

Name: Laura Reeck **Date:** 07/14/2025 **Level:** B1 **Number of students expected:** 4

Topic: France's new public smoking ban

Main lesson focus (underline one): Listening

Learner outcome(s): The students will be able to listen and respond to comprehension questions about the listening exercise. They will also be able to speak about the day's topic.

Grammar:

Vocabulary: ban, to breathe, lungs, passive smoke

Phrases:

Materials: Some PP slides with headlines, recording itself, Practice 1 gist exercise, Practice 2 deeper listening exercise, class poll handout

<https://breakingnewsenglish.com/2507/250703-tobacco-free-generation-11.html>

Assumptions: For this lesson I assume the Ss already know some relevant vocabulary about health and well-being, and they may know about the ban itself.

An anticipated problem: I am not sure if students will be able to understand the recording!

My proposed solution: There are different speeds that the recording can be played at, so if I sense that students are not understanding after listening to the recording the first time, I will slow the recording down.

What I intend to work on based on previous feedback: From Andy in review of lesson plan, make sure the students are given as many opportunities as needed to have some understanding of the recording.

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up/Engage 10 mins	Begin with a game of 20 questions: "Something important happened in France on July 1." What was it?	Give students an opportunity to begin speaking and listening in English. Focus on the question form with 20 questions, which will be important for the Production exercise at the end of the lesson. Engage students in the topic.	S, L
Vocabulary 5 mins	Show headlines in the press about the ban, asking students to identify key words – to elicit at least "ban." Brainstorm words associated with "smoking." ban (n) : does ban mean to start? Does it mean to end? to ban (v) to breathe (v) : is breathing essential for human beings? Why? lungs (n) : do you use your lungs to breathe? passive smoking (n) = is passive smoking, active	Pre-teach vocabulary important for the listening recording. Present some extensions of the basic vocabulary to deepen student understanding.	L

	smoking? If you breath in second-hand smoke, is that passive smoking?		
While listening 30 mins	<p>Set up Listening 1 task: Please just listen to the recording about the smoking ban in France.</p> <p>Set up Listening 2 task: Listen again to the recording and order the words 1-6 according to when you hear them.</p> <p>ICQ: are you crossing words out? Are you circling words? Are you putting a number 1-6 by the words?</p> <p>FB: Check answers and pronunciation – this is another opportunity to drill vocabulary.</p> <p>Set up Listening 3 task: Listen again to the recording and answer the questions T or F.</p> <p>FB: Check answers and correct the sentences that are false.</p> <p>After listening three times, ask the students to pair together and come up with two possible headlines for the article. Show them the headlines from the other newspapers.</p> <p>Actual title: France bans tobacco for smoking-free generation</p>	<p>Provide students with three opportunities to listen to the news segment. They will only listen the first time, likely paying attention to the vocabulary they just learned. They will listen with a gist exercise for the second time. This gist exercise has them focus on key words and their ordering in the recording. They will listen with a detail exercise the third time. This detail exercise has sentences T/F presented in chronological order in the recording.</p> <p>Ask students to use critical and creative thinking to imagine how this news segment compares to the headlines they saw during the Engage stage.</p>	L
Production and speaking related to topic	Students will work with each other to conduct a classroom poll on their beliefs about smoking and the smoking ban in France. Depending on the number of students, either students will speak with the others in the	Students will have an opportunity to use the lesson vocabulary and content in a speaking exercise in which they poll other members in the class. This will activate their learning and allow them to speak.	S

12 mins	<p>class, or they will do this as a pair exercise, reporting the other person's answers back.</p> <p>Go over poll questions with students.</p> <p>FB: What did you learn about attitudes toward smoking in our classroom?</p>		
Error Correction 3 mins	Highlight the good work and point out a couple of the most prominent errors made during production and speaking.	Compliment students on what they have done in the lesson. Introduce the corrections on some prominent points in speaking so that they integrate that to their understanding.	L
Filler	Students work in pairs to unjumble sentences taken from the recording.		