

## COURSE OF THE LESSON

STAGE	T I M E	PROCEDURE	AIMS	TEACHER'S ROLE	INTER ACTIO N
Warm up	1	<i>Look at the picture on page 28. How does the girl feel? Why does she feel stressed? What are the situations when you feel under stress?</i>	To introduce the topic	Involver	S1S2
Pre- reading	5	<p><i>Read the poem p 28.</i></p> <p><b>What is stress?</b>( your own reaction to a mess).</p> <p><b>Stress from pains to pleasures range</b> -What does the author mean? ( Stress may be either positive and negative). <b>When is the stress negative/ positive?</b> (students answers)</p> <p><b>How does the writer understand the mess in this context?</b>( mess is something opposite of the order. So, when you aren't organized in your life, you are under stress.</p> <p><b>When do we have stress in our lives?</b> Stress is the reaction to the life's changes.-("<b>the common element is change</b>") When you can't control the situation.)</p> <p><b>How can our body react to the stress?</b> (the heart speed up, the gut slows down, facial muscles snarl and frown).</p> <p>What does the writer mean saying "<b>adapt or die?</b>" ( students answers)</p> <p><b>Is the stress a unique reaction of the body? Do animals feel stress?</b></p> <p><b>How does your body react to the stress?</b> ( Introduce the target voca + palpable stomach-sinking terror - ошутимый ужас, от которого сводит желудок)</p>	to engage into discussion	Involver & Facilitator	S1S2S3
Pre- Reading	3	<p>Listen to the text to catch the general info. Put down the main ideas (basic statements) of each part.</p> <p><b>1 para: The lowdown the stress</b></p>	To spot the main idea of the paragraphs	Instructor	individual

		<p><b>A Our body react physically &amp; emotionally on the changes in our lives</b>  B Stress can sometimes be positive  C You can control your stress</p> <p><b>2 para: A is for Action</b>  A Break down your tasks into smaller 'chunks'  B Lighten your load if you are stressed  <b>C Act rationally to control your stress</b></p> <p><b>3 para: B is for Bear it</b>  A Control your thoughts if you can't control your feelings  B Use breathtaking techniques  <b>C Accept the situation and "grin and bear it".</b></p> <p><b>4 para: C is for Cope</b>  <b>A Find the ways to handle your stress</b>  B Lead healthy life style  C Take your mind off the stress</p>			
While - reading	5	Read again and fill in the gaps.	To reinforce the the main points of the text and focus attention to the logical links in the text	Observer	individual
Post reading-	10	<p><b>Extend each of the main idea of the paragraphs:</b></p> <ol style="list-style-type: none"> <li>1) Each student choose a target word from the list (or use a random wheel) and make a sentence with it.</li> <li>2) In your group make up a 2 min speech unfolding the story with the sentences done by the members of the group.</li> <li>3) Rehearse your speech in a group.</li> <li>4) Choose the student who performs your story the best.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Group 1</b> : (get our body &amp; mind) react the stress</li> <li>• to tense muscles (the nervous system causes muscles to tense)</li> <li>• shallow (breathing)</li> <li>• (adrenaline is released) into the bloodstream</li> </ul>	<ol style="list-style-type: none"> <li>1) to memorize the target voca</li> <li>2) Present steps to unfold the topic from one sentence into a spacious productive monologue (work with a mind map)</li> </ol>	Instructor	Mini groups

	<ul style="list-style-type: none"> <li>• (the heart ) speeds up</li> <li>• the gut (slows down)</li> <li>• facial muscles ( snarl &amp; frown)</li> <li>• palpable stomach sinking terror</li> <li>• <b>Group 2 :</b> meet challenge (with focus &amp; strength)</li> <li>• in the long term</li> <li>• (cause) physical &amp; emotional symptoms</li> <li>• forgetfulness</li> <li>• low self-esteem</li> <li>• deal with (stress)</li> <li>• (get) out of hand</li> <li>• (take) control</li> <li>• (break tasks down into) small 'chunks'</li> <li>• (deal with) one thing at a time</li> <li>• (in) order of priority</li> <li>• lighten (the load)</li> <li><b>Group 3:</b></li> <li>• 'grin( &amp; bear it')</li> <li>• (feel) overwhelmed</li> <li>• (take) a deep breathing</li> <li>• analyse the problem rationally</li> <li>• accept your situation</li> <li>• pull the hair out</li> <li>• it's killing me</li> <li><b>Group 4 :</b></li> <li>• (do something) relaxing</li> <li>• (take) your mind off</li> <li>• bug</li> <li>• deal with (negative emotions)</li> <li>• last but not (least)</li> </ul>			
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		<ul style="list-style-type: none"> <li>• nutritious (meals)</li> <li>• essential (for)</li> <li>• (positive) attitude</li> <li>• rule (your life)</li> </ul>			
Production (mingling activities - 3 times)	15	<p>Exchange the member of your groups: retell your information and listen to other speakers.(ask questions for understanding and practising speaking skills)</p> <p><b>STUDENTS</b>  1ROUND ( see previous stage)  1) AAAA 2) BBBB 3) CCCC 4) DDDD  2 ROUND 1)AB - AB CD-CD  3 ROUND 1) AC -AC - BD-BD</p>	To practice in speaking & note taking ( <b>via mind map</b> ) <a href="https://goo.su/tKDz">https://goo.su/tKDz</a>	Manager & Observer	individual
Extra Productive skills (for fast finishers)		<b>Critical thinking</b> : what do you think is good advice for when you take stress?	Provide speaking practice + Develop critical thinking skills		
reflexion	2	What important skills have you got today? What words have you learnt? What words have you known? (check list)	To focus ss attention on their takes away	observer	individual
ht		Ex 4 p 28	To assess the ht to reinforce the skills	manager	individual

### Materials, Links:

**1. Spotlight 11, SB Evans V., Dooley J., Obee B., Afanasyeva O., Mikheeva I., M., Express Publishing " Просвещение"**

2. ЭОР: IOctopus mind-map platform: <https://mind-map-school.ru/doc-c2d612750514ae3e/>  
<https://goo.su/tKDz>

<https://goo.su/tKDz> Копировать

 