

'Eight hours' sleep! And you must eat breakfast!' The truth behind 10 of the biggest health beliefs

Level 3: Advanced – Teacher's notes

Article summary: The article discusses 10 common health beliefs and whether they are based on scientific facts or are myths.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary – Word Forms

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the general themes of the lesson. Split the class into pairs or groups and ask them to discuss the questions. Be careful with the second question, as students may have personal experiences regarding these health issues, and the third question, as fasting can also be associated with eating disorders.

2. Key words

- a. Students should do the article individually but may require a model first as the structure of the activity is a little different to their usual vocabulary matching activity.

Some of the terminology isn't common and may be difficult for students to understand outside of context. Encourage students to use dictionaries or their phones to clarify the meanings of any words they don't understand.

Key:

1. prostate
2. observational
3. servings
4. confounded
5. associated
6. overeating
7. moderate
8. abstinence
9. unprocessed
10. cardiovascular
11. saturated
12. premature
13. torsos
14. midsection
15. participants
16. fibres
17. predisposed
18. conserve
19. trigger
20. intake

3. Comprehension check

- a. In this task, students read the statements and decide whether they are true or false according to the article, correcting any that are false.

Key:

1. True
2. True
3. True
4. False. Studies have shown that people who slept four hours performed as if they were nine years older.
5. People who consume more fruits and vegetables experience decreased levels of stress.
6. True
7. True
8. False. Whether you have visible abs or not has far more to do with your body fat levels and where you are predisposed to store fat than the number of sit-ups you do.
9. False. There is no such thing as "starvation mode", but there may be some changes to someone's metabolism when they go on a diet.
10. True

- b. Direct students to the 10 headings in the article. Students should then, in small groups, discuss what the author's opinion is regarding each of the statements.

4. Key language

- a. Students should be asked to do this exercise individually before they check their answers. Go through the example before students begin the activity.

- | | |
|----------------|-----------------|
| 1. ab | 6. hydrated |
| 2. abs | 7. metabolic |
| 3. ageing | 8. muscular |
| 4. low-calorie | 9. nutritionist |
| 5. cognitively | 10. reps |

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- b. Students should be asked to do this exercise
Students should then find the different word forms in the article to check their answers. Give the class a chance to correct any words they wrote incorrectly or did not get. If students are still struggling, ask them to create personalized sentences using each of the word forms.

5. Discussion

- a. In the discussion prompts, students are given an opportunity to express their own opinions about the health beliefs and opinions. If you have more time, ask students to work in small groups, but if not, ask them to discuss in pairs.

6. In your own words

- a. This essay could be done as homework. It can also be a useful timed essay activity for those who have English language exams in the near future. For those who have difficulty choosing one of the beliefs, refer them back to the Discussion task from before.
- b. It's important students get an opportunity to give and receive feedback on their written work so be sure to dedicate some class time to this, even if it is in a future class.