COURSE OF THE LESSON "STRESS" (Coursebook: Spotlight 11)

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

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|  |  | **A Our body react physically & emotionally on the changes in our lives**  B Stress can sometimes be positive  C You can control your stress  **2 para: A is for Action**  A Break down your tasks into smaller 'chunks'  B Lighten your load if you are stressed  **C Act rationally to control your stress 3 para: B is for Bear it**  A Control your thoughts if you can't control your feelings  B Use breathtaking techniques  **C Accept the situation and "grin and bear it". 4 para: C is for Cope**  **A Find the ways to handle your stress**  B Lead healthy life style  C Take your mind off the stress |  |  |  |
| 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 | individu al |
| Post reading- | 1  0 | **Extend each of the main idea of the paragraphs:**   1. Each student choose a target word from the list (or use a random wheel) and make a sentence with it. 2. In your group make up a 2 min speech unfolding the story with the sentences done by the members of the group. 3. Rehearse your speech in a group. 4. Choose the student who performs your story the best.    * **Group 1** : (get our body & mind) react the stress    * to tense muscles (the nervous system causes muscles to tense)    * shallow (breathing)    * (adrenaline is released) into the bloodstream | 1. to memorize the target voca 2. Present steps to unfold the topic from one sentence into a spacious productive monologue (work with a mind map) | Instructor | Mini groups |

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|  |  | * (the heart ) speeds up * the gut (slows down) * facial muscles ( snarl & frown) * palpable stomach sinking terror * **Group 2 :** meet challenge (with focus & strength) * in the long term * (cause) physical & emotional symptoms * forgetfulness * low self-esteem * deal with (stress) * (get) out of hand * (take) control * (break tasks down into) small 'chunks' * (deal with) one thing at a time * (in) order of priority * lighten (the load)   **Group 3:**   * 'grin( & bear it') * (feel) overwhelmed * (take) a deep breathing * analyse the problem rationally * accept your situation * pull the hair out * it's killing me   **Group 4** :   * + (do something) relaxing   + (take) your mind off   + bug   + deal with (negative emotions)   + last but not (least) |  |  |  |

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|  |  | * nutritious (meals) * essential (for) * (positive) attitude * rule (your life) |  |  |  |
| Producti on (minglin g activitie s - 3 times) | 1  5 | Exchange the member of your groups: retell your information and listen to other speakers.(ask questions for understanding and practising speaking skills)  STUDENTS  1ROUND ( see previous stage)  1) AAAA 2) BBBB 3) CCCC 4) DDDD   1. ROUND 1)AB - AB CD-CD 2. ROUND 1) AC -AC - BD-BD | To practice in speaking & note taking **(via mind map) https://goo.su/tKDz** | Manager & Observer | individu al |
| Extra Producti ve skills (for fast finishers  ) |  | **Critical thinking :** what do you think is good advice for when you take stress? | Provide speaking practice + Develop critical thinking skills |  |  |
| reflaxio n | 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 | individu al |
| ht |  | Ex 4 p 28 | To assess the ht to reinforce the skills | manager | individu al |

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**

