

About this book

Live Well! is a 4-skill textbook intended for pre-intermediate level students. Each unit of instruction has a main reading of approximately 300 words. To prepare the students for the reading, there are pre-reading vocabulary exercises which cover essential academic and lower-frequency words.

This textbook covers a variety of topics, such as allergies, ergonomics, and work-life balance. Although the themes are health related, the readings are written for all university students, regardless of their major. It is my intention that the students will learn useful information while developing their English skills.

I would like to thank you for choosing *Live Well!* and I hope that you and your students find the contents interesting and helpful.

Adam Murray



How to use this book

At the start of every unit, there is a large and attractive image that gives the students a hint about the upcoming content. Below the images, there are three learning objectives stating what the goals are for the unit.

Next, there are three vocabulary activities in **Vocabulary Warmup** to prepare the students for the main reading. In Step 1, the students match 12 words with their definitions. Most of the words are either academic or lower-frequency ones. Because words can have multiple meanings, the same meaning as in the main reading is used.

In Step 2, the students complete sentences using selected words from the previous step. For each sentence, students will not only need to choose the most appropriate word, but also use the correct word form. For example, they will need to think about subject-verb agreement and tense.

In Step 3, the students write three original sentences using vocabulary items from Step 1. The students should be encouraged to write sentences that illustrate a clear understanding of the words.



vocabulary warmup

been done for you!						
1. burst (n)	a. not unusual or different					
2. brief (adj)	b. needing a lot of physical energy					
3. calculation (n)	c. the largest that is possible, allowed, or required					
4. calorie (n)	d. unit used to measure the energy value of food					
5. fatigue (n)	e. a way of solving a problem					
6. intensity (n)	f. the period of time between two events					
7. interval (n)	g. lasting only a short time					
8. maximum (adj)	h. process of finding a number using mathematics					
9. ordinary (adj)	i. how hard your body is working					
10. program (n)	$\boldsymbol{j_{\star}}$ a sudden increase, especially for a short time					
11. solution (n)	k. a feeling of extreme tiredness					
12. vigorous (adj)	I. a plan of things that will be done					
San 2 Complete the com	tences using the words from Step 1. You may need to					
change the word						
1. Because of our busy sch	edule, we had only a(n)lunch break.					
2. It was just a(n)	weekend for us. We relaxed at home.					
3. At regular	, the scientist collected data.					
4. The sp	peed of the new train is 320 km/h.					
5. Despite their	, the marathon runners finished the race.					
6. The young woman thought of a clever to the problem.						
	tences using words from Step 1. Try to make sentences					
that will help you	remember the words.					
1. Choose an adjective						
2. Choose a noun						
3. Choose a noun	3. Choose a noun					

In Step 4, **Reading**, the main reading, approximately 300 words in length, is written at a pre-intermediate level. For example, more than 80% of the words used in the Unit 1 reading are at the 1k level of the General Service List. This helps ensure that students will be able to understand the content. Most of the difficult words, including those from the Academic Word List, have been covered in **Vocabulary Warmup** (highlighted with a bold font). Students are also encouraged to underline any unknown or forgotten words.

Comprehension is an important part of learning. In **Understanding the Reading**, the students complete several activities. In Step 5, they answer three multiple-choice questions.

In Step 6, they answer three questions which require a short answer consisting of one or two sentences. Students should be encouraged to write complete and grammatically correct sentences.

In Step 7, the students need to correct three statements that are factually incorrect. Some statements require a single word change while others need more substantial corrections.

reading

Step 4. Read this passage carefully and underline any unknown words. DL02 OCD02

Most people would agree that physical fitness is important for people of all ages because of the health benefits. The National Health Service (NHS) of the United Kingdom recommends that adults do 150 minutes of exercise each week. The NHS also suggests that people exercise four or five days a week, or even every day if possible. Of course, many people have excuses

5 week, or even every day if possible. Of course, many people have excuses for not regularly exercising, such as not having enough time because of work or their academic studies.

One possible solution to address the lack of time is to do High-Intensity Interval Training (HIIT). Although HIIT was originally used with Olympic at the test, in recent years it has become popular with ordinary people as an efficient way to burn calories and build muscle. In a HIIT exercise program, you usually do vigorous exercises that push your heart rate to 70-80% of your maximum heart rate. A simple calculation of maximum heart rate is 220 minus your age. If you are 20 years old, this rate is 200 and you want to do exercises at 160 beats per minute.

