



TEACHER'S GUIDE

LESSON 33: HOW DO YOU LIKE TO EXERCISE?

Video summary: Anna talks about her favorite ways to exercise.

Functional purpose: Talk about exercise and preferences (like to ____)

Grammar: Infinitives; together/separately; sequence

Question: How do you like to exercise?

Answers: I like to (play) _____. My favorite sport is _____.

Unique words and parts of speech:

Adjective	Adverb	Modal	Noun	Verb	Prep
easier healthy most	separately	may	dance football sport tennis volleyball weights	forms jog lift notice	before

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in the native language or in English.

- Show pictures of people doing various kinds of exercise (running, lifting weights, stretching, playing various sports. Or, mimic the activities yourself). Ask, "What are they doing?" Write down some student answers on the board.
- Next, ask, "What is one word to describe all of these activities?" (exercise)
- Say, "In this lesson, we talk about exercise. Are some kinds of exercise better than others?"

Connect to students' experiences

- Ask students "Why do people exercise?"

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- Write student ideas on the board and say, “Let’s see what we learn in this lesson about exercise.”

Guess: What will happen?

- Show this image of Anna in a pool.
- Ask, “What do you think Anna is doing in the pool?”
- Take some student ideas and write them on the board to refer to later.



WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier.
- Say, “Even if you didn’t guess the same thing, guessing can help you listen carefully to English. It can help you get the point of what people are saying or doing. Try it other times you read or listen to English.”
- Ask, “What was Anna doing in the pool?” Help students compare their guesses with what Anna was doing.

Talk more about the video

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- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask, “What kind of sports is Anna not good at?”
- Ask, “What kind of exercise do the children do?”

ACTIVITIES

1. Exercise Song

Set up/materials

- This activity is a good warmup for those times when students have been sitting for a long time or have a low level of energy.
- Remind students of how to say the names of the parts of the body in English. You may use the activity sheet on the next page. This song needs at minimum: *head, shoulders, knees, toes, eyes ears, mouth, and nose*. Check the song's words below for any other body parts that may need to be taught again.
- Note: *tummy* is another word for *stomach*.

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears, and mouth and nose
Head, shoulders, knees and toes, knees and toes

Feet, tummies, arms and chins, arms and chins
Feet, tummies, arms and chins, arms and chins
And eyes and ears, and mouth and chins
Feet, tummies, arms and chins, arms and chins

Hands, fingers, legs and lips, legs and lips
Hands, fingers, legs and lips, legs and lips
And eyes and ears, and mouth and lips
Hands, fingers, legs and lips, legs and lips*

- For an idea of the movements and music, look on YouTube for videos or [see this example: https://tinyurl.com/hskt-dance](https://tinyurl.com/hskt-dance)

How to

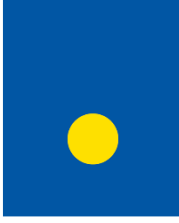
- Have students stand and make sure there is space for them to move around without hitting another student. You can do this by having them stretch their arms out to their sides without touching another student.
- Say, "Watch and listen to see how to move with this song."

