



Topic 1
What Is a Sport?

(1 lesson)

This lesson provides an introduction to the module theme and to some of the activities common to the course. Students brainstorm, write definitions, use a Venn diagram to classify, and develop basic sports vocabulary. They are introduced to three tools that will

be used throughout the course: the personal dictionary, the journal, and the Learning Log. The culminating assignment is introduced: a poster presentation of a chosen sport.

Outcomes

SLO 1.3 Develop and express a personal position in a variety of ways (e.g., express likes/dislikes, opinions...).

SLO 4.3 Use clear and respectful language to express personal opinions and to respond to others.

SLO 3.2 Develop and implement a plan for researching topics...

SLO 1.5 Examine and interpret various visual media...

SLO 1.6 Interpret a range of texts...

SLO 1.7 Evaluate a given text...

SLO 2.1 Show sufficient control over linguistic structures...

SLO 4.4 Manage group action...

Instructional and Learning Sequence

Sequence 1

Activation

Present several pictures of traditional sports, non-traditional sports, and other activities that might not be considered to be sports (e.g., chess, gardening). **(C)**
Brainstorm for the defining characteristics of a “sport” and come to a consensus on three characteristics. **(C)**

Write a definition of sport on the board that models the following discourse features:

Language Features	Discourse Features
	<p>Definition patterns: A (item) is a (general class) that/with (defining characteristics); a (item) is like a (synonym).</p> <p>Expressions of opinion: I think + (noun clause) + because + (noun clause) (e.g., I think that bowling is a sport because you need skill and you compete).</p>

Students **brainstorm** as many Olympic sports as possible. Record these on a poster or the board. **(C)**

Round-Table

Ask students to name their favourite sport, and to use Discourse Features: Expressions of Opinion to show why it is their favourite sport. **(C)**

Language Features	Vocabulary
	names of sports
	Discourse Features
	Expressions of reference: I like _____ because _____; My favourite sport is _____ because _____.

Assignment

Poster Presentation of a Chosen Sport

Introduce and explain the poster assignment. If possible, model a poster designed for presentation. Allow students ample time in class to begin work. Guide them to possible resources. Students should make a plan for dividing and sharing the work. You may designate check-in points throughout the module to keep track of progress. If necessary, allow students one or two days of class time at the end to finish. **(P)**

Discuss **Handout 1-1:** “Poster Presentation Evaluation Rubric” to assess the poster project with students at the beginning of the project, and periodically remind them of the criteria throughout the module.

Due Date: When instruction of this module is complete

Student Learning Tasks

Teacher Notes and References

Brainstorm the characteristics of a sport.

In co-operative groups or as a class, decide which of the pictured presented activities are sports, based on the defining characteristics. Use **Discourse Features: Definition patterns** and **Expressions of opinion** to help you express your ideas.
(G)(C)

Brainstorm Olympic sports.

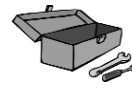
Name your favourite sport, and use **Discourse Features: Expressions of opinion** to show why it is your favourite sport.

Assignment

Poster Presentation

In pairs, **research** one Olympic sport and display findings on a large poster. Use the following topics to organize your work:

- A brief history of the sport
- Areas of popularity
- Setting and equipment
- How the sport is played (basic rules)
- Physical requirements to excel
- A brief biography of a famous player
- The use of sports science to improve performance
- Any controversy connected with the sport



Suggested Background

Article: “Using Posters in Content Courses” from *The*

Internet TESL Journal

The Internet TESL Journal contains many useful articles about teaching academic EFL/ESL. This article is adapted from a Japanese Association of English Teaching conference. It is available at <http://iteslj.org/Lessons/Sheffner-Posters.html>.



Research is defined as a four-step process in the “Teaching and Learning EAL” section in the Appendices.



Handout 1-1: “Poster Presentation Evaluation Rubric” to assess the poster project

Outcomes

SLO 2.2 Use several techniques... to convey factual information and clarify relationships

SLO 4.3 Use clear and respectful language...

SLO 6.1.2 Use organizational planning to choose good organizational strategies...

SLO 2.3 Produce a variety of short and extended text forms necessary for subject-area tasks...

Instructional and Learning Sequence

Sequence 2

The Language of Venn Diagrams

Introduce Handout 1-2: “Language Associated with Venn Diagrams” and explain the language necessary to interact with Venn diagrams.

Assign the Venn diagram task.

Language Features	Vocabulary
	Venn diagram, compare/contrast, classify
	Discourse Features
	comparison/contrast markers

Brainstorm with a web the requirements for becoming a top athlete (possible categories: body, training, attitude, coach, money, equipment).

Language Features	Vocabulary
	performance, train, coach, equipment

Introduce Handout 1-3: “Check Out What You’re Doing Now!,” and explain to students how they will be using it the next day. At this point, record activities for the previous day. Model on the board. Students should complete the rest of this day’s activities at home.

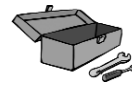
Language Features	Vocabulary
	estimate, strenuous, moderate, light
	Idioms: check out, jot it down

Student Learning Tasks

Working in groups, use a **Venn diagram** to compare and contrast sports that depend more on the technology (equipment such as skates) or on the athlete's skill. (G)

As a class, brainstorm requirements for being a top athlete. (C)

Begin to work on **Handout 1-3**: "Check Out What You Are Doing Now!" by recording activities for yesterday. This is to be completed for homework. (I)

Teacher Notes and References

Handout 1-2: "Language Associated with Venn Diagrams"



Students need to acquire the compare and contrast markers necessary for discussing or writing about Venn diagrams.

You may want to enlarge the Handout 1-to make a classroom poster for future reference.



Handout 1-3: "Check Out What You Are Doing Now!"

Outcomes

SLO 6.1.2 Use organizational planning to choose good organizational strategies...

SLO 6.1.3 Use directed attention to decide in advance to focus on a learning task...

Instructional and Learning Sequence

Sequence 3

Roundup

Roundup activities assist students in refining their application of language knowledge and skills acquired, and/or reflection on their use of learning strategies.

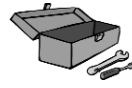
Introduce and model how **journals** are to be used. Explain the three sections. (See “Teaching and Learning EAL in the Senior Years” in the Appendices of this document for more information on journals.)

- Students add new structures, strategies, or concepts encountered in the Learning Log section.
- Students add vocabulary to their personal dictionaries. Ask students whether they learned any words or structures that day that need to go in their dictionary.
- Students choose any five response prompts from the Personal Response section, and write three sentences about each one.
- Ask students to write three sentences for each prompt. This requires them to reflect on more than the surface level.

Student Learning Tasks**Assignment**

Begin to keep a **journal** by doing the following:

- Adding new structures, strategies, or concepts encountered in the topic
- Adding vocabulary to your personal dictionary
- Choosing five response prompts from the Personal Response section and writing three sentences about each one

Teacher Notes and References

Journal template with sample prompts and responses, sample Learning Log page, suggested personal dictionary formats (teacher-provided)



For more information on journals and Learning Logs, see “Teaching and Learning EAL in the Senior Years” section in the Appendices.



Topic 1 presents three types of roundup activities that teachers should use throughout the course when the term “roundup” appears.

Additional roundup activities may be provided for separate topics.

Poster Presentation Evaluation Rubric

	3 Excellent	2 Adequate	1 Needs improvement
Information is accurate and thorough.	Relevant, accurate, and well-developed	Mostly relevant and accurate	Not relevant or inaccurate
English grammar and spelling are accurate.	Minor isolated errors in grammar and/or spelling	Sporadic errors in grammar and/or spelling	Frequent errors in grammar and/or spelling
Vocabulary used is appropriate to the topic and sports in general.	Effective word/idiom choices and usage that enhance meaning	Occasional errors of word/idiom choices and usage that do not obscure meaning	Inappropriate or incorrect word/idiom choices and usage that obscure meaning
The poster is attractive in terms of neatness, layout, and design.	Well-organized, effective, and relatively sophisticated design	Somewhat appropriate design that aids meaning	Ineffective design or sloppy or incomplete work
The presenter is able to speak about the material fluently and with accurate pronunciation.	Presentation was effective and clear	Presentation was comprehensible with some errors in pronunciation	Presentation was hard to follow, was difficult to comprehend, and included frequent mispronunciations

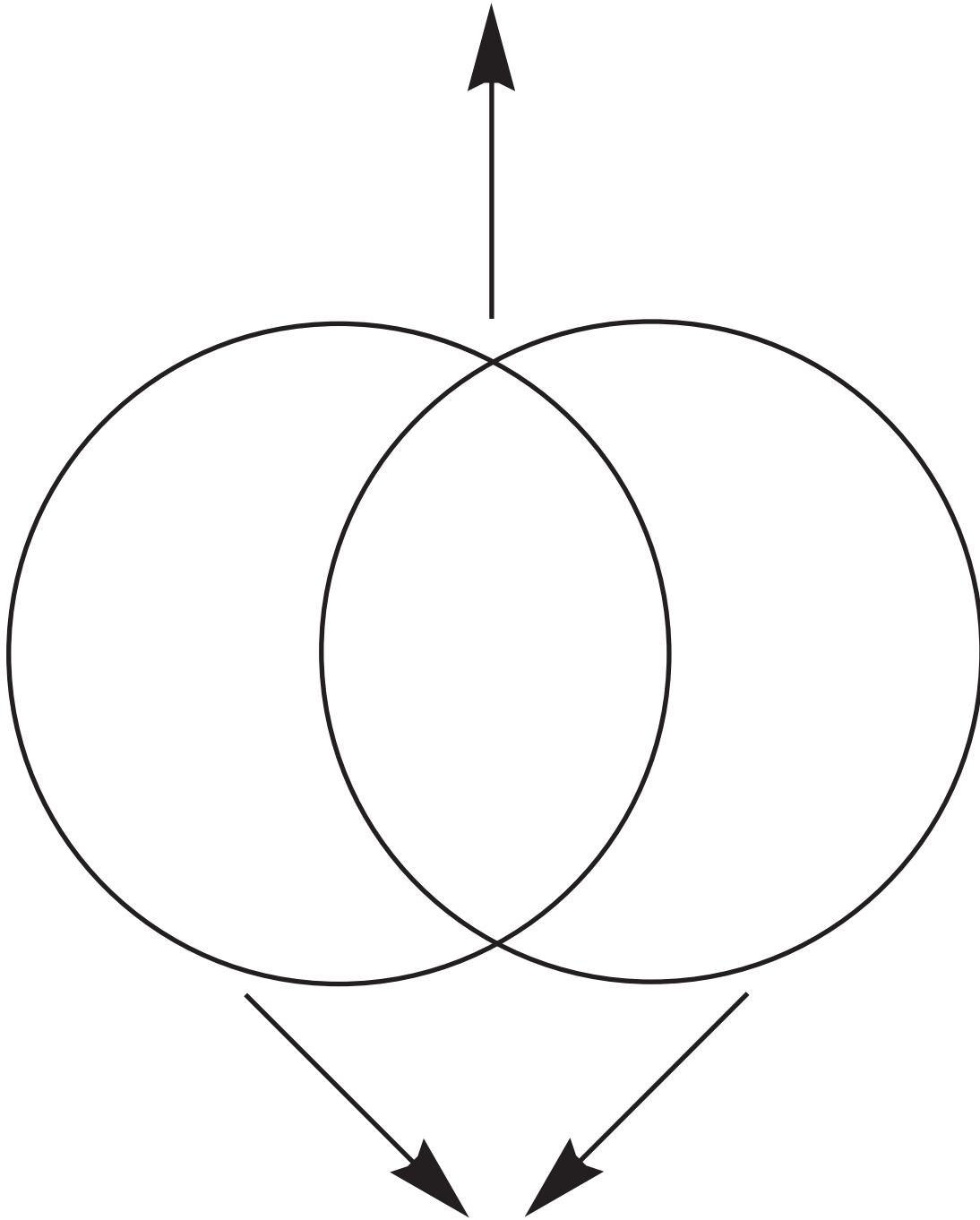
Language Associated with Venn Diagrams

similarly
is like
both

likewise
is similar to
also

in the same way that
have in common
as well

just as
compared to
too



in contrast
but
still
on the other hand

unlike
whereas
however
while

although
on the contrary
differs from
even though

conversely
yet



Topic 2

Are You Fit or a Couch Potato?

(2 lessons)

This lesson focuses on physical fitness. Students learn about the benefits of physical fitness and devise a plan to become more physically fit by filling in an energy expenditure chart to discover the number of calories they are burning each day. They also learn how to increase this number, and write about their plan to become more physically fit. Some academic tasks are:

- following instructions
- describing and analyzing a cartoon
- understanding humour
- giving examples
- explaining a point
- describing a process
- developing pronunciation skills
- presenting ideas
- expressing opinion and stating a point of view
- deducing the meanings of unfamiliar words and word groups
- extracting relevant points
- understanding relationships between parts of a text through lexical and cohesive devices and through recognizing indicators in discourse
- working in a group
- writing a paragraph using the writing process
- following specific instructions

Outcomes	Instructional and Learning Sequence
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SLO 1.3 Develop and express a personal position...

SLO 1.5 Examine and interpret various visual media...

SLO 4.1 Use language to encourage, support...

SLO 5.2 Analyze and use the appropriate level of formality...

SLO 6.2.8 Use imagery...

SLO 6.2.10 Use translation to change language...

Sequence 1

Activation

Ask students to look at the title on **Handout 1-4**: “Physical Fitness Requires Determination and Effort.” Ask students to explain what the title means. (C)

Discussion

Is physical fitness a current topic of interest in your country of origin? What are the most common means of becoming physically fit? Is physical education a part of school curricula? Do you feel you are physically fit? (C) Students share their answers as a class.

