**Reading Lesson Plan**

**Secondhand Smoke**

Instructor:

Youngshin Woo

Level:

Upper-Intermediate

Students:

16

Length:

45 minutes

**Materials:**

* A picture of secondhand smoke
* Word worksheet (16 copies for students and 2 extra copies)
* Reading Passage “Secondhand Smoke” (18 copies)
* Comprehension worksheet (18 copies)
* Board and board markers

**Aims:**

* Main aim: to develop students’ ability to take information from a text through skimming and scanning
* Secondary aim: to develop students’ ability to form their own opinions by discussing and sharing ideas
* Personal aim: I would like to improve my time management

**Language Skills:**

* Reading: students will read the lexical the content of a text about secondhand smoke
* Listening: students will listen to the teacher’s instructions and explanations, and also to other students’ ideas
* Speaking: students will talk about their ideas on secondhand smoke, and also discuss to answer the questions on the comprehension worksheet
* Writing: students will write in answers on various worksheets

**Language Systems:**

* Grammar: general observations
* Lexis : lexical items relevant to secondhand smoke
* Phonology: practice pronouncing the word ‘premature’
* Function: express the dangers of secondhand smoke
* Discourse: discuss collaboratively to draw answers from the text and apply their opinions to the content of the text

**Assumptions:**

* Students are able to communicate and exchange their ideas fluently in English
* Most students understand how people feel about secondhand smoke
* Most students are willing to make the lesson as active as possible

**Anticipated Problems and Solutions:**

* Students may need more time to work on word worksheet

🡪 Get those who finish earlier to help other students

* If time is short

🡪Cut post-activity short; have only a couple of pairs role play and ask students to write the script of the role play as homework

* Students may get confused with skimming and scanning

🡪Ask CCQs about skimming and scanning prior to the comprehension exercise

* If students finish all the activity sooner

🡪Make use of the SOS activity

**References:**

* *Healthy Children.* http://www.healthychildren.org/English/health-issues/conditions/tobacco/pages/Dangers-of-Secondhand-Smoke.aspx
* *Student book.* pp.137-148
* *British Council.* http://www.britishcouncil.co.uk
* *Breaking News English.* http://www.breakingnewsenglish.com/0511/051107-cigarette-e.html

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| **Lead-In**  |
| Materials: **Picture of Secondhand Smoke, Board** |
| Time3 min | Set UpWhole Class | **Procedure:**Greetings and show the picture of secondhand smoke.Elicit the word ‘secondhand smoke.’Ask students 1) how many of them have experience it, and 2) how they felt about it. Introduce the topic and the following activity: Match the words with the correct definitions. |

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| **Pre-Activity**  |
| Materials: **Word Worksheet, Board** |
| Time10 min | Set UpWhole ClassIn GroupsWhole Class | **Procedure:** **I. Word Worksheet**InstructionStudents work in groups. Ask them to match the words with their definitions. Have them discuss. Give 3 minutes.(Distribute the worksheet)ICQ*Who are you working with?**How much time do you have?* Monitor discreetly. Answer students if they ask questions.(If some students find the task hard, ask those who already finished the task to help others. )Check answers: Ask students to give right definitions as the teacher goes over the words. Ask if they know what ADHD is like. If they do, ask CCQs; if not, explain what it is. Students practice pronouncing the word ‘premature.’ |
| **Main Activity**  |
| Materials: **“Secondhand Smoke,” Comprehension Worksheet, Discussion Topic Strips, and Board**  |
| Time2 min5 min15 min | Set UpIn GroupsIn GroupsIn Groups | **Procedure:****1. Skimming (Reading for the main idea)** InstructionsIntroduce the following activity—skimming exercise—and distribute the reading passage, “Secondhand smoke.” Ask students to do the exercises below the passage. Give 90 seconds. Students work in groups. ICQ*Are you working alone?**How much time do you have?* Check answers together. **2. Scanning (Reading for details)**InstructionsDistribute comprehension worksheet. Have students work in groups to get the answers. Give 5 minutes. ICQ*What are you reading for?* *Are you working alone?*  Check answers. Each group gives their answer to each question. **3. Discussion and Presentation (Applying the content)** Instructions One student from each group picks a topic strip out of four. Ask students to discuss the topic they have. The number written on the paper is the order they give their presentation. In the meanwhile, monitor each groups; help them if they ask questions.  Presentation Each group gives a presentation in the order of the number they picked. Make a general comment about the result. |

