

E2L Unit: Fitness

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will explore various aspects of fitness and exercise. The first two lessons focus on attempts to define exercise and fitness. These are followed by lessons which examine specific fitness activities, the nature of P.E. in schools, gender differences relating to fitness, the use of drugs to enhance fitness levels, and some reasons why people are distracted from keeping fit. There are also lessons which engage with individuals: an interview with a cyclist, an interview with a fitness instructor and an article about a blind explorer.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>What is fitness?</u>					
<p>Skimming, scanning, and articulating feelings (Reading)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> tested fully their reading comprehension skills (skimming, scanning and responding) learned something about the relationship between health and fitness. 	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes articulate experience and express what is felt communicate effectively and appropriately 	<p>Students are introduced to a definition of fitness and read an article which explores the relationship between health and fitness. A comprehension exercise follows the article, testing both gist understanding and the location of specific detail. The exercise also invites students to respond to the article and seeks, therefore, to encourage students to articulate their own experiences and feelings about fitness.</p>	<p><u>Textbook resources</u></p> <p>The <i>COLP</i> ESL series features a reading comprehension based on an article about tuberculosis (TB). This can be found in Module 3 of the series on pages 109-112, and focuses on scanning for specific information.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Fitness Lesson 1></p> <p><link to Fitness Answer key 1></p> <p><link to Fitness Practice Card 1></p> <p>The BBC 'Health & Fitness' pages are a useful starting point if you are using the Internet to introduce your students to this topic. The Fitness pages are located at: http://www.bbc.co.uk/health/fitness/, and feature a further link to 'Life Stages', which contains an interesting article on young people and exercise.</p>

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<u>What is exercise?</u>					
<p>Using context clues / detailed understanding (Reading)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> used context clues to work out the meaning of key terms tested their level of detailed, precise understanding read about some of the physiological factors related to exercise and fitness. 	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes 	<p>A reasonably demanding and technical article about the physiological factors related to exercise and fitness, offers more able students a chance to test their comprehension by the use of context clues.</p>	<p><u>Textbook resources</u></p> <p>On page 41 of <i>Success International</i>, Marion Barry offers exercises in reading with concentration and finding the main ideas in an article. The theme of the article is a Sports Day and the effect it can have on children taking part.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Fitness Lesson 2></p> <p><link to Fitness Answer key 2></p> <p><link to Fitness Practice card 2></p>

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<u>Gender differences in approach to sport and fitness</u>					
<p>Development of discussion and debating skills (Speaking)</p> <p>At the end of the activity, students will</p> <ul style="list-style-type: none"> • Have discussed the extent to which the activity was a success: • Was appropriate English used throughout? • Were the main contributions logical, clear and persuasive? If not, why not? • Were the contributions from the group as a whole constructive and helpful? • Was there evidence that people were 	<p>The teacher reviews the activity and the success of students in the various roles.</p>			<p>The group listens to or views tapes of debates conducted at a high level, discusses debating skills and the qualities of the language used.</p>	<p><link to Fitness Lesson 3></p>

listening as well as anxious to speak? <ul style="list-style-type: none">• What is that evidence?					
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<u>Boxaerobics</u>					
<p>Listening to an interview with a fitness instructor (Listening)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> • practised listening comprehension by identifying true and false statements • practised listening comprehension by locating specific information • learned something about boxaerobics. 	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 	<p>Students listen to an interview with Brian Jennings, a boxaerobics instructor. Brian talks about why this form of exercise is becoming more popular, what it entails and some of its benefits. The interview is accompanied by an exercise in general listening comprehension.</p>	<p><u>Textbook resources</u></p> <p>Marion Barry's <i>Success International</i> contains an article about boxing which could be used as a stimulus for further discussion. She incorporates the ESL specific skills of concentrated reading and summary writing. This short scheme of work is located on pages 50-52 of the book, and may be useful as a reading and writing extension to this particular activity.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Fitness Lesson 4></p> <p><link to Fitness Answer key 4></p> <p><link to Fitness Practice card 4></p>

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<u>Physical education in schools</u>					
<p>A note-taking exercise based on the views of four educators who work closely with P.E. in schools (Reading & Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> considered the views of four people about changes that need to be made in P.E. teaching used the views of these people to generate a note taking exercise. 	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes 	<p>Students read an article entitled <i>New approaches to teaching P.E.</i>. The article promotes the view that educators need to re-focus the physical education curriculum in schools on sports and activities which are less traditional, more wide-ranging and more creative.</p>		<p>In Part 3 of the Reading and Writing paper, candidates might be asked to write an essay or an article presenting their view on an issue, after considering a range of alternative views. To practise this exercise, you may like to ask students to consider the Questions provided</p>	<p><link to Fitness Lesson 5></p> <p><link to Fitness Answer key 5></p> <p><link to Fitness Questions 5></p> <p>The <i>Guardian newspaper On-line</i> site has a good range of relevant P.E. links for teachers, students and parents at: http://education.guardian.co.uk/netclass/schools/links/0,5607,70531,00.html</p>

