

Relevant Course Learning Outcomes per <i>Common European Framework of Reference for Languages 2018 (Companion Volume with New Descriptors)</i>	READING COMPREHENSION <u>Identifying Cues & Inferring</u> <u>B2 LOs</u> Can use a variety of strategies to achieve comprehension, including identifying main points and using context clues <u>B1 LOs (Review & Consolidation)</u> • Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs and organization to better understand the argument in a text. • Can extrapolate the meaning of a section by considering the text as whole • Can identify unfamiliar words from the context in familiar areas • Can make basic inferences and predictions about text context from headings, titles, or headlines • Can follow a line of argument sequentially by focusing on logical connectors and metadiscourse markers (however because) and temporal connectors (after that, beforehand) • Can deduce meaning of unknown words in written text by identifying constituent parts (e.g., identifying word roots, lexical elements, suffixes & prefixes) <u>Reading for Information & Argument</u> <u>B2 LOs</u> • Can obtain information, ideas, and opinions from specialized sources outside his/her field, provided terminological scaffolding • 'Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.' • Can distinguish fact from opinion in a text. • Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation, and cause-effect relationships. <u>B1 LOs (Review & Consolidation)</u> • Can recognize the main points and conclusions in a factual/non-fiction text on a subject of familiar or current interest • Can recognize the line of argument in the treatment of an issue presented. SPOKEN PRODUCTION <u>Overall Production</u> <u>B2 LOs</u> • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail describing Experience <u>B2 LOs</u> Can describe the personal significance of events and experiences in detail <u>B1 LOs (Review & Consolidation)</u> • Can reasonably fluently relate a description as a linear sequence of points • Can give detailed accounts of experiences, describing feelings and reactions • Giving Information <u>B1 LOs (Review & Consolidation)</u>
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	• Can report factual information on a familiar problem • Can report main points in an idea or problem <u>Putting a Case</u> <u>B2 LOs</u> • Can explain a viewpoint on a topical issue giving advantages & disadvantages of various options • Can construct a chain of reasoned argument <u>B1 LOs (Review & Consolidation)</u> • Can give reasons and explanations for opinions • Can express opinions on subjects relating to everyday life <u>Discussion</u> <u>B2 LOs</u> • Can take an active part in informal discussion on familiar topics, commenting, putting points of view clearly, evaluating alternatives, and responding to others' ideas <u>B1 LOs (Review & Consolidation)</u> • Can compare and contrast situations and alternatives • Can make opinions and reactions understood as regards problems and situations • Can express belief, opinion, agreement, and disagreement politely <u>Goal-Oriented Cooperation</u> <u>B2 LOs</u> Can outline an issue or problem clearly, speculating about causes or consequences, weighing advantages and disadvantages of different approaches <u>B2 LOs (Review & Consolidation)</u> • Can give brief comments on the views of others • Can explain why something is a problem and contrast perspectives • Information Exchange • Can summarize and give his or her opinion about an article and discussion, and ask and answer further questions of detail <u>B1 LOs (Review and Consolidation)</u> • Can obtain more detailed information from an interlocutor <u>Turn-taking</u> <u>B2 LOs</u> • Can initiate, maintain, and end discourse exploiting appropriate language • Can use stock phrases (That's difficult to say/answer) to gain time to formulate responses) • Can intervene in a discussion on a familiar topic, using a suitable phrase to gain the floor <u>Asking for Clarification</u> <u>B2 LOs</u> • Can ask for explanation or clarification to understand complex, abstract ideas • Can formulate follow-up questions to a member of a group to clarify an issue <u>B1 LOs (Review & Consolidation)</u> • Can ask for further details and clarifications from other group members in order to move a discussion forward
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	<u>Mediation</u> <u>B2 LOs</u> • Can work collaboratively creating a positive atmosphere by giving support, asking questions to identify common and differing opinions and exploring issues sensitively. • Can collaborate to construct meaning by further develop other people's ideas, pose questions that invite reactions from different perspectives, and propose/compose synthesized viewpoints to develop a shared interpretation • Can help organize discussion in a group by summarizing, elaborating, and reporting what others have said, weighing up different points of view.
Relevant B2 LOs/Competencies per <i>British Council EAQUALS Core Inventory for General English</i>	Critiquing & reviewing Describing experiences Describing feelings & emotions Developing an argument Expressing abstract ideas Expressing opinions Expressing reactions Justifying an opinion Synthesizing, evaluating, glossing Using connecting words expressing cause & effect, contrast Discourse markers to structure argument Use Contrastive and Chronological Linkers
Lesson Specific LOs	• Understand informational text of mid-level difficulty • Exchange information about the contents of the article in productive discussion using discourse management techniques • Infer and deduce the meaning of technical vocabulary in the article • Relate the substantive content of the article to their own lives • Discuss, evaluate, and express own views of the opinions expressed in the article
Assessment	
Lesson Duration	80 minutes
Resources Needed	Copies of text "The term stress" (print or digital, depending on class format) Handouts: Mindmap Worksheet; Group Discussion Response Comparison Chart Pre-prepared Digital Excel Article Vocab File PPT Presentation

