Unit 2: Health and Exercise

	Title	Reading	Listening	Writing	Speaking
1	Keeping Healthy	Trivia Quiz	---	Tips	Opinion
2	Keeping Healthy from a Young Age	----	Interview	----	Description / Personal Opinion
3	Exercising	Informative	---	Tips	Previous knowledge
4	Tips on Exercising	Schedule	Presentation	Description & Opinion	Opinion
5	Healthy Lifestyle	----	----	Opinion	Description
6	Healthy Eating	Article	presentation	Suggestions	Presentation
7	A Good Recommendation	Letter	---	Letter Giving Advice	Opinions
8	The Importance of Sleep	Informative	Personal information	Suggestions	Walk About and Opinion
9	Going to Sleep	---	Presentation	Letter	Agreement and Presentation

Overall performance objectives:

- can discuss ways to keep healthy
- can discuss proper exercise and health management
- can discuss good sleep habits
- reach conclusions and present their ideas
- express opinions and their reasoning
- write a letter giving advice
- can write a description

Vocabulary: New

approach	discipline	influences	perform	rapid	situation
aspects	during	intense	phases	rate	stress
assist	ensure	knowledge	physically	recommend	success
avoid	exercise	maintain	position	reduce	sudden
benefits	exhausted	meaningful	preservatives	regardless	surprising
clients	expectation	mentally	prevent	relationship	throughout
completely	experienced	minimal	prioritize	remove	undeniable
concentrate	eyelids	mixture	(to) process	research	useful
craves	filth	nutrients	products	resolution	usefulness
cultivate	fit	nutrition	proper	responding	valuable
cycle	flexible	obese	proposal	ritual	vital
determination	foggy	obesity	pursue	separate	waves
difference	ignore	obviously	quality	setting	worthless
directly	inactive	paralyzed	quantity		

Collocations, Chunks, and Idioms

associated with	get back into shape	keep healthy	restrictive diets	urge you to
build up	give in	long term	so as to	well-being
cut down on	good for your health	look after	stretch out	work out
exercise routine	in favor of	overestimate something	trendy diet	

Reentered / Reviewed

(to) put someone down	circumstances	high priority	observe	relax/ relaxation	train of thought
ability	commitment	identify	omit	resist/ resistance	unexpected
according to schedule	confining	image	out of his mind	retain information	variety
accurate	constant striving	kinesthetic	pay attention	rigid	visual
acquire	constantly	learning styles	perception	rock formation	*waste a minute/time*
attitude	develop	life ambitions	persistence	routine	worthwhile
auditory	dominant	life-threatening	personality	schedule	
available	effectiveness	lobster	possession	self-image	
bottom line	essential	make a living	predatory	shell	
capable of	establish	memorable	process	stimulation	
carry out	expand	motivation	productive	stimulus	
cast off	figured out	notice	protests	sustainable	
challenge	guarantee	novelist	recharge your batteries	take into account	

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1 – Keeping Healthy

1. Let's Talk!
a. Pair Work. Have the students work in pairs to discuss what they think a person needs in order to lead a healthy lifestyle.
b. Have a whole class discussion to compare ideas.
c. On the board, write three categories: physical aspects / mental aspects / psychological aspects. Have the students divide their ideas into each of these categories.

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2. Have the students match the words to the definitions.
Answers:

a. 7
b. 10
c. 9
d. 2
e. 12
f. 1
g. 3
h. 6
i. 11
j. 4
k. 5
l. 8

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3. Have the students read each sentence and decide if it's logical or not. If not, they should correct the sentence. When you check have the students explain their reasoning.
Answers:

a. Not logical. I don't like when my hands are filthy.
b. Not logical. The doctors recommend reducing quantities of food each day to lose weight.
c. Logical.
d. Not logical. The feeling of stress makes me feel anxious and stressful.
e. Not logical. He is completely right! He has so much knowledge in that subject.
f. Not logical. It is important for you to take care for your well-being.
g. Not logical. I must learn the rules, so as to win the game.
h. Not logical. The police want to reduce the number of car accidents by putting a maximum number of cameras on the streets.

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4. Well- Being Quiz
a. Have the students fill in the questionnaire to check their knowledge.
b. They can then check the answers, which appear at the side of the quiz, or go over it together. Discuss the results to find out how much the class knows.
Answers:

1. b
2. a
3. b
4. a
5. a
6. a
7. a
8. a

c. Pair Work. Have the students compare their answers with a partner and discuss how they think these points can help them keep a healthy lifestyle.