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<u>An interview with a cyclist</u>					
<p>Listening for specific information and proposing opposing points of view (Listening)</p> <p>At the end of the activity, students will:</p> <ul style="list-style-type: none"> • have practised listening for specific detail • have considered the benefits of cycling • have constructed questions illustrating an opposing point of view to that presented. 	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. articulate experience and express what is felt 5. communicate effectively and appropriately 6. recognise implicit attitudes 	<p>In a recent attempt to improve his state of fitness and save some money at the same time, Pierre Zuidoorst has decided to leave his car in the garage and instead, buy a mountain bike and use it to commute to work. Students listen to an interview with Pierre in which he presents his reasons for cycling to work and talks about the benefits of cycling in general. The interview focuses on the <i>positive</i> aspects of cycling. An exercise considering possible <i>negative</i> aspects completes the activity.</p>		<p><u>A reading exercise</u></p> <p>The article <i>Reinventing the wheel</i> appeared in the Reading and Writing Examination Paper for IGCSE ESL for June 2000. It was used as a basis for writing a summary entitled <i>The advantages of cycling</i>.</p> <p>You may like to use this article to challenge students to come up with three or four typical Part 1 reading comprehension questions, which aim to test the ability to scan for specific information. This might generate a useful small group activity.</p>	<p><link to Fitness Lesson 6></p> <p><link to Fitness Answer key 6></p>

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<u>Why we don't like exercise</u>					
<p>Note-taking and writing a persuasive article based on the notes (Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> discussed a number of reasons why people may not want to take exercise practised writing for purpose (in an explanatory and persuasive style) developed a piece of continuous writing based on their own notes. 	<p>Reading</p> <ol style="list-style-type: none"> articulate experience and express what is felt <p>Usage</p> <ol style="list-style-type: none"> exercise control of appropriate grammatical structures understand and employ a range of vocabulary demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling show an awareness of register in both formal and informal situations 	<p>Students use a list of potential excuses for not taking exercise as a prompt for small group discussions and a subsequent writing task. The latter may function well as a homework assignment, based on preparation work done in the classroom. The suggested extension activity below might work well as a warm-up for the lesson in that it may raise the issue of students who are uncomfortable with undertaking an exercise programme.</p>	<p><u>Textbook resources</u></p> <p>You may like to use an article about the sprinter Linford Christie, which appears on page 33 of Linda Alderson and Patricia Aspinall's <i>International English</i> book. The focus is on how devoted and dedicated Christie is to his sport and his fitness regime, and the article may serve as a means of illustrating to students what can be achieved once a regular fitness programme is established.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Fitness Lesson 7></p> <p><link to Fitness Practice card 7></p>

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<u>The incredible Steve Macdonald</u>					
<p>Locating information for form-filling purposes (Reading)</p> <p>At the end of the activity, students will:</p> <ul style="list-style-type: none"> • have located information for the purpose of filling in a form • have read about the achievements of Steve Macdonald. • have been made more aware of the positive achievement and potential of those who are disabled. 	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. communicate effectively and appropriately 	<p>Students read about Steve Macdonald, who an explorer and adventurer who is blind. The article tells them about a recent expedition in which Steve walked across the Simpson Desert in Australia, and also includes an account of Steve's life and achievements as a person who was born blind. The exercise which follows involves completing a personal profile form about Steve, with a sub-section requiring the insertion of details about his planned trip to The Himalayas.</p>		<p><u>A writing exercise</u></p> <p>Imagine that you are one of the disabled artists who has joined Steve's party of explorers. You are mid-way through the expedition and you decide to take a rest and record an entry in your diary.</p> <p>Describe what you have done today and include a few comments about how the trip is going in general. Write about 150 words.</p> <p><i>Hint - be sure to write in the style of a personal diary, using the first person singular, and writing in a reflective, informal style.</i></p>	<p><link to Fitness Lesson 8></p> <p><link to Fitness Answer key 8></p> <p>The article about Steve Macdonald is featured on the <i>Yes Magazine On-Line</i> website. This is a magazine aimed at promoting the positive achievements of disabled people, and has an archive section containing a number of accounts of success stories. Go to: http://www.yesmagazine.co.uk/mechanics/main_win.htm</p>

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<u>The use of drugs to enhance fitness levels in sport</u>					
<p>The development of vocabulary and interviewing skills (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> discussed their performance. discussed the issues of closed questions, repetition, interruption and appropriate structure and tone. 				<p>A video tape of a 'model' interview could be used by the whole group to compare their own performance. This could be a professional example from a TV programme, or locally produced by the teacher working with a particularly competent student.</p>	<p><link to Fitness Lesson 9></p>