

EVERYDAY LIFE

EXERCISE

Age: Adult / Young adult

Level: Pre-intermediate +

Time: 60 minutes

Activity: In this lesson, students will:

1. review vocabulary related to exercise and fitness;
2. practise reading for general understanding and identifying important information;
3. complete a follow-up task of their choice based on information from the text.

Language focus: Vocabulary related to exercise and skills required/developed through exercise (e.g. strength, flexibility, stamina, etc)

Global focus: Wellbeing

Materials: One copy of the worksheet per student; one reading text

Exercise 1

- a. Students brainstorm exercises and activities for keeping fit. Some examples are provided.
- b. Students ask and answer questions related to exercise and lifestyle. They use their ideas from Exercise 1a to help generate questions. A box with useful phrases and an example dialogue are provided on the handout.

Alternatives:

Students could use their ideas from Exercise 1a as a 'find someone who ...' activity. They ask their classmates questions to find at least one student who does one of the activities listed.

If you feel your students require more support, you could provide your own lead in questions. Examples:

- How often do you exercise? What type of exercise do you do?
- Have your exercise habits changed over the years? If so, how?
- Are there any forms of exercises you've tried but you didn't like? If so, which one(s)?
- What are your strengths and weaknesses regarding exercise? (*Example: I have quite good stamina and strength, but I lack discipline. I also give up quite easily.*)

Exercise 2

a. Give each student a handout of the text. Explain that the text is about different types of exercise which may be unknown to the students. Students skim-read the text, then answer the questions.

Alternative: If you have access to the internet, you may wish to find more images of the following: paddle board yoga, aerial fitness (such as trapeze training) and joggling. Students discuss the images, predicting the type of exercise and possible benefits.

Key (possible answers):

What is the purpose of the text? How do you know?

The purpose of the text is primarily to inform. However, it does try and persuade the reader to undertake a new form of exercise to 'rediscover your motivation'. There is also some humour in the text, but its main purpose is to inform rather than entertain.

Where might you find a text like this?

This text is likely to come from a source such as a website or magazine with a focus on exercise and fitness. The writer addresses the audience as if they are already engaged in exercise.

Which activity would you most/least like to try? Explain your answer.

Students' own answers.

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b. Students read the text again and note down key information in the table.

Key (possible answers):

	Paddle Board Yoga	Aerial Fitness	Juggling
What is it?	A mix between surfing and yoga	Exercises using the trapeze, aerial hoops, ropes and tissu	Juggling while running
Where can you do it?	In the sea, on a paddle board, in calm waters, in a yoga studio	(The article doesn't say, but the reader can infer that it is in a gym, studio or indoor space.)	On any running path or in a public space such as a park
How can it help you?	It helps you develop strength, flexibility, balance and patience.	It helps you develop confidence, strength, balance, coordination, a strong core and bravery.	It can help you develop focus, coordination, stamina and concentration. It may also reduce stress.
Other interesting details	It originated in Hawaii. It offers good selfie opportunities. It is popular in Southeast Asia.	It's quite [but not completely] safe; crash mats are provided. It may also provide a good selfie opportunity.	There is a Juggling World Championship. Many jugglers run in marathons. There is no scientific research about the benefits of juggling.

You may wish to search online for images to help learners with comprehension.

Possible images: someone exercising using tissu, the trapeze, aerial hoops, a crash mat; someone with/demonstrating a strong core; a jogger

c. Students role-play a conversation between someone practising one of the activities, and somebody who is unfamiliar with the activity. Students can use notes and questions from the table in Exercise 2b to help them.

Students can repeat this activity a few times. Each time, correct where necessary, upgrade language use, and (if you wish) you can extend the basic roles on the handout (see below).

Student A: You are a World Champion juggler. You believe that everybody should take up juggling. Persuade Student B to try it.

Student B: You think juggling is silly – it's for clowns! Student A really wants you to try it, but it's just not going to happen!

Pronunciation

During the role-play in Exercise 2c, check pronunciation of phrases for describing the skills improved or practised through these exercises. If you prefer, you can drill these before the activity.

Word stress		
ooOoo flexibility	Ooo stamina	O strength
oooOo coordination	Oo balance	ooOo concentration

Optional vocabulary activity

You could draw attention to other forms of the above words, such as: *flexibility* (noun) – *flexible* (adj). Drill pronunciation.

Possible structure:

Flexibility is important.

You need to be flexible.

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Top Tip

You can elicit other word forms from learners using word stress. For example, you could write a simple activity on the board like the one below, which gives the learners a clue regarding the pronunciation of the target word:

ooOoo	=	Ooo
flexibility (n)	=	_____ (adj)
O	=	O
strength (n)	=	_____ (adj)
ooOoo	=	Ooo
concentration (n)	=	_____ (v)

Key:

flexible

strong

concentrate

Exercise 3

- Students think of sports or exercises which could help improve the skills listed. Some examples are provided.
- Students share their ideas with a partner. A model dialogue is provided on the handout. They then discuss whether any one activity can help them develop in all of the different skill areas.

Exercise 4

This exercise provides a range of follow-up tasks. Teachers can direct learners to one of these tasks, or they can allow the learners to choose a task for themselves.

Option A

This task will require some scaffolding. Students could think about the Olympic sports they know, and decide what makes them 'good' or 'suitable'. You may also wish to mention sports such as skateboarding, which will debut at the 2020 Olympics. They can discuss why the Olympic Committee may have felt this was suitable. Encouraging the learners to note down their own ideas in a for/against table prior to discussion would be helpful.

