

Improve your health and fitness

Topic: Health and fitness

Level: Entry 3/ B1

Time: 60 minutes

Aims

- To give revision and practice of using 'going to' to talk about future plans/resolutions.
- To develop learners' ability to listen for specific information.
- To develop learners' vocabulary of health and fitness.

Introduction

This lesson is about getting fit and healthy. It provides learners with listening practice by watching a video about someone's plans to get fit and healthy. It also provides practice of using 'going to' to talk about future plans.

The lesson is based on a video and activities in the students' section of the ESOL Nexus website. <http://esol.britishcouncil.org/content/learners/skills/speaking/health-and-fitness>

Make one copy of the students' worksheets for each student.

Procedure

Warmer (8 mins)

- Hand out learner worksheet.
- Tell learners to work in pairs and discuss the questions.
- Monitor to support and encourage learners.
- Conduct brief class feedback of learners' ideas.

Task 1 – Video 1: what is Rob going to do? (6 mins)

- Tell learners to watch the video and underline the words and phrases they hear.
- Tell learners to check their answers in pairs. Stronger learners can give more information about what they heard him say
- Play the video again if necessary for learners to check their answers.

Differentiation

Stronger learners can note other plans that they hear Rob say.

Answers: fruit & vegetables; healthy meals; water; smoking; walking; sleep

Task 2 – Video 2: answer the questions (6 mins)

- Ask learners to read the comprehension questions again before they listen.
- Play the video again. Learners need to watch and answer the questions.
- Tell learners to check their answers together.
- Play the video again if necessary.
- Check the answers as a whole class. Alternatively, learners can check their answers against the transcript on page 6 on their worksheets.

Differentiation

If learners have difficulty understanding the video, they can read the transcript the first time they watch.

Task 3 – *Going to*: write the sentences (10 mins)

- It is assumed that students will be familiar with the structure of '*going to*' to describe future plans.
- Review the meaning of *going to* – to describe a future plan made before the time of speaking.
- Review the form of *going to* – to be + going to + infinitive
- Direct students to the Vocab Spot so that they understand the meaning of *resolution*.
- Tell them to work alone to complete the sentences using the correct form of *going to*.
- Monitor and correct answers where necessary.
- Tell students to check their answers in pairs.
- Check answers as a whole class and deal with students' queries.

Answers:

1. *I'm going to be more like Martin.*
2. *I'm going to cook all my food myself.*
3. *I'm going to drink lots of water.*
4. *I'm going to have three healthy meals.*
5. *I'm going to be so healthy.*

Task 4 – Remember Rob's resolutions (10 mins)

- Tell learners to work in pairs to try and remember some of Rob's resolutions.
- Refer learners to the pictures and the example dialogue. Ensure they understand that they are using '*He's going to...*'.
- Learners can use the words and phrases in task 2 if necessary.

Differentiation

Weaker learners can refer to the transcript on page 5 of the learners' worksheets if they are finding the task difficult.

Task 5 – quiz – how healthy are you? (15 mins)

- Tell the learners they are going to complete a quiz to find out how healthy they are.
- Ask learners to work alone to answer the questions as honestly as possible. To help motivate learners, complete the quiz yourself.
- Show your answers so learners can decide how healthy you are based on your answers. Ask them for suggestions about lifestyle changes you need to make.
- Put learners in pairs and ask them show each other their answers.
- Learners should tell their partner how healthy he or she is and give advice for what they need to do to improve their health and fitness.
- Conduct whole class feedback of learners' answers, making sure you do not choose learners who would be embarrassed to have their fitness discussed in class.

Cooler (10 mins)

- Explain that learners are going to make some resolutions, based on the ideas from the listening and the suggestions made by their partner.
- Ask them to make notes of ideas – they do not need to write complete sentences.
- Tell the learners about the lifestyle changes you are going to make, based on the quiz answers and the advice they gave you.
- Put learners with a different partner to the one they had in task 5.
- Learners should describe to each other the lifestyle changes they are going to make, and how and why.
- Monitor to encourage discussion, rather than repetition of '*I'm going to...*'. Encourage them to react to each other and ask questions.
- When learners have done this, they need to discuss the second question in preparation for their homework.
- Explain that they are going to find out more information about one of their resolutions for homework. Ask them to choose one and explain to their partner why they have decided to find out more information about it.
- Encourage learners to choose scheduled activities, such as yoga classes or cooking lessons, as it will be easier to find out information about these. Monitor to support learners and encourage their discussions.

Homework

- Explain to learners that they are going to find out information about the resolution they discussed in the cooler.
- Show them the form on page 6 and explain that they need to research their resolution and complete the form.
- Conduct class discussion on possible sources of information, such as community centres, their own educational institution or other local schools and colleges, the internet, local newspapers etc.
- Ensure learners understand that they will bring the information to a subsequent class and report back to their class mates about the information they have found, and to share any experiences they have had of doing it.
- Encourage learners to try out the activities.
- In a subsequent lesson, tell them to report back what they have found out and, if possible, their experiences of trying them out.

Extension activities

Learners can watch the video again and complete the exercises that go with it:

<http://esol.britishcouncil.org/build-your-speaking-skills/health-and-fitness>

Stronger learners can also do the grammar activities to practice a variety of future forms at the following link: <http://esol.britishcouncil.org/english-grammar/future-plans>

Transcript

These days, I feel a little bit lazy. It's time to make some lifestyle changes! My friend Martin says that exercise and healthy eating are really important. I'm going to be more like Martin. I'm going to join the gym and get fit. I'm going to eat five portions of fruit and vegetables every day. I'm going to have three healthy meals – breakfast, lunch and dinner – and I'm going to cook all my food myself with fresh ingredients – no more fast food for me! I'm going to drink lots of water. I'm going to stop smoking. I'm going to stop going to the pub. I'm going to stop driving and start walking. I'm going to stop watching TV and start running. I'm going to go to bed early and get at least eight hours' sleep every night. From now on, I'm going to be so healthy! ...Tomorrow, I'm going to get fit and healthy...