

Premier Skills English

Teaching Vocabulary Fitness Plans

Introduction

This lesson focuses on vocabulary connected to fitness and exercise. Students read about fitness and exercise and discuss the issues one player has in the webcomic. The language focus is on making suggestions for a fitness plan, and learners have the opportunity to focus on speaking and pronunciation.

Level

A2/B2 (elementary to upper intermediate)

Age group

Children and teenagers (8-16)

Aims

1. To read about and learn vocabulary connected to fitness.
2. To learn language to make suggestions.
3. To create fitness plans for a footballer and classmates.

Approximate time

80 – 90 minutes

This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.

Materials

- Materials Pack (Lesson Plan & Worksheets)
- Access to the 'fit to play' comics on the website.

Preparation

- Read this lesson plan, and familiarise yourself with the topic.
- Make copies of worksheets.

1. Lead-in

Introduce theme of the lesson to learners.

Show page 3 of the webcomic 'Fit to Play' and elicit Budi's problem.

Answer: Budi is exhausted.

Get students to brainstorm why he is so tired.

Main answer: He's unfit. Other possible answers: It's too hot, he's sick, he has an unhealthy diet etc.

Discussion: Ask students to discuss which of the problems mentioned do you think professional sports people are most likely to have and why?

2. Context Task

Tell students they are going to read about a Premier League player who has problems with his fitness.

Elicit possible reasons: diet, training, injury, holidays etc.

Premier Skills English

Teaching Vocabulary Fitness Plans

3. Reading for general understanding

Give out Worksheet 1 – Reading and ask the following questions: Does the conversation take place before, during or after training?

Answer: After

What problem does the player have? **Answer:** He's unfit.

How did the player get this problem? **Answer:** He's taken a break, not eaten well, and spent too much time relaxing rather than training.

Post-reading question: Do you think Paul will be fit for the first match of the season?.

4. Speaking

Write on the board:

Rafa: "I'm going to create a fitness plan for you".

Ask students to discuss what Rafa could include in the fitness plan to help Paul get fit.

Remember to include workout exercises as well as ideas about diet.

Lower levels: Get students to brainstorm healthy food and exercise before starting this stage.

5. Vocabulary

Give out **Worksheet two - Fitness plan**.

Ask students to tick the suggestions which they made in the previous stage.

Ask students to discuss what the exercises are and which the most difficult/easiest are.

Ask them to complete the activity under the fitness plan.

Ask them to describe an interesting meal for each day (using the key ingredients in the fitness plan).

Answers:

- | | | |
|------------------|---------------|------------------|
| a. Squat Thrusts | b. Planks | c. Skipping |
| d. Shuttle Runs | e. Star Jumps | f. Stair Climber |

Alternative: Students act out one of the activities and the others guess or write down the exercise being performed.

6. Vocabulary Builder

Students look back at the webcomic (page 6). **Ask:** What activities does Budi do to get fit? (**Answers:** push-ups and running).

Ask what other ideas they have for getting fit. Put ideas on the board for an extended bank of vocabulary for the final task.

Extra suggestions: push-ups, squats, pull-ups, beep test and activities such as aerobics, yoga, tennis or badminton.

Premier Skills English

Teaching Vocabulary Fitness Plans

7. Pronunciation

Drill chunks of language whole class. Focus on the following phrase and use suggestions from the previous vocabulary activity:

1. He/she should do some ...
2. He/she could do some ...

Ask students to say what they think the player should do.

8. Task: Preparation

Tell students that Paul (from the reading) is making progress, but he's still not fit enough. He wants the students to create a new fitness plan for him. Students make notes on what they want to include in the fitness plan. They need to include:

- Day & Time
- Workout activities
- Diet
- Notes on why their plan is the best

This can be done individually and students later share ideas in pairs or groups.

9. Task: Delivery

1. Students create their own fitness plan using their notes and worksheet 2 as a model.
2. Stick the plans around the room.

Feedback Option 1: Students read the plans and choose the one they'd most like to do and why.

Feedback Option 2: Add a competitive element. Get students to choose categories (most effective, easiest, most fun etc.) and then walk around giving their awards to each fitness plan. Announce the ones with the most votes in each category.

Alternatives & Extensions

1. Try out the Fitness Plans: Students choose one of the fitness plans to try out over a week. They then have to report back to the class on how it went.

2. Player/Coach meeting: Students could create a follow-up dialogue between Paul and Rafa.

3. Comic Strip Extension: Students could look back at the comic strip and add Paul and Rafa to the story.

Premier Skills English

Teaching Vocabulary Fitness Plans

Paul goes into the manager's office to speak with his manager, Rafa. Rafa doesn't look too happy.

Paul: Hey boss, you wanted to see me?

Rafa: Yeah, how was your break?

Paul: It was great! I spent lots of time with my family. We had some big celebrations with some great food. I was able to take time to relax and catch my favourite shows on TV, too.

Rafa: I'm glad you had a lovely couple of weeks, but I'm worried about what I saw today.

Paul: What do you mean?

Rafa: Well, you looked slower than the other players, and you were only able to run for about twenty minutes before having to take a break.

Paul: I know, I know. But it's my first session back, I'll be back to normal soon.

Rafa: The first game is in five days, it's going to take a lot of hard work to get you ready in time!

Paul: What do you recommend?

Rafa: Starting today, you'll be staying behind for extra fitness training. We need you fit for the big games! I'm going to create a fitness plan for you. Make sure you're here at 6am tomorrow and we'll get started.

Paul: Yes, boss. See you tomorrow.

Premier Skills English

Teaching Vocabulary Fitness Plans

Day	Workout	Diet
Monday	Shuttle Runs (30 mins) Stair Climber (45 mins) Run (2 km)	Cereal Potatoes Fruit
Tuesday	Star Jumps (30 mins) Skipping (45 mins) Run (3km)	Bread Fish Noodles
Wednesday	Planks (30 mins) Cycling (45 mins) Run (5km)	Rice Nuts Chicken
Thursday	Push Ups (30 mins) Swimming (45 mins) Run (8km)	Pasta Vegetables Fish
Friday	Squat Thrusts (30 mins) Rowing (45 mins) Run (10km)	Noodles Chicken Nuts

1. Which workout is the easiest/most difficult? Why?
2. Which post-workout meal would you most/least like to eat? Why?

Underline the workout that means:

- a. Sitting up and lying down many times.
- b. Lying on your front, holding your body just above the ground.
- c. Jumping on the spot with a rope going over and under you.
- d. Running back and forth many times.
- e. Jumping up and down in a star shape.
- f. Standing on a machine that makes it feel like going up stairs.