Smoking and Alcohol

by Susan Thomas

Spanish

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With thanks to Jenny Bell, Sebastian Hewett, Hilary McColl, Muriel Offord and Laurence Uzan.
Illustrated by: Heather Clarke
Published by: Linguascope
ISBN: 978-1-908540-61-4
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1 Introduction

The Resources

This collection of stimulating visuals offers communicative language practice. The teacher can select visuals and activities for the teaching of basic structures and items of vocabulary with complete beginners from age 9 upwards; the Teachers' Notes also suggest numerous activities for teaching more advanced structural uses.

Adaptable for any age and ability, the materials are set within the framework of enjoyable card and board games which encourage learners to practise practical communication skills. The use of cartoons makes the activities lively and challenging.

Why use games?

With its range of eBooks, Linguascope has been producing visual and tactile materials which help modern language teachers to provide opportunities for learning which are more multisensory in their appeal. Because of their flexibility, they can be used to meet a wider range of learning needs than textbooks on their own can provide.

The emphasis on games-type activities is deliberate, since the acquisition of foreign language skills is as much practical as it is academic, and it is only through frequent practice that the learner can become sufficiently familiar with the language presented to be confident enough to use it for him/herself. Constant repetition, however, can be demotivating. By incorporating new vocabulary and grammatical structures into game-like situations in which the elements appear in randomised and enjoyable combinations, learners' involvement in the learning process can be engaged more effectively and sustained for longer than is often the case with textbook exercises. Game-situations, if designed with learning goals clearly in mind, can provide stimulating and challenging work which can support those with learning difficulties and promote the learning of our most gifted students.

So games are:

- enjoyable - they provide a relaxed context for language learning.
- motivating - they concentrate the mind for a specific short term goal.
- nonthreatening - winning or losing can depend on the random throw of a dice.
- activity-based and tactile - learners become less self-conscious when physically involved and when their primary focus is on the aims of the game.

They will help the learners to improve their familiarity with the new language and begin to transfer it to long-term memory.

Why use Linguascope eBooks?

Linguascope eBooks can be used to promote effective learning in the following ways:

- They support multisensory approaches which are tactile, visual, and designed for active use.
- They can make language visible by providing visual prompts and manipulable structures.
- They can provide challenges appropriate for classes of all abilities and mixed abilities.
- They support independent learning.
- They encourage co-operative learning.
- They help to build confidence.
- They are motivating.
- They can be used to promote creativity.
- They allow teachers to make efficient use of resources, by providing materials which are flexible, cost effective and time-saving.

Suggestions for activities and games

The resources supplied in this book can be used singly or in a variety of combinations to support work at different stages of the teaching programme and with students of differing abilities and needs. For example,

Visuals can be used:
• with the whole class, to introduce vocabulary and structures;
• with individual students or groups, to practise or revise discrete items of vocabulary (words, phrases or sentences);
• they can be combined in many different ways to illustrate relationships between items of vocabulary;
• by shuffling groups of cards an element of randomness can be introduced to learning activities;
• single cards or groups of cards can be used as a starting point for using language creatively.
Function cards can be used in conjunction with visuals to encourage the transfer of learning from one situation to another.
Board games involving the use of visuals and/or dice or spinners can be used to set up activities which can be quite simple or very demanding.
Novel activities can be set up to fulfil a specific learning need which the teacher has identified, or familiar games formats can be used.

Using visuals with the IWB
The IWB is particularly useful for introducing new vocabulary, but it can also be used for whole class work at various stages throughout the teaching programme. For example, it can be used to display visuals for:
• ensuring that students understand the concepts underpinning the work you are planning for them to do (particularly useful where there are students with special educational needs);
• reviewing vocabulary previously learned, in order to link it to new vocabulary you are about to introduce;
• presenting new vocabulary;
• teacher-led practice of new vocabulary;
• assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
• playing games in which the whole class can join;
• demonstrating an activity or game which learners are about to carry out in groups;
• inviting suggestions from students as to how language items they have already learned could be used in a variety of situations;
• triggering activities requiring students to make creative use of the language they have learned;
• organising feedback about an activity;
• assessing the quality of learning which has taken place during group work, or over a period of time;
• revising vocabulary learned at an earlier stage in the programme.

Using visuals for activities and games
Sets of visuals can be used as props for many language learning activities as well as serving as 'game pieces' in a number of well-known game formats.

Many of the activities and games suggested below can be used for consolidating recent learning, and for helping students to monitor the effectiveness of their learning. Some will stimulate creative use of the language which has already been learned. They will variously encourage memorisation, speaking, listening, reading or writing, and sometimes combinations of these.

It is worth remembering that a single visual or set of visuals can be used in many different ways to achieve different learning outcomes. Notes in square brackets after each title will suggest likely outcomes, but teachers will have their own ideas to add to these.

Familiar game formats

Note: Some games are suitable only for those cards which prompt a single word or a short phrase, e.g. verbs or nouns. Provide checklists of vocabulary. For visuals which prompt more advanced or open ended language, adapt games as appropriate.

What's Shown on the Card? [memorising, consolidating learning] Needed: Picture cards with a checklist of text. The following sequence of activities progresses from less to more demanding.

Picture Spread: Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins. (Offers free choice of seen cards.)
Pick a Card: Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)
Take that Card: Place the cards in the middle of the table. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack. (No choice of card.)
Guess the Card: Place a small number of cards without text face down. Players in turn guess (or take bets on) which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure.)
Quick Flash: The quizmaster holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive. Time pressure.)

Variation 1: **Guess What's Coming:** Produce cards on a theme out of a bag, box, pocket, etc.
Variation 2: **Have Another Go:** As in 'Take that Card', but if you are wrong, you put the card, picture up, in front of you. At the end of the game, if you still have cards, you try again, in turn, to give the right answer and so lose your cards. The last player with a card loses. (Note: This concept of retaining the card until the item of vocabulary is learnt can be applied to a number of games.)

Line Solitaire [memorising, consolidating recent learning, revising, monitoring]
Lay out some cards in a line. Name the first item, then turn the card over and check the answer. If you get it right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)
Variation 1: Lay the cards out in say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

Noughts and Crosses [consolidating recent learning, revising, monitoring] Needed: 9 cards.
Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on it. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on it. Three cards in a row wins the game.

3 in a Row [creative use of language]
Needed: Board of 12 pictures.
Choose a picture square and name the item, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

I Spy... [consolidating recent learning, revising]
Spread out selected cards over the table. Call out the beginning letter of an item for the other players to find. If someone points to the correct card and names it, they keep it and become the next quizmaster.

Kim's Game [consolidating recent learning, revising]
Spread out selected cards over the table. One player removes a card while the others turn away. The others then look at the cards. The first player to name the missing item wins a point.

Bingo [consolidating recent learning, revising, listening]
Choose 8 items from the 12 on a picture board and put a cross in one corner of each of the 8 squares. The quizmaster calls out the 12 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.
Variation: **Memory Bingo:** Spread out selected cards on the table. Then put the cards away and write down any 8 that you can remember. Then the dealer shuffles the cards, and turns them over one by one. Check off the cards against the items on your list. The first player with 8 correctly spelt words (or with an agreed number of errors) wins.

Charades [consolidating recent learning, revising]
The first player takes one of some selected cards and mimes the item for others to guess.

Dominoes [consolidating recent learning, reading]
Needed: Prepare sets of dominoes with pictures and text. Play in the usual way, matching words and pictures.

Matching Pairs [consolidating recent learning, revising]
Needed: 2 sets of picture cards.
Shuffle the cards and spread them out face down. The first player turns over two cards. If they match, and if the player can name them correctly, s/he keeps them and tries again. If they do not match, or if s/he cannot name them correctly, the cards are turned back down and the next player tries.

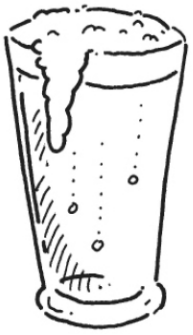
Variation: [reading, consolidating recent learning, revising] Needed: 1 set of picture cards, 1 set of text cards.
Spread out one set of cards picture up and the other set word up. Point to a card in set 1 and a card in set 2, then the checker sees if they match. If they do, you keep them. The player with the most 'pairs' wins.

