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| **Topic: Smoking: Kicking the Habit** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Hwang Seoyeon (Noel)** | **Intermediate** | **Adults** | **15** | **50 minutes** |
| **Materials: YouTube Audio File**  **Listening Exercises Audio File**  **Whiteboard and markers**  **Worksheet #1**  **Worksheet #2** | | | | |
| **Aims: Ss will be able to learn English idioms (e.g. “butt out”, "figure it out” “stayed over") and phrases (“got caught”, “sounded like”) that are used in everyday speech.**  **Ss will be able to describe the attitude towards smokers that are present in the worksheet.**  **Ss will be able to work in small groups to discuss their own opinions towards smoking using examples from their everyday lives.** | | | | |
| **Language Skills:**  **Reading: Ss will read example sentences containing the target words.**  **Listening: Ss will listen to a dialogue between a smoker and a non-smoker.**  **Speaking: Ss will state their opinion regarding smoking to the group.**  **Writing: Ss will transcribe parts of the audio file as they listen.** | | | | |
| **Language Systems:**  **Phonology: Students will practice differentiating /ɛf/ and /p/ with words such as *figure, first, follow,* and *found.***  **Function: Students will be able to raise a complaint and argue with others.**  **Lexis: Students will learn new English idioms (butt out, figure it out)**  **Grammar: Students will practice phrasal verbs.**  **Discourse: Students will practice following an argument by summarizing the spoken content.** | | | | |
| **Assumptions:**  **Students are at an intermediate level.**  **Students can understand and follow basic speaking vernacular.**  **Some students may be smokers, know someone who smoke or have strong opinions against smoking.** | | | | |
| **Anticipated Errors and Solutions:**  **Not all of the activities may fit within the allotted time.**  **> Shorten the discussion time**  **Ss are quiet during the allotted discussion time due to nervousness regarding their English ability.**  **> Encourage free discussion with no teacher correction; throw out a “prompt” or “starter” question, e.g. “Do your parents smoke?”** | | | | |
| **References:**  **Davis, R. (n.d.). Smoking: Kicking The Habit. Retrieved January 22, 2019, from <https://esl-lab.com/smoking/smokingsc1.htm>.**  **Like Father, Like Son [Video File]. (1967) United States of America. American Heart Association. Retrieved January 22, 2019 from <https://youtu.be/GLT36rS0XO4?t=60>** | | | | |
| **Notes:** | | | | |