Discuss North American humour. What makes these cartoons funny? How does the title add to the humour? Introduce the term “idiom.” Introduce the idiom “couch potato.” Ask students if they have similar idioms in their first languages and to translate and explain the idioms. (C)

Introduce Learning Strategies

Have students refer to **Handout 1-5**: “Learning Strategies for Better Second Language Acquisition” and Appendix 1 for strategies. Pick one or two important strategies from each lesson to model and explicitly discuss. Students try to use all strategies in Handout 1-5 by the end of the course and decide which ones work best for them. Highlight the two strategies that would help in making sense of idioms.

Language Features	Vocabulary
	Idiom: couch potato
	Discourse Features
	Expressions for discussion:
	To agree: I think that’s a good idea; I agree with you; exactly; etc.
To disagree: I don’t think so; I’m not sure I can agree with that point; etc.	
To question: Can you explain what you mean? I don’t understand; etc.	
To add information: Also...; There are some other examples of...; etc.	
To interrupt: Excuse me...; I have a question; Sorry to interrupt, but...; etc.	

Student Learning Tasks

Explain what the title means on **Handout 1-4**: “Physical Fitness Requires Determination and Effort.” (C)

Share your responses with the class.

In groups of three, study the cartoons and decide what aspects of physical fitness are being addressed. (G)

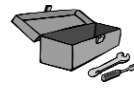
Discuss idioms from your first language.

Translate and explain the idioms. (C)

Optional Assignment

At this point, the teacher may ask you to monitor or record your use of the strategies in your Learning Log.

Teacher Notes and References



Handout 1-4: “Physical Fitness Requires Determination and Effort”



Handout 1-5: “Learning Strategies for Better Second Language Acquisition”

Appendix 1: Strategies for Second Language Acquisition



Keller and Warner (1988) provides detailed information on Conversation gambits. (See Bibliography.)

Outcomes

SLO 6.2.12 Use inferencing to guess meanings...

SLO 6A.6 Use selective attention...

SLO 1.3 Develop and express a personal position...

SLO 5.6 Evaluate texts for purpose, bias, and implications...

SLO 3.1 Seek, organize, and synthesize information...

Instructional and Learning Sequence

Sequence 2

Distribute Handout 1-6: “Testing Your Knowledge about Exercise.” Students work in small groups to preview new vocabulary, and to guess first at meanings from context or prior knowledge. **(G)** With the class, highlight words such as physical, metabolism, calories, muscle, activity, and incremental, telling students that in this module they will see other forms of these words created by the use of affixes. (Review how affixes change words.) Ask students to note these words when they find them. After completing the quiz, students compare answers with a partner. **(G)**

Distribute Handout 1-7: “Testing Your Knowledge about Exercise” Answer Key. Correct with the whole class, explaining the vocabulary used in different parts of speech because of suffixes. **(G)**

Language Features	Vocabulary
	Examples of vocabulary in quiz: metabolism, calories, resting pulse, energy, cardiovascular, frequency, intensity, duration, accessible, incremental
	Vocabulary in answer key (some, like the word strenuous, will be a review of vocabulary in Topic 1): caloric expenditure, accumulative, maximizes, gimmicks, strenuous, decline, overstated, spot reduction, genetic, hormonal, aerobic, psychological, sedentary, intensity, negative caloric balance, blunt, incremental
	Suffixes to change part of speech e.g., metabolic~metabolism, calories~caloric, accumulate~accumulative, expend~expenditure

Students work in groups of three to discuss personal fitness charts filled in for homework, determining their personal levels of physical fitness. **(G)**

Language Features	Vocabulary
	Fitness words and expressions: fairly active, active, athletic
	Discourse Features
	comparing and contrasting markers to discuss fitness levels

Student Learning Tasks

Work in small groups to preview new vocabulary, and to guess first at meanings from context or prior knowledge. **(G)**

Note words that are changed by adding affixes when you find them. **(C)**

Complete the quiz **(I)** and compare answers with a partner. **(P)**

Assignment

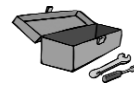
Correct your quizzes as a whole class.

Work in groups of three to discuss and determine your personal level of physical fitness, as derived from the previous day's homework: "Check Out What You're Doing Now!" personal fitness charts. **(G)**

Teacher Notes and References



Handout 1-6: "Testing Your Knowledge about Exercise."



Handout 1-7: "Testing Your Knowledge about Exercise" Answer Key



Some of the vocabulary will be used recursively during the course of this module. There will be good opportunities to teach the importance of affixes, including several examples in these two readings.

Outcomes

SLO 1.6 Interpret a range of texts...

SLO 2.1 Show sufficient control over linguistic structures...

SLO 2.1.3 Use developing control of grammatical structures...

SLO 5.2 Analyze and use the appropriate level of formality...

SLO 6A.6 Use selective attention...

SLO 6.2.11 Use transfer to make language a language task easier...

Instructional and Learning Sequence

Sequence 3

Distribute Handout 1-8: “The Importance of Physical Fitness.” Discuss important vocabulary and find words that change their parts of speech due to the use of suffixes. **(C)**

Students read the article in small groups, highlighting the main ideas/important information and noticing the use of specialized vocabulary, structures, and discourse features. These include transition markers, parallelism, and definition patterns, some of which were introduced in Topic 1. Students identify context clues that help with their understanding of new vocabulary. **(G)** Review as a class. **(C)**

Language Features

Vocabulary

vital, maintaining relaxation, endurance, flexibility, vigorous

Idiom: surfing the Internet

Structures

Verbs used in defining: is, is known as, is called, is referred to as, etc.

Imperative verbs used to discuss how to develop a fitness plan: increase, decrease, build up, include, set, congratulate

Suffixes: maximize~maximum, continuous~continuously, etc.

Non-essential relative clauses—use of relative pronoun and proper punctuation

Discourse Features

More definition patterns/context clues:

a/an (item), or (synonym)

a/an (item), (example)

a/an (item), such as (example)

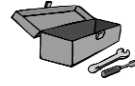
Verbs used in defining: is, is known as, is called, is referred to as, etc.

Discourse markers: to begin, next, in addition, finally

Student Learning Tasks**Teacher Notes and References**

In small groups, read the article in **Handout 1-8: “The Importance of Physical Fitness”** in order to

- highlight the main ideas/important information
- mark the specialized vocabulary, structures, and discourse features such as transition markers, parallelism, and definition patterns
- identify context clues that help with the understanding of new vocabulary (**G**)



Handout 1-8: “The Importance of Physical Fitness”

Outcomes

SLO 1.1 Engage with increasingly difficult oral and/or visual texts...

SLO 2.2 Use several visual techniques...

SLO 6.3.2 Use cooperation to work together with peers...

SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 1.4 Show an awareness of organizational patterns...

SLO 6.1.5 Use selective attention...

SLO 6.1.6 Use self-monitoring to check, verify...

SLO 6.2.2 Use repetition to imitate a language model...

