Appendix 1

Hygiene
(Optional Lesson)

To the Teacher
If you feel your class would benefit from information about personal hygiene, you can include this lesson.

Objectives
Learners will be able to:
• Identify items used for personal hygiene and grooming.
• Name ways to maintain good hygiene.
• Discuss the importance of good personal hygiene.

Materials Needed
Chart paper
Markers
Samples of personal hygiene items such as comb, razor, deodorant, mouthwash, toothbrush, nail clipper, soap, toothpaste, shampoo, body lotion or moisturizer, tissue, cotton swab, and other items that you think are appropriate.
Worksheets: 1 (Picture/Vocabulary Study), 2 (Matching), 3 (Dialogue – Beginner or Intermediate), 4 (Homework)

Warm-up
Spread out the personal hygiene items on the table, and ask learners to pick one and identify it.

Activity 1
Hand out Worksheet 1. Learners write the vocabulary words under pictures.

Vocabulary
### Activity 2
**Matching**

Hand out Worksheet 2 and say: "Where do we use these things? Match Column A with Column B. Write the correct letter of the answer on the blank."

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>___</td>
<td></td>
</tr>
<tr>
<td>1. toothbrush/toothpaste</td>
<td>a. underarm/armpit</td>
</tr>
<tr>
<td>2. shampoo/comb</td>
<td>b. skin</td>
</tr>
<tr>
<td>3. nail clipper</td>
<td>c. face/body</td>
</tr>
<tr>
<td>4. razor</td>
<td>d. ear</td>
</tr>
<tr>
<td>5. deodorant</td>
<td>e. teeth</td>
</tr>
<tr>
<td>6. lotion/moisturizer</td>
<td>f. mouth</td>
</tr>
<tr>
<td>7. soap</td>
<td>g. face</td>
</tr>
<tr>
<td>8. mouthwash</td>
<td>h. nose</td>
</tr>
<tr>
<td>9. cotton swap</td>
<td>i. hair</td>
</tr>
<tr>
<td>10. tissue</td>
<td>j. nails</td>
</tr>
</tbody>
</table>

### Activity 3
**Role Play**

1. Hand out the version of Worksheet 3 (Dialogue) appropriate to your learners.
2. Model the dialogue first. You may divide the class into 2 groups for a choral reading: one group as Alice, and the other group as Linda.
3. Then, ask volunteers to role play the dialogue.

#### Dialogue (Intermediate)

**Alice:** I sweat a lot, and I have underarm odor even when I take a shower twice a day. What should I do?

**Linda:** Use deodorant.

**Alice:** What’s deodorant?

**Linda:** You spray or apply to your underarms to prevent sweating and odor. It makes you feel clean and fresh. You can get it at any drugstore. Come, I’ll help you choose one.

*The next week, Alice bumps into Linda at the mall.*

**Alice:** Hi, Linda. It is good to see you. You were right. The deodorant is helping! I’m not sweating so much and there isn’t any odor. Now, I feel more confident about raising my arm and getting close to people. Thank you.

**Linda:** Oh, don’t mention it. I’m glad I could help.
Dialogue (*Beginners*)

Alice: I sweat a lot, and I have bad smell under my arms. What should I do?

Linda: Use deodorant.

Alice: What's deodorant?

Linda: You use it to stop sweat. It makes you feel clean and fresh. You can buy it at the drugstore.

The next week…

Alice: Hi, Linda. You were right! The deodorant is helping me. There's no more bad smell! Thank you.

Linda: You’re welcome!

**Activity 4**

Comprehension and Discussion Questions

*Intermediate*

Comprehension. Ask the learners: “*What is Alice’s problem? What does she need to control her problem? Why does she need that?*”

Discussion. Ask learners: “*What causes body odor? What can you do to control it?*” Write their answers on the board.

*Beginners*

Comprehension. Ask learners: “*What is Alice’s problem? What does she need? Why does she need it?*”

Discussion. Ask learners: “*What can you do to control body odor?*” Write their answers on the board.

**Activity 5**

Group Discussion

Write the following questions on the board. In small groups, ask learners to talk about the reasons for using the items listed for personal grooming and hygiene. Present their answers as a class.

1. Why do you use a comb or hairbrush?
2. Why do you use deodorant?
3. Why do you use soap?
4. Why do you use a toothbrush?
5. Why do you use moisturizer or body lotion?
6. Why do you use shampoo?
7. Why do you use a nail clipper?
8. Why do you use mouthwash?
9. Why do you use cotton swabs?
10. Why do you use a razor?
Activity 6

Follow-up

For Beginners: Play bingo or a guessing game, such as charades. Hide an object, and have learners ask only Yes/No questions (ex.: “Is it soft? ...big? ...round?”). Ask learners to write a dialogue for another product, following the deodorant model.

For Intermediates: Ask learners to write their own TV commercials, or ask them to write a dialogue for another product following the deodorant model.

