

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

### Level 2: 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 – Conjunctions, Referencing

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to introduce the topic of the health and fitness, as well as to get students to begin thinking about the differences between the truth and beliefs. You can have them add other related words they know to the cloud, in order to activate their previously learned vocabulary.

#### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. If students do not understand, remind them they can read the word in context in the article which may help them or search for them in a dictionary to find a definition.

**Key:**

- |                          |                       |
|--------------------------|-----------------------|
| 1. <i>factor</i>         | 8. <i>Portions</i>    |
| 2. <i>recommendation</i> | 9. <i>Repetitions</i> |
| 3. <i>risk</i>           | 10. <i>Timing</i>     |
| 4. <i>Diseases</i>       | 11. <i>cognitive</i>  |
| 5. <i>Fasting</i>        | 12. <i>regain</i>     |
| 6. <i>based</i>          | 13. <i>litres</i>     |
| 7. <i>moderate</i>       | 14. <i>metabolism</i> |

#### 3. Comprehension check

- a. Students can answer the questions in writing or speaking with a partner. They should search through the article to find the answers.

**Key:**

1. *increasing the size of individual muscles by doing many repetitions in each set of exercises and trying to get more muscles working at the same time by lifting heavier weights for fewer repetitions.*
2. *a large breakfast*
3. *early death, from heart disease to cancer*
4. *seven to eight hours*
5. *decreased levels of stress*
6. *coffee, tea, milk, or soft drinks*
7. *It can be – you could seem to have a lower risk for some diseases. However, it might also reduce the size of your brain.*
8. *crunches and sit-ups*
9. *when people stop eating to "force" their metabolism to burn more fat and help with weight loss*
10. *bacon, sausages, burgers, and deli meats*

#### b. Key language

- a. Students should search through the article to find the three conjunctions and add them to the sections. Remember to remind students that conjunctions are used to connect ideas, words, phrases or clauses together. Once they have done the activity and you have shared the answers, ask them if they can consider when they would use each of them: "Although" and "However" show contrast, whereas "In general" is used to state a common idea or fact.

**Key:**

Section 2: *Although*  
Section 5: *In general*,  
Sections 7 and 9: *However*,

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- b. Encourage students to base their sentences on health and fitness topics. Be mindful of comma usage as two of the conjunctions will require a comma afterwards. *Although* and *However* will require a contrasting idea. If you have time, give students an opportunity to peer review their personalized sentences.

#### 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. The key words they have worked on should be targeted as language they can use when discussing their research.