Lesson Plan © Easy Access English

Making a change

EAE Learning objectives for this lesson

Discussions, reading comprehension, speaking about statistics, the past simple and the present pefect tense.

Introduction – **Questions and Answers**
With your partner or teacher, ask and answer the questions below

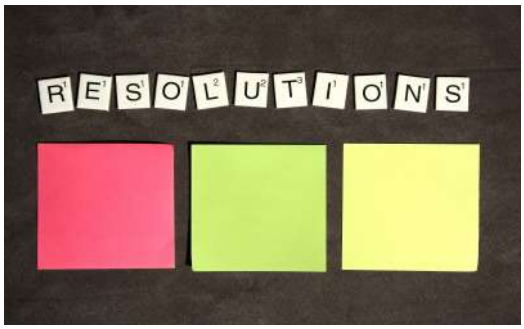
- What are the most common things people try to change in their life ?
- Making a resolution doesn't always have to be on New Year's Eve, think about your lifestyle or habits, have you ever made a big change in your routine or lifestyle?
- Have you ever helped someone make a change in their lifestyle?

Activity One – **Watch**

Watch the trailer for *What the Health*

https://www.youtube.com/watch?v=Jf44vLndiRM

Discuss how this compares to your country.



Activity Two – **Statistics**

US Facts and Statistics (your teacher will help you say it correctly).
https://www.hhs.gov/fitness/resource-center/facts-and-statistics/index.html

Physcial Activity :

- Only one in three children are physically active every day.
- Only 35 – 44% of adults 75 years or older are physically active, and 28-34% of adults ages 65-74 are physically active.
- Only 6 states (Illinois, Hawaii, Massachusetts, Mississippi, New York and Vermont) require physical education in every grade, K-12. (ages 5-18)

Nutrition :

- Typical American diets exceed the recommended intake levels or limits in four categories: calories from solid fats and added sugars; refined grains; sodium; and saturated fat.
- Americans eat less than the recommended amounts of vegetables, fruits, whole-grains, dairy products, and oils.
- About 90% of Americans eat more sodium than is recommended for a healthy diet.

Discuss with your partner if these statistics surprise you and how they differ to what you know about France.

Activity Three – Match

Match the vocabulary on the left with the definition on the right.



- to stay fit
- to gain weight
- to lose weight
- pound
- high school
- It hit me
- to vow
- to yo-yo diet
- to stick with it
- to make the switch
- High school Reunion

- A party to celebrate after having been classmates in the US
- To become heavier
- A measurement of weight in the US
- The last phase of school before going to university in the US
- To realize something
- To promise
- To go up and down with your eating habits
- To stay with the plan
- To change from something else
- To become thinner



Activity Four – Reading Comprehension

Read the article and answer the comprehension questions

'I Lost More Than 100 Pounds On WW'

By Kristina Schneider / USA

Click on the link to see the photographs: https://www.womenshealthmag.com/weight-loss/a25832576/kristina-schneider-ww-weight-loss-success-story/

Basketball helped me stay fit throughout middle and high school, but I gained weight quickly when I stopped playing in college. I gained the "freshman 50" instead of the "freshman 15." Then, I gained 50 *more* pounds my sophomore year.

I spent the rest of my twenties yo-yo dieting and trying to lose weight, but nothing worked. At 28, I was the heaviest I had ever been: 302 pounds.

- It hit me at my 10-year high school reunion: I was the heaviest girl there, and I felt embarrassed.

I was an athlete and I hadn't seen many of my classmates for 10 years, so this reunion was a life-changing moment for me. I left the reunion early, which was even more depressing since I had helped plan it.

Then and there, I vowed that I'd look and feel better in my thirties than I did in my twenties. I joined WW (formerly known as Weight Watchers) shortly after. It was my second time doing the plan: I tried it years before during my yo-yo dieting phase, but I didn't stick with it. The first time I tried WW, I approached it as a diet. This time, I approached it as a full-on lifestyle change.

At first, I simply limited the amount of food I was eating. I realized through WW that I was eating far more food than one person needs. I made the switch easier on myself by using smaller plates, packing less food for lunch, and immediately putting half an entree in a takeaway box at restaurants.