What exactly is a HIIT workout? Generally speaking, you do short **bursts** of activity, followed by **brief** breaks. A simple workout for beginners can be completed on a treadmill. After stretching and warming up, try to run as fast as you can for 10 seconds and then walk for 50 seconds.

20 Repeat this six times. Of course, this can also be done on an exercise bike or a rowing machine. Other people prefer to do HIIT workouts without any equipment by doing push-ups, squats, knee raises and other movements. As you become more

25 comfortable with HIIT, you can extend it to 20 or 30 minutes. However, you should not do HIIT workouts every day because it can lead to fatigue and injuries. (301 words)



understanding the reading

Step 5. Choose the best answer(s) to each question.

1. What is the recommended amount of exercise per week for adults?

a. 120 minutes

b. 150 minutes

c. 200 minutes

2. What is a common reason for not exercising regularly?

a. no access to a gym

b. not knowing the benefits

c. not enough time

3. How do you calculate maximum heart rate?

a. subtract your age from 180

b. subtract your age from 200

from 220

Step 6. Answer the following questions. Use complete and grammatically correct sentences.

. How cou	d someone do HIIT without any special equipment?	
3. What are	some possible dangers of HIIT?	

Step 7. The following statements have errors. Correct them.

- 1. HIIT stands for High-Impact Interval Training, which is mainly used by professional athletes.
- 2. HIIT workouts involve long intervals of exercise without breaks.
- ${\bf 3.} \ {\it The maximum target heart rate for a 60-year-old during a HIIT workout is 200 beats} \\ {\it per minute.}$

In Step 8, extra vocabulary practice is provided. Useful synonyms from the main reading have been selected. By thinking of the context, the students select the word or phrase that has a similar meaning.

Listening, an important language skill, is covered in Steps 9 - 11. In Step 9, the students listen to a question and choose the best option.

In Step 10, a dictation activity, the students write the missing words and phrases.

In Step 11, the students listen to a short 6-line dialogue using a common idiom related to the theme of the unit.

In **Speaking** (Steps 12-14), students practice with their classmates. Using the dialogue in Step 11, the students substitute the underlined words and phrases to make a new conversation. Next, they make an original conversation and practice it with their partners. Students may be asked to perform their dialogues for their classmates.

Step 8. The words in bold were used in the READING (Step 4). Choose the word or phrase that has a similar meaning.

1. The NHS suggests that people exercise four or five days a week a. advises b. demands c. orders a. curious b. exceptional c. regular 3. It is an efficient way to burn calories and build muscle. a. delicate b. productive c. useless

listening						
Ste	p 9. Listen to each quest	on and choose the best ans	wer. DL03 OCD03			
1			?			
	a. professional	b. regular	c. Olympic			
2			?			
	a. 15	b. 30	c. 50			
3			?			
	a. at the start	b. when you have some experience	c. after six months			

1.	Fitness is	tor people ot			
2.	They	that people do a	eve	ry day if possib	le.
3.	You usually d	oexercises tha	t increase your		_
4.	Some people	 	not use		
		when exercising.			
	speaki	ng			
St	ep 11. Listen	to Conversation 1.		DL05	⊚CD05
	Jamie: H Alexandra: Y	ve been trying to <u>set up my Int</u> lave you tried <u>reading the instr</u> eah. I know it's too early to <i>thro</i> owel, but I just don't know wha	uctions? [2] ow in the	st can't figure i	t out.
	Jamie: S	ometimes it's best to ask a prof	essional. [3]	CAST THE RES	-

€ DL04 - © CD04

Alexandra: True. I guess I'll call customer service. [4

Step 10. Listen and write the missing words.

[3] to get Conversa [1] learn h	stand this formula [someone to explain	it again [4] look fo	r a study group
tep 13. Wit	h your partner, thin	k of ideas for a new	conversation.
[1]	[2]	[3]	[4]

In Step 15, Discussing, students answer two of the discussion questions with their partner or in small groups. If time allows, students could also make their own discussion questions.

In Step 16, Exchanging Information is a 4-skills activity where students share information. In some units. there are incomplete tables and the students need to ask their partners for the missing information (informationgap activity). Useful phrases such as "How do you spell that?" are provided to help students with this task. In other units, the students read a short text (150 words) to their partners and ask three comprehension questions.

At the end of each unit, students can check their understanding. Three CAN-DO statements help the students with this.

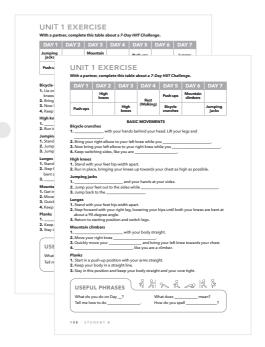
discussing

Step 15. With a partner or in a small group, answer TWO of these questions.