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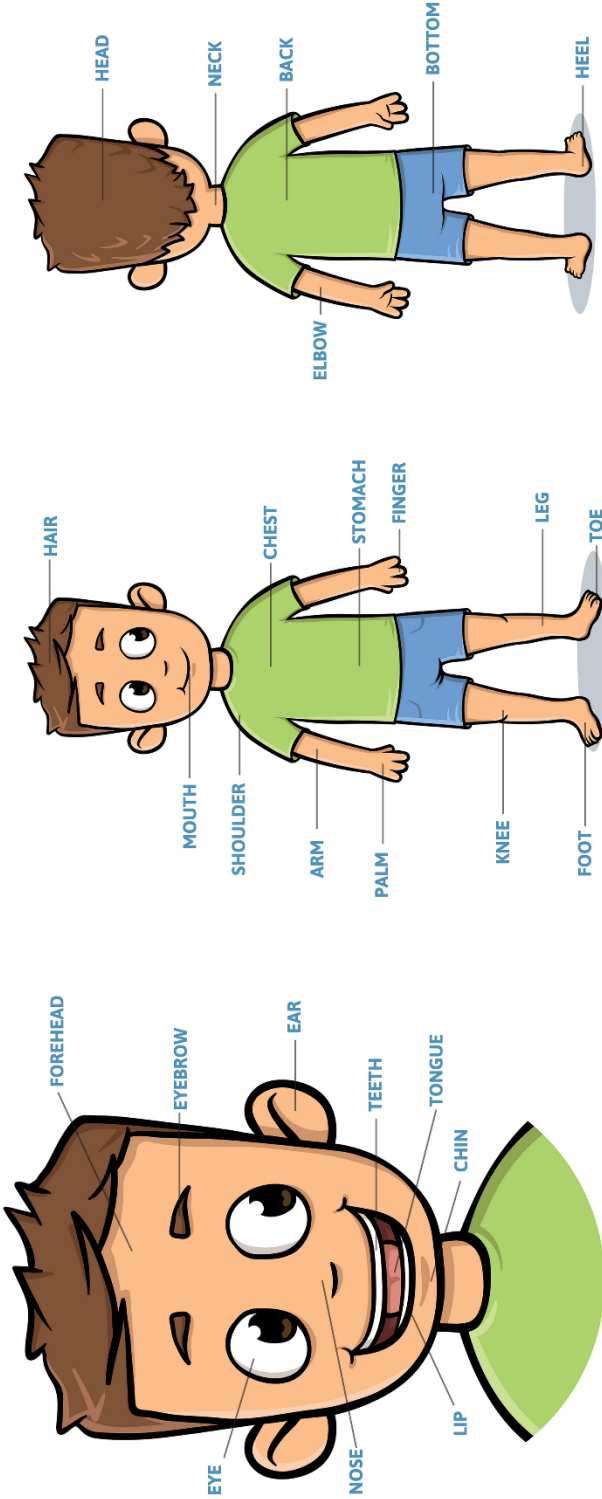
- Demonstrate the song slowly at first. Then, with students copying you, repeat the same verse (set of words) a little faster. After students can do the song and movements well at that speed, slow down and repeat each verse.
- You may provide the activity sheet on the next page for students to see the words.

Variation

- Ask for students to volunteer to lead the class in the movements for a verse.
- Put students in groups of three or four. Have each group create their own original movements that connect to the names of parts of the body. Then, each group can show and/or teach their movements to the rest of the class.



EXERCISE SONG



Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears, and mouth and nose

Head, shoulders, knees and toes, knees and toes

2. Read and Write

Set up/materials

- Ask students to think about all the things they learned to say about exercise in the lesson.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - Exercise keeps us healthy.
 - Zuri likes to play basketball.
 - His favorite sport is football.
 - She likes to play lacrosse on the beach.
- Divide students into pairs and see how many more sentences they can write or say about the exercise.
- Ask pairs to read their sentences out loud.

Variations

- Students can use the back of the paper to write additional sentences with their partner.
- Students can copy completed sentences into their notebook.



READ AND WRITE

Exercise keeps us
healthy.



Zuri likes to play
basketball.



His favorite sport
is football.



She likes to play
lacrosse on the
beach.



3. Listen and Speak – Exercise Poll

Set up/materials

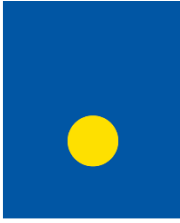
- Ask, “What do you think the most popular way to exercise is in our class? How about in our school?”
- Say, “In this lesson, we will take a poll – that is when you ask questions and count how many people give each answer to your question. Then we’ll make a chart to show the answers.”
- If the class is large, divide it into groups of four or five. Give students the *Listen and Speak* activity sheet.

