Andrew and the Shop Assistant started. It’s a polite way to begin.
6. **Comprehension Check #2:** Now have students read the text again and put the following phrases in the order in which they occur in the dialogue. (Write the phrases on the board.)
 - A – asking for the track suit
 - B – saying good bye
 - C – paying
 - D – greeting people
 - E – asking about the price
 - F – asking about color
 - G – discussing size

[The correct order is: D, A, G, E, F, C, B.]
7. Have students look at the text and pick out what Andrew or the Shop Assistant says for each function in Comprehension Check #2.

Activity 3: Practice

(20 minutes)

Role Play

1. Divide the class into groups of 4 or 5. In each group, one member will be the shop assistant while the others will be customers with the shopping lists they prepared during the warm-up.
2. Each group will practice for a few minutes and then go to the front of the class to act out a dialogue in a shop with one shop assistant and three to four customers buying different items (introduced earlier).

ACTIVITY 4: Evaluation

(10 minutes)

Ask each group to put away everything and to write down the dialogue they have acted out. Go around and help students with the language. If there is time, have groups exchange their work for proofreading.

Lesson 3: Eating Healthy Food

(55 minutes)

SKILLS TO BE EMPHASIZED

Integrated skills

TARGET STRUCTURE

Connect sentences with *but* and *because*; review *should* for advice; express likes and dislikes

TARGET VOCABULARY

Food vocabulary, such as *apple, orange, pear, banana, bread, meat, milk, fish, pastry, grilled, fried, boiled, fast food*

OBJECTIVES

By the end of the lesson students should be able to:

- name some foods.
- select healthy food and talk about it.
- recognize ways of preparing food.
- write sentences joined with *but*.
- use *should* for advice.
- express likes and preferences.
- write about their own diet.
- write about their favorite sports.

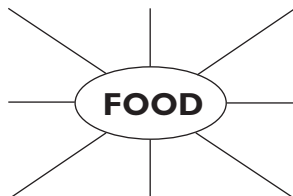
MATERIALS

Pictures of food items

ACTIVITY I: Warm-up

(10 minutes)

1. Ask the students: “How can we keep fit?” Review the previous lesson and look at the “Keeping Fit” tips from Lesson 2.
2. Once the issue of food is triggered, elicit what the students know about food by drawing a simple FOOD web to be kept on one side of the board and used later on.



3. Put pictures of food items cut out from catalogs or magazines on the board and give each item a number for easy reference. (Use pictures of oranges, apples, pears, bananas, bread, fish, milk, meat, pastries, jam, etc.)
4. Using either pictures or mime, introduce four ways of preparing and serving food—*grilled, boiled, fried, or just washed and served*. Then lead students to classify the food pictures into these categories.
5. Then ask students what is good healthy food and discuss what is commonly known to be healthy. To start the discussion, you might use prompts such as: “Unwashed fruit is....” or “Fried food is....”

ACTIVITY 2: Presentation

(20 minutes)

Pre-listening

1. Ask the students what they ate for breakfast/ lunch (depending when your class is).
2. Introduce the reading “Eating Habits” by telling students: “We’re going to listen to three young people—Frank, who is 11, Daniel, who is 12, and Jo, who is 7. They will tell us about what they eat.”

Eating Habits

1. Frank (11 years old)

For breakfast, I always have a lot of bread, butter, and jam, and I only have sandwiches for lunch. For dinner, my mom prepares various pastries, and I only have a couple of them because I always have fast food at night. In between meals, I love to snack on chips and candy.

2. Daniel (12 years old)

In the morning, I always have milk and an apple. And as I have lunch at school, I never eat anything else until I go home for dinner. Dinner is always a lot of salad and some grilled fish or chicken.

3. Jo (7 years old)

I always have a glass of milk three times a day. For breakfast, I also have a cheese sandwich. At lunch time, my mom prepares some salad and a lot of fruit because in the evening we have fish or meat, soup, and boiled vegetables.

First Listening

1. Before reading “Eating Habits,” tell the students they need to listen carefully to learn answers for the following questions:
 - Which of these people is most likely to gain weight and be unhealthy?
 - What unhealthy eating habits does that person have?
2. Read “Eating Habits” to the class. After you finish, ask students to give their answers to the questions.

Second Listening

1. Put students in groups of four or five. Assign each group one name to focus on and ask students to listen carefully to pick out what their assigned person eats. Read “Eating Habits” again.
2. After you finish reading a second time, have each group report its answers to the class. Write the answers on the board.



Activity 3: Practice

(20 minutes)

1. Write the following words on the board.

bread	milk	salad
pastries	sweets	candy
chips	soup	vegetables
meat	fruit	fast food

2. Ask students to copy ONLY the words for good, healthy food.

3. When students finish writing, ask them to tell you which words for unhealthy foods to erase from the board.

4. Write the sentences below on the board, and have students complete the sentences.

Milk and _____ are good, but ____
__ isn't.

Eating fast food at night is _____
and can make us _____.

We should eat _____ and not ____
_____ because _____.

Drink a lot of _____ and you'll be
_____.

5. After students have completed the sentences, have them compare their answers in pairs. Have students correct each other as necessary.

6. Choose five or six students to write their answers on the board. Discuss those answers as a class.

ACTIVITY 4: Evaluation

(5 minutes)

Ask students to write in their journals about what foods they prefer to eat and how these foods affect their health.

ACTIVITY 5: Follow-up

(Homework)

Before giving the homework assignment, lead students to talk about what they should do to become good at sports. Prompt students to discuss the following:

- what their favorite sport is, and why
- who their favorite sports star (athlete) is, and why
- what they should eat and do to become as fit as their favorite athlete

Follow-up Project

Ask students to research their favorite sports stars to find out how these athletes keep fit and stay healthy. Ask students to write reports about their research. Tell them they can illustrate their reports with drawings or with pictures of athletes they find in magazines. When the reports are finished, students can share them in groups or read their reports to the class.

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