Instructional and Learning Sequence

Distribute Handout 1-9: “Introduction to the Energy Expenditure Chart.” Select students to read the directions out loud (C). Students co-operate with a partner to express the directions in their own words, using the reading and looking at the “Introduction to the Energy Expenditure Chart.” (P) As a class, clarify instructions using the sample energy expenditure chart and directions provided. (C)

Language Features	Vocabulary
	metabolic equivalent, per, strenuous, moderate, fatigued
	Structures
	Punctuation: No period is used with metric abbreviations unless it is at the end of a sentence.
	Discourse Features
	sequencing steps of a plan using numbers

Ask students to fill in **Handout 1-10:** “Energy Expenditure Chart” individually using the reference chart provided as part of **Handout 1-9:** “Introduction to the Energy Expenditure Chart.” (I) Student pairs regroup to compare their results. What conclusions can they draw about changes they must make to improve their levels of physical fitness and, for some, to lose weight (e.g., increase more strenuous activity, reduce intake calories so they are lower than calories expended, et cetera)? (P)

Use Handout 1-11: “It’s Not So Bad” as a motivator for change. Have one or several students read the poem out loud. Focus on correct pronunciation, stress, and rhythm. Point out the rhyme scheme (rhymed couplets). Discuss the ideas about physical fitness expressed by the speaker in the poem. (C)

Language Features	Vocabulary
	dawning
	Idiom: pounding the cement
	Structures
	use of quotation marks with titles of poems
	Pronunciation
	<ul style="list-style-type: none"> • reductions—contractions • sounds: l, r, th • rhythm • stress patterns of English • linkage

Student Learning Tasks

Selected students read the directions out loud. (C)

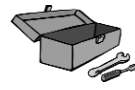
In pairs, co-operate to express the directions in your own words, using **Handout 1-9**: “Introduction to the Energy Expenditure Chart.” (P)

Individually, fill in **Handout 1-10**: “Energy Expenditure Chart.”

In pairs, compare your results and reach conclusions about the changes you must make to improve your level of physical fitness.

Read the poem out loud. Focus on correct pronunciation, stress, and rhythm.

Teacher Notes and References



Handout 1-9: “Introduction to the Energy Expenditure Chart”

Handout 1-10: “Energy Expenditure Chart”



Students should already be prepared for this reading, as many of the important vocabulary words have been introduced in previous readings.

Lesson plan for “Grades 8–12: Energy Balance—The Ins and Outs”



Metric abbreviations are used without a period—see

Appendix 21: “How to Express Numbers in Written Work.”



Handout 1-11: “It’s Not So Bad”



You might want to give a pronunciation mini-lesson on problematic sounds and linkage rules in English.

Outcomes

SLO 1.2 Respond to texts with increasing independence.

SLO 2.1.1 Analyze and edit text for word choice...

SLO 2.1.3 Use developing control of grammatical structures...

SLO 2.3.1 Use the structures and language features appropriate to the text type...

SLO 3.1 Seek, organize, and synthesize information...

SLO 1.2 Respond to texts with increasing independence.

SLO 2.2 Use several visual techniques...

Instructional and Learning Sequence

Individual students **read aloud** one of the suggested activities from **Handout 1-12**: “Twenty-five Ways to Get Moving.” Ask them what verb form is used to list each of the suggested activities (imperative). Using the charts done for the previous day’s homework, the energy expenditure chart, and ideas from the poem and readings, students synthesize the information and, as a class, brainstorm ideas for positive fitness changes in their own lives. Record ideas on the board or on chart paper. **(C)**

Language Features	Structures
	imperative verbs used in giving directions or listing steps

Distribute Handout 1-13: “My Very Own 25 Ways to Get Moving—Starting Today” and introduce the writing assignment.

Writing Assignment

Students create their own “Twenty-five Ways to Get Moving,” using Handout 1-10: “My Very Own Twenty-five Ways to Get Moving—Starting Today!”

Students use the imperative in creating their lists. **(I)**

Introduce and explain **Handout 1-14**: “Chart: Change in Caloric Expenditure.” **(C)** Introduce or review vocabulary associated with the chart. Students will use this chart to graph their progress in increasing their own caloric expenditure. Plan to monitor these charts.

Language Features	Vocabulary
	To describe the graphing process: horizontal axis, vertical axis, graph, scale, plotting points, origin, line of best fit

Student Learning Tasks

Read aloud one of the suggested activities from **Handout 1-12**: “Twenty-five Ways to Get Moving.”

Identify the verb form used in the list.

Brainstorm ideas for positive fitness changes.

Writing Assignment

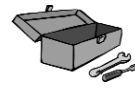
Create your own “Twenty-five Ways to Get Moving,” using **Handout 1-13**: “My Very Own Twenty-five Ways to Get Moving—Starting Today!”

Use the imperative in creating your lists. (I)

Assignment

Use **Handout 1-14**: “Chart: Change in Caloric Expenditure” to graph your progress in increasing your own caloric expenditure.

Teacher Notes and References



Handout 1-12: “Twenty-five Ways to Get Moving”

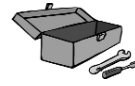


Read-alouds are a perfect opportunity to recognize and focus on specific difficulties students have with

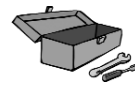
pronunciation. Some errors will interfere with the student’s ability to be understood by native speakers. Other errors will not affect intelligibility but may need work in order for the student to more closely approximate the pronunciation of an English language speaker.

Students may get a better idea of the calories expended during some common activities by going to Kraft Calorie Burner at <http://web.kraftfoods.com/kf/HealthyLiving/HL.htm>.

They can type in their weight and click on an activity and an amount of time, and the program will calculate the number of calories burned.



Handout 1-13: “My Very Own Twenty-five Ways to Get Moving—Starting Today”



Handout 1-14: “Chart: Change in Caloric Expenditure”



You may have to renumber the vertical axis to best reflect students’ beginning level of fitness.

Outcomes

SLO 1.3 Develop and express a personal position...

SLO 2.1.1 Analyze and edit text for word choice...

SLO 2.1.2 Use standard Canadian spelling...

SLO 2.1.3 Use developing control of grammatical structures...

SLO 2.4 Use the steps of the writing process...

SLO 3.1 Seek, organize, and synthesize information...

SLO 5.1 Identify common themes and symbols...

SLO 6.1.2 Use organizational planning...

SLO 6.3.2 Use cooperation to work together...

Instructional and Learning Sequence

Writing Assignment

Introduce Homework Assignment: For homework, students write a short text of 200 to 250 words in which they discuss their personal fitness plan. Review the rules of writing proper paragraphs and the writing process. **(C)**

Share the assessment rubric for the assignment with students and discuss.

Language Features

Structures

appropriate use of vocabulary words in sentences

Discourse Features

Organizational structure of a paragraph: topic sentence, transition markers, supported points, concluding statement

Discourse markers: appropriate markers for transition, listing steps in plan

Sequence 4 Roundup

This lesson provides an opportunity to explicitly teach a strategy of co-operation.

Discuss with students how and when they choose to co-operate to assist their learning, and if and when it was helpful in this lesson. **(C)**

Student Learning Tasks**Assignment**

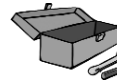
Write a paragraph of 200 to 250 words to discuss your personal fitness plan.

