

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

Level 1: Elementary / Pre-Intermediate – 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 – Comparatives and Superlatives / Grammar - Conditionals

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of the article, health and fitness. In pairs or groups, students should discuss the questions. Some of the vocabulary may be unfamiliar with them so be sure to pre-teach any difficult words.
- b. A key part of the article is the comparison between health beliefs and those that are based in scientific truth. Ensure that students have a firm grasp of the difference between the two concepts before moving on.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups.

Key:

- | | |
|-----------------------|---------------------|
| 1. <i>Researchers</i> | 6. <i>amount</i> |
| 2. <i>common</i> | 7. <i>performed</i> |
| 3. <i>increase</i> | 8. <i>Portions</i> |
| 4. <i>prevent</i> | 9. <i>Stress</i> |
| 5. <i>Weights</i> | 10. <i>litres</i> |

3. Comprehension check

- a. Ask students to work individually to check the boxes and then compare their answers in pairs or small groups. When giving feedback, use the article to demonstrate why each sentence is correct.

Key:

1. *Lifting weights makes you become stronger.*
2. *Eating a bigger breakfast may help you lose weight.*
3. *Walking can help to prevent diseases.*
4. *Sleeping for seven to eight hours is good for you.*
5. *Eating fruits and vegetables means you may be less stressed.*
6. *You can drink lots of types of drinks to stay hydrated.*
7. *Some researchers say drinking alcohol is bad for you.*
8. *If you want a six-pack, you have to change your body fat levels.*
9. *If you stop a diet, you may put the weight back on.*
10. *Bacon, sausages, burgers and deli meats are processed red meats.*

b. Key language

- a. Students should browse the article to find the adjectives and comparatives that complete the table. Draw students' attention to the irregular and regular forms. The superlatives column doesn't require students to fill in any answers but it's important that they begin to understand the differences.

Key:

- | | |
|-------------------|--------------------|
| 1. <i>bad</i> | 5. <i>heavier</i> |
| 2. <i>good</i> | 6. <i>lower</i> |
| 3. <i>better</i> | 7. <i>small</i> |
| 4. <i>healthy</i> | 8. <i>stronger</i> |

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

Level 1: Elementary / Pre-Intermediate – Teacher's notes

- b. Conditionals are difficult so if your class is at a lower level you can choose to skip this activity or complete it without explicitly referencing conditionals. Encourage the class to complete the activity first before checking their answers using the article.

Key:

1. *d) If you lift weights over and over again, you will increase the size of your muscles.*
2. *f) If you lift heavier weights fewer times, you will still become stronger but may not have big muscles.*
3. *a) If you want to lose weight, some researchers say eating a bigger breakfast will help.*
4. *c) If you have a small breakfast and a big dinner, you might lose less weight.*
5. *b) If you want a six-pack, you can do exercises like crunches and sit-ups.*
6. *e) Many people believe that if you stop dieting, you will put the weight back on.*

5. Discussion

- a. Students discuss the statements related to the article.

6. In your own words

- a. Students should choose one of the headings in the article and do some research online to find out more. They should consider whether the belief is based on facts or is just an idea people have. There are plenty of key words in the article that they can use to help in their research.
- b. Students should share what they have found out in small groups. Try to mix the groups so students are working with those who have researched a different health belief to them.