

Name _____ Date _____

Stop Smoking

Stop Smoking!

In Cumbria last year 2,700 people managed to be “smoke free” after 4 weeks. That means that 2 out of 3 people who tried to give up smoking managed to do it!

Barrow now has a “quit and win” scheme. If you want to give up smoking contact the “Stop Smoking Service” on 01900324 222. The service will put you in touch with an advisor and you will be offered nicotine patches or gum. You may even be offered Champix, which is an anti-smoking drug. You will also be able to have the level of carbon monoxide in your system measured. When all the support to help you quit is in place, you will be asked to set a date when you’ll stop smoking.

After 2 weeks of using patches, gum or Champix, you’ll meet your advisor. They will check to see if you’ve been cheating by measuring the carbon monoxide in your system. When you have gone for 4 weeks without smoking you’ll have another check up.

If you haven’t cheated (and they can tell if you have) you will have a free pass to your leisure centre for 2 months. This will give you free access to the gym, swimming pool and even line dancing!

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Smoking

The Facts



- Stopping smoking for just 8 hours reduces nicotine and carbon monoxide in your blood by half and your oxygen levels return to normal.
- After being smoke free for 5 years, your risk of heart attack is about half that of a smoker.
- When you breathe in second hand smoke you are breathing in 4,000 different toxic chemicals. These chemicals can damage almost every organ in the body and can increase the risk of lung cancer and heart disease.



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1. How will your advisor on the "Quit and Win" scheme know if you have been cheating?
2. What do you gain (apart from better health) if you give up smoking for 4 weeks?
3. What is Champix?
4. What will the advisors at "Quit and Win" measure?
5. How many people in Cumbria managed to go for four weeks without smoking?
6. Who should you contact if you want to give up smoking?
7. What happens to your body when you stop smoking for 8 hours?
8. What are you breathing in when you breathe second hand smoke?

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Add an "ing" to the following **root** words:

smoke _____

breathe _____

manage _____

measure _____

use _____

reduce _____

damage _____

increase _____

quit _____

win _____

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The word "smoke" can be used in different ways.

It is used as a noun (the name of something).

The smoke was black.

It is also a verb (a doing word).

The man was asked not to smoke.

The man was smoking.

The man smoked too much.

Write 3 sentences of your own using the word "smoke" as a **noun**.

Write 4 sentences of your own using the **root** word "smoke" as a **verb**.

Remember; you can put endings onto verbs.

Stop Smoking – Functional English Criteria

(Main criteria covered by this resource are highlighted in yellow)

Useful definitions Ofqual (2009), pp3-5.

Reading within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

Entry 3 Skill standard	Entry 3 Coverage and range Ofqual (2009), p9.
<p>Speaking, listening and communication Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<ul style="list-style-type: none"> Follow the main points of discussions Use techniques to clarify and confirm understanding Give own point of view and respond appropriately to others' point of view Use appropriate language in formal discussions/exchanges Make relevant contributions, allowing for and responding to others' input
<p>Reading Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p>	<ul style="list-style-type: none"> Understand the main points of texts Obtain specific information through detailed reading Use organisational features to locate information Read and understand texts in different formats using strategies/techniques appropriate to the task
<p>Writing Write texts with some adaptation to the intended audience</p>	<ul style="list-style-type: none"> Plan, draft and organise writing Sequence writing logically and clearly Use basic grammar including appropriate verb-tense and subject-verb agreement Check work for accuracy, including spelling
Level 1 Skill standard	Level 1 Coverage and range Ofqual (2009), pp10-11.
<p>Speaking, listening and communication Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<ul style="list-style-type: none"> Make relevant and extended contributions to discussions, allowing for and responding to others' input Prepare for and contribute to the formal discussion of ideas and opinions Make different kinds of contributions to discussions Present information/points of view clearly and in appropriate language
<p>Reading Read and understand a range of straightforward texts</p>	<ul style="list-style-type: none"> Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail Utilise information contained in texts Identify suitable responses to texts <p style="text-align: right;">In more than one type of text.</p>
<p>Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p>	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail Present information in a logical sequence Use language, format and structure suitable for purpose and audience (55-60% assessment weighting) Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (40-45% assessment weighting) <p style="text-align: right;">In more than one type of text.</p>

References

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. Further functional skills documents available at <http://www.ofqual.gov.uk/>