Use and include at least five new vocabulary words as well as three transition markers.

Discuss when and how you used co-operation to assist your learning.

Teacher Notes and References**Review**

Rules of writing proper paragraphs (See the Resources for Building Content-Based Language Lessons section for specific reference materials.)



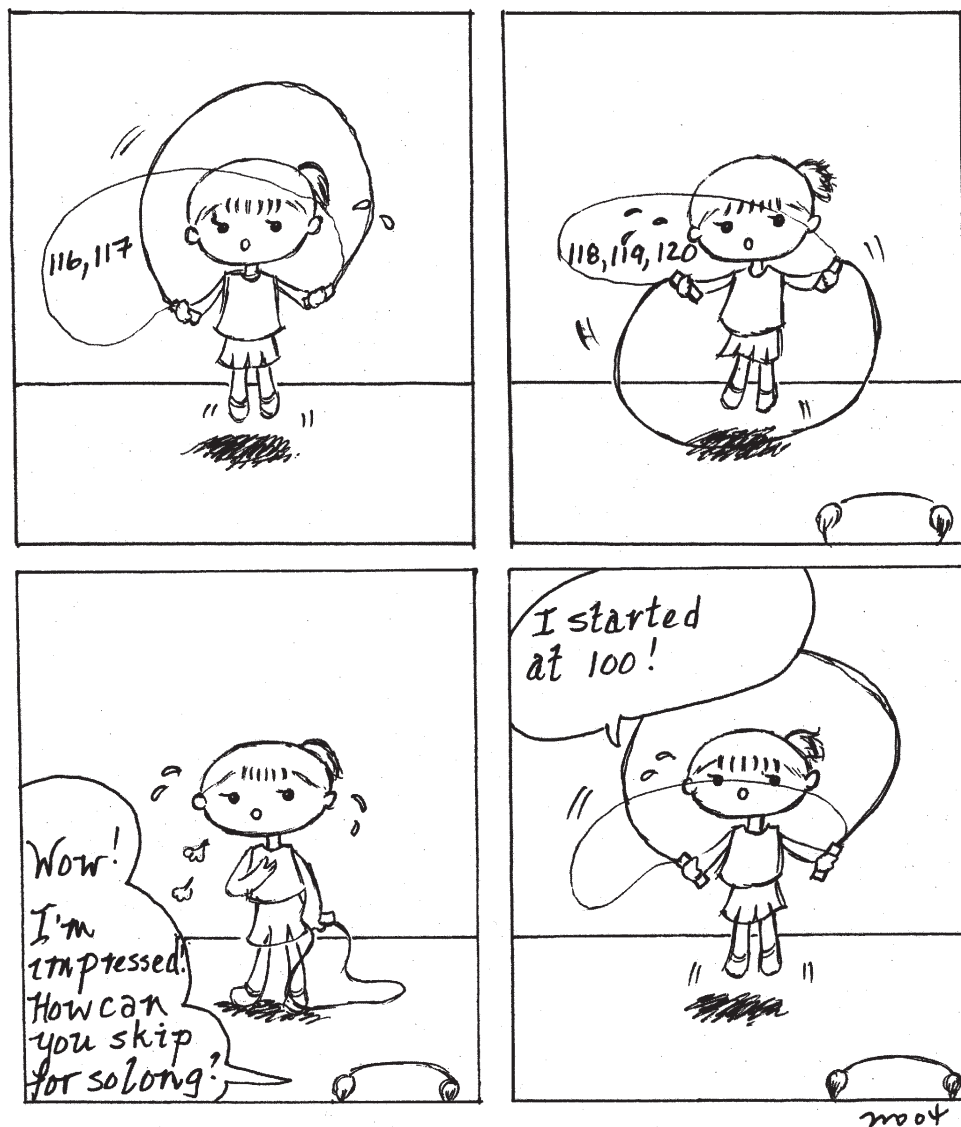
Assessment rubric (teacher-developed)

See the Assessment section on page 33 of the introductory portion of this document for sample assessment rubrics.



The strategy of co-operation is found in the Teaching and Learning EAL in the Senior Years section in the Appendices.

Physical Fitness Requires Determination and Effort



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Learning Strategies for Better Second Language Acquisition

This is a list of proven strategies used by successful second language learners. Do you use any of these strategies? Will you try some of them?

Meta-cognitive Strategies (higher order skills; cold, organizational strategies):

1. Advance organization: Do I look carefully at a text before I read? Do I look at the way it is organized? Do I examine maps, graphs, titles, subtitles, bolded terms, etc.? Do I skim to get an overall idea?
2. Organizational planning: Do I plan what I say and do beforehand?
3. Directed attention: Do I decide before I start a task to ignore all the distracters around me?
4. Selective attention: Do I pay special attention to special aspects of a learning task? Do I listen for key words in lectures? Do I notice important words in questions and on tests?
5. Functional planning: Do I plan and rehearse before I perform a language task?
6. Problem identification: Do I explicitly look at the central problems that need to be resolved so I can complete a task correctly?
7. Self-monitoring: Do I check what I am doing as I am doing it? Do I make sure I am on track? Do I edit as I go? Do I think about what I should be listening for and remembering in a lecture?
8. Self-evaluation: Do I check my understanding after a lecture or discussion? Do I check my work after it is completed? Do I always edit carefully?

Cognitive Strategies (used while manipulating the material; strategies that help one grow and develop as a learner):

1. Prediction: Do I try to guess or predict what a lesson, text, assignment, or story will be about before I start the activity?
2. Elaboration: Do I activate what I know about this topic before I start the new work? Do I discuss with others to share information? Do I try to link the new information with information I already have?
3. Auditory memory: Do I rehearse and practise new vocabulary? Do I try to use new words so I become more familiar with them and remember them?

4. Note taking: Do I take notes of all important information in all classes? Do I know when to take notes in a lecture? Do I feel comfortable making point-form notes? Can I take notes in my own words?
5. Grouping or classifying: Do I group similar ideas and concepts together to remember them? Do I look for similarities and connections?
6. Imagery: Do I use the titles, headings, bolded words, graphs, maps, visuals, etc. to understand, learn, and remember a difficult text?
7. Inferencing: Do I use information in oral and written texts to predict meanings, complete missing parts, and guess meanings of new terms, et cetera?
8. Summarizing: Do I try to summarize an activity, lecture, lesson, or text after it is finished to help myself understand and remember what I have heard or read?
9. Transfer: Do I try to use what I know and apply it to something new?
10. Deduction/induction: Do I apply rules I know or figure out new rules to help me produce or understand my second language better?
11. Translation: Do I use translation to help me when I need help in understanding?
12. Substitution: Do I try different ways of solving language problems when one way isn't effective?
13. Recombination: In order to improve my writing skills, do I try to make my sentences longer or more complex by using meaningful sentence combining?

Social/Affective Strategies (“warm fuzzy” strategies that require one to interact with others):

1. Co-operation: Do I work with others to solve a problem, check notes, pool information, or check understanding?
2. Questioning for clarification: Do I ask my teacher or peers for more information, additional examples, or rephrasing for better understanding? Do I tell someone when I don't understand and ask for help?
3. Positive self-talk: Do I talk myself through a difficult task to lessen worry and to convince myself I can be successful?

