
HUFF AND PUFF

Smoking is bad for you. Or is it?

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|---------------|--------------------------------|
| Type of modul | Creative communication |
| Level | B2 |
| Target group | 16–19-year-old learners |
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sul Nova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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Educatio Kht. 2008

INFORMATION TABLE

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| TYPE OF MODULE | Creative communication |
| DESCRIPTION OF MODULE | In this module learners read about and listen to opinions, effects, pros and cons of smoking and debate the statement ‘Smoking should be banned.’ |
| AIMS AND OBJECTIVES OF MODULE | <p>Language proficiency: This module aims to enable Ls to do these things more effectively:</p> <ul style="list-style-type: none"> ■ to argue about moral dilemmas ■ to listen to / watch short excerpts on the effects of smoking ■ to scan texts for information ■ to work cooperatively ■ to debate the issue of smoking in public places ■ to collect arguments and listen to others’ opinions |
| TIMEFRAME | 3 lessons |
| TARGET GROUP | 16-19-year-old learners |
| LANGUAGE LEVEL | <p>B2</p> <p>Certain steps have two alternatives in which case Alternative B is for B2 level Ls as these are tasks that prepare Ls for the advance level school leaving exam.</p> |
| SUGGESTED LANGUAGE COMPETENCE | <p>To complete the module, Ls need to be able to do the following:</p> <ul style="list-style-type: none"> ■ understand and express abstract ideas and notions ■ collect some background information about smoking ■ use a variety of grammatical structures and linking devices |
| LINKS OF THE MODULE | |
| Cross-curricular links | Biology |
| Links with other modules | - |
| Links with the school leaving exam | Debating skills |

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Discussing controversial issues using more than just superficial arguments

General educational skills

- Note-taking
- Scanning information
- Debating controversial issues

EVALUATION

- Self-assessment through criterion-based self-assessment forms
- T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls will be able to evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

SUGGESTIONS

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BACK UP SYSTEMS

<http://www.nlm.nih.gov/medlineplus/smoking.html>
<http://www.ac-nancy-metz.fr/enseign/anglais/Henry/smoking.htm#interg>
<http://smokingsides.com/docs/pro.html>

MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|---|--|--|--|
| 1 | Introducing the topic of smoking | Looking at the pro side of smoking | Expressing opinions Sharing information (jig-saw reading) Note-taking The vocabulary of smoking (part 1) | 1.2 Cards – Arguments for allowing smoking; 1.2 Grid – Arguments for allowing smoking; 1.3 Vocabulary handout; 1.4 Questionnaire about smoking |
| 2 | Listening to a scientific text and collecting information Working through the counter-arguments individually (as HW) | Looking at the con side of smoking | The vocabulary of smoking (part 2) Skimming a listening text Scanning information The language of argumentation | 2.1 Vocabulary slips; 1.3 Vocabulary handout; 1.4 Questionnaire about smoking; 2.3 Recording of the listening task; 2.3 Listening exercises; 2.4 Tools for argumentation; 2.4 Arguments for banning smoking; 2.4 Grid – Arguments for banning smoking |
| 3 | Giving practice in speaking, note-taking and debating Considering an issue from different angles | Debate on banning smoking Evaluation of the project | Arguments for and against banning smoking | 1.2 Grid – Arguments for allowing smoking; 2.4 Grid – Arguments for banning smoking; 3.1 Language box – expressing disagreement 3.3 Self-assessment form |

PROCEDURE

LESSON 1: ARGUMENTS FOR SMOKING

Aims of the lesson:

- to introduce the topic of smoking and highlight the fact that little is known about smoking and its effects
- to give practice in speaking and expressing opinions
- to present arguments for smoking
- to enable Ls to listen to others' presentation and take notes using a grid

Materials and resources: 1.2 Cards – Arguments for allowing smoking (two copies cut up and one full copy for each L); 1.2 Grid – Arguments for allowing smoking; 1.3 Vocabulary handout; 1.4 Questionnaire about smoking