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| **Post-Activity**  |
| Materials: **N/A** |
| Time10 min | Set UpIn pairsIn Groups | **Procedure:****I. Role play : smoker and nonsmoker**InstructionsWrite 4 places where secondhand smoke takes place on the board. To students sitting on the right: tell them to role-play smokers; they ask their partner to put out the cigarette. To students on the left role-play: they role-play nonsmokers. They respond to their partner’s request. Give 3 minutes. Ask those on the right to move to the next group. Get them to do the same in their new pairs. Give 3 minutes. Then change the roles. Nonsmokers role-play smokers, and smokers now role-play nonsmokers. |

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| **S.O.S activity** |
| Materials: **N/A** |
| Time10 min | Set UpIn pairs  | **Procedure:**Have students look at the words on the word worksheet. Ask them to recall exactly how the words were used in the text without looking at the passage. Ask them to make a sentence with each word, and write the sentences below the list of words. Students can use a dictionary or Google’s search field to build up correct collocations of each word.  |

**Word Worksheet**

**• Match the words below with their definitions**.

1. causing or able to cause death : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. the pointed or rounded end of something slender : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. unprotected, especially against enemies or weather : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. attention deficit hyperactivity disorder : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. distinct substances, artificially prepared or purified : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. poisonous : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. happening too early; before the usual or proper time : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. a fetus/baby’s unexpected death in its mother’s womb : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| chemicals | premature |
| exposed | toxic |
| tip | miscarriage |
| ADHD | deadly |

**Secondhand Smoke**

Everyone knows smoking is a bad idea. And even if you don't smoke, breathing in someone else's smoke can be deadly, too. Secondhand smoke causes about 3,000 deaths from lung cancer and tens of thousands of deaths from heart disease to nonsmoking adults in the United States each year.

When it comes to children, the problem is even more serious. Millions of children are breathing in secondhand smoke in their own homes. Secondhand smoke can be especially dangerous to your children's health because their lungs are still developing. If you smoke around your children or they are exposed to secondhand smoke in other places, they may be in more danger than you realize. Children whose parents smoke only outside are still exposed to the chemicals in secondhand smoke. The best way to deal with this exposure is to quit.

Then, what exactly is secondhand smoke? Secondhand smoke is the smoke a smoker breathes out and that comes from the tip of burning cigarettes, pipes, and cigars. It may seem pretty harmless, but it contains about 4,000 chemicals. Many of these chemicals are dangerous; more than 50 are known to be toxic or to cause cancer. Anytime children breathe in secondhand smoke they are exposed to these chemicals.

If you smoke or are exposed to secondhand smoke when you're pregnant, your baby is exposed to harmful chemicals too. This may lead to many serious health problems, including miscarriage, premature birth, lower birth weight than expected, learning problems, and ADHD.

**I. Skim through the passage “Secondhand Smoke” and choose the one that is the main idea of the reading.**

a. Nonsmokers often breathe in secondhand smoke.

b. Secondhand smoke is very harmful to nonsmokers.

c. We cannot stay away from secondhand smoke in public places.

**Comprehension Worksheet**

**I. Scan the passage.**

1. What is secondhand smoke?

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1. Why is secondhand smoke more dangerous to children?

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1. What problems can secondhand smoke cause if you are pregnant?

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1. Why is it still dangerous to smoke outside the house if you have children?

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**II. Check whether they are True or False.**

1. (True/False) People do not die from secondhand smoke.

2. (True/False) Children of smokers are in more danger that those of nonsmokers.

3. (True/False) Adult nonsmokers are safe from secondhand smoke.

**Discussion Topics**

**Cut and prepare the strips in advance.**

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| 1. Where does secondhand smoke take place? List the places and discuss which place is the most dangerous place and why. Rank them. |
| 2. Discuss what laws you would make up to protect nonsmokers if you were the lawmakers in your city. |
| 3. Your group represents smokers. You do not want new laws that prohibit smoking. Prepare reasons why lawmakers mustn’t make such laws.  |
| 4. Your group works for an anti-tobacco company. Discuss the slogan to put on the local newspaper.  |

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**Picture of Secondhand Smoke**