I Went to Market [consolidating recent learning, revising]
Spread some suitable cards out on the table. One player starts a sentence. The next player repeats the sentence and adds an item. For example:
I'm going to the doctor's because I have... a cold... a broken leg... and indigestion...

True or False [listening]
The teacher, or a learner points to an item and says where it is. Examples: 01. Picture 2. I'm hot. False. The first player to call True or False correctly wins a point.
Variation 1: [speaking]
As above, but the caller repeats the sentence if true, corrects it if false.
Variation 2: [listening]
The teacher or learner reads out a list of statements. The players jot down which are True and which are False. Check answers at the end.

DIY Matching Pairs [creative use of language, writing, reading] Needed: Sets of pictures - a different set for each group.
Each group writes on slips of paper a sentence about each of their pictures for the next group to match up. Sentences are then mixed up. Groups move on to the next table to match the pictures and sentences.
Variations:
Many are possible. For example, matching up picture and statement, description, definition, question, context, dialogue, thought, opinion, text for postcard home, dream, memory, 2-line poem, comment on social or political issue, newspaper headline, cartoon caption.

Function cards
These can be used in conjunction with visuals to encourage the transfer of learning from one situation to another. Prepare sets of cards bearing prompts such as Ask for information, or Complain about something, or Express a worry. Combine them with picture prompts within games such as 3 in a Row.



Picture resources - Alcohol issues

1 Getting drunk

An interesting variety of verbs to describe the phases of inebriation!

Suggested language:

1. to smile	• 1. sonreir
2. to sing	• 2. cantar
3. to dance	• 3. bailar
4. to eat a lot	• 4. comer mucho
5. to kiss	• 5. besar
6. to make a pass (at)	• 6. insinuarse a alguien
7. to fall	• 7. caerse
8. to get aggressive	• 8. ponerse agresivo(a)
9. to drive too fast	• 9. conducir demasiado deprisa
10. to cry	• 10. llorar
11. to sleep	• 11. dormir
12. to be sick	• 12. vomitar

Suggested Activities

See Familiar Game Formats. Examples: **What's Shown on the Card?; True or False; Matching Pairs; Noughts and Crosses; Charades; I went to market...** When people are drunk they... when X was drunk he...

Additional activities:
Describe what's happening in each picture.
For each picture, imagine what characters are thinking, feeling or saying. Match with a Functions card, e.g. describe a problem, make a complaint.

Role play: Someone drunk! Persuading someone to drink more/less or to stop/give up drinking.
Surveys: Which drunken behaviour is acceptable/ unacceptable? Which is harmless/dangerous? Is it worse for females to get drunk? Is it worse to get drunk on your own, or in a social group? What should be the penalty for drink-driving/underage drinking/drunken behaviour at football matches? Should celebrities set a better example?

Research and compare society's view on drunkenness now and in the past. Research and compare the incidence of drink problems in other countries. Discuss the extended opening hours of public houses and bars, and the effect on town centres at the weekend.

1. Getting drunk

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2 The morning after

Often a bad time...

Suggested Language:

1. to sleep all day	• 1. dormir todo el día
2. to have a hangover	• 2. tener resaca
3. to have shaky hands	• 3. tener temblor de manos
4. to have double vision	• 4. ver doble
5. to feel sick	• 5. sentirse mal
6. to look dreadful	• 6. tener un aspecto deplorable
7. to have no clothes on	• 7. no llevar ropa puesta
8. to wake up with strange clothes on	• 8. despertarse con ropa extraña puesta
9. to wake up next to a stranger	• 9. despertarse al lado de un desconocido
10. to not be able to find (glasses)	• 10. no poder encontrar (las gafas)
11. to wonder where one's money went	• 11. preguntarse qué ha pasado con el dinero
12. to discover the mess	• 12. descubrir el desorden

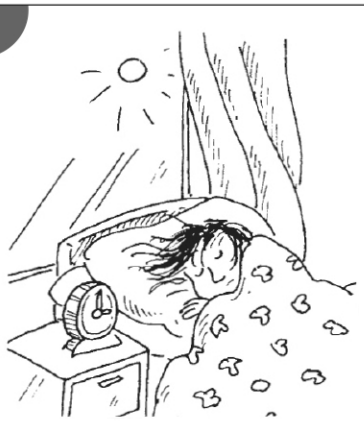
Additional language:
Expressions of pain, dismay, horror, or remorse. What happened last night? Oh no... Did I really say/do that?