5. Have the students write down, in their notebooks, 5 tips they learned from the quiz that they either didn't know or they think are most important. Encourage them to share their choices.

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2 – Keeping Healthy from a Young Age

1. Let's Talk! Have the students look at the pictures of the girls and express which of them they believe will go on to lead a healthy lifestyle. Have them explain why.
Refer them to the **Tip** box for useful expressions.

2. Have the students circle the correct synonym or meaning for each bold word.
Answers:

a. 1
b. 1
c. 2
d. 1
e. 1
f. 2
g. 2
h. 2
i. 1
j. 2
k. 1
l. 2

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3. Have the students match the questions in column A to the answers in column B.
Answers:

1. c
2. e
3. b
4. j
5. l
6. h
7. a
8. f
9. k
10. i
11. g
12. d

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4. Pair Work. Have the students work in pairs to answer the questions. Remind them that the vocabulary they just worked on is in the questions so they should refer to the chart in Exercise. 2 if they don't remember any definitions.

5. Listening Comprehension.
Have the students listen to the interview between Batya Schwartz and Dr. Rachel Levi. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the interview twice to enable the students to check their answers.

Interview Transcript
Interviewer (Batya Schwartz): Hello and welcome to our weekly meeting on "Healthy Lifestyle". I'm Batya Schwartz and this week we'll be focusing on keeping healthy from a young age.
We have a wonderful guest, Dr. Rachel Levi, a physiologist and a mother of four, two of whom are adolescents.
Welcome Dr. Levi. I'm so happy to have you join us today.
Dr. Levi: Thank you Batya, it's an honor to be here. And please, call me Rachel.
Batya: Dr. Levi, Rachel, we all know it's important to keep healthy. But from what age should we start?
Dr. Levi: You are right Batya, keeping healthy is very important. The best age to start is from a young age. Keeping healthy from a young age has many **benefits**. First of all, like any other habit, if you start it from a young age it is more likely to continue later on in life. When talking about your health, if you eat properly every day, and **exercise** on a daily basis or even a few times a week, it makes you healthier and definitely **assist**s you in living a better life when you get older. Maintaining a healthy routine can also help increase your lifespan by 5-10 years.
Batya: Wow! So exercising from a young age actually affects your future? And you may even live longer!

Dr. Levi: Indeed. Exercising regularly and a **proper** eating habits help you **maintain** a healthy weight and a healthy body. Eating properly, three good main meals during the day, helps you control your weight. If you have the right types and amounts of food in your meals, that means you aren't hungry, and it prevents you from looking for unhealthy alternatives. Even if you snack, you'll eat a fruit or some nuts. Furthermore, the right amount and types of foods ensures that you are getting the vitamins and minerals that your body needs each day.
Batya: So if we eat and exercise **proper**ly, we take good care of our body. What other advantages do we gain when keeping healthy from a young age?
Dr. Levi: Well, when we are young, we are more flexible, physically and mentally. When we are young, we can move our body very easily. It's the same with our brain. We can learn new things more easily. But as we get older, it gets harder. When we exercise, we make our body and our brain more **flexible**, so we can move more easily and think more quickly. You see, once you do physical activity it gives you more energy, which makes your brain much more active. This assists in the learning process because it leads to a brain's growth and intelligence.
Batya: Well I didn't know that exercise helps not only **physically** but **mentally** too. That's very interesting. So, what habits can we adopt from a young age that we can continue as we get older.
Dr. Levi: When talking about adopting new habits, we're talking about daily activities that are available to everyone and are actually pretty simple. Walking to school instead taking a bus or a car, is beneficial in order to keep your body moving. Eating fruit in the morning with breakfast instead of cake or a bowl of cereal, and drinking juice made from fresh fruits and vegetables helps in the **development** of the brain that is important for learning.
Batya: So, Rachel, are you saying that these activities can help students not only feel physically healthier, but they could actually make them concentrate better and maybe achieve better grades?
Dr. Levi: That's right. Once you eat well and you exercise, it completely affects your brain and helps you get **through** the day easily and happily.
Batya: I am sure we learned many new things today. Is there anything else that you would like to add, Rachel?
Dr. Levi: Just one more thing, remember that your body serves you throughout your whole life. When you take care of it, you'll feel more confident and love yourself more. That's why I recommend everyone, especially young people, keep a healthy lifestyle.
Batya: Thank you very much Dr. Levi. for talking with us today. Now if anyone has any questions, please raise your hand….
Fade out

based on https://seansi.org/usana/blog/the-benefits-of-having-a-healthy-habit-at-a-young-age/

