

OLD HABITS DIE HARD

WHEN WILL YOU BECOME THE **BEST** VERSION **?**
OF YOURSELF

Lesson Goals

Problems

- recognize common unhealthy habits, along with understanding their potential consequences.
- gain an understanding of the reasons why people develop unhealthy habits
- create strategies and plans to break the habits.

Language Competence

- familiarize themselves with the uses and applications of "used to" and "be used to."
- develop listening comprehension skills, reflective thinking, the ability to give opinions and feedback, and presentation skills.

1 ENGAGE

A What is a habit?



In groups, discuss the questions and share with your class.



- 1. What do you think a habit is?
- 2. Do you often find yourself doing something regularly without really thinking about it?
- 3. Do habits have a positive or negative impact on us?



B What are your good and bad habits?

1. Think about your daily life. Write down one good habit that you're proud of and one bad habit that you'd like to change.



2. Share the habits with your friends and explain why changing the bad habit can impact your life.

C Let's discuss!



In class, discuss the questions below.

- 1. Why do we have bad habits?
- 2. Why do you think you keep doing these habits, even though they might have negative consequences?

2 EXPLORE

A Watch the video and reflect on your answers in 1C.



You will watch a video explaining how habits are formed. Compare with your answers in 1C.



B Read the texts and a list of definitions below. Write A-H in the blanks to match the words in bold with their corresponding definitions.



A. Developing a consistent exercise routine requires **repetition** to build the habit and see results.

B. Feeling stressed can be a powerful **trigger** for unhealthy snacking.



C. After quitting sugary drinks, people sometimes experience temporary **cravings** for them.



D. Sticking to a study schedule takes **willpower** with distractions like social media.



E. When you learn a new skill, the repeated practice strengthens connections between **neurons** in your brain.

F. Positive **reinforcement**, like a sticker chart, can help children develop good habits.



G. Finding an **enjoyable** form of exercise, like dancing, makes it more likely you'll stick with it.



H. Scrolling social media or playing video games feels good because it releases **dopamine**.

- the fact of doing or saying the same thing many times
- a strong desire for something
- the ability to control your thoughts and actions in order to achieve what you want to do
- a cell that carries information between the brain and other parts of the body
- the act of making something stronger, especially a feeling or an idea
- the feeling when an experience brings you pleasure
- a feel-good chemical that motivates you to repeat the activity
- to cause something to start

C Let's play a game!

VOCABULARY CHARADES



🏆 If you are the demonstrator:

Choose one word and act out the definition using body language and verbal clues for your team to guess.

🏆 If you are the guesser:

Watch the demonstration and try to guess which word is being illustrated.

D Let's discuss!



In class, discuss the questions below.

1. What ways can you think of to break bad habits?
2. Have you ever tried these ways? Were you able to break your bad habits?



3 EXPLAIN

A Watch and reflect



In class, discuss the questions below.



1. What steps does the video suggest for breaking bad habits?
2. Are any of these steps similar to the ones you shared in Exercise 2D?

B Read the sentences in two groups below and answer the questions.

1. Which group talks about something that happened in the past but is no longer true, and which group talks about getting familiar with something? Write A and B.

_____ To talk about past situations that are no longer true.

_____ To talk about becoming familiar with something.

a) My brother used to stay up late every night watching TV, but now he prioritizes getting enough sleep.

b) Seeing my sister enjoy working out at the gym every day, it's hard to believe she used to hate exercise so much!

c) I used to find public speaking stressful, but with practice, I'm getting more comfortable with it.

a) Now that I'm strict about my bedtime, I am used to getting up early and feeling energized throughout the day.

b) It took me some time and effort, but now I am used to going to the gym daily.

c) As a university lecturer, my friend is used to speaking in front of hundreds of people.

2. Underline the verb phrases in the above sentences and choose the correct answers.

a) Which type of verb follows "used to" ?

base verb

-ing verb

b) Which type of verb follows "be used to" ?

base verb

-ing verb

C Let's practice!

1. Write three sentences about your past habits (which are no longer true) and three sentences about something you are getting familiar with.

2. Share your sentences with your classmates.

4 ELABORATE

A Work in your group.

You will now do a social project to promote changing bad habits. Read the instruction below and brainstorm.



- 1) Choose a habit.*
- 2) Brainstorm at least 3 steps to change the habit.*
- 3) Illustrate your ideas.*
- 4) Add research data analysis to strengthen your points. (optional)*

B Present your group's work to your classmates.

C OTE Vote for the best presentation and explain why. Use the questions below to help you to feedback on the groups' presentations?

Was it easy to understand the main points of the presentation and follow the flow?

Did the presentation include any facts to support their solutions?

Did the presentation offer specific, practical strategies for breaking the chosen habit?

Was there any step to break a bad habit that was creative and surprising to you?

Did the presentation acknowledge the challenges people face when trying to change the habit?

5 EVALUATE

A What have you learned today? Check the list.



- Recognize** common unhealthy habits and understand their potential consequences.
- Understand** why people develop unhealthy habits
- Differentiate** the uses of "used to" and "be used to" and apply them to discuss habits and the process of changing habits.
- Work** on a social project to come up with solutions to change the bad habits.
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B Write a 100-word paragraph about your plan to break one of your own habits. Remember to use "used to" and "be used to" to write.

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"A habit cannot be tossed out the window; it must be coaxed down the stairs a step at a time."

- Mark Twain -