Testing Your Knowledge about Exercise

Testing Your Knowledge About Exercise

Please answer the questions below to see how well you know the effects of increased physical activity.

- | | | |
|-------------|--------------|--|
| <i>True</i> | <i>False</i> | 1. There is no such thing as a slow or under-active metabolism. |
| <i>True</i> | <i>False</i> | 2. Exercise isn't of much use for dieters because it burns relatively few calories. |
| <i>True</i> | <i>False</i> | 3. Exercise can help prevent the loss of muscle tissue from the body. |
| <i>True</i> | <i>False</i> | 4. Walking one mile burns nearly the same number of calories as running the mile. |
| <i>True</i> | <i>False</i> | 5. Expensive exercise suits are worth the money because the special materials help the body. |
| <i>True</i> | <i>False</i> | 6. Climbing the stairs requires more energy per minute than traditional exercises, like swimming and jogging. |
| <i>True</i> | <i>False</i> | 7. Your resting pulse will increase as you lose weight and get in better condition. |
| <i>True</i> | <i>False</i> | 8. To get a cardiovascular training effect, there must be the right combination of frequency, intensity, and duration. |
| <i>True</i> | <i>False</i> | 9. No exercise can help you lose fat in specific parts of your body. |
| <i>True</i> | <i>False</i> | 10. There are many benefits to jogging and cycling. They are good forms of exercise for people trying to lose weight. |
| <i>True</i> | <i>False</i> | 11. Using stairs is a convenient and accessible way for many people to increase activity. |
| <i>True</i> | <i>False</i> | 12. American adults are physically more active than they were 200 years ago. |
| <i>True</i> | <i>False</i> | 13. You should not exercise if you feel hungry because exercise will increase your appetite. |
| <i>True</i> | <i>False</i> | 14. When you go on a diet, your body loses fat but not muscle tissue. |
| <i>True</i> | <i>False</i> | 15. Small, incremental, and consistent exercising activities can provide large benefits for the dieter. |

“Testing Your Knowledge about Exercise” Answer Key

1. *False* Humans vary on all traits, including metabolic rate. The causes of these variations are not well understood. But, even if you do have a relatively slow metabolic rate, exercise will cause an increase in caloric expenditure and will contribute to weight loss.
2. *False* It may be easier to eat 100 calories than to burn 100 calories through exercise, but the accumulative effect of exercise can increase caloric expenditure by several hundred calories per day. Remember that exercise provides many positive benefits aside from energy expenditure.
3. *True* Exercise maximizes the loss of fat and can help prevent the loss of muscle. In fact, exercise can build muscle tissue.
4. *True* How far you go is more important than how fast you go. It is not the rate of caloric expenditure that is important in weight loss, but the total number of calories that are burned. If you prefer to burn calories at a slower rate by walking instead of running, the effect on weight loss will be the same. Of course, running will get the job done faster!
5. *False* The rubberized "sweat suits" and other fancy gimmicks do not provide any benefit. In fact, they may cause you to overheat, especially in warmer weather. Wear clothing that is comfortable for you.
6. *True* Climbing stairs is an excellent way to burn a lot of calories. It is so strenuous that you will not be able to climb continuously at a fast rate unless you are very fit. You can accumulate significant caloric expenditure over the course of a day if you regularly take the stairs rather than the elevator.
7. *False* Your resting pulse rate will decline as you become more physically fit. This is a sign that your heart is getting stronger and can pump more blood with each heart beat.
8. *True* Improvement in fitness is related to the frequency, intensity, and duration of exercise. In the past, many people have overstated specific combinations of these variables that must be achieved to obtain certain health benefits. You should not worry about achieving a specific dose of exercise, but focus on increasing your activity level. Even modest increases in activity will, over time, produce changes in fitness and provide other benefits as well.
9. *True* Unfortunately, "spot reduction" just does not work. Your body adds and removes fat according to genetic and hormonal factors. You must concentrate on increasing caloric expenditure and achieving a negative caloric balance. When you do this, you can reduce fat in general, but you cannot control the areas where the fat will be lost.
10. *True* Jogging and cycling are excellent aerobic exercises and are ideal for many dieters. They provide both psychological and physical benefits. They burn a lot of calories quickly, make improvements in overall physical fitness, and make you feel good. Lower intensity activities such as walking also make important contributions to fitness, health, and weight control; but it may take a little longer.

(continued)

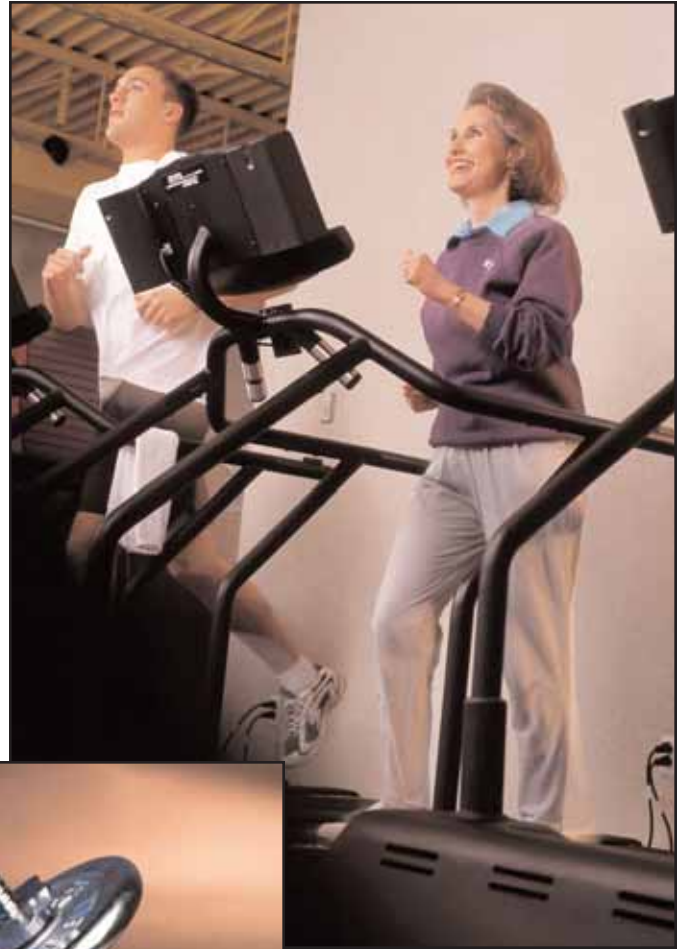
“Testing Your Knowledge about Exercise” Answer Key (continued)

11. *True* Most people have access to stairs, so it is easy to add several flights to your daily routine. Look for opportunities to build stair climbing into your day.
12. *False* Due to technological achievements, there is much less occupational physical activity today than there was 200 years ago. Motorized transportation and countless labor-saving devices have greatly reduced activity on the job and in leisure time.
13. *False* If anything, exercise will temporarily blunt your appetite, although in the long-run, more exercise will require more calories. However, exercise seems to help regulate caloric intake to appropriate levels. Regular exercisers weigh less than their sedentary peers.
14. *False* Caloric restriction causes significant loss of muscle tissue. Weight lost by exercise or by a combination of exercise and diet, tends to come predominately from fat stores.
15. *True* Building small incremental activities into your daily routine can have significant benefits in both weight loss and weight maintenance programs. The total accumulation of energy expenditure is what is important to weight loss efforts. Strive to accumulate several activities over each day.