How to

- Give student instructions on completing the activity sheet:
 - First, they should decide what question(s) they will ask. For example, they can ask what a person likes to do for exercise, when they like to exercise, or what they think is the best way to exercise in general. Have them write the question on the activity sheet.
 - Next, they should split into pairs, one person asking the question and the other person writing the answer given on a notebook or piece of paper. Make sure students do not write the answers on the activity sheet. If there is more than one answer, show students how to make hash marks to count instances of the same answer.
 - After asking as many others as possible, students should fill in the bar chart.
 - To fill in the count of answers for each question, the students should write a sport name or kind of exercise in a space at the bottom of the chart, then color in a square above the name for each answer in that category. An example is shown on the activity sheet.
- After students have completed their bar graph, have a student from each group tell the class about the results of their poll. Guidance for this is on the activity sheet below the graph image.

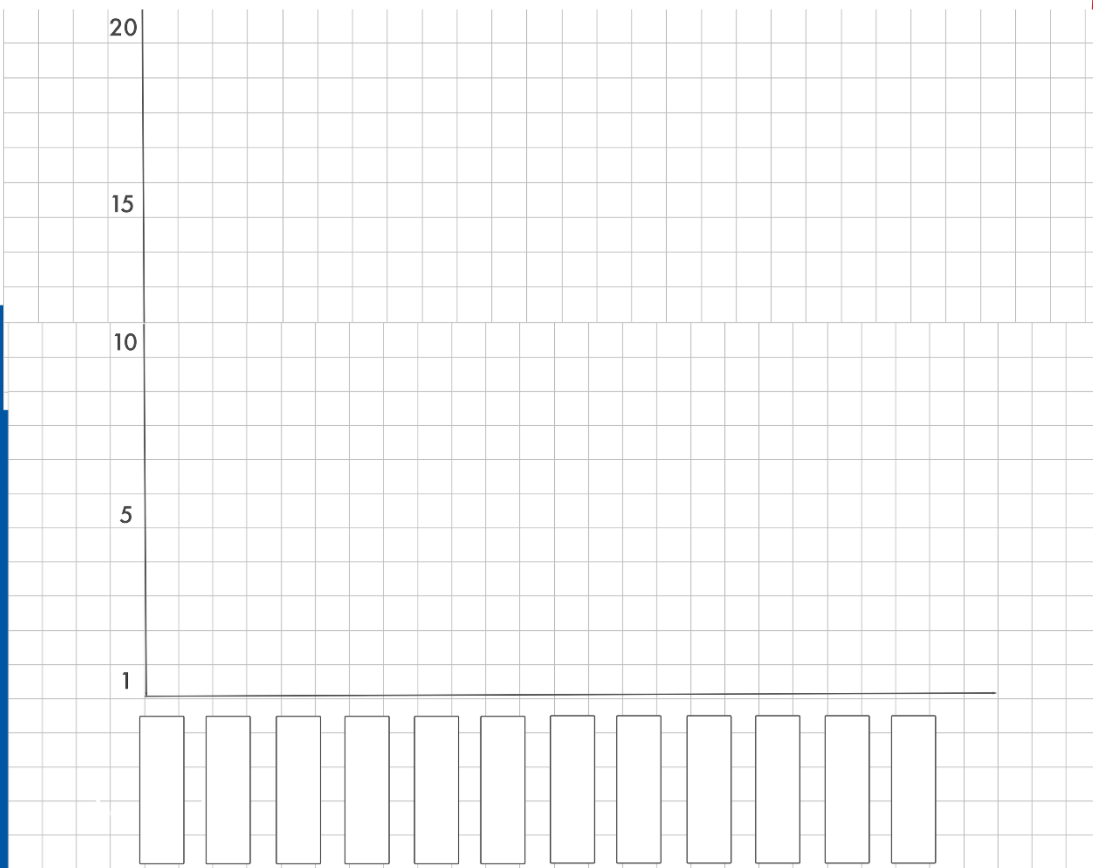
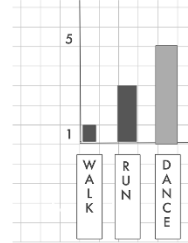
Variation

- Have students ask as many other people as possible. This could be extended to lunch or recess time, or done for homework outside of school.
- For a mathematics connection with the lesson, have students calculate the percentages of the total number of people surveyed. The formula for this is the number of responses in a particular category divided by the total number of people who responded to the poll.