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| STAGE 1 | Introduction |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Introducing the topic of smoking |
| ORGANISATION | Pairs or small groups Frontal (whole group) |
| AIDS AND MATERIALS | Board |

TEACHER'S ACTIVITIES

Ask Ls what comes to their mind when they hear the word 'smoking'. When you have collected a few ideas, ask them to work in pairs or small groups and discuss why – in their opinion and based on their knowledge – smoking is harmful. After two or three minutes, ask Ls what they have collected and put their ideas on the board. When you have written some key words on the board, ask them if they know exactly how these things work. (E.g. If they say the word *cancer*, do they know what exactly causes cancer and how? Or if they say *addiction*, do they know what exactly causes addiction and how?) Most likely it will turn out that Ls have a very superficial knowledge about smoking and its effects. After you have illustrated this, tell them that the aim of this module is to give them a deeper knowledge about smoking and show them both sides of the coin.

LEARNERS' ACTIVITIES

Ls share with the group what comes to their minds about smoking and then discuss in pairs why smoking is harmful. The pairs share their ideas with the group.

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|---|---|
| STAGE 2 | Arguments for allowing smoking |
| TIME | 20 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading (for gist) Speaking (summarizing) Note-taking (with the help of a grid) |
| ORGANISATION | Pairs Mingle |
| AIDS AND MATERIALS | 1.2 Cards – Arguments for allowing smoking; 1.2 Grid – Arguments for allowing smoking |

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to read arguments for allowing smoking. First give each L a card (1.2) and ask them to find the person who has the same card as they do. (Altogether there are 10 cards/texts, so if there are fewer than 20 people in the group, you can put two texts on a card and give those cards to better Ls.) Ask Ls to read their card and underline the most important ideas so that they will be able to summarize the gist of the card for the other members of the group. Walk around and help the pairs with any unknown words that they might need.

LEARNERS' ACTIVITIES

1. Ls pair up, read the text and underline the most important ideas.

2. Ask Ls to stand up, walk around and collect all the arguments for allowing smoking. As they meet up with other Ls, they should summarize the most important ideas on their card and then listen to what the other has to say. In order to be able to take notes, give each L a grid (1.2) which they have to fill in. Make sure Ls are as concise as possible; the point here is for everyone to collect as much information in a short period of time as possible.
2. Ls walk around and collect the arguments for smoking.
3. As feedback, go through the ten arguments by asking Ls (who did not have that particular card) to summarize their notes.
3. Ls share their notes with the group.

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| STAGE 3 A | Vocabulary building |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Reading (scanning) Guessing meaning from context |
| ORGANISATION | Pairs |
| AIDS AND MATERIALS | 1.2 Cards – Arguments for allowing smoking (full copies); 1.3 Vocabulary handout |

TEACHER'S ACTIVITIES

At this point give each L all the pro arguments and ask them to work in pairs and go through the text in order to find the words/expressions defined in the table. If there is enough time, check the solutions; if not, ask Ls to finish the activity as homework and check it in the next lesson.

Key:

1

connect sth to sth – link

legend – myth

2

protect sth – defend

on purpose – deliberately

the act of entering without invitation – intrusion

LEARNERS' ACTIVITIES

Ls find the words/expressions.

3

by nature – inherently
resulting in – leading to

4

material – substance
proof – testament

5

forbidding something by law – prohibition
a lot of money earned – a major source of income

6

there is not much proof – the evidence for sth is slim
a somewhat higher risk – a slightly increased risk

7

convince sb – persuade
change from sth to sth – switch
the strong influence of a group – peer pressure

8

publish sth – release
stop sth – quit

9

blame – demonize
be described – be referred to

10

to say that sth is true – claim
a lot longer – substantially longer

STAGE 3 B Vocabulary building – Homework

TARGET GROUP Slower Ls or if the previous activities lasted longer than anticipated

SKILLS AND COMPETENCIES IN FOCUS Reading (scanning)
Guessing meaning from context

ORGANISATION Individual

AIDS AND MATERIALS 1.2 Cards – Arguments for allowing smoking (full copies); 1.3 Vocabulary handout

TEACHER'S ACTIVITIES

Give each L all the pro arguments and ask them to go through the text at home in order to find the words/expressions defined in the table. Check the solutions in the next lesson.