Suggested Activities

See Familiar Game Formats. Examples: **I went to market...** When X woke up...

Additional activities:
Describe what's happening in each picture.
For each picture, imagine what characters are thinking, feeling or saying
Mix and match: With a Functions card eg Express a pain or emotion.
Role play: A scene the morning after.
Surveys: Is a night on the binge worth it? Which is the worst morning-after scenario?
Advantages and disadvantages of long opening hours for pubs. Find out about hangover cures – suggestions plus some precautions.

2. The morning after

1


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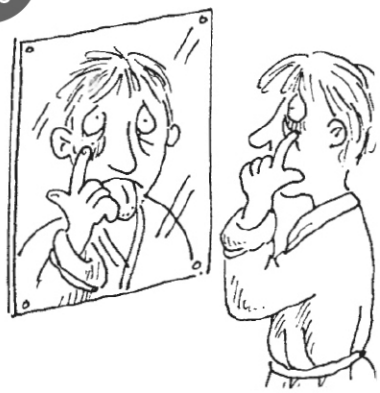

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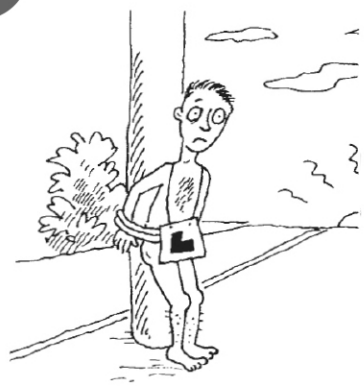

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12

3 Why drink? A

Suggested language:

1. to wish someone well	• 1. para brindar por alguien
2. to celebrate Christmas	• 2. para celebrar la Navidad
3. to enjoy a meal	• 3. para disfrutar de una comida
4. to have a good time	• 4. para pasarselo bien
5. to relax	• 5. para relajarse
6. to get a buzz/ a high	• 6. para alegrarse/tener un subidón
7. to join in	• 7. para participar en algo
8. to show you trust someone	• 8. para demostrar que se confía en alguien
9. to feel part of a group (football crowd)	• 9. para sentirse parte de un grupo (espectadores en un partido de fútbol)
10. to boost morale at work	• 10. para subir la moral en el trabajo
11. to revive	• 11. para animarse
12. to get Dutch courage	• 12. para tener más coraje

Suggested Activities

See Familiar Game Formats. Examples: **True or False; Matching Pairs; Charades**.

Additional activities:
Describe what's happening in each picture.
For each picture, imagine what characters are thinking, feeling or saying.
Mix and match: With a Functions card, e.g. express enjoyment or emotion.
Surveys: The most common reasons for drinking alcohol within different age groups. Compare reasons for drinking now with those in the past.
Describe a current issue/recent item in the media concerning why people drink.
Does indeed alcohol have a knack for stimulating conviviality, unlocking tongues, sweeping shyness away, dissolving social anxiety?
Research the rate of the closure of pubs, particularly country pubs, and possible reasons. For example: drink driving limits, the smoking ban, cheap alcohol in supermarkets, social media changing the way people meet, the fashion for binge drinking and consuming shots of alcohol.
What might older pubs have to offer? For example where the bartender knows the locals, where there is no loud music to impede conversation.
Does dry January kill pubs?
Should pubs diversify - coffee, breakfasts, fresh orange juice, events, quizzes, music nights, free wifi? Should country pubs combine with the local shop, bank, post office, library?

3. Why drink? A

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