

# Smoking stinks

## Topic

Reasons not to smoke/to give up smoking. This lesson could be used in conjunction with the World Health Organization's No Tobacco Day on 31<sup>st</sup> May each year.

## Aims

- Raise awareness of the many reasons not to smoke, or to give up smoking.
- Extend students' vocabulary to talk about health risks and other issues connected with smoking. E.g. bad breath, anxiety, blood pressure.
- Develop students' writing skills through writing a paragraph (using vocabulary) about one negative aspect of smoking.
- Encourage peer feedback and correction on writing.
- As an optional final task, develop students' oral fluency as well as their ability to work together to design a poster and present it to their peers.

## Age / level

Older teenagers and adults – CEF level A2/B1 and above.

## Time

45-60 minutes.

## Materials

- Before your lesson, you will need to find 4 images from anti-smoking campaigns. Below are suggested images with a creative commons licence:
  - Related to smoking and health: [Crosswalk anti-smoking message, Singapore by Cory Doctorow](#)
  - Related to how smoking affects appearance: [antismoking08 by xkorakidis](#)
  - Related to how smoking affects others: [Anti-smoking-campaign by J.A](#)
  - Related to smoking and money: [Anti-smoking store @ Orchard Rd by Kevin Lim](#)
- Student worksheet
- Poster paper and suitable pens to make a poster if available

## Introduction

Focusing on speaking, vocabulary and writing, this lesson aims to raise awareness of the many reasons not to smoke tobacco.

It could be done with older teenagers or adults from a good A2 level onwards. Some of the vocabulary is a little above that level, but the main activities of speaking and writing can be done at whatever level the students are at. This would also make it a good task for a class with noticeably mixed abilities.

The lesson begins by focusing on some anti-smoking posters, and students discuss the message and effectiveness of each one. They then learn some vocabulary to talk about four key reasons not to smoke: (health, cost, the impact on your attractiveness, and the impact on others). Students then choose one of these reasons and write a paragraph about it, using the vocabulary as appropriate.

As an optional final activity, the students design their own anti-smoking poster and present it to another pair or to the class.

## Procedure

<b>1. Lead-in (3-4 minutes)</b>	<ul style="list-style-type: none"> <li>• Write the title of the lesson 'smoking stinks' on the board. Explain the double meaning – that smoking smells bad and that smoking is a bad or unpleasant thing.</li> <li>• See if everyone agrees (they may not!) and elicit some ways in which both meanings might be true.</li> <li>• If relevant, explain that 31<sup>st</sup> May is the World Health Organization (WHO) No Tobacco Day. Each year the WHO encourages people to give up for at least that day, and tries to raise awareness of the negative effects of smoking.</li> </ul>
<b>2. Speaking (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Show your students the anti-smoking images (see <i>materials</i> above) and ask them to discuss the message and which they find most/least effective and why.</li> <li>• Briefly feedback as a class. You could also ask students:             <ul style="list-style-type: none"> <li>- what other posters or adverts they have seen which they thought were effective.</li> <li>- whether they think cigarettes should be sold in plain packaging.</li> </ul> </li> </ul>
<b>3. Vocabulary focus (10- 15 minutes)</b>	<ul style="list-style-type: none"> <li>• Give out <i>worksheet 2</i> and ask students to work together to categorise the words and phrases under the four headings given. Students might need to use dictionaries for some of the words (wrinkles, asthma, lungs, stains). This is a relatively subjective task, but suggested answers are: A: anxiety (some people think it relieves anxiety, but it actually causes it as the withdrawal symptoms start) asthma, lungs, cancer, heart disease, blood pressure, addiction, colds and flu (you are likely to catch more of these), pregnant (smoking can damage the baby and make you less likely to get pregnant in the first place). B: wrinkles, bad breath, yellow stains (on fingers and teeth) C: expensive addiction (you have to buy them), save (you could save a lot of money by giving up) D: passive smoking, second-hand smoke, asthma (children of smokers have much higher levels of asthma)</li> <li>• As you carry out feedback, encourage students to explain why they chose to put the words and phrases under each heading. This should push them to use all the language they have at their disposal.</li> <li>• Make notes of good points and any other useful topic-related language which</li> </ul>

	comes up.
<b>4. Writing/ further vocabulary practice (15-20 minutes)</b>	<ul style="list-style-type: none"> <li>• In pairs, ask students to choose one of the four headings and write a paragraph about it, using the vocabulary from the previous stage. You could give them a completely free choice, or you could allocate different areas to different pairs. Monitor and help students with the language they need.</li> <li>• Put pairs into groups of four, and ask them to read each other's paragraphs and comment on both the content and the language.</li> <li>• Give students a little longer to re-draft and make any changes.</li> <li>• At this stage, you could put the paragraphs up on the wall for students to go around and read (this will work better if they have written about different aspects) You could end the lesson here at about 40-45 minutes or continue to the group work.</li> </ul>
<b>5. Group work (15-20 minutes)</b>	<ul style="list-style-type: none"> <li>• Remind students about the posters they looked at early and ask them to work in pairs or small groups to design their own poster, using the guiding questions on the worksheet.</li> <li>• Depending on the time available, students could print pictures, draw them or simply describe them.</li> <li>• To finish, let students present their ideas to either another pair/group or to the class.</li> </ul> <p>There is a follow up activity here at around B2 level:  <a href="https://learnenglish.britishcouncil.org/en/magazine/tobacco">https://learnenglish.britishcouncil.org/en/magazine/tobacco</a></p> <p>Students listen and read, and answer questions.</p>

**Contributed by**

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