Key:

1

connect sth to sth – link

legend – myth

2

protect sth – defend

on purpose – deliberately

the act of entering without invitation – intrusion

3

by nature – inherently

resulting in – leading to

4

material – substance

proof – testament

5

forbidding something by law – prohibition

a lot of money earned – a major source of income

LEARNERS' ACTIVITIES

Ls find the words/expressions in the text.

- 6
 there is not much proof – the evidence for sth is slim
 a somewhat higher risk – a slightly increased risk
- 7
 convince sb – persuade
 change from sth to sth – switch
 the strong influence of a group – peer pressure
- 8
 publish sth – release
 stop sth – quit
- 9
 blame – demonize
 be described – be referred to
- 10
 to say that sth is true – claim
 a lot longer – substantially longer

| | |
|---|---|
| STAGE 4 | Homework |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Filling in a questionnaire about smoking Doing some research on the effects of smoking |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | 1.4 Questionnaire about smoking |

TEACHER'S ACTIVITIES

Give Ls the questionnaire about smoking (1.4) and ask them to answer the questions briefly by doing some research on the biological processes behind smoking. For this, they can consult books or the Internet.

LEARNERS' ACTIVITIES

Ls fill in the questionnaire.

LESSON 2: ARGUMENTS AGAINST SMOKING

Aims of the lesson:

- to scan listening texts for information
- to teach thematic vocabulary related to smoking

Materials and resources: 1.3 Vocabulary handout; 1.4 Questionnaire about smoking; 2.1 Vocabulary slips; 2.3 Recording of the listening task; 2.3 Listening exercises; 2.4 Tools for argumentation; 2.4 Arguments for banning smoking; 2.4 Grid – Arguments for banning smoking

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| STAGE 1 | Warmer |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Vocabulary revision |
| ORGANISATION | Mingle Pairs |
| AIDS AND MATERIALS | 2.1 Vocabulary slips; 1.3 Vocabulary handout |

TEACHER'S ACTIVITIES

Give each L a slip with either a word/expression from the text or its meaning and ask Ls to find their match. (As there are 20 words/expressions and their meanings, it is up to you which ones you select for your Ls.) When Ls have sat down, check all the words on their handout.

LEARNERS' ACTIVITIES

Ls walk around and find their match.

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|---|---------------------------------|
| STAGE 2 | Checking the homework |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Gaining information |
| ORGANISATION | Pairs Whole group |
| AIDS AND MATERIALS | 1.4 Questionnaire about smoking |

TEACHER'S ACTIVITIES

Ask pairs to go through the questions of the questionnaire in order to compare their answers. Then go through the answers together. Don't waste too much time discussing the questions, at this point you don't have to be very scientific; only short answers are needed.

Key:

1. Nicotine causes addiction.
2. Nicotine, tar and carbon monoxide.
3. Cigarettes contain chemicals that can interfere with the natural cell division process.
4. Smoking causes blood to clot inside the blood vessels, making them even narrower and making cholesterol deposit in the blood vessels.
5. Because the lining of the lungs is damaged.
6. The skin tends to be more wrinkled.

LEARNERS' ACTIVITIES

Ls check their answers in pairs and then share their ideas with the group.