- 1. What sports did you play as a child? Which do you still play?
 - 2. Do you prefer to exercise alone or with friends
 - 3. What are some sports that you would like to try someday?

exchanging information

Step 16. Student A. look at Page 95. Student B. look at Page 108.



reviewing

Step 17. Check your understanding of this unit before continuing.

I know about a popular exercise program.

I know how to do a simple workout for beginners.

I know some useful vocabulary related

LÍVE WELL!

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By the end of this unit, you will: - Know about a popular exercise program - Know how to do a simple workout for beginners - Know some useful vocabulary related to exercise

vocabulary warmup

Step 1. Match the words (1-12) with the best definitions (a-l). The first one has been done for you!

1. burst (n) j	a. not unusual or different
2. brief (adj)	b. needing a lot of physical energy
3. calculation (n)	c. the largest that is possible, allowed, or required
1. calorie (n)	d. unit used to measure the energy value of food
5. fatigue (n)	e. a way of solving a problem
5. intensity (n)	f. the period of time between two events
7. interval (n)	g. lasting only a short time
3. maximum (adj)	h. process of finding a number using mathematics
O. ordinary (adj)	i. how hard your body is working
10. program (n)	j. a sudden increase, especially for a short time
11. solution (n)	k. a feeling of extreme tiredness
12. vigorous (adj)	I. a plan of things that will be done

Step 2. Complete the sentences using the words from Step 1. You may need to change the word form.

1.	Because of our busy schedule, we had only a(n) lunch break.
2.	It was just a(n) weekend for us. We relaxed at home.
3.	At regular, the scientist collected data.
4.	The speed of the new train is 320 km/h.
5.	Despite their, the marathon runners finished the race.
6.	The young woman thought of a clever to the problem.
	tep 3. Write original sentences using words from Step 1. Try to make sentences that will help you remember the words.
	1. Choose an adjective
	2. Choose a noun
	3. Choose a noun

reading

Step 4. Read this passage carefully and underline any unknown words. 🕠 DL02 · O CD02

Most people would agree that physical fitness is important for people of all ages because of the health benefits. The National Health Service (NHS) of the United Kingdom recommends that adults do 150 minutes of exercise each week. The NHS also suggests that people exercise four or five days a 5 week, or even every day if possible. Of course, many people have excuses for not regularly exercising, such as not having enough time because of work or their academic studies.

One possible solution to address the lack of time is to do High-Intensity Interval Training (HIIT). Although HIIT was originally used with Olympic athletes, in recent years it has become popular with **ordinary** people as an efficient way to burn calories and build muscle. In a HIIT exercise program, you usually do vigorous exercises that push your heart rate to 70-80% of your maximum heart rate. A simple calculation of maximum heart rate is 220 minus your age. If you are 20 years old, this rate is 200 and you want to do exercises at 160 beats per minute.

What exactly is a HIIT workout? Generally speaking, you do short bursts of activity, followed by **brief** breaks. A simple workout for beginners can be completed on a treadmill. After stretching and warming up, try to run as fast as you can for 10 seconds and then walk for 50 seconds.

20 Repeat this six times. Of course, this can also be done on an

exercise bike or a rowing machine. Other people prefer to do HIIT workouts without any equipment by doing push-ups, squats, knee raises and other movements. As you become more 25 comfortable with HIIT, you can extend it to 20 or 30 minutes. However, you should not do HIIT workouts every day because it can lead to fatigue and injuries. (301 words)

understanding the reading

Step 5. Choose the best answer(s) to each question. 1. What is the recommended amount of exercise per week for adults? a. 120 minutes b. 150 minutes c. 200 minutes 2. What is a common reason for not exercising regularly? a. no access to a gym b. not knowing the benefits c. not enough time

- 3. How do you calculate maximum heart rate?

Step 6. Answer the following questions. Use complete and grammatically correct sentences.

2. How could someone do HIIT without any special equipment?	
3. What are some possible dangers of HIIT?	

Step 7. The following statements have errors. Correct them.

- 1. HIIT stands for High-Impact Interval Training, which is mainly used by professional athletes.
- **2.** HIIT workouts involve long intervals of exercise without breaks.
- **3.** The maximum target heart rate for a 60-year-old during a HIIT workout is 200 beats per minute.