PROCEDURE

Stage & Timing	Activity Description & Teacher Actions	Strategies, Monitoring & Assessment
Greeting & Intro 2-3	Display PPT Slide 1, Critical Reading & Analysis (Focus of Lesson) Welcome students; confirm seating in small groups; direct attention to B2 Level objectives on the board: • Read & discuss an academic text • Use context to understand specialized vocabulary • Find main points & paragraph topics • Determine author's purpose and POV • Evaluate and compare your opinions on the topic and the author's views on the topic A topic we all know very well, maybe too well!	Clarify classroom organization and routines for efficiency Metacognitive Awareness of Lesson Goals Engagement: Recruit Attention
Warm-Up /Anticipatory Set + Task 1 10-15	Display PPT Slide 2: Consider the following situations Call on students to read situations a-d Elicit initial responses: what do students think about these situations? Good or bad? Have student read instructions Handout Mindmap Form Confirm instructions with 'What goes here?' questions Confirm types of words and phrases we use to describe (from 'show not tell' lessons in creative writing) i.e., adjs. Students work in groups/pairs to complete mind map	Activate prior knowledge & relevant lexis Engagement: recruit interest with personal responses Check for understanding Assessment & Scaffolding: note group dynamics and competencies in output
Optional 10 Grammar Review	Display PPT slide 3 Useful Language: Conditionals & When Clauses to Express Feelings to support Task 1 Part 3 Circulate, provide feedback & scaffolding as needed	Model Benchmark B2 CEFR Grammar Competency
Transition 5-10	Tell students we will now share our responses and I will write ideas on the board Prepare 3-column chart on eboard/board, headings 'mental' (mind), physical (body), emotional (feelings); large box over chart for target encompassing term [STRESS] Allow the students a moment to wrap up, organize ideas and prepare to discuss	Activating, sharing and refining prior knowledge and lexis by gathering, confirming, and clarifying relevant words Development of Collaborative, Organization & Group Negotiation Skills
Discussion & Transcription & Peer-to-Peer Evaluation of Task 2 15	Show PPT Slide 4 Compare and Contrast Opinions Explain Task 2, referring to Slide 4 steps, (modelling instructional signposting) Tell: First, each group will share the words it found to describe the mental emotional and physical feelings that arise in these situations. Then, the group will give ONE word they think can describe ALL (encompass) these feelings. Finally, the group will offer their sentence, explaining WHY they think we feel this way in such situations.	Primary Dual Focus on lexis & discourse functions of comparing opinions relevant to following reading task Secondary Focus on practice opportunity for key previously introduced B1-B2 grammar structure (conditionals); Assessment & Monitoring: note

	Handout: Group Discussion Response Comparison Chart Tell: You each have this chart (hold up). While other groups are talking, presenting their ideas, LISTEN CAREFULLY. Are their ideas the SAME OR DIFFERENT from yours? On your response form, write one word or idea from each group that is the same as or similar to what you wrote, and one word or idea that is different. You should EACH try to listen and fill in the chart, so you can COMPARE with your other group members at the end. Show PPT Slide 5: Your Completed Comparison Chart is Your Exit Ticket for Today. Tell: (Read Exit Ticket Slide) Ask: (Random Call) What do you have to do with the form? So, for example, I am in Group 1 with X, Group 2 is talking now. What do I write here, in this box? (Random call) Ask Group 1: "Ok, ready Group 1? What did you think? How would you feel in these situations? Each group presents findings Discuss and prompt per student interests and experiences KEY TERMS B2 & BELOW: A1 event, model, result, situation A2 able, depend, environment, fear, heart, lead, normal, physical, predict, produce, react, refer, response, stress B1 aware, challenge, emotion, environmental, escape, face, handle, mental, reaction, stressful, painful B2 stressful, threatening, adapt, anger, emotional, subjective, organism, vary T Transcribes key words and phrases to Board, eBoard, or Flip Chart, depending on mode/available resources; eboard notes should be filed as CSV for comparison against Cathoven/Text Inspector Vocabulary List to inform FLEXPOINT	naturally occurring production of target structures and lexis, as well as discourse and interactive competencies; scaffold attempts as needed Recruit Attention Check for understanding Formative Assessment: Note Lexis, Grammar, Discourse eboard notes should be filed as CSV for comparison against Cathoven/Text Inspector Vocabulary derived pre-prepared target vocab list to inform FLEXPOINT
FLEX POINT Optional 10	Inflection Points: <i>Can SS use basic lexical and syntactic tools necessary to comprehend and evaluate target Reading Text?</i> <i>Can students form and express opinions about the target topic?</i> Option B: Further tasks – controlled to semi-controlled to establish foundational competence in topical lexis under B2 level and necessary syntactic structures to facilitate comprehension & meaningful processing/critical evaluation of target text.	Determine readiness based on Formative Assessment outcomes from Task 1 If needed, flex here to Option B
Summary of Task 2 Outcomes & Transition to Reading Tasks:	Tell: You have done a good job describing the mental, physical and emotional aspects of stress. Now we're going to move to reading an article on this topic. (Point to objectives on board). First, we will Survey, Skim & Scan for basic information about the article.	Engaging with feedback for effort Signposting (relating tasks to class objectives)

