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| **Unit: 10.7: Stress and Fear (Language with content)**  Lessons 1-2 | | | **School: NIS Kokshetau**  **Grade 10** | | | |
| **Date:** | | | **Teachers’ names:** | | | |
| **Learning objective(s) that these lessons are contributing to** | | **10.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups  **10.C7** develop and sustain a consistent argument when speaking or writing  **10.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics  **10.R1** understand main points in extended texts on a range of unfamiliar general and curricular topics  **10.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  **10.L1** understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * list 2-3 fears that people experience * read a text and identify 1-2 “fight or flight” situations * create 1-2 sentences with “feeling stressed” expressions   **Most learners will be able to:**   * list 4-5 fears and explain possible reasons * read a text and identify 3-4 “fight or flight” situations * distinguish physical symptoms people experience when feeling stressed * create 3-5 sentences with “feeling stressed” expressions   **Some learners will be able to:**   * list various fears and explain their possible reasons, supporting with facts or examples * read a text and identify all the “fight or flight” situations * distinguish the same physical symptoms people experience when feeling stressed and non-stressed * create 6-8 sentences with “feeling stressed” expressions | | | | |
| **Language objective** | | To contribute to the development of reading skills | | | | |
| **Value links** | | Respect, Cooperation, Digital Learning/21st Century Skills | | | | |
| **Cross curricular links** | | Psychology, Biology, and Chemistry | | | | |
| **ICT skills** | | Projector or Smart board for presenting a PPT | | | | |
| **Previous learning** | | Students should know basic issues in stressful and non-stressful situations | | | | |
| **Kazakh culture** | | How people in Kazakhstan behave in stressful situatuins | | | | |
| **Pastoral care** | | To create a friendly atmosphere for collaborative work | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| 2 min  (W) | **Welcome & Objectives**   * Welcome students back from winter break and ask them how they are. * Read through the daily objectives on slide 1 | | | | | PPT - Slide 1 |
| 8 minutes  (P/G)  10 minutes  (W/P)  10 minutes  (W)  10 minutes  (W)  10 minutes  (W)  10 minutes  (I/P/W)  8 minutes  (P/G)  10 minutes  (P/G) | **Introduction to Stress and Fear**  ***Warm-up***   * Write the words *I am afraid of ...* on the board. Ask students to think of people or things that they are afraid of. You may like to give a couple of examples of your own to get them started. Students come up to the board and write their ideas individually.   Later they explain the reasons of their fears in pairs or in small groups.  e.g. *I am afraid of ...* *because* …  Listen to a few examples in open class.   * Write the words *fight or flight* on the board. Ask students to describe the meaning of the words individually, then to discuss what they mean when used together to describe a situation. Students in their words define what *Fight or Flight* situation is.   After they shared the ideas with the class, watch the *Fight or Flight* video then ask them if their understanding of *Fight or Flight* situation has changed. Show the correct definition on slide 2.   * What examples of 'fight or flight' situations can they think of? Let students discuss with a partner before asking some individuals to share their thoughts with the rest of the class.   ***Pre-reading***  Teacher provides students with vocabulary bank on the topic (words/expressions from pp 68-69).  Students in turn read aloud the new word and the definitions from the slides or vocabulary sheet.  ***Reading ‘I Cut off My Arm to Survive’***  Tell the students that they are going to read a magazine article about 'fight or flight' situations. Tell students to check how many of the ‘fight or flight’ situations are mentioned. Students read aloud in turn.  *Answers*  The situations mentioned are: *a man getting his arm stuck in some machinery; babies spitting out bitter-tasting food; parents lifting cars off trapped children; people surviving in the jungle after a plane crash; annoying people picking on you.*  ***After-reading***  Read through sentences 1-8 with students and check understanding. Students decide which of the points are not raised. Students compare answers with a partner before checking in class.  *Answers*  *Points 5 and 7 are not raised.*  **Discussion box**  In pairs or small groups, students go through the questions and discuss them.  1. *Describe a time when you were in a fight or flight situation.*  *2. How does it feel to relive the story? Have your emotions changed?*  Student should use Second Conditional to say what would change if they encountered the same situation again.  Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.  **Vocabulary activity**  Ask students to match the underlined words and expressions with the meanings ***a-g***. Encourage students to look back at the text. During feedback, explain the meaning of each of the phrases, say the full expressions and ask students to repeat them.  *Answers*  *1 c 2b 3d 4g 5f 6a 7e*  ***(Ex.2b)*** In pairs, students write a sentence for each of the expressions in Exercise 2a, describing a situation in which they experience each of the physical symptoms. Circulate and check students are using the expressions correctly. Invite some of the students to read a sentence to the class. | | | | | <https://www.youtube.com/watch?v=VQUv37Tl1qc>  (1:47)  Slide 2  Handout 1  PPT Slides 5-26  English in Mind. Second edition. Student’s book 5. Herbert Puchta, Jeff Stranks & Peter Lewis-Jones  pp. 68-69  Handout 2  (*print the pages from the textbook*)  Handout 2  (Side 2)  Handout 2  (Side 2) |
| **The End**  2 minutes  (I/W) | **Home work**  Read through the examples in ex.2c with students. Explain to them that they are to make a list of non-stressful situations when they would experience the symptoms in Exercise 2a. | | | | | *English in Mind. Second edition. Student’s book 5. Herbert Puchta, Jeff Stranks & Peter Lewis-Jones*  *ex.2 c p. 69* |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | **Learners ‘Assessment – how are you planning to check learn learning?** | **Cross-curricular links** | |
| Students will be put into mixed-ability pairs/groups  Teacher circulates the room  constantly offering support to  weaker students  and encouraging stronger students to  think of more complex, abstract thoughts. | | | | Students will be assessed through   * questioning * discussing * after-reading activity * creating and sharing sentences with new vocabulary | Psychology, Biology, and Chemistry | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |