

Giving Instructions – Simple Workout Routines

Pre-Intermediate (A2-B1)



WARM UP

Part 1. Discuss the following questions.

1. Have you ever followed a workout routine from a trainer? What did you like or dislike?
2. Do you prefer someone to explain each exercise step by step or show you first? Why?
3. Have you ever been confused by exercise instructions? What happened?



DEFINITION MATCHING

Part 1. Match each word to its correct definition. Can you guess any before looking at the options?

Hurt	Breathe	Straight
Position	Knees	Squat

1. _____ to take air into your lungs and push it out
2. _____ not bent or curved; in a correct alignment
3. _____ the way you hold your body when you exercise
4. _____ a strength exercise where you bend your knees and hips to lower your body and then push through your heels to stand back up
5. _____ the joints between your thighs and lower legs
6. _____ to feel pain

DIALOGUE ACTIVITY

Part 1. Read the dialogue. Underline all the phrases used to give instructions, sequence steps, and check understanding.

Trainer (T): OK, let's start with a basic squat. First, stand with your feet shoulder-width apart.

Trainee (S): Got it.

T: Keep your back straight and look forward. Then, bend your knees and lower your hips. After that, push up through your heels and return to standing. Do you understand?

S: Yes, I understand.

T: Breathe in as you go down, and breathe out as you come up.

S: Should I keep my knees over my toes?

T: Yes, don't let your knees go past your toes. Hold this position for two seconds at the bottom. Finally, repeat ten times. Are you ready?

S: I'm ready.

T: Let me know if anything hurts.



GAP-FILL

Part 1. Complete the dialogue with the correct forms of the phrases in the box.

Breathe in as you go down, and breathe out as you come up

Keep your back straight

After that, push up through your heels

First, stand with your feet shoulder-width apart

Finally, repeat ten times

Hold this position for two seconds

T: (1) _____

S: Got it.

T: (2) _____ and look forward. (3) _____ and lower your hips.

S: Right.

T: (4) _____

S: Should I keep my knees over my toes?

T: Yes, don't let your knees go past your toes. (5) _____ at the bottom. (6) _____

S: I'm ready.

PRONUNCIATION

Part 1. Listen to your teacher. Notice how:

- **Commands (imperatives)** have a falling intonation: "Keep your back straight." ↘
- **Sequencing phrases** can have a slight rise then fall: "First, stand with your feet shoulder-width apart." ↗ ↘
- **Yes/no checks** have a rising intonation: "Are you ready?" ↗

Practice: Take turns saying:

- "Stand with your feet shoulder-width apart."
- "Then, bend your knees and lower your hips."
- "Are you ready?"



SPEAKING PRACTICE: ROLE PLAY

Part 1. In pairs, use the Role-Card below and the language from Steps 2–5. Then swap roles.

Imperatives

Stand.../Keep.../Bend.../Push up.../Breath in.../Breath out../Don't let.../Hold.../Repeat...

Sequencing

First..

Then...

After that...

Finally

Checking understanding

Do you understand?

Are you ready?

Role-Card A (Trainer): You teach the squat exercise step by step. Use imperatives, sequencing words, and checks.

Role-Card B (Trainee): You follow the trainer's instructions. Ask questions if you're unsure about form or sequence.

Try additional exercises such as the **plank** or **lunge**.

Give feedback: Were the instructions clear? Did the trainer check understanding?

PERSONAL REFLECTION

Part 1. Write/say 3–5 sentences describing how you would instruct a friend to do one simple exercise (e.g., plank, lunge, push-up). Use at least three different phrases from today's lesson (imperatives, sequencing words, or checks).

- 1.
- 2.
- 3.
- 4.
- 5.