Option B

This activity requires internet access. Allow students to search for information themselves, or alternatively you can provide some prompts. Chess boxing is mentioned on the handout, while other examples of mixing sports include *underwater hockey*, *frisbee golf* and *football tennis*.

Option C

This task suits more creative groups. Students create their own 'hybrid sport'. They can use the questions in the table in Exercise 2b to help generate ideas.

Option D

This activity is most suitable if you prefer to consolidate the vocabulary introduced/reviewed in class. It builds on the student discussion in Exercise 2c. You could provide learners with your own example poster. You could also ask students to create this poster with a particular target audience in mind.

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WORKSHEET

EXERCISE 1

a. List at least six ways to keep fit. Two are provided for you.

swim

go to the gym

b. Use your ideas to ask your partner questions about exercise and lifestyle.

Useful language

Do you + verb?

How often do you + verb?

Do you prefer (verb+ing/noun) or (verb+ing/noun)?

Example:

Student A: Do you go to the gym?

Student B: Yes, sometimes.

Student A: How often?

Student B: About once a week.

Student A: What do you do there?

Student B: Just lift weights. Sometimes I run or cycle, too. How about you – do you go to the gym?

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EXERCISE 2

a. Read the text about exercise. Then discuss the questions with a partner.

- What is the purpose of the text?
- Where might you find a text like this?
- Which activity would you most/least like to try? Explain your answer.

b. Read the text again. Make notes about each form of exercise in the table.

	Paddle board yoga	Aerial fitness	Juggling
What is it?			
Where can you do it?			
How can it help you?			
Other interesting details			

c. Work in pairs. Your teacher will give you a role. Read the role and practise the conversation with a partner. When you finish, change roles. Student B, describe a different exercise.

Student A: You are a juggler. Use your notes to describe juggling to your partner.

Student B: You are interested in juggling, but you've never tried it. Student A is a juggler. Ask them questions about the exercise (you can use the questions in the table to help you).

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EXERCISE 3

a. Which sports, games or exercises can help you improve these skills? Note down your ideas below.

Stamina: *running*, _____

Strength: *weightlifting*, _____

Coordination: *juggling*, _____

Balance: *yoga*, _____

Flexibility: *yoga*, _____

Concentration: *chess*, _____

b. Discuss your ideas with a partner. Can you think of any activities that could help you improve all these skills?

Student A: I think running helps you improve your stamina.

Student B: Yes, and it helps with strength, too.

Student A: Really, how?

Student B: Well ...

EXERCISE 4

Choose one of the tasks below.

Option A

You work for the International Olympic Committee. You have been asked to consider juggling as a new Olympic event. Summarize the reasons for and against making juggling an Olympic sport.

Option B

Two of the exercises in the text involve combining two different activities, for example:

Jogging = juggling + jogging Paddle board yoga = paddle boarding + yoga

Research other forms of exercise that combine two different activities. Make notes on your findings, and report back to your classmates. Which activity sounds most interesting? You could start with 'chess boxing', for example.

Option C

Create a new exercise that combines two different sports or activities. For example: 'washing up gymnastics' or 'bus stop skipping'. Make notes about your new type of exercise. Use the questions from the table in Exercise 2b to help you.

Describe your form of exercise to your classmates, and listen to their ideas. Which type of exercise would you most like to try?

Option D

Make a poster summarising the benefits of a sport you know or do. Think about the skills you can improve by doing it. Use your ideas from Exercise 3a to help you.

Change your exercise regime with these three unique sports

Had enough of the gym? Fallen out of love with running? Bored with swimming up and down the same pool, day in, day out? Don't worry, there are plenty of new ways to keep fit.

Here are three types of exercise that are rising in popularity around the world. Maybe one of these activities can help you rediscover your motivation!

Paddle board yoga

Paddle board yoga combines traditional yoga practice with surfing. Yogis practise postures on a paddle board while floating in calm waters. This form of exercise, which originated in Hawaii, has been around for a while. It is currently popular in Southeast Asia, where the tropical beaches and beautiful blue skies provide the perfect backdrop for a paddle board yoga selfie.

Paddle board yoga in exotic, 30° waters sounds great, but we can't see many paddle board yoga classes taking place on the River Thames in November. However, many yoga studios offer 'surf yoga' classes, where you can practise your skills indoors and prepare for the big selfie moment on your next holiday.

This exercise will help you develop strength, flexibility, balance and patience.



Aerial fitness

Have you ever seen a trapeze artist perform and thought you'd love to do that? It might surprise you, but aerial exercise such as trapeze training is actually quite popular. Aerial fitness classes often include a range of activities, including aerial hoops, ropes, trapeze and tissu (which is a long piece of fabric). They are great for building your core strength and confidence.

You might think it sounds fun, but is it safe? Rest assured, you aren't just thrown on a trapeze and expected to complete a few spins without a safety net. Don't worry, you can photoshop the crash mat out of your selfies!

This exercise will help you develop strength, balance, coordination, a strong core and bravery!

Juggling

Juggling involves jogging and juggling at the same time. Believe it or not, juggling is a competitive sport. The Juggling World Championships began back in 1980, and these days 'jugglers' can be seen competing in marathon events around the world. You are unlikely to learn how to juggle while running (well, you can try if you like), so it's best to practise these two activities separately first!

There has been no scientific research into the benefits of juggling, none that we know of, anyway! However, juggling is said to increase focus and even reduce stress. Some jugglers say that juggling feels less like a workout than running – maybe that's because you have lots of breaks when you keep dropping the balls!

This exercise will help you develop coordination, stamina and concentration.