Homework

If you feel your learners need additional information about body odor, hand out Worksheet 4. Read it together in class, if you prefer.
Write the words under the pictures:

1. ________________________
2. _______________________________
3. ___________________________
4. ___________________________
5. _______________________________
6. ___________________________
7. _________________________
8. _______________________________
9. __________________________
10. __________________________
11. ____________________________
12. __________________________

Comb  Razor  Deodorant  Mouthwash  Toothbrush  Nail Clipper
Toothpaste  Shampoo  Body Lotion  Tissue  Cotton Swab  Soap
Where Do We Use These Things?

*Match column A with column B: Write the correct letter of the answer next to the number.*

<table>
<thead>
<tr>
<th>A</th>
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<tbody>
<tr>
<td>1. toothbrush/toothpaste</td>
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Role Play the Dialogue:

**Alice:** I sweat a lot, and I have bad smell under my arms. What should I do?

**Linda:** Use deodorant.

**Alice:** What’s deodorant?

**Linda:** You use it to stop sweat. It makes you feel clean and fresh. You can buy it at the drugstore.

The next week…

**Alice:** Hi, Linda. You were right! The deodorant is helping me. There’s no more bad smell! Thank you.

**Linda:** You’re welcome!
Role Play the Dialogue:

**Alice:** I sweat a lot, and I have underarm odor even when I take a shower every day. What should I do?

**Linda:** Use deodorant.

**Alice:** What’s deodorant?

**Linda:** You spray or apply to your underarms to prevent sweating and odor. It makes you feel clean and fresh. You can get it at any drugstore. Come, I’ll help you choose one.

*The next week, Alice bumps into Linda at the mall.*

**Alice:** Hi, Linda. It is good to see you. You were right. The deodorant is helping! I’m not sweating so much and there isn’t any odor. Now, I feel more confident about raising my arm and get close to people. Thank you.

**Linda:** Oh, don’t mention it. I’m glad I could help.
**What causes body odor?**

Body odor is *not* caused by sweat! It is caused by normal bacteria on your skin. This bacteria likes to grow in a wet place, so sweat makes the number of bacteria increase. This causes the smell.

**What can help a body odor problem?**

1. Shower every day and scrub your underarms. Some people may need to shower more than once a day.
2. Dry your body completely after you shower — especially in places where you sweat, such as the underarms.
3. Use antibacterial soap. This will control the number of bacteria.
4. If you notice an odor during the day, wash your underarms again with soap and water.
5. Use deodorant. If you have a strong odor problem, look for an “antiperspirant” deodorant.
7. Limit red meat in your diet. Research studies show that eating a lot of red meat causes a stronger body odor.
8. Limit spicy foods, such as hot peppers. These foods make you sweat more.
9. If the problem is very bad, talk to your doctor.
Appendix 2

Idiom Activities

These Idiom Activities are designed to be short warm-ups—probably while some students have not yet arrived. Don’t feel that everyone needs to be present to start or that a great deal of time should be spent on them.

The plans below are designed to be flexible: If you prefer to substitute other activities, or to keep the activities but change the idioms, feel free to do so. Review of idioms is intentionally built into the plan. So should you choose to do other idiom activities, try to include some review-based activities. Please provide us with feedback about how they work.

Week 1
Write these 3 sentences on the board. As a group or with partners, ask learners to guess the meaning from the sentences.

1. Jo, shake a leg! The school bus will be here in 5 minutes.
2. That dress is beautiful, but it costs an arm and a leg! I’m not going to buy it.
3. Nobody twisted my arm to study English—I wanted to do it!

Week 2
Directly teach this idiom: To see eye to eye. Then, ask learners to work with a partner to make a sentence or short dialogue using it.

Week 3
Write these 3 idioms on the board (repeating some from weeks 1 and 2), followed by the 3 sentences to be completed:

• See eye to eye
• Cost an arm and a leg
• Give me a hand

1. If you would __________ I could finish in one hour. But if I have to do it alone, it will take much longer.
2. My wife and I __________ about almost everything—except where to live. I’d like to stay in New York City, but she wants to move.
3. I wanted to buy a computer, but it costs __________.

Week 4

• Have a heart
• To know by heart
• With a heavy heart
• Eat your heart out

Choose 2 or more of these idioms, as appropriate for your learners. Explain the meanings of the selected idioms (or elicit from learners). Discuss with learners whether or not they have a similar idiom in their language.
Write the previous 4 weeks’ idioms on the board:

- Shake a leg
- Costs an arm and a leg
- Twist my arm
- See eye to eye
- Give me a hand
- Have a heart
- With a heavy heart
- Eat your heart out
- To know by heart

Ask learners to make a circle (or stay in their seats if they prefer). Play a game activity in 2 rounds. In the first round, say a definition and toss the ball to one learner—who says the corresponding idiom and tosses the ball back to you. Continue around the circle until you have gone over all 9 idioms. For the second round, let one learner say the idiom, then throw the ball to another person for the definition. Continue once or twice through the list of idioms, depending on the learners.

NOTE: This activity also appears in the curriculum as a warm-up for Session 6.