Step 8. The words in bold were used in the READING (Step 4). Choose the word or phrase that has a similar meaning.

I. The NHS suggests that people exercise four or five days a week.						
a. advises	b. demands	c. orders				
2 . It has become popular wit	h ordinary people.					
a. curious	b. exceptional	c. regular				
3 . It is an efficient way to bu	rn calories and build muscle.					
a. delicate	b. productive	c. useless				
listening						
Step 9. Listen to each ques	tion and choose the best ans	wer. DL03 OCD03				
1		?				
a. professional	b. regular	c. Olympic				
2		?				
a. 15	b. 30	c. 50				
3		?				
a. at the start	b. when you have some experience	c. after six months				
Step 10. Listen and write th	ne missing words.	DL04 OCD04				
1. Fitness is	for people of	·				
2. They tha	t people do a	every day if possible.				
	exercises that increase y	our				
4. Some people	not use					
when ex	ercising.					
5.						

speaking

Step 11. Listen to Conversation 1.

Alexandra: I've been trying to set up my Internet, [1] but I just can't figure it out.

Jamie: Have you tried reading the instructions? [2]

Alexandra: Yeah. I know it's too early to throw in the

towel, but I just don't know what to do.

Jamie: Sometimes it's best to ask a professional. [3]

Alexandra: True. I guess I'll call customer service. [4]

Jamie: Let me know how it goes.



Step 12. Practice the conversation with different ideas.

Conversation 2

[1] understand this formula [2] looking over your lecture notes

[3] to get someone to explain it again [4] look for a study group

Conversation 3

[1] learn how to play this song [2] watching a video

[3] to take some lessons [4] look for a teacher

Step 13. With your partner, think of ideas for a new conversation.

[1	1 [2]	[3]	1 [4	11
	ا <i>ــــــــــــــــــــــــــــــــــــ</i>			

Step 14. Practice the conversation using your ideas from Step 13.

discussing

Step 15. With a partner or in a small group, answer TWO of these questions.

- 1. What sports did you play as a child? Which do you still play?
- 2. Do you prefer to exercise alone or with friends?
- 3. What are some sports that you would like to try someday?

exchanging information

Step 16. Student A, look at Page 95. Student B, look at Page 108.

reviewing

Step 17. Check your understanding of this unit before continuing.

I know about a popular exercise program.	I know how to do a simple workout for beginners.	I know some useful vocabulary related to exercise.
--	--	--

UNIT 2

ALLERGIES

By the end of this unit, you will:

- Know some of the sources of allergies
- Know some basic information about food label systems
- Know some useful vocabulary related to allergies

vocabulary warmup

Step 1. Match the words (1-12) with the best definitions (a-l). The first one has been done for you!

1. affect (v)e	a. describing a long-lasting problem or disease
2. allergen (n)	b. to cause discomfort or annoyance, often to the skin or body
3. chronic (adj)	c. first in importance or order; most important
4. consequence (n)	d. extremely sad or unfortunate, often involving a disaster or loss
5. estimate (v)	e. to cause a change or influence something
6. irritate (v)	f. a substance that can cause an allergic reaction in some people
7. mandate (v)	g. to order someone to do something
8. nasal (adj)	h. a small amount left behind by something
9. primary (adj)	i. the result or effect of an action or situation
10. symptom (n)	j. to guess or make a calculation based on the available information
11. trace (n)	k. relating to the nose
12. tragic (adj)	I. a sign or indication of a condition or illness

Step 2. Complete the sentences using the words from Step 1. You may need to change the word form.

1.	A fever is a common of an illness such as influenza.
2.	Allergies can lead to symptoms such as a runny or stuffed nose.
3.	Her back pain made it difficult for her to sit for long periods since her twenties.
4.	Pollen from flowers is a(n) that can cause sneezing and itchy eyes.
5.	The resaurant that kitchen staff wear gloves.
6.	There was only a(n) of sugar left at the bottom of the bowl.
	ep 3. Write original sentences using words from Step 1. Try to make sentences that will help you remember the words. 1. Choose an adjective
	that will help you remember the words.

reading

Step 4. Read this passage carefully and underline any unknown words. 😱 DL06 🔘 CD06

Allergies are common and probably you or someone you know has at least one. The World Allergy Organization estimates that 25-30% of the world's population is **affected** by them. The World Health Organization predicts that this will increase to 50% in 2050, especially in industrialized countries.

