

TOBACCO AND YOUR HEALTH

(A Report)

After completing this lesson, you will be able to:

- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.).
- analyse organisational patterns in a text:
 - a. list/ sequence of ideas/ events comparison-contrast
 - b. cause-effect
 - c. problem-solution
 - d. reasons/ assumptions-conclusion
- give an informed personal and analytical response to a variety of texts and provide a textual reference in support.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- use all types of tenses correctly in speech and writing.
- gather relevant information from multiple authentic available resources following research ethics to write and present their assignment

Pre-Reading

- Do you know the importance of health?
- How does one feel on getting sick?
- Have you ever been hospitalised?
- Have you ever heard "health is wealth"?

The next time you see a packet of cigarettes, notice what is written on the label. It is a warning about the dangers of cigarette smoking to your health. Most governments require cigarette makers to warn people about the risks of smoking.

In the past people did not know about the dangers of cigarette smoking. But medical experts have learned that the smoke from tobacco contains poisonous substances which can damage your body. Smoking tobacco in pipes or cigars is just as harmful as smoking cigarettes. Smoking tobacco is also harmful. Tobacco in any form damages your health.

Three seconds after a person starts smoking a cigarette, his heart beats faster, his blood pressure rises, and a portion of the oxygen in his blood is replaced by a harmful gas. Cancer causing chemicals also fill his lungs every time he inhales the smoke. Nicotine, carbon monoxide and tar are the most dangerous substances in cigarette smoke.

Nicotine makes the blood vessels narrower so that the heart must work harder to pump blood through the body. The flow of blood in a smoker's body is reduced because of nicotine.

Carbon monoxide is the harmful gas that replaces part of the oxygen in blood. The oxygen level in a smoker's blood is lowered by this poisonous gas. Tar damages lung tissues. It affects the hair like parts of cells, called cilia that line the breathing tubes. By moving back and forth, the cilia sweep dust and particles out of the lungs to the throat and mouth so they can be breathed or coughed out. When tar from cigarette smoke builds up in the lungs, it forms a sticky brown mass which slows down the action of the cilia. Smoking one pack of cigarettes every day puts a cup of tar into the lungs each year. Cigarette smoke also causes a lung disease known as chronic bronchitis. It occurs when smoke irritates the lining of the bronchial tubes, making them produce too much mucus. The mucus blocks the air tubes, and a person with bronchitis coughs a lot to get rid of it. As tar builds up on the walls of the air tubes and lungs over the years, it can cause cancer cells to grow. Cancer cells multiply and destroy the healthy cells, and after sometime the lungs will not function correctly.

The only way to treat lung cancer is to remove all or part of the diseased lung. This type of cancer is the second highest cause of death among people who smoke. Non-smokers rarely get cancer.

Even though smoking is dangerous to health, smokers often find it very difficult to quit the habit. Smokers' bodies become so used to nicotine that they have a nervous reaction when they don't get it.

Risks from Smoking



From Wikipedia, the free encyclopedia

While-reading

How can people be warned about the risks of smoking?

While-reading

How do the cancer cells destroy the healthy cells?