Surveying, Skimming, Scanning Matching & Definition Review Task 3 3-5 minutes	What are surveying, skimming, and scanning? [Review from initial semester introduction to reading skills] Who remembers these terms? (Take responses; if students correctly and completely define all three terms, congratulate and 'We can skip this next slide – you got them all!') Otherwise continue to: Show PPT Slide 6: READING SKILLS: Surveying, Skimming and Scanning Elicit/Scaffold Answers: 1 Surveying = C 2 Skimming = A 3 Scanning = B Ask: Why would we do this? Why go quickly through or glance over the text first? Why not just dig in, and read carefully? Elicit/Scaffold underlying strategy/purpose (ss should know this from earlier units on reading skills foundations, so following are <u>targeted responses to elicit, not TT!</u>) <i>We Survey to know what resources the text has, so we can use them efficiently.</i> <i>We Scan when we are looking for a specific answer that we might be able to see quickly, like a name or a number.</i> <i>We Skim the entire article quickly, so we have a general idea of what type of article it is and what is about.</i> <i>This helps us predict what will be in the article and therefore read faster and more efficiently, with better understanding.</i> Great Job! Now we are going to apply our surveying, skimming and scanning skills. We are going to change it up, let's move out of our groups, desks together 2 by 2, and pair up with a partner. (SS will know patterns of classroom by this time in semester, so desk movement quick & ordered b/c repeated each week)	Activating prior knowledge Build metacognitive understanding and strategies (Tell the 'why' of the lesson tasks) Engaging with feedback Movement to keep energy Pairs-level task for focus
Reading Skills: Surveying, Skimming & Scanning Task 4 5 minutes	I am going to hand out the question sheets. You may look at those with your partner. Make sure you understand the questions. Hands up if you need help. You will have 2 minutes to look over the questions first. Partners work together to make sure you understand all the questions. Show PPT Slide 7: Surveying, Skimming and Scanning Task Instructions. Go over instructions – Ask students to read the instructions & check for understanding. They will be familiar with timed skimming and scanning tasks by this point in the term, so this should be quick. Briefly check for understanding ('So, how long will you have to preview questions? Can you talk to a partner? How long to read the text? Should you turn over the text as soon as you get it? Right. This is much like our IELTS and other exam tasks, right?')	Anticipate the task Give students 2 minutes to preview; circulate to check/scaffold understanding of questions as necessary Set clear objectives Check for understanding Relate tasks to LT goals and external benchmarks

	Handout: Surveying, <i>Skimming, Scanning Worksheet</i> face up. Tell: Ok, look over the questions with your partner START TIMER 2 MINUTES Circulate to answer scaffold & clarify as needed Tell: Ok. Now I will hand out the text sheets. Keep them face down on your desk until I say start. Do not look! You will have 60 seconds to skim the text and answer the questions. Handout: <i>Reading 2: What is Stress?</i> Tell: Ok, I am setting the timer. Say: 'START' Circulate to observe student progress. Scaffold with brief gestures, or minimal comments, if necessary, give thumbs up for answers. Partners should be helping each other rather than T intervention; it should be a student-led task.	Check for understanding Recruit Attention Scaffold
Task 4 Answers, Discussion, Debrief Focus on Key Vocabulary 10-15 minutes	Show PPT Slide 8: <i>Surveying, Skimming and Scanning Task Questions.</i> Elicit answers rapidly. Fast-paced round robin for easy questions; slow to elicit and combine partially correct feedback as necessary to get topic, Seyle's name, and full name of the model (General Adaptation Syndrome) Pause here to elicit meaning of each word. SS must know this to grasp further content. General is an A2 Word and should be familiar, but if not elicited, verify understanding as "affecting all", "normal, usual" and reinforce by: Show PPT Slide 9: <i>'General' Definition</i> KEY New C1 words: 'adaptation' and 'syndrome' Tell: Ok, now we have two more difficult words. Let's Brainstorm. [SS by this time in term are familiar with this mode of classroom collaboration and know it is informal and they are free to share any ideas, no hands, just shout out, but can encourage with. . . Clap & Say: Give me any ideas. Just shout them out! If needed ASK: What does it mean to adapt? What is 'adapt' in Chinese? Where have you heard that word before, in English OR Chinese? [May be able to be able to connect to biology classes and concepts of evolution] Elicit as much as possible round robin, rapid fire answers, encourage free response; transcribe ideas FLIP to summarize ideas as they have come together Ok, Lots of good ideas are coming up. X, can you take the lead here and get some of these on the board. . .[S will be familiar with the flipping process by this point in the term] [Move to side/back and handover marker/emarker	Check for understanding Lexical Benchmarks Activate & Reinforce Prior Knowledge Change mode to reduce inhibition & encourage free exchange Scaffold/Cue Cross-lingual and cross-disciplinary lexical awareness FLIP the classroom to have students take ownership of their knowledge and ideas; practice opportunity Discourse skills & Leadership using L2

