

## STELA SCENARIO 11

### SMOKING STINKS (31<sup>ST</sup> of May-WHO- No Tobacco Day)

#### Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Using a well organized context of the storytelling lesson and activities
- Pre-teaching the vocabulary, grammar, language functions and universal appliance where necessary
- **Expressing:**
  - (1) Vocabulary: Smoking habits (cigars-cigarettes,rolled ones,water pipes etc) anti smoking vocabularies via posters
  - (2) Language functions: Expressing world smoking habits, everyday actions, daily life routines via smoking,anti smoking campaigns
  - (3) Grammar structures: the present simple,
- **Warming-up:** Capture students' attention – connecting to prior knowledge and experiences, pre-teach new vocabulary,viewing posters of smoking habits
- Giving purpose for listening including videos, posters, brochures, presentations,
- Target group: Ages between 15 and 17
- Raising interests in real life incidents, problems, possible solutions, anti-smoking campaigns-posters
- Practicing applications, tools
- Assessment and follow-up

**Collective and/or individual scenario**

**Duration: 2 classroom hours (40 + 40)**

**Created by: ZMD MTAL ELT Department**

#### OBJECTIVES

- Giving the rationale for the telling of stories
- Presenting a real story before an audience
- Evaluating the storytelling potential
- Outlining a story in preparation for storytelling
- Improving technological skills and fostering creativity
- Extensions of effective engaging and empowering language skills

<p><b>CULTURAL SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Creating a mind map on the topic</li> <li>- Be able to talk about the general pros and cons of smoking</li> </ul>	<p><b>COMMUNICATION SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Creating their literary text based on ideas, features and structures of the texts experienced</li> <li>- Building up</li> </ul>	<p><b>ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):</b></p> <ul style="list-style-type: none"> <li>- Using four skills supplied with tech, digital tech, creating exciting and inspiring lessons</li> <li>- Freedom of speech, fluent language, playful courses</li> <li>- Scaffolding coherent and plausible grammar outcomes</li> </ul>
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**Content (courses, explanations, exercises...)**

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
<p><b>S1</b> Lead in/Warm-up: Smoking habits posters-effects</p>	<p>10 minutes</p>	<p>Whole Class</p>	<ul style="list-style-type: none"> <li>➤ Hand out the brochures</li> <li>➤ Reveal the poster in class</li> <li>➤ Use the smartboard for images</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and answer the sample questions</li> <li>➤ Ask questions to students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the context carefully</li> <li>➤ Train the students for brainstorming</li> </ul>	<p><b>Poster 1</b> Sample questions</p>
<p><b>S2</b> Language analysis: Present Simple</p>	<p>10 minutes</p>	<p>Whole class</p>	<ul style="list-style-type: none"> <li>➤ Explain and solidify the use of Simple Present</li> <li>➤ Apply them to the daily activities and errands</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the rules and usages in the tense</li> <li>➤ Fill in the blanks with the appropriate verbs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask students to read carefully the sentences on the worksheet</li> </ul>	<p><b>Worksheet 1</b> The Simple Present Tense Structure</p>
<p><b>S3</b> <b>Language in context</b> Via Task, read and complete activity</p>	<p>15 minutes</p>	<p>Whole class</p>	<ul style="list-style-type: none"> <li>➤ Instruct the class to work in pairs</li> <li>➤ Explain the activity instructions to the class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a paragraph about smoking pros/cons</li> <li>➤ Pay attention to the pronunciation of the reader</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trainer interferes for error correction only if / when necessary</li> </ul>	<p><b>Poster2</b> Smoking effects on human health</p>

					(pronunciation, structure, spelling mistakes etc)	
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<b>S4</b> Peer check	5 minutes	Whole class	<ul style="list-style-type: none"> <li>➤ Organize peer check activity</li> <li>➤ Encourage cooperation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Check the correct version of the missing sentences from his/her partner</li> </ul>	<ul style="list-style-type: none"> <li>➤ Display the full text on the smart board</li> </ul>	Smartboard Worksheet 2 – full text
<b>S5</b> Lead-in Hand out the empty papers	5 minutes + 5 minutes	Whole class	<ul style="list-style-type: none"> <li>➤ Divide the class into groups of 4</li> <li>➤ ask students to work together to categorise the words&amp; phrases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Study the vocabulary items on the posters</li> <li>➤ Use the remainder of the time to take little notes on what to say</li> </ul>	<ul style="list-style-type: none"> <li>➤ Guide the students and remind them about the posters they looked at</li> <li>➤ Give them free choice to take little notes on how to develop their story</li> </ul>	Posters Smartboard Images
<b>S6</b> Acting out	20 minutes	Groups of 4	<ul style="list-style-type: none"> <li>➤ Observe the performances of the students</li> <li>➤ Pay attention to the students' use of: <ul style="list-style-type: none"> <li>● Tense structure</li> <li>● Pronunciation</li> <li>● Intonation</li> <li>● Gestures &amp; body language</li> <li>● General attitude in a dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their own version of paragraphs how the given situation rises,</li> <li>➤ to read each other's paragraphs and comment on both the content and the language</li> </ul> <p>using the guiding questions on the worksheet.</p>	<ul style="list-style-type: none"> <li>➤ Provide encouragement if/when the dialogue/conversation halts</li> <li>➤ Hang paragraphs on the board or wall</li> </ul>	Posters Paragraphs

<p>S7 Follow up</p>	<p>10 minutes</p>	<p>Individual work</p>	<ul style="list-style-type: none"> <li>➤ Make a quick evaluation of the role play activity</li> <li>➤ Assign the class further regarding a similar topic:</li> <li>➤ Write the TV situation in your house</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a short paragraph about the time devoted to the smoking habits in their house</li> <li>➤ Create your own poster</li> </ul>		<p>Students' own notes</p>
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