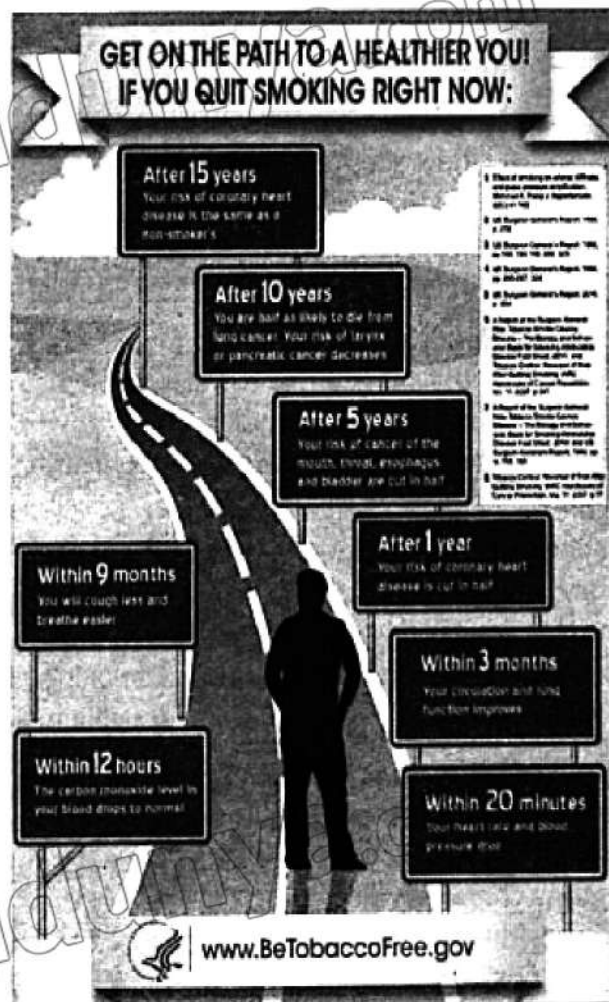
Quitting smoking is the hardest during the first few days. The body tells the brain that it wants nicotine. It takes a lot of will power for a person to resist smoking at that point. Eventually, however, the body will learn how to get along without nicotine.

Some people think that chewing tobacco (i.e. *paan* and *naswar*) won't harm their health, but they are wrong.

Nicotine can enter the body through blood vessels in the mouth. It then makes the heart speed up and chewing tobacco also leads to other health problems. It can cause mouth cancer or damage the gums so that the teeth become loose and fall out.

In many countries it is against the law to sell tobacco to young people. Even if a person doesn't use tobacco, he or she still can be harmed by it. Every time you breathe/inhale near people who are smoking, you breathe in poisonous substance. Nearly two-third of the smoke from a cigarette goes into the air around the smoker. When you breathe it in, the smoke can damage your body in the same way that it harms the smoker's body. Medical experts have learned that people who live with smokers have a greater risk of getting lung cancer than people who live with non-smokers.

Because of the danger to non-smokers, many countries have laws prohibiting smoking in public places. The picture of a burning cigarette with a single or double line drawn across it is the international No Smoking symbol.



Post-reading

Why is smoking prohibited in public places?

Notes and Comments

This report has been taken from a journal published in Türkiye. The Istanbul based journal didn't have the name of the author. However, the extract is a part of the lengthy report.

Theme

Awareness and recognition of smoking related problems is the theme. Health care is of prime importance. It is highlighted that prevention is better than cure.

Glossary

Words	Meanings	Synonyms
bronchitis	illness that affects the bronchial tubes leading to lungs	bronchial infection
carbon monoxide	a poisonous gas formed when carbon partly burns	
chronic	lasting for a long time	
inhale	to take smoke, gas into your body as you breathe	
mass	large amount of a substance without a definite shape or form	
mucus	thick liquid produced in parts of the human body	
nicotine	a poisonous substance in tobacco that people become addicted	
sticky	substance used to paste or stick things when touched	
substance	solid, liquid or gas having particular qualities (chemical)	
tar	a substance formed by burning tobacco	

Comprehension

a) Answer the following questions.

1. Describe the warning written on the packet of cigarettes.
2. Identify the dangers of cigarette smoking.
3. Explain the ways tobacco damages health.
4. Illustrate the three most dangerous substances in cigarettes.
5. Explain the reason of blood vessels becoming narrower.
6. Write down the reason of oxygen level lowering in a smoker's body.
7. Mention the way a smoker suffers from chronic Bronchitis.
8. It's difficult to quit smoking. Discuss.
9. In which way a non-smoker gets affected by smoking?
10. Restate the International Smoking Symbol.

b) Find the definition of each word as used in the text:

1 require (line-3)

- a) make somebody do something
- c) give advice on a subject

- b) want strongly
- d) let something to be done

2 vessel (line --- 16)

- a) something in which liquid is kept

- b) body cells that contain proteins

- c) narrow tubes in the body d) container of something
- 3 quit (line---34)
 a) seem b) stop c) quarrel d) link
- 4 fall out (line---55)
 a) drop b) pack c) break up d) come down
- 5 prohibit (line---68)
 a) refuse b) forbid c) protect d) hide

c) Mark the statement as true or false:

- i) In the past people knew a lot about the dangers of cigarette smoking. T/ F
- ii) Smoking tobacco in pipes and cigars is not at all harmful like smoking cigarettes. T/ F
- iii) Nicotine makes the blood vessels narrower. T/ F
- iv) The flow of blood in a smoker's body is not reduced because of nicotine. T/ F
- v) Carbon monoxide is a harmful gas. T/ F
- vi) Tar damages lung tissues. T/ F
- vii) Cigarette smoke does not cause a lung disease known as chronic bronchitis. T/ F
- viii) In many countries it is against law to sell tobacco to young people. T/ F

d) Give an informed personal and analytical response to a variety of texts and provide a textual reference in support.

It's the ability to read and analyze text in a way that goes beyond just understanding the surface meaning.

- **Analysis:** Critically examining the text to understand the author's purpose, arguments, and potential biases.
- **Evaluation:** Assessing the evidence used to support claims and the overall credibility of the source.
- **Interpretation:** Considering the context in which the text was written and its potential impact on the reader.
- **Inference:** Drawing conclusions that are not explicitly stated but implied by the text.
- **Synthesis:** Connecting the text to your own knowledge and experiences, and to other texts you've encountered.

Why is critical literacy important?

In today's information age, we are bombarded with messages from various sources. Critical literacy empowers you to:

- **Distinguish fact from opinion:** Not everything you read is objective truth. Critical literacy helps you identify the author's perspective and potential biases.
- **Evaluate information sources:** It equips you to assess the credibility of websites, articles, and other forms of media.
- **Form your own opinions:** By critically analyzing information, you can develop well-

informed beliefs and avoid blindly accepting what you read or hear.

- **Become an active participant in society:** Critical literacy skills enable you to engage in meaningful discussions and debates around important issues.

Activity: It is an activity about informed personal and analytical response to a variety of texts and provide a textual reference in support.

1. **Choose a text:** Select a piece of writing to analyze, such as a news article, blog post, poem, or short story.
2. **Textual Information:**
 - Title:
 - Author (if available):
 - Source (website, book, etc.):
 - Date Published (if available):

Text Analysis:

1. Understanding the text:

- Briefly summarize the main ideas and arguments presented in the text.
- What is the author's purpose in writing this text? (To inform, persuade, entertain?)

2. Analyzing the author's techniques:

- Identify any literary devices used by the author, such as metaphors, similes, or imagery. How do these elements contribute to the meaning of the text? (For non-literary texts, analyze persuasive techniques or language choices)
- Consider the tone of the text (formal, informal, humorous, serious). How does it impact the reader?

3. Evaluating the source:

- Is the author an expert on the topic? (For non-literary texts, is the source credible?)
- What evidence does the author use to support their claims? Is it reliable and unbiased?
- Can you identify any potential bias in the author's perspective?

4. Critical thinking:

- Does the text make any assumptions about the reader's knowledge or beliefs?
- What are the underlying messages or values conveyed by the text?
- Does the text raise any questions or challenges to your existing beliefs?

5. Connecting to the world:

- How does this text relate to current events or broader social issues?
- Have you encountered similar ideas or arguments elsewhere?
- How might the text be interpreted differently by people from different backgrounds?

Reflection:

- What did you learn from critically analyzing this text?
- How will you apply critical literacy skills to your future reading and research?

Oral Communication

Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfill different purposes (exposition, argumentation etc.).

- Create an informational display about the health hazard. Use internet and library to gather statistics, photos and other information about how many people all over the world have fallen prey to this injurious habit.
- Find out about the medical facilities in your area---doctors, clinics, hospitals. It would be ideal if you visit your local hospital.
- Speak confidently in a role-play or in panel discussion about the side effects of smoking to fulfill different purposes (exposition, argumentation etc.).