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| **Presentation** | | | | |
| **Aims: Ss will learn the vocabulary they need in order to disagree with someone else’s opinion.** | | | **Materials: YouTube Audio File, Worksheet #1** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min**  **10min**  **5min**  **4min** | **Whole class**  **Individual**  **Whole class** | **Class greets instructor.**  **Class responds.**  *ex.The young son is copying everything his father does, and at the very end of the video he pulls out a cigarette.*  *ex. Telling people not to smoke?*  *ex. I think it's effective because I would feel awful if my child began smoking because of me.*  *ex. It causes respiratory problems, increases the chance of lung cancer and is the direct cause of several other different health problems.*  **Class works on Worksheet #1.**  **Class responds.** | | **Introduction**  Hey, everyone, hope you're having a good morning! How are all of you doing today?  **Eliciting**  *(showing anti-smoking PSA)*  What's going on in this video?  What do you think the message of this video is?  Is this effective or not? Why do you think so?  Why is smoking considered a bad thing to do?  **Topic Introduction**  We're going to listen to a dialogue between a smoker and a non-smoker. *(passing out Worksheet #1)* But first, let’s get started with the words you’ll be learning today.  **Demonstration**  Let’s take a look at the first question. “Butt out” means to not interfere in someone else's business, so the answer is b. You have five minutes to finish the rest of the worksheet on your own.  **ICQ**  How much time do you have to finish? Will you be working with your group?  *(teacher monitors the class and notes which questions students are having difficulties with, spending extra time on those questions after students have finished)* Alright! Let's check our answers together. |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims: Students will be able to fill in the blanks after listening to the audio.** | | | **Materials: Whiteboard and markers, Listening Exercises Audio File, Worksheet #2** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10min** | **Whole class**  **Individual**  **Whole class** | **Class responds.**  **Class answers.**  **Class works on the worksheet.**  **Class answers comprehension questions.** | | **Listening for the Main Idea**  Now let’s listen to the dialogue! Please don't take any notes since you’ll be able to listen one more time after this.  **ICQ**  Can you take notes while the audio is playing?  What is the main conflict that these two are having?  What does the woman want the man to do?  **Listening for Details**  OK! Let’s listen one more time. *(passes out Worksheet #2)* This time, please fill in the blanks in the worksheets that I’ve just passed out to you. Work on your own, but if you want to listen one more time I can play it again for you.  Do you need to listen again? *(play it again if needed, or skip if students are finished).* Alright, let's check the answers! *(asks some students to step up to the board and write their answers; once all the blanks are filled, correct if they’re wrong)*  **Comprehension questions**  Literal: Does the man smoke?  Interpretive: Why is the woman angry with the man?  Applied: What are the ways in which smoking impacts quality of living? |
| **Notes:** | | | | |
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| **Production** | | | | |
| **Aims: Students will practice stating their opinions and debating.** | | | **Materials: N/A** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **20min** | **Whole class**  **Whole class** | **Class responds.**  **Class responds.** | | **Instruction**  OK! Please pair into groups. Each of you will receive a piece of paper that says (To a friend), (To my child), (To my parents) and so on. Starting from today, that person has decided to smoke. One of you will be the friend/parent/etc, and the other can imagine what they would say to dissuade them from smoking. After three minutes of thinking time, you will present your argument, and then you can switch sides and repeat.  **ICQ**  How many minutes do you have to prepare what you will say to your partner?  What will you do after you’ve finished speaking?  Take notes, not correcting immediately, but noting down what words students are having problems with for the next lesson.  Have students present their arguments to the rest of the class. Once every pair has spoken, elicit the vocabulary learned at the beginning of class (Worksheet #1).  “See you next week, and have a great weekend, everyone!” |
| **Notes:** | | | | |
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| **Post Production** | | | | |
| **Aims: Students will review the words they learned** | | | **Materials: Worksheet #2 (already filled out)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **If remaining** |  | **Creating a story with the words and phrases they learned** | | Have the students pair up and stand in a line. The first pair will create a sentence with one given phrase (taken from their filled-out worksheet), the next will use one that hasn’t been taken yet, and so on until all of the words and phrases have been used. Once the activity has concluded all of the students will have created an independent sentence with the target language. |
| **Notes:** | | | | |

WORKSHEET #1

**Match the phrases with the correct meanings.**

1. butt out a. begin to understand something

2. got caught b. not interfere in personal matters

3. figure it out c. to be discovered doing something

**Complete the sentences with the phrases listed above. (Note: Some modifications may be necessary for the sentence to be correct.)**

1. It’s none of your business anyway, why don’t you just \_?
2. What happened to \_? You look lost.
3. Did you \_ getting speeding again? I told you it was dangerous.

*Answer key*

(1-b 2-c 3-a)

butt out | figuring it out | get caught

WORKSHEET #2

Woman: Hey. Are you okay?

Man: Yeah. I just have a cold, I think.

Woman: No, no you don't. You've \_\_\_\_\_\_\_\_\_. You smoke, and you're dying from it.

Man: What? Well, you know, I'm just . . . I'm just a casual smoker, and I can quit anytime I want.

Woman: No, you can't. You smoke two packs a day, and I DON’T call that a casual smoker.

Man: Hey, it's my choice, so butt out. We've talked about this before, and I'm tired of you, mom, and dad \_\_\_\_\_\_\_\_\_.

Woman: Okay, but what about your kids? Don't you worry about how your smoking is affecting them?

Man: It's not a problem. I smoke outside.

Woman: Yeah, but don't you worry they'll start smoking too?

Man: No. They won't. I know my kids. I trust them.

Woman: Yeah, yeah. Didn't you say that Jacob got \_\_\_\_\_\_\_\_\_ at school?

Man: Yeah, but it was the first time . . . He's \_\_\_\_\_\_\_\_\_ days.

Woman: Yeah, right. The first time you know of. He's lying to you.

Man: I trust him.

Woman: Really. Well, what about these cigarettes? [ What? ] Right here! [ Oh! ] I found them in his clothes when he \_\_\_\_\_\_\_\_\_. Listen.

Man: They . . . They're probably not his!

Woman: They're his. He's following your example. You can't expect him NOT to smoke when you smoke yourself.

Man: Hey. Don't tell me \_\_\_\_\_\_\_\_\_. It's my job.

Woman: I won't have to. You're killing yourself, and someone else is going to be raising your kids for you.

Man: Well, what does that mean?

Woman: Figure it out. Listen. I've got to go now. If you want to talk more, I'll be at mom's house.

Man: Whatever.