Answers to questions:

a. Any of the following: *It is more likely to stay/ it makes you healthier and definitely assists you to live better life when you get older/ Keeping a healthy routine can also help to increase your lifetime by 5-10 years.*
b. 3

c. 2, 5
d. Brain
e. Any of the following: *walking/ eating fruit for breakfast / drinking fruit or vegetable juice*
f. *Take care of your body. It'll make you feel more confident and love yourself more.*

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3 – Exercising

1. Let's Talk! Pair Work. Have the students work in pairs to relate to the statements in the chart.

a. Have the students mark if the statements are true or false.
b. Have the students compare with their partner.
c. Discuss the answers with the class. Have the students express their ideas on which of the statements they would like to adopt now that they know about it.
Answers:

1. T
2. F
3. T
4. F
5. F
6. T
7. T

2. Have the students match the words to the definitions.
Answers:

1. f
2. d
3. h
4. a
5. i
6. c
7. j
8. b
9. g
10. e
11. k

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3. Have the students read the paragraph and fill in the missing words from Exercise 2.
Answers:

1. undeniable
2. determination
3. rituals
4. fit
5. regardless
6. Pursuing
7. intense
8. obviously
9. aspect
10. experienced
11. discipline
12. levels

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions in their notebooks, according to the article in Exercise 4.

Answers:

a. Any of the following: *Using the stairs instead of an elevator/ running a few kilometers per day.*

b. *The physical benefits of exercising*

c. Accept logical answers for both a. and b.

d. *When someone is productive and wants to pursue a goal, it requires time and effort, which depends on energy. Energy depends on your health and well-being.*

e. Yes, *Exercising can positively affect you in so many ways.*

f. Accept all logical and well explained answers.

6. Have the students find the other parts of speech for each word, where possible.

NOTE: This is a good opportunity to discuss parts of speech and remind the students of the different uses of each part of speech.

Answers:

	Parts of Speech			
	Noun	**Verb**	**Adjective**	**Adverb**
1	***experience***	***to experience***	**experienced**	
2	intensity	intensify	**intense**	intensely
3	undeniability	---	**undeniable**	undeniably
4	obviousness	---	obvious	**obviously**
5	**ritual**	----	ritual	ritually
6	**discipline**	discipline	----	----
7	**determination**	determine	determined	determinedly
8	---	**pursue**	pursuable	----
9	---	fit	**fit**	---
10	constant	---	**constant**	constantly
11	completeness	complete	complete	**completely**
12	proper	-----	**proper**	properly

7. Have the students write, in their notebooks, at least three goals they can achieve with the help of exercising. Encourage them to use the vocabulary in Exercise 6.