Inference

1. Why is it important to do exercise daily?
2. Do you think regular medical check-ups can save us from many ailments?

Vocabulary and Grammar

a) Parts of Speech

Preposition

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

Types of Preposition

Time Prepositions

Show when something happens.
Examples: "before dinner", "after the show"

Place Prepositions

Indicate a location or position.
Examples: "above the shelf", "between two trees"

Direction Prepositions

Point towards a direction.
Examples: "to the store", "from the house"

Space Prepositions

Describe spatial relationships.
Examples: "against the wall", "across the bridge"

Movement Prepositions

Indicate motion of something.
Examples: "through the tunnel", "into the room"

Manner Prepositions

Show the manner of an action.
Examples: "by car", "with enthusiasm"

Possession Prepositions

Denote ownership or possession.
Examples: "of the company", "with a key"

Agent Prepositions

Indicate the doer of an action.
Examples: "by the author", "with a brush"

Comparison Prepositions

Used for comparing.
Examples: "like a bird", "as brave as a lion"

Purpose Prepositions

Show the purpose of something.
Examples: "for cooking", "to learn"

Activity: Draw a circle around the correct preposition in parentheses in the following paragraphs:

1. John Doe, who graduated (of, from) the University of North Carolina two years ago, is now doing graduate work (in, on) engineering (at, to) Georgia Tech. He expects to receive his Master's degree (by, in) next June. After that, he plans to accept a job (as, like) a technician (by, with) an oil company (in, at) South America.
2. Jim was walking (across, over) the campus (in, at) noon when he met a friend whom he had not seen (since, during) summer. They stopped (in front of, around) the gymnasium and sat down (in, on) the steps. After they had talked (for, during) about ten minutes, Jim said, "I must go (toward, to) Jefferson Hall this semester. Why don't you drop by some afternoon (over, after) classes?"

b) Tenses

Past Tense and its kinds



<https://leverageedu.com/explore/learn-english/past-tense/>

Activity: Use all four past tenses (Simple Past, Past Progressive, Past Perfect, Past Perfect Progressive) to write a short story about a memorable event in your life.

Writing

Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment

1. Start with Reliable Sources:

- **Academic journals:** Look for peer-reviewed journals in your field through library databases or publisher websites. These are scholarly publications where experts review research before it's published.
- **Books by established authors:** Opt for books published by reputable presses and written by recognized experts in the field. Check author credentials and publication dates for recent information.

- **Government websites:** Utilize official websites of government agencies, research institutions, and reputable NGOs for factual data and statistics.
- **Credible News Sites:** Look for established news organizations with a reputation for accuracy and fact-checking.

2. Evaluate source credibility:

- **Author expertise:** Check the author's qualifications and background. Are they an expert in the field?
- **Publication date:** Ensure the information is current. Depending on your topic, older sources might not be relevant.
- **Publisher reputation:** Opt for publications by reputable publishers or universities known for rigorous standards.
- **Evidence and citations:** Does the source provide evidence to support claims? Are sources cited properly?
- **Objectivity:** Does the source present a balanced view or is it biased?

3. Use information ethically:

- **Quoting and paraphrasing:** Always cite your sources when using another's ideas or even specific wording (quotations). Paraphrasing requires proper citation as well.
- **Avoiding plagiarism:** Present your own understanding of the information. Don't copy someone else's work and claim it as your own.
- **Fair and balanced representation:** Acknowledge different viewpoints on your topic and present them fairly.
- **Permissions:** If you're using copyrighted material (images, videos, etc.), obtain permission from the copyright holder.

4. Tools to help:

- **Citation generators:** Use citation management tools like Zotero or Mendeley to organize your sources and generate citations in different styles (APA, MLA, etc.).
- **Library resources:** Librarians are experts at helping you find reliable sources and understand proper citation practices.

Activity: Gather relevant information from multiple authentic available resources following research ethics about Drug Addiction, its causes, disadvantages and solution to write and present their assignment.

Teacher's Note

- Ask them to give an informed personal and analytical response to a variety of texts and provide a textual reference in support.
- Let them demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Ask them to use all types of tenses correctly in speech and writing.
- Let them gather relevant information from multiple authentic available resources following research ethics to write and present their assignment.