The Importance of Physical Fitness

It is a fact: physical activity is vital in maintaining a healthy lifestyle. Physical activity strengthens the heart, helps people achieve and maintain a healthy weight, builds and maintains strong bones and muscles, and increases relaxation, to name just a few of its many benefits. To obtain the best results, a person must combine three types of physical activity: endurance activities (aerobic or cardiovascular exercise), which increase one's breathing and heart rate, causing perspiration or sweating; flexibility activities, such as bending, stretching or reaching, which help relax muscles and keep joints moving; and strengthening activities, which build muscles and bones.

What part does physical activity play in your life? Health professionals are recommending that all youths try to increase their physical activity by at least 30 minutes a day to begin and up to 90 minutes per day over a five-month period. To begin, increase the time currently spent on physical activity each day. Next, decrease the non-active time spent on TV, videos, computer games, and surfing the Internet. In addition, build up physical activity throughout the day in periods of at least five to ten minutes. While your physical activity may include moderate activities like brisk walking, also include at least ten minutes of vigorous activity, like playing soccer or running. Finally, set attainable goals and record your progress. With each increase, congratulate yourself and share your progress with your peers.



Introduction to the Energy Expenditure Chart

Many people find it useful to keep a progress chart to record their physical activity. The following chart is an energy expenditure chart. A person can estimate the number of calories expended daily by listing the number of hours spent at various MET levels. MET means metabolic equivalent, or the energy (calories) expended while a person is at rest. A general guideline is that a person spends one calorie per kilogram of body weight per hour while resting. There are five different MET levels: sleep, light, moderate, strenuous, and very strenuous. The following list shows the METs expended at each level and gives a general guide of the types of activity to include at each level:

- Sleep [1 MET]
- Light activities [1-3 METs]—Most daily activities, like standing or sitting in class, will fall into this category.
- Moderate Activities [3-5 METs]—This category includes any activity that requires 3 to 5 times resting energy expenditure. A good example is brisk walking at a pace that you would move at if you were in a hurry to get somewhere.
- Strenuous activities [5-7 METs]—These activities are more strenuous than walking and less strenuous than running. A good example is doubles tennis.

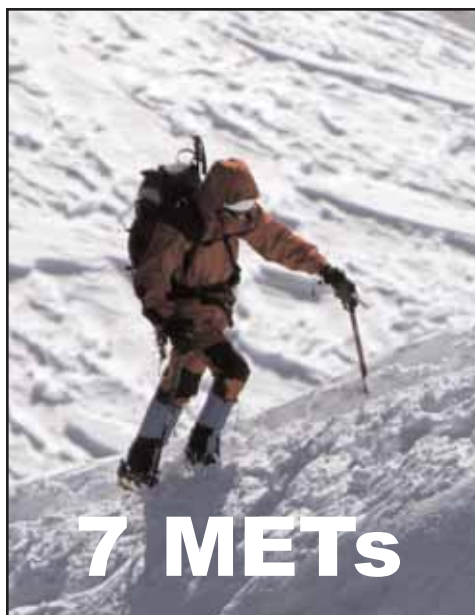
- Very strenuous activities [8+ METs]—These activities would be impossible for sedentary and unfit individuals because they cannot sustain very strenuous activities for more than a few minutes without becoming fatigued. Running qualifies for this category.

Follow the instructions to fill out the Energy Expenditure Chart. Think about ways you can change your caloric expenditure in positive ways. Over the next few months, record your progress. You can improve your physical fitness level!

Completing the Energy Expenditure Chart

Please review the next few pages including a sample of a completed energy expenditure chart. The energy expenditure chart allows individuals to calculate the approximate number of calories that they expended in a given period. The sample chart is for a 21.75-hour period from 4 pm the previous day until the time the chart was filled in at 1:15 pm the following day. Note that an average MET score has been provided for each category.

For this exercise, you may wish to have students complete the chart for a full 24-hour period.



(continued)

Introduction to the Energy Expenditure Chart (continued)

Instructions for completing the energy expenditure chart

1. Review Handout 1-6, the sample chart that has been provided as a guide. Notice that Jae Kim in completing the chart had to calculate the number of hours he spent on each category of activity and he needed to know his weight in kilos.
2. Take a blank page and divide it into five sections, one for each of the five categories of activities discussed in the article on METs (Sleep, Light, Moderate, Strenuous, and Very Strenuous)
3. List all of the activities in which you were involved in over the last 24 hours for each of the five categories (Sleep, Light, Moderate, Strenuous, and Very Strenuous) and the approximate number of hours spent on each activity. Refer to the chart **CALCULATING YOUR ENERGY EXPENDITURE IN RECREATIONAL, WORK, and SCHOOL, AND HOME PHYSICAL ACTIVITIES USING METs** (following page) to help you categorize each activity.

Introduction to the Energy Expenditure Chart (continued)

Calculating Your Energy Expenditure in Recreational, Work, School, and Home Physical Activities Using METs (Metabolic Equivalent Task)

Light Activity	METs per Hour of Activity
1–3 METs	
Standing	1.3
Reading, talking on telephone	1.5
Sitting in class, studying, note taking	1.8
Walking at a slow pace, at 3 kph (in school, office or shopping), easy casual	2.0
Light gardening	2.0
Light office work, light use of hand tools (watch repair or micro-assembly, light assembly/repair), standing, light work (bartending, store clerk, assembling, filing)	2.0
Playing musical instrument	2.0
Walking downstairs	2.5
Walking at an average pace (3.5-4 kph)	2.5
Somewhat heavier gardening or yard work	2.5
Cooking, light housekeeping, shopping	2.5
Pushing stroller with child, walking dog	2.5
Dancing (slow)	2.5
Standing, light/moderate work (assemble/repair heavy parts, welding, auto repair, pack boxes for moving, etc.), patient care (as in nursing), driving heavy tractor, bus, truck	3.0
Washing car or windows, mopping, moderately vigorous playing with children, sweeping outside house, vacuuming, picking fruit or vegetables, scrubbing floors	3.0
Golf, using power cart, bowling, fishing	3.0

Moderate Activity	METs per Hour of Activity
3–5 METs	
Walking on job, 5 kph (one kilometre every 12 minutes), in office, moderate speed, not carrying anything, or carrying only light articles	3.5
Weight lifting, water aerobics	3.5
Golf, not carrying clubs	3.5
Leisurely canoeing or kayaking	3.5
Raking lawn, planting shrubs, weeding garden, heavy yard work or gardening activities	4.0
Masonry, painting, paper hanging, moderately heavy lifting, moderately heavy farm work	4.0
Walking at a very brisk pace (1 k every 10 to 11 minutes)	4.0
Climbing stairs	4.0
Dancing (moderately fast)	4.0
Bicycling 16 kph, leisurely	4.0
Slow swimming	4.5
Golf, carrying clubs	4.5
Walking at a very brisk pace (one k every 10 min)	5.0
Walking downstairs or standing, carrying objects about 11-22 kg	5.0
Digging, spading, vigorous gardening, using heavy power tools, general gardening, mowing lawn (hand mower)	5.0
Painting, carpentry, cleaning gutters, laying carpet, other vigorous activities	5.0

- MET values for each activity are approximations; there may be considerable individual variation.
- One MET is the energy expended at rest. Two METs indicates the energy expended is twice that at rest. Three METs is triple the resting energy expenditure, etc. Thus, the METs-per-hour score is a measure of the intensity of a physical activity.