	S leader writes ideas as shouted out; can recruit more peers to help and write, discuss & summarize Thank you, X, [and Y, Z] You've helped us organize an excellent set of ideas about how we can understand and use the word 'adaptation'; in fact, I think you've done as well as Oxford. Let's check it out. Can you click up the next slide for us, and read. [With a confident class leader, no need to mark this transition as SL will monitor peer progress and when slack wrap up, and T can simply say, OK, we can check the slide] SL Show PPT Slide 10: 'Adaptation' Definition Have strong students/those who have shown in-depth knowledge and application of the term, or who've come to a new understanding, read and lead, or SL calls s/he would like to do so. When class is well set with this term, repeat with SL Show PPT Slide 11: 'Syndrome' Definition POINT OUT: differing valence (positive and negative connotations) of the terms ASK: Now, do you feel you have really unpacked all three words? Good. Now, let's think about what these three words, 'General', 'Adaptation', and 'Syndrome' might mean when you put them together. Get back in your groups and think about these words together, come up with your best prediction. Remember, a prediction is just an informed guess. We don't know yet exactly what this model is, but we can throw out some ideas. Give students a few moments to come up with ideas, and collect them, Group by Group, writing on the eBoard/Board Ok, that was the hardest part of the Skimming exercise, right? Was the rest easy? Is it easier now that we have some ideas about what this 'General Adaptation Syndrome' might be? Show Again PPT Slide 8: Surveying, Skimming and Scanning Task Questions. Elicit Answers for Numbers 10 & 11 S should now be able to infer, even if they could not before. Next: Show PPT Slide Number 12: Surveying, Skimming, Scanning Worksheet Answers and confirm everyone has correct answers before moving on	Reinforcing and Clarifying Lexis Activating Metacognitive Strategies: Monitoring Comprehension & Prediction to Improve Reading Comprehension Contextualizing new words Checking Understanding
BREAK		
2 nd Half Activities for Advanced Class; Next Class	Task 5: Pair Work: OUP 3000 Vocabulary Cloze Provide MiniGlossary of C1 & Unlisted Words for Task 6: Cloze 2 – C1 & Specialized Terminology Task 7: Group Work: Provide Headings for Each Paragraph	Differentiated for S Level with different versions

Continuation Activities for Intermediate Class; Following 2 Classes for Differentiated Class	Task 8: Pair Work: Sentence-by-Sentence Structures & Discourse Markers Shaping Argument (each pair takes one sentence to explain & discuss) Task 9: Claim Evidence Warrant Evaluation of Author's View of Seyle; Task 10: Class Discussion; Full Circle Back to our initial Group Discussion Response Comparison Chart When we started exploring the idea of stress, before we'd read this text or discussed the author's claims about Seyle and what Seyle himself says in his General Adaptation Syndrome Model, you all came up with some very good examples of your own experiences of and ideas about stress, how we react to it, and why this happens. I'll read a few of those ideas again to refresh our recollections. [Read key quotes from Formative Assessment Notes from Task 2] Now, considering your own experiences and views on stress and our responses to stress. Do you agree or disagree with Seyle's GAS Model? Why or why not? I'd like you to your views in your groups. Discuss the merits and weaknesses of the model and come up with a consensus view and 3 reasons or pieces of evidence to support your view. You have 15 minutes to discuss & then share.	Critical Analysis of Text Structure Relating text to personal experience & evaluation of text from individual points of view; expressing critical views in a developed discourse stream Developing arguments with connectives; supporting arguments with evidence; collaborative discourse strategies.
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