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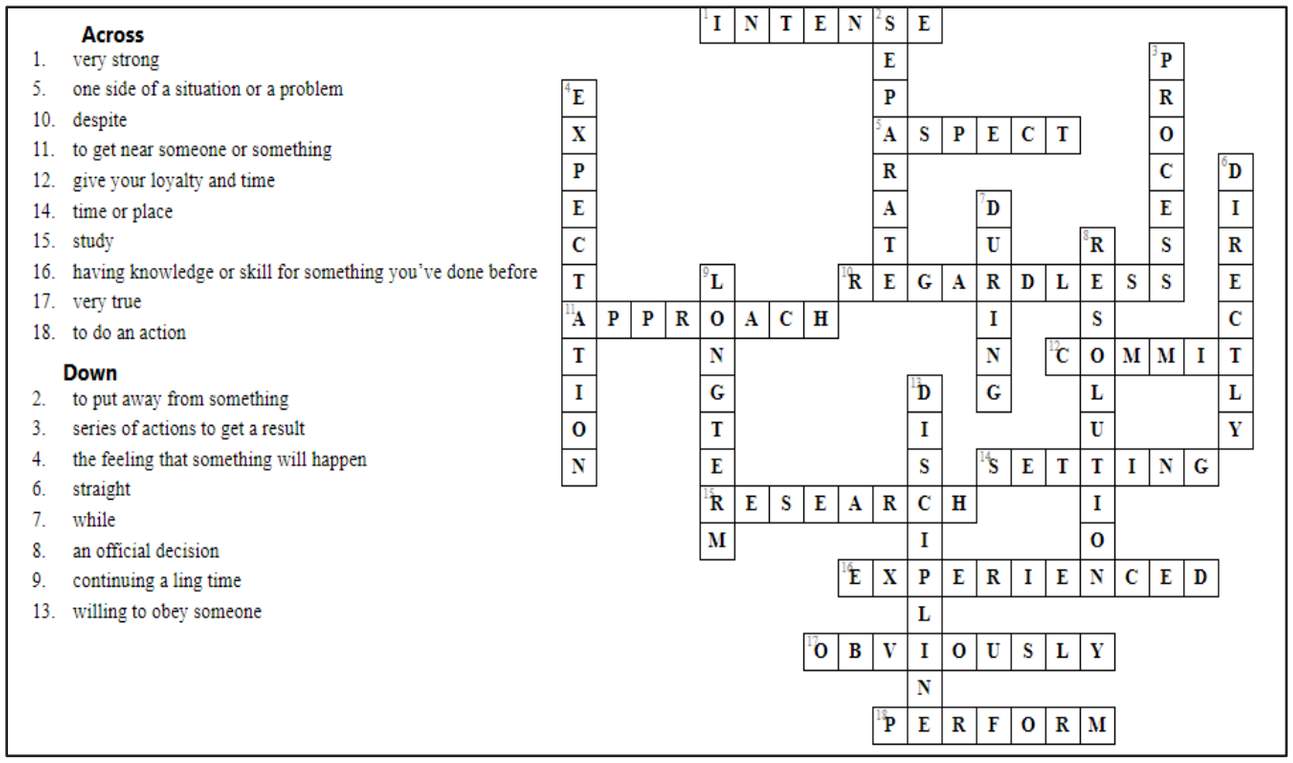
4 – Tips on Exercising

1. Let's Talk! Pair Work. Have the students look at the four exercise schedules and discuss with their partner which is best and why they think so. Then discuss as a whole class.

2. Have the students fill in the crossword puzzle using the definitions. Many of these words are review. Teach the new ones where needed.

Answers:



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3. Let's Write! Have the students write an explanation of how to plan an exercising schedule. They should use the vocabulary from Exercise 2. In their writing they should relate to: what they will take into account and what exercises they would like to put into the schedule. Their passage should be between 80 - 100 words, in their notebooks. Encourage them to share their ideas.

4. Listening Comprehension.
Have the students listen to Chaya, a personal trainer, give tips on exercising. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript

Hello to all. I'm Chaya. I'm a personal trainer and today I would like to talk with you about how to exercise correctly. People ask me if it's not enough to make fitness-related resolutions and to stick to it. I answer them that it's a good start, but it's not enough because a very important aspect of the exercise routine is to do it correctly. "How?" You ask? That's why I am here. Let me give you a few tips:

First, you should know that exercise is not magic — it's hard work that requires effort and time so it's important to approach your fitness goals with a sense of patience and persistence.

Second, know what kind of motivation you have, extrinsic or intrinsic. You should know if you exercise in order to look good, which is extrinsic motivation. Or if you exercise in order to feel better and be healthy, which is intrinsic motivation. Research shows that people with intrinsic motivation are more likely to stick to an exercise program long-term.

Third, manage your expectations and be realistic. The process might be difficult and take longer than you thought so take it step by step and don't give up!

Fourth, don't think of exercise as a separate activity that you perform during a certain hour of the day. People actually get most of their training outside of the fitness setting. Every time you walk up the stairs or stand up from a chair you are working muscles in your legs. Prioritize activities that allow you to move your body without having to spend time in an exercise class. Go for a walk or do some stretching at home.

Fifth, exercise is a long-term commitment. Meaning, if you're sick and can't train that week, don't give up the whole thing. Even if you exercise for ten minutes a day, it'll be better than if you're not doing anything at all.

Sixth, I know it has been said many times before, but it's still very important to mention again: eat healthy food! The quality of what you put into your body directly affects how it's able to perform. That means you should load up on fruits, vegetables, and healthy fats to give your body the energy it needs.

Last but not least, don't forget to rest! Whether it's in between days, or between sets of exercises, your body needs rest to repair the muscles you have been working on. Simple stretching can also help keep your muscles flexible and healthy.

I hope I helped you with these few but important tips. I hope now you know how to exercise correctly and what to do to help yourself stay healthy. If you have any questions or you would like to consult about your weekly exercise schedule, you are welcome to contact me by coming to my office or calling my office at 06-5620123.