5 When many people think of allergies, they think of hay fever. Why is it called hay fever? Many years ago, people thought it was the smell of freshly-cut hay that **irritated** the body. Later it was discovered that pollen was the cause, but the name hay fever continues to be used for this **chronic** condition. In Japan, 40% of the population suffers from it every spring. The 10 **primary** cause is the pollen from cedar trees and Japanese cypress trees. Unfortunately, there is no cure available. The best thing people can do is wear masks and protective eyewear, and stay indoors on dry, windy days. Also, when doing your laundry, do not hang it outside because pollen can stick to clothing, sheets, and towels. Finally, the **symptoms** of hay fever can

Although not as common as hay fever, we should be concerned about food allergies because they can be life-threatening. Around the world, the proportion of children with food allergies is increasing. Recently it was reported that 6.3% of schoolchildren in Japan have them. The 20 most common food allergies are to chicken eggs, fruits, shellfish, nuts, and peanuts. For this reason, countries around the world have mandated that food labels show if major food allergens

are used. For example, in the United States, food labels must indicate if a food contains milk, eggs, 25 fish, crustacean shellfish, tree nuts, peanuts, wheat, soybeans, or sesame. Even a trace amount of an allergen can have tragic consequences. Therefore, people with food allergies always need to know 30 what they are eating and drinking.

be treated by taking medications such as **nasal** sprays.

(313 words)

understanding the reading

Step 5. Choose the best answer(s) to each question. 1. What will likely happen to the proportion of people with allergies? a. decrease **b.** remain the same c. increase 2. How much of the Japanese population is estimated to suffer from hay fever? **b.** between a third and half c. more than half a. less than a quarter 3. Which allergen groups are listed on food labels in the United States? a. tree nuts **b.** soybeans **c.** celery Step 6. Answer the following questions. Use complete and grammatically correct sentences. 1. Why is the reaction to pollen called "hay fever"? 2. For those who suffer from hay fever, what actions are recommended? 3. Why have countries mandated the use of food labels? Step 7. The following statements have errors. Correct them. 1. People in industrialized countries will be the least affected by allergies in the future. 2. Freshly-cut hay is one of the primary causes of hay fever in Japan. 3. It has been recommended that most food allergens be listed on food labels.

Step 8. The words in bold were used in the READING (Step 4). Choose the word or phrase that has a similar meaning.

1. The World Health Organiza	ation predicts that this will inc	rease.		
a. anticipates	b. diminishes	c. rejects		
2. In Japan, 40% of the popul	ation suffers from hay fever e	every spring.		
a. lives with	b. neglects	c. tries		
3. We should be concerned a	about food allergies because	they can be life-threatening.		
a. bothered by	b. calm with	c. encouraged by		
· listening				
Step 9. Listen to each questi	ion and choose the best ans	wer.		
1		?		
a. highly unlikely	b. likely	c. highly likely		
		2		
2		?		
a. 30%	b. 40%	c. 50%		
3		?		
a. chicken eggs	b. milk	c. peanuts		
Step 10. Listen and write the	e missing words.	DL08 OCD08		
1. People living in industrializ	zed are most			
2. Pollen from trees is the	·	of hay fever in Japan.		
3. We should be		ergies because they can be		
4. Food labels		l major		
5				

speaking

Step 11. Listen to Conversation 1.

Todd: Hi Amy, how's your job^[1] going?

Amy: Not good. I think I'm allergic to work. [2]

Todd: What do you mean?

Amy: Whenever I start my shift, [3] I start sneezing. It's like my body is saying,

"Not for me!"

Todd: That sounds tough. Maybe you need

a new job. [4]

Amy: Yeah, maybe.



Step 12. Practice the conversation with different ideas.

Conversation 2

[1] the report [2] writing [3] start typing [4] a new approach

Conversation 3

[1] the laundry [2] chores [3] look at the clothes basket [4] a maid

Step 13. With your partner, think of ideas for a new conversation.

[1]	روا ا	l [3]	1 r.	4 1
1.1.	L_	၂ [၁	J L'	4]

Step 14. Practice the conversation using your ideas from Step 13.

discussing

Step 15. With a partner or in a small group, answer TWO of these questions.

- **1.** What allergies do you have?
- **2.** What do you think is the worst thing to be allergic to?
- **3.** What should we do if a friend has an allergic reaction?

exchanging information

Step 16. Student A, look at Page 96. Student B, look at Page 109.

reviewing

Step 17. Check your understanding of this unit before continuing.

I know some of the	I know some basic information
sources of allergies.	about food label systems.

I know some useful vocabulary related to allergies.