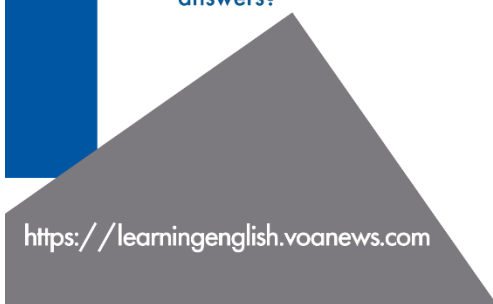


LISTEN AND SPEAK

Write a question about exercise. Find people to answer. Write their answers in the boxes below the chart. Color in the spaces to make a bar graph like this:



Tell a story about your graph. What answer did the most people give? What answer did few people give? What do you think about the answers?



<https://learningenglish.voanews.com>

LEARN MORE

Like to and want to

How to

- Write the word *to* on the board.
- Ask students what verbs from the video go before the word *to*. When students answer correctly, write the verbs on the left side of the board (*like, want, need, plan*).
- Write the word *exercise* on the right side of the board. Ask students to name as many kinds of exercise and sports as they can. Write student answers under the word *exercise*.
- Guide students in separating the names of sports (*tennis, football, cricket, basketball, etc*) from types of exercise (*run, swim, bike, dance, lift weights, stretch, jump, climb trees, etc.*). Teach the meanings of the terms as needed and have students write the words in two separate columns in their notebooks.
- Draw two sets of blank lines, one with four blanks and one with five, like this:

_____ .
_____ .

- Write the words *like* and *to* in the second and third blanks:

_____ like to _____ .
_____ like to _____ .

- Ask students to fill in the other blanks by making sentences about exercise. Do not provide answers yet. Have students work on their own for a few minutes. Then have students work with a partner to compare answers.
- Check on the work of the pairs. When you find a pair that has correctly put the verb *play* immediately before the name of a sport (these are sentences with five words) and a type of exercise (*run, swim, etc.*) immediately after the word *to* (four-word sentences), have one of the students come to the board and fill in the blanks.
- Ask students to complete the activity by making as many four-word and five-word sentences as they can about exercise (For example, *I like to play football, I like to run, I like to play tennis, etc*)

Variations

- Have students practice pronunciation (linking and stress) by making chants with the sentences, like this:

I like to RUN, I like to DANCE, I like to SWIM, I like to CLIMB TREES

I like to play BASKetball, I like to play FOOTball, I like to play HANDball

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- Clap the rhythm of the question “What do you like to do?” (ta-ta-ta—taa—ta-ta)
- Say “What do you like?” and have students repeat.
- Say “What do you like to do?” and have students repeat. Have students say and clap the rhythm at the same time.
- When students understand and can say the question, *What do you like to do?* have the class form two lines facing each other, where each student faces another student. Each pair of students facing one another asks *What do you like to do?* and answers with *I like to _____*, using one of the sports or types of exercise. Or, students can first write in their notebooks and then look at their notebooks to help them answer if necessary.
- After the pairs of students have asked and answered the question, each student in each line moves one position to the right. Students at the right end of each line move to the opposite line. Then the new pairs ask and answer the questions.
- Continue until each student has had many partners to practice with.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Exercise keeps us _____.
2. For exercise, she likes _____ play basketball.
3. Anna _____ to sing and dance.
4. Singing and dancing are good _____ to exercise.

Answer key:

1. healthy
2. to
3. planned ('p' is included on the quiz sheet to help students think of this word from the lesson)
4. ways

QUIZ

1. Exercise keeps
us .



2. For exercise, she
likes play
basketball.



3. Before she went
in the pool, Anna
 to swim
and dance.



4. Swimming and
dancing are both
good to
exercise.