Have a wonderful week and keep up the good work!

Based on: https://health.clevelandclinic.org/a-trainers-tips-for-sticking-to-your-new-exercise-routine/

Answers:

a. 2
b. 1
c. 4
d. 1,3
e. She wants to help people know how to exercise correctly.

6. Have the students write a paragraph stating their opinion on which of the tips presented are the most important ones.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.

You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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5 – Healthy Lifestyle

1. Let's Talk! Have the students discuss the tips that they heard in Chaya's talk the previous lesson and explain which of them they feel they could apply to their own life. Encourage them to explain their reasoning clearly.

2. Have the students review the sentences, correctly the words in bold with correct vocabulary word from the puzzle on page 39, Exercise 2, to make the sentence logical.

Answers:

a. It's important to **approach** your fitness goals with a sense of patience
b. **Research** shows that people with intrinsic motivation are more likely to stick to an exercise program **long-term**.
c. The quality of what you put into your body **directly** affects how it's able to perform.
d. The **process** might be difficult and take longer than you thought so take it step by step.
e. Exercise is something that you need to **commit** to.
f. Don't think of exercise as a **separate** activity.
g. People actually get most of their training outside of the fitness **setting.**

3. Have the students write the correct word that is being described in the sentence.
Answers:

1. resolution
2. process
3. approach
4. perform
5. research
6. separate
7. setting
8. commit
9. regardless
10. directly

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4. Language review
Review the issue of how to ask questions with the students, making sure to answer any questions they may have. Use the chart to review how to create a WH question.

Have the students write 7 Wh questions in their notebooks, using the words from the puzzle in Exercise 2 on page 39 and Exercises 2 and 3 on page 41.

5.a. Have the students match the collocation to the meaning.
Answers:

1. g
2. i
3. l
4. b
5. d
6. j
7. c
8. e
9. k
10. h
11. f
12. a

5. b. Have the students write sentences with each collocation in their notebooks. Accept any logical and correctly written sentence.

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6. Let's Write!
6. a., b., c. Have the students review the order of the tips they arranged in Unit 1 on Time Management (Exercise 4, page 24). Have them refer to the tips they chose from the presentation in Exercise 6 on page 40, .
Using these, they should plan their week in order to include all of their goals for a healthier life. They should write between 80-100 words, in their notebooks.
They should use the vocabulary they've been working on. Remind them of the layout of an essay using the Tip box on that same page.

7. Let's Talk! Pair Work. Have the students swap essays and discuss their ideas with their partners. They have to then come up with 4 points they agree on and present them, explaining why they think these are good.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

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6 – Healthy Eating

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the picture of the food chart items and explain why it's important information. Discuss with the class.

Remind them to use the **Tip** Box to help them speak.

2. Have the students write the correct word for each definition.
Answers:

1. clients
2. avoid
3. nutrients
4. relationship
5. nutrition
6. trendy
7. preservative
8. restrictive
9. obesity
10. associated with
11. prioritize
12. cultivate
13. obese
14. refined

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3. Have the students match the beginnings of the sentences in column A to the ends in column B.
Answers:

1. j
2. i
3. a
4. b
5. h
6. c
7. d
8. e
9. f
10. g

4. Have the students choose five sentence beginnings from Exercise. 3 and write their own logical endings in their notebooks.

5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions, in their notebooks, according to the article in Exercise 5.
Answers:

a. *A diet that is in fashion now and goes away when a new one comes along.*
b. *Any two of the following: sweet potatoes / quinoa / sugar / dairy / gluten*
c. *There is a lower risk for both mental and physical health problems.*
d. *If you eat healthy, you will reach a healthy weight.*
e. *Galvin recommends a plant-based diet because plant-based diets have a lower risk of all the chronic diseases.*
f. *She means you shouldn't focus on what you shouldn't eat but rather on what you can eat. Then it's easier to eat healthy.*
g. *Any three of the following:*
    - *The payoff of a healthy lifestyle is huge*
    - *You lower the risk for chronic disease*
    - *You lower the risk of obesity*
    - *You lower the risk of mental and physical health problems*
    - *You will have more energy and feel better*
    - *You may be in a better mood on a daily basis*

7. Have the students work in pairs to discuss the situation of their choice and come up with suggestions. They should then present their ideas to the class.

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7 – A Good Recommendation

1. Let's Talk! Group or Pair Work. Have the students work in small groups of 3-4 students. They should read each statement and decide if they agree or not and why. They should convince each other if there is a disagreement.