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|---|---|
| STAGE 3 | The biology of smoking |
| TIME | 25 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening: Skimming a text and scanning important information |
| ORGANISATION | Individual Pairs Whole group |
| AIDS AND MATERIALS | 2.3 Recording of the listening task; 2.3 Listening exercises |

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to learn about the biology of smoking. However, before listening to the text, it is advisable to prepare Ls with some of the vocabulary that they need to know in order to understand the listening text, which is quite long. Give Ls a handout with the listening exercises and ask them to do Exercise 1, which consists of two parts. First, they should pair the English words/expressions with their Hungarian equivalents and then in the next part their task is to find the right preposition. Check the solutions together and make sure you also provide the meaning of the expressions in the second part.

Key:

a

1. stroke(s) – szélütés
2. addictive – függőséget okozó
3. tar – kátrány
4. scarred – sérült
5. cilia – csillószőrök, bolyhok
6. pneumonia – tüdőgyulladás
7. blood vessel – véredény
8. blood clot – vérrög
9. motor skills – mozgató erő
10. release chemicals – kémiai anyagokat bocsát ki
11. inhale toxic gases – mérgező gázokat lélegez be

LEARNERS' ACTIVITIES

1. Ls pair the words and fill in the gaps with the right preposition.

b

12. have an addiction TO sth (káros szenvedélynek hódol)
13. be absorbed INTO the bloodstream (felszívódik a véráramlatban)
14. exposure TO carbon monoxide (szén-monoxidnak való kitettség)
15. chemicals interfere WITH the cell division process (a kémiai anyagok befolyásolják a sejt-osztódást)
16. affect sth (hatással van vmire)
17. have an effect ON sth (hatással van vmire)

2. For the first listening, tell them to find the right order of the headlines in Exercise 2. Ls find the right order of the headlines.
2. The aim of this exercise is to acquaint Ls with the most important ideas of the text. Check the solution with the group.

Key:

- 1 Smoking is deadly!
- 2 Addictive nicotine
- 3 Tar and CO
- 4 How smoking causes cancer
- 5 Damage of the lungs
- 6 How smoking affects the heart and the blood vessels

3. For the second listening, tell Ls to concentrate on the details of the text and fill in the gaps in Exercise 3. As feedback, ask them to check their answers in pairs and then go through the answers together.
3. Ls fill in the gaps of the exercise and then check the answers with their partner. After this, they share the solutions with the whole group.

Note: Because the text is rather long, it might be a useful idea to listen to it in three parts so you can stop the recording as shown below. (Part 1 is related to Questions 1-8, Part 2 is related to Questions 9-12 and Part 3 is related to Questions 13-17.)

Key:

1. 0,5 million
2. stroke
3. 60
4. nicotine
5. 30 seconds
6. pleasure / a high
7. depressed
8. tolerant / addicted

- 9 heart problems
10. cancer
11. divide
12. lung cancer

13. exchange
14. clean / rid
15. blocked
16. brain
17. (much/a lot) older

Script:

Smoking is a major public health problem. About half a million deaths per year in the United States are due to smoking. These deaths happen as a result of cancers, breathing problems, strokes, and many other smoke-related health problems. Smoking causes an even higher number of disabilities, pain, and suffering from different diseases.

Cigarette smoke contains thousands of chemical agents; at least 60 of these cause cancer!

The addictive ingredient in cigarette smoke is nicotine. Nicotine is very addictive. Cigarette companies are aware of this and manipulate levels of nicotine in cigarettes to make sure that smokers become addicted. Nicotine is quickly absorbed into the bloodstream; within 30 seconds of entering the body, it reaches the brain. It causes the brain to release special chemicals that create

feelings of pleasure and energy. One of these chemicals is called epinephrine. The feelings that are created are usually called a “high” or a “buzz”. Within half an hour, the “buzz” fades away and the smoker is left feeling depressed and tired. This feeling is what causes smokers to light up the next cigarette. The cycle of stimulation and depression keeps repeating, which leads to addiction. Since the body is able to build up a high tolerance to nicotine, smokers gradually smoke more and more in order to get the same “high”. It has been proven that the craving for nicotine increases as levels of emotional and physical stress increase. Therefore, feeling stressed out can lead to more smoking.

Part 2

Besides nicotine, cigarette smoke also includes carbon monoxide, also called CO. This gas is the same gas that kills people who commit suicide by turning their car engine on and closing the garage door. In small quantities, like the amount a smoker gets from smoking, exposure to carbon monoxide increases the risk of developing heart disease.

Tar is also found in cigarette smoke; it has been linked to different kinds of cancer, as well as damage to the lining of the lungs.

Most of the cells that our bodies are made of continually divide and die off in a very controlled way. Some chemicals can interfere with the cell division process, causing a cancer to develop. Smoking has been linked to at least 1/3 of all cancer related deaths in the United States. It has been shown to cause: lung cancer, cancer of the mouth and oral cavity, cancer of the larynx, or breathing tube, cancer of the esophagus, or feeding tube. Cigarette smoking is the number one cause of lung cancer in men and women.

Part 3

All of the toxic gases that are inhaled when a person smokes damage the lining of the lungs. In healthy lungs, the lining is very smooth and delicate; it allows for the exchange of oxygen and carbon dioxide between the blood and the air. The smooth, delicate membranes of the lungs become very thick, black and scarred in smokers. This makes it very hard for the lungs to do their job. Very small hairs that can be seen only under a microscope cover some of the lining of the

breathing tube and lungs; these are called cilia. Their function is to get rid of dust, bugs and other harmful elements that we might breathe in. Since smoking destroys the cilia, a smoker's lungs have very limited ability to clean themselves. This leads to repeated lung infections or pneumonia, which cause scarring and difficulty breathing.

Smoking causes the blood vessels of the body to become narrow and blocked. This happens because smoking triggers cholesterol to deposit in the blood vessels. Smoking also causes blood to clot inside the blood vessels, making them even narrower; this is called thrombosis. The combination of cholesterol deposits and thrombosis increases the risk of heart attacks and irregular heart rate. Both conditions can lead to disability and death. When the blood vessels of the brain are affected, there is a higher chance of strokes developing. Strokes are usually very disabling, affecting sensation and motor skills. Strokes also affect speech, understanding, and the ability to be independent. Cholesterol deposits and blood clots can affect the small blood vessels of the skin, which can cause a person to have wrinkled skin and look a lot older than they really are.

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| STAGE 4 | Arguments against smoking – partly homework |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Debating |
| ORGANISATION | Pairs or small groups |
| AIDS AND MATERIALS | 2.4 Tools for argumentation; 2.4 Arguments for banning smoking; 2.4 Grid – Arguments for banning smoking |

TEACHER'S ACTIVITIES

1. Tell Ls that now that they have learnt about the biology of smoking, it is time for them to see the actual arguments for banning smoking. However, before you give them the handout with the arguments for banning smoking; show them some tools for argumentation. Ask Ls to work in small groups and decide quickly which argument is for allowing smoking and which one is for banning it. Check the answers together.

Key:

Arguments for allowing smoking:

The “thousands and thousands of studies” is a myth.

Banning cigarettes would be simply crazy...

This is no reason to make them illegal...

The evidence for ... is very slim indeed.

Arguments for banning smoking:

It would therefore be reasonable to ban smoking...

Cigarettes should all be taken off the market...

Tobacco should be banned since this is the only way to force people to quit...

This is surely enough reason to ban smoking...

2. At this point give Ls the handout with the arguments for banning smoking and tell them that their homework is to read them carefully and fill in a similar grid (2.3) to the one they filled out in the previous lesson. Inform them that the aim of the next lesson will be to debate smoking and nobody knows whether they will have to argue for or against it. Tell them to bring both grids along to the next lesson and use as much of the language presented here as possible.

