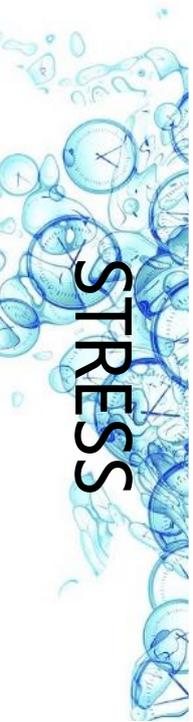