Cut up the 5 idioms strips. Pass out the strips containing incomplete idioms. Ask the learners to find the person who has the matching half of their idiom, and then guess its meaning. Share all the idioms as a class. (If you think your class needs extra help, you can write some clues on the board.)

Idiom Strips:
- The way to a man’s heart… / …is through his stomach.
- I have butterflies… / …in my stomach.
- She always has her… / …nose in the air.
- He gave me an… / …earful.
- I know it by… / …heart.

Referring back to the previous class, ask learners to list the idioms you have covered—or other idioms related to parts of the body—that they hear outside of class.

Backup Plan: If no one has an idiom to share, elicit some direct translations of idioms from their language, and try to find an English equivalent.

Directly teach the meaning of “put one’s foot in one’s mouth.”

If you feel comfortable doing so, give an example of a time you “put your foot in your mouth.”

Either as a class, or in partners, ask learners come up with examples of “putting one’s foot in one’s mouth.”
Week 9

With Internet access: www.bbc.co.uk/worldservice/learningenglish/flatmates/episode05/languagepoint.shtml

If you have access to the Internet: Ask learners to read these head and heart idioms and take the online quiz.

If you don’t have Internet access: Hand out one of these definitions to each of 4 students. Ask them to teach the class. If you prefer, do the activity with groups of 4, with each individual teaching one idiom.

Idioms and Definitions from the BBC website:

- **Get your head out of the clouds.**
  Stop daydreaming. Concentrate on what you should be thinking about instead.

- **I laughed my head off at that film.**
  That film was very funny and it made me laugh a lot.

- **I don’t know the answer off the top of my head.**
  I can’t answer the question immediately. I don’t have the answer memorized.

- **Don’t bite his head off for that tiny mistake.**
  Don’t shout at him for making a small mistake.

Week 10 Review

Choose some of these—or other—idiom-based opinion questions. Write the selected questions on the board. Ask learners to discuss the questions in small groups, or as a class.

- Tell an example of when you feel **butterflies in your stomach**.
- What did you **learn by heart** as a child?
- Tell about a time when someone **gave you a hand**.
- Do you agree that **the way to a man’s heart is through his stomach**? Tell why.
- Who in your life do you usually **see eye to eye** with?
- Can you think of something you’d **pay an arm and a leg** for? What thing, and why?
- Tell about someone who always **has their head in the clouds**.
Appendix 3

Health Tips

These Health Tips are designed to be short warm-up activities, done about once a week. As with the Idiom Activities, they can be used while waiting for some learners to arrive. Select from this list, or add others as appropriate to your own class.

1. Fresh fruit is healthier than canned. Canned food sometimes has sugar added.
2. Fresh vegetables are healthier than canned. Canned vegetables often have sugar and salt added.
3. It is better to eat fruit than drink juice. Fruit has fiber, juice does not.
4. If you drink juice, read the label. Some drinks are only 30% fruit. The rest is sugar and water.
5. Walnuts are a healthy snack. They have good fats and some protein. But don’t eat too many.
6. If you eat meat, choose lean meat. Eat small portions.
7. Fish contains protein and some healthy fats that are good for the heart.
8. If you don’t drink milk, some green vegetables have calcium—for example: kale, spinach and collard greens.
9. When defrosting, leave meat in the refrigerator. Room temperature speeds up the growth of bacteria.
10. Wash fruits and vegetable in cool water and vinegar, then rinse. This acts as a disinfectant, eliminating some bacteria and dirt.
11. Drink at least 8 glasses of water every day. This aids circulation, prevents constipation and helps flush toxins out of your body. Dehydration is a cause of fatigue, headaches and dry skin.
12. Floss and brush your teeth regularly. This prevents gum disease and cavities.
13. Wash your hands with soap and warm water, as well as your forearm up to your elbow, for at least 20 seconds. Germs like to converge around this area.
14. Exercise at least 30 minutes a day.
## Appendix 4

### Audio CD Tracks

<table>
<thead>
<tr>
<th>Track Number</th>
<th>Session Number</th>
<th>First Line of Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Do you ever think about your body’s hard work?</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>What brings you here today?</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>I see on the chart you made that you have a dull pain…</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>You don’t look so good…</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Hello, City Health Center…</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>All right, we’re all set, you can get dressed…</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>So my main problem is I have asthma…</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Rita, I’d like to get a little information about your family…</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>Margarita is 32 years old…</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>Carlos is 49…</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>Jamal is 28…</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>Hi, Lisa. How have you been?</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Have you ever seen someone walking briskly?</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td>What do you think stretch exercises do?</td>
</tr>
<tr>
<td>15</td>
<td>13</td>
<td>Do you want to increase your flexibility?</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>Let’s begin in a standing position…</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>Welcome to the Coast Company…</td>
</tr>
<tr>
<td>18</td>
<td>15</td>
<td>You can choose either GBC or Well Plan…</td>
</tr>
<tr>
<td>19</td>
<td>15</td>
<td>Hey, Charlie, how are you doing?</td>
</tr>
</tbody>
</table>