LEARNERS' ACTIVITIES

1. Ls decide in pairs which arguments are for or against smoking.

2. Ls read the handout and fill in a grid.

LESSON 3: SHOULD SMOKING BE BANNED? – A DEBATE

Aims of the lesson:

- to give Ls practice in speaking
- to give Ls practice in debating
- to help Ls better prepare for the oral part of the school leaving exam
- to help Ls consider an issue from different angles

Materials and resources: 1.2 Grid – Arguments for allowing smoking; 2.4 Grid – Arguments for banning smoking; 3.1 Language box – expressing disagreement; 3.3 Self-assessment form

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| STAGE 1 | Revision of arguments and expressing disagreeing |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Speaking Revising useful expressions |
| ORGANISATION | Whole class Pairs |
| AIDS AND MATERIALS | 2.4 Grid – Arguments for banning smoking, 3.1 Language box – expressing disagreement |

TEACHER'S ACTIVITIES

1. Ask Ls to list the most important arguments for banning smoking, relying on their grid. Make sure that you don't go into too much detail, as that will be the point of the next stage.

Some ideas:

Harmful to health (for details, see listening text)

The number of people dying is rising

Tobacco products are poisonous

Nicotine is addictive

Most people would quit if smoking was illegal because they are law-abiding

Unpleasant to others

Passive smoking

LEARNERS' ACTIVITIES

1. Ls list the arguments against smoking.

2. Give Ls the language boxes and ask them to go through the expressions in order to find the right heading for each column. Check the solutions with the group. After they have done this, they should pick a few favourites that they will try to use in the next stage.
2. Ls pair the headings with the expressions and pick a few favourites.

Key:

- A Expressing disagreement informally
- B Expressing disagreement more politely
- C Expressing doubt or lack of knowledge

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| STAGE 2 | The debate |
| TIME | 30 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening Speaking |
| ORGANISATION | 2 groups |
| AIDS AND MATERIALS | Ls' notes from the previous lessons; 1.2 Grid – Arguments for allowing smoking; 2.4 Grid – Arguments for banning smoking |

TEACHER'S ACTIVITIES

1. Divide the class into two groups (of equal size). Assign PRO and CON to each group. Tell them that they are going to work together and consider all the arguments for or against smoking in light of the counter-arguments, after which they will have to do a one-on-one debate with someone from the other group. The statement reads as follows:
'Smoking should be banned.'

To help Ls with this, tell them to look through their grids to see what would be a reasonable order of their arguments and possibly how they will respond to counter-arguments.

LEARNERS' ACTIVITIES

1. Ls work in a group and prepare their list of arguments.

2. When Ls are ready, ask them to work with someone from the other group and conduct a preliminary debate. Warn them that they can glance into their grids but they cannot read them out! This stage offers a double bonus; on the one hand, it 'forces' everyone to do some work and the situation where two-three Ls talk and the others sit in silence can be avoided. Furthermore, it is also an excellent opportunity for Ls to try out how strong their arguments are and give them some practice and self-confidence before talking before the whole class.
 3. As feedback, ask Ls to sit in two groups and ask one of the groups (possibly the 'pro' group) to start by putting forward one of their arguments.
(Note: It is important that you moderate the discussion and let Ls take in turns to speak – both for and against.)
 4. Leave five minutes for feedback. At this point, tell Ls to leave the viewpoints they have represented so far and share their own views with the group. As there is no formal judge, there is no winner, but make sure that you praise both groups for their performance in the debate. Also, ask Ls which expressions for disagreement they managed to use in the debate.
2. Ls work in pairs and conduct a 5-minute one-on-one debate.
 3. Ls work in 2 groups and have a whole-class debate.
 4. Ls share their views about smoking.

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| STAGE 3 | Evaluating the project |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Writing |
| ORGANISATION | Individual and whole group |
| AIDS AND MATERIALS | 3.3 Self-assessment form |

TEACHER'S ACTIVITIES

1. Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back to the whole project.

LEARNERS' ACTIVITIES

1. Ls complete self-assessment forms.

2. Ask Ls what topics they think would be interesting to research in relation with Hungarian children.
2. Ls discuss their answers to Question 3 on the self-assessment form.
3. Collect self-assessment forms and (if there is time) discuss them in the following class.