I also started cooking. I expanded my palette to learn to love fresh, unprocessed foods veggies, in particular. I *hated* most vegetables for most of my life, but I realized that food preparation was a big part of that. The moment someone introduced me to grilled zucchini, I realized that I needed to do some exploring! Now, I regularly roast Brussels sprouts and butternut squash, and zucchini noodles and cauliflower rice are regular dinner menu items.

Comprehension questions

- What is WW ?
- Was Kristina successful with her goal ?
- What is zucchini and why is it important in the story ?

Activity Five – Part B Reading for tenses
*Continue Kristina's 'I Lost More Than 100 Pounds On WW' story but now pay attention to the **tenses** in **bold**.*

In the past, when I **would decide** to diet and exercise, I **would** try to go all out with my exercise routine. I **felt like** I had to work out three to five times a week in order to see results.
Thanks to my WW workshops though, I learned that I shouldn't dread activity, and I didn't even need to go to the gym! I found friends who also wanted to be more active, and we'd walk together at first.

Soon, walking became running. Then, running became a 5K, a 10K and a half marathon race. I've also started to explore other types of activity, including kickboxing, barre, and weight lifting. Exercise is part of my life now that I found activities I love.

My weight loss journey **has *not* been** quick. **It's been** 10 years **since** my 10-year high school reunion 預nd it took that amount of time to lose the 102 pounds.
Now that I'm at a more comfortable weight, my focus has become less about weight loss and more about being healthy and strong, especially now that I've incorporated strength training into my routine.

I also want other women to know that weight loss isn't an end-all, be-all for being happy. I used to think that losing the weight would make me happy and make me love myself, but that's not the case—learning to love yourself comes from within, not an external change.
But I am *so* ready for my next reunion.

Activity Six – Questions
Answer the questions In Part B of the article about tenses with your partner and report back to the class.

- What is the function of using '**would decide**' and '**would try**' in the first paragraph?
- What does '**felt like**' mean and which tense is it, past simple or present perfect?
- In paragraph 3, what tense is '**has not been**'? Why doesn't she use a different tense?
- Why does she use the word '**since**' in : '**It's been** 10 years **since** my 10-year high school reunion'? What tense is 'It's been'?

Underline the other past tenses that you see in Part 2 of the above article. Discuss with your partner why the writer used these past tenses.

Activity Seven – Comparison
Compare the tenses and notice their significant differences.



Past simple (2nd column verb)

Time Words:
Yesterday
Last night
In 1978
2 years **ago**
When I was a child

Present Perfect (3rd column verb)

Time Words:
Already
Yet
ever/never
Just
For (many years, minutes, duration)
Since (a starting point)



I **decided** to make a change on January 1st.
She **didn't** decide to make a change last week.

Did we decide on anything last night?I **have decided** to make a change.
She **hasnn't decided** to make a change yet.

Have we **already decided** on making a change?

Activity Eight–Complete the chart

Infinitive	Past Simple	Past participle
To go		Been
	Did	
Make		
	Bought	
		Seen

The teacher could ask you do more verbs!

Activity Nine – Sentences

Write some sentences for your partner and have them identify the past simple or present perfect or correct the sentences together.

1,

2,

3,

4,

5,

Activity Nine – Role Plays

*Using the statistics on the first page, the new vocabulary, and the tenses that we have **just** learned, discuss with your partner in a role-play.*

A) Interview style: You are meeting with a friend that you haven't seen since high school. You are very surprised about their physical appearance. They have changed a lot! Ask them about how they did it.

B) Debate style: You are meeting with an old friend, you have known each other since you were 10. You know that they want to make some changes in their eating habits but they are stuck. Give them some statistics to help them change their eating habits. Explain you have done to make changes. Your friend will probably resist your ideas but….

C) You are in congress and need to work on reducing the food related illnesses in the United States. You need to present to your opposition why the US needs regulation or taxes to make a change in the way food is consumed. Your opposition has arguments against you.

Documentaries that could influence you to make a change.
What the Health (Netflix)
http://www.whatthehealthfilm.com/
Eating you alive
https://www.eatingyoualive.com/