2. a. Have the students categorize the words according to the headings.
There may be more than one option.
Possible answers:

Challenge	**Health Related**	**Exercise**	**Routine**	**Acquire**
figure out	physically	motivation	persistent	concentrate
productive	high priority	flexible	sustainable	memorable
benefits	essential	discipline	commitment	knowledge
unexpected	mentally	carry out	prioritize	productive

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b. Have the students choose one of the categories and write a short paragraph about it using the vocabulary words in the list. Encourage them to share their paragraphs.

3. a & b: Teach the framework of a letter giving advice with the class. Teach the expressions needed. Review these elements with the sample letter provided.

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c. Have the students write a letter giving advice or one of the two issues presented. They should write between 80-100 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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8 – The Importance of Sleep

1. a. Walk About! Have the students walk about the classroom interviewing 5 peers to fill in the chart on page 51 in the SB. When they are finished, compare results on the board to see what the class averages are.

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b. On the board, draw a chart with 4 columns and 7 rows, similar to what is shown below. Fill in the numbers based on the results that the students present according to the number of groups in the class. The students should compare the class results with their own in the chart in their book. They are to write their own average and the class average for each question.

	a.	b.	c.	d.
1.				
2.				
3.				
4.				
5.				
6.				
7.				

3. Have the students fill in the correct word for each definition. If done correctly they should spell out the saying, “Sleep for health”.

Answers:

1. reacting to		r	e	s	p	o	n	d	i	n	g
2. things that happen over and over again	c	y	c	l	e						
3. type of signals	w	a	v	e	s						
4. the part of your eyes that covers them		e	y	e	l	i	d	s			
5. very fast		r	a	p	i	d					

6. wants very much	c	r	a	v	e	s					
7. to make someone /something do an action		i	n	f	l	u	e	n	c	e	s
8. not clear			f	o	g	g	y				
9. to deal with or understand something			p	r	o	c	e	s	s		
10. being passive	i	n	a	c	t	i	v	e			
11. steps in a process			p	h	a	s	e	s			
12. the speed by which something moves	r	a	t	e							
13. cannot move	p	a	r	a	l	y	z	e	d		
14. how good something is	q	u	a	l	i	t	y				
15. most important		v	i	t	a	l					
16. over tired		e	x	h	a	u	s	t	e	d	

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4. Have the students fill in the missing words to complete the paragraph, using some of the words in Exercise 3. Remind them that changes may be needed.

Answers:

a. foggy
b. eyelids
c. rapid
d. paralyzed
e. responding
f. exhausted
g. craves
h. influences
i. vital
j. process

5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions according to the article in Exercise 5.

Answers:

a. 4
b. 3
c. 1
d. 3, 5
e. *Sleep drive controls your body when it is tired and makes it go to sleep.*
f. *A very short sleep of a few seconds when the eyes are open.*
g. Any three of the following:
    - *Your brain needs it to adapt input.*
    - *You need sleep to process what you've learned.*
    - *You need sleep to remember what you've learned.*
    - *Lack of sleep could lead to depression.*
    - *Lack of sleep could lead to high blood pressure.*
    - *Lack of sleep could lead to headaches.*

- *Your body could become sick and weak.*

7. Have the students write one more tip for better sleep in their notebooks. Have them share and discuss.

Page 56:

9 – Going to Sleep

1. Let's Talk! Have a discussion with the class about sleeping and how many hours they sleep. Remind them of everything they learned in the previous lesson about sleep.

2. Have the students choose the word that doesn't go with the word in bold. Have them explain why they think so.

Answers: Reasoning will vary, accept any logical explanations.

a. ignore
b. sustainable
c. routine
d. success
e. confining
f. self-talk
g. sell
h. knowledge
i. vital
j. worthless

3. Let's Write! Have the students write a letter giving her advice, telling their friend how to get enough sleep and why it's important. Review the layout of a letter, as they learned in previous lessons on page 50 in the SB.

4. Group Work. a. Have the students work in groups of three to discuss the issue of sleep habits. They should discuss each statement and decide if they agree or disagree on each one. Then they should choose three that they all agree on and add one of their own. They need to present reasoning for their choice.

b. The group should present their choices and decisions. You can assess the students using the **Speaking Rubrics** on page x in the TG.

Have the students use the **Tip** Box to help them with their presentation.

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c. Discuss the decisions of each group and compare points. Encourage the students to express opinions about other groups' ideas.