(continued)

Introduction to the Energy Expenditure Chart (continued)

Calculating Your Energy Expenditure in Recreational, Work, School, and Home Physical Activities Using METs (Metabolic Equivalent Task)

Strenuous Activity	METs per Hour of Activity
5–7 METs	
Chopping wood	5.0
Most doubles tennis; Dancing (more rapid)	5.0
Slow jogging (one km every 9 to 10 min.); Some exercise apparatuses	5.0
Ice-Roller Skating; Doubles Tennis (if you run a lot)	6.0
Loading and unloading truck (standing); moving heavy objects; heavy farming work	6.5
Walking downstairs or standing carrying objects about 22-34 kg	7.5
Hiking	6–7

Very Strenuous Activity	METs per Hour of Activity
8+ METs	
Rowing, canoeing, kayaking vigorously	6–8
Dancing (vigorous)	6–8
Some exercise apparatuses	6–8
Bicycling 16 to 22 kph	6–10
Swimming laps moderately fast to fast	6–10
Aerobic calisthenics	6–10
Singles tennis, squash, racquetball	7–12
Jogging (1 km every 9 min.)	8
Skiing downhill or cross country	8
Running 10 kph (6-minute km)	10
Running 12 kph (5-minute km)	13.5
Running 16 kph (3.75-minute km)	16

Reference

<<http://healthfullife.umdj.edu/archives/METsTbl.htm>>

<<http://healthfullife.umdj.edu/archives/METsWork.htm>>

(Accessed on October 3, 2005.)

Energy Expenditure Chart (sample)

Name: Jae Kim

Today's Date: 12/04/03

Energy Expenditure Chart

(1) Activity Type	(2) METS	x	(3) Hours of Activity	=	(4) Caloric Expenditure per kg of weight
1. Sleep	1	x	<u>8</u>	=	<u>8</u>
2. Moderate	4	x	<u>1</u>	=	<u>4</u>
3. Strenuous	6	x	<u>.5</u>	=	<u>3</u>
4. Very Strenuous	10	x	<u>0</u>	=	<u>0</u>
5. Total Hours (sum of hours #1-4)			<u>9.5</u>		
6. Light	1.5	x	<u>*14.5</u>	=	<u>21.75</u>
7. Total calories expended per kg today					<u>36.75</u>
8. Weight in kilograms					<u>58</u>
9. Total calories expended: the product of lines 7 and 8					<u>2,131.5</u>

* This number is derived by subtracting the total on line 5 from the number 24.

(continued)

Energy Expenditure Chart (continued)

Name: _____

Today's Date: _____

Energy Expenditure Chart

(1) Activity Type	(2) METs		(3) Hours of Activity		(4) Caloric Expenditure per kg of weight
1. Sleep	1	x	—	=	—
2. Moderate	4	x	—	=	—
3. Strenuous	6	x	—	=	—
4. Very Strenuous	10	x	—	=	—
5. Total Hours (sum of hours #1-4)			—		
6. Light	1.5	x	* —	=	—
7. Total calories expended per kg today					—
8. Weight in kilograms					—
9. Total calories expended: the product of lines 7 and 8					—

* This number is derived by subtracting the total on line 5 from the number 24.

“It’s Not So Bad”

The morn was dawning, dull and grey.
I thought I’d take a jog today.
But looking out the window, gee,
My warm, old bed looked good to me!
I thought, then, of my fitness oath.
Fit mind and body—one needs both!
“My body needs this run,” I thought.
“I’ll even use new shoes I bought!”
Out to the street I finally went.
My feet were pounding the cement.
To my delight, out came the sun.
I thought, “This running might be fun!”
And later on, I felt SO good—
I’m proud of my new attitude!



Twenty-five Ways to Get Moving

1. Put your exercise clothes on when you get up, and don't take them off until you get some exercise.
2. Make a date to do something active with a friend.
3. Ask a friend or family member to give you a call to remind you to exercise.
4. Set your alarm to remind you to take a two-minute walk. Walk for a longer time as you get in better physical condition.
5. Refuse to eat lunch until after you take at least a two-minute walk.
6. Plan some errands for your lunch hour. Bike, inline skate, walk, or run to do them.
7. Take your dog for a walk; he or she also needs exercise. If you train your dog, your dog will remind you to walk.
8. If you don't have a dog, borrow the neighbour's. (Both your neighbour and the dog will be delighted!)
9. Play a pick up game of basketball, soccer, or Ultimate.
10. Take up an active hobby.
11. Enrol in a hip-hop class.
12. Put some music on and dance to hip-hop, swing, or rock and roll.
13. Tune in to an exercise show on TV and learn the moves.
14. Walk around campus during your spares.
15. Walk and talk with your boyfriend or girlfriend every day. There is nothing to interrupt your conversation.
16. Plan short bicycle rides.
17. Learn to inline skate.
18. Walk more briskly on two of your everyday walks.
19. Take a little friend to the zoo.
20. Limit your TV and computer time by 10% and substitute this couch potato activity with some physical activity instead.
21. Take a 10-minute walk before going to bed.
22. Take the stairs instead of taking the elevator.
23. Run instead of walking up the stairs.
24. Get off the bus or subway a few blocks before your stop and walk briskly the rest of the way.
25. Join a gym.



My Very Own Twenty-five Ways to Get Moving—Starting Today!

Make a list of the twenty-five easiest ways for you to add more exercise to your day. You may borrow some of the ideas from the model list. Try to include some activities that are fun for you. It shouldn't be ALL hard work! 😊

1. _____ _____	14. _____ _____
2. _____ _____	15. _____ _____
3. _____ _____	16. _____ _____
4. _____ _____	17. _____ _____
5. _____ _____	18. _____ _____
6. _____ _____	19. _____ _____
7. _____ _____	20. _____ _____
8. _____ _____	21. _____ _____
9. _____ _____	22. _____ _____
10. _____ _____	23. _____ _____
11. _____ _____	24. _____ _____
12. _____ _____	25. _____ _____
13. _____ _____	

Chart: Change in Caloric Expenditure

Change per km per day