INFORMATION GAP AND PAIR READING ACTIVITIES

STUDENT A

UNIT 1 EXERCISE

With a partner, complete this table about a 7-Day HIIT Challenge.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Jumping jacks		Mountain climbers	Rest	Push-ups		Lunges
Push-ups	Lunges		(Walking)		Planks	

BASIC MOVEMENTS

Bicycle crunches

- 1. Lie on your back with your hands behind your head. Lift your legs and bend your
- 2. Bring your right elbow to your left knee while you straighten your right leg.
- 3. Now bring your left elbow to your right knee while you straighten your left leg.

4. Keep switching sides, like you are pedaling a b	, , ,
High knees 1	
2. Run in place, bringing your knees	as high as possible.
Jumping jacks 1. Stand with your feet together and your hands a 2. Jump your feet out to the sides while raising yo 3. Jump back to the starting position.	-
Lunges 1. Stand with your feet 2. Step forward with your right leg, bent at about a 90-degree angle. 3	•
 Mountain climbers 1. Get into a push-up position with your body strate. 2. Move your right knee to your chest. 3. Quickly move your right foot back and bring your strate. 4. Keep switching legs quickly, like you are a climber. 	our left knee towards your chest.
Planks 1	
USEFUL PHRASES	
, , , –	Vhat does mean? low do you spell?

UNIT 2 ALLERGIES

With a partner, complete this table about Food Label Systems.

SYSTEM	COUNTRIES USED	APPEARANCE	INTERPRETATION	NEGATIVE INGREDIENTS	POSITIVE INGREDIENTS
Traffic Light	United Kingdom	3 colors (red, green)	Red, Green - healthy	Calories,, saturated fat,, salt	Not listed
Nutri- Score	France,	letter grades with 5 colors	A - best, E - worst	sugar, salt	Fruits, vegetables, legumes, protein,
Health Stars	New Zealand	Stars (0.5 to)	0.5, 5	Calories, saturated fat, sodium	Fiber, vegetables, nuts,

USEFUL PHRASES	
Which countries use	VUTRI-SCOPE
Which letters/numbers/colors are used?	
What does mean?	BCDE
Which negative/positive ingredients are listed?	
How do you spell?	
)	

INFORMATION GAP AND PAIR READING ACTIVITIES

STUDENT B

UNIT 1 EXERCISE

With a partner, complete this table about a 7-Day HIIT Challenge.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
	High knees		Rest	Push-ups	Mountain climbers	
Push-ups		High knees	(Walking)	Bicycle crunches		Jumping jacks

Bicycle crunches	E	BASIC MO	VEMENTS				
• with your hands behind your head. Lift your legs and							
2. Bring your right elb 3. Now bring your left 4. Keep switching side	elbow to y	our right k	nee while yo	ou			
High knees 1. Stand with your fee 2. Run in place, bringi		•	ards your ch	nest as h	igh as po	ossible	
Jumping jacks 1 2. Jump your feet out 3. Jump back to the _	to the side	s while					·
Lunges 1. Stand with your fee 2. Step forward with y about a 90-degree 3. Return to starting p	our right le angle.	g, lowering		until bot	h your kr	nees ar	e bent at
Mountain climbers 1		with w	our hadv str	aight			
2. Move your right kn				aigiit.			
3. Quickly move your 4.		ar	d bring you	r left kne imber.	ee towar	ds youi	r chest.
Planks 1. Start in a push-up p 2. Keep your body in 3. Stay in this position	a straight lii	ne.		your co	re tight.		
USEFUL PHI	RASES		\$1 %		20	12	
What do you do or	Day?		What d	oes		_ mean	·?
Tell me how to do _		·	How do	you sp	ell		?

UNIT 2 ALLERGIES

With a partner, complete this table about Food Label Systems.

SYSTEM	COUNTRIES USED	APPEARANCE	INTERPRETATION	NEGATIVE INGREDIENTS	POSITIVE INGREDIENTS
Traffic Light		3 colors (, amber,)	Red - unhealthy, Green	fat, sugar,	Not listed
Nutri- Score	Belgium, Germany, the Netherlands	5 letter grades with colors	A, E	Calories,, saturated fat,	Fruits,, nuts,, fiber,, oils
Health Stars	Australia,	Stars (to 5)	0.5 - worst, 5 - best	Calories, saturated fat, sugars,	protein,, legumes

USEFUL PHRASES	
Which countries use?	RI-SCORE
Which letters/numbers/colors are used?	Ch
What does mean?	PE
Which negative/positive ingredients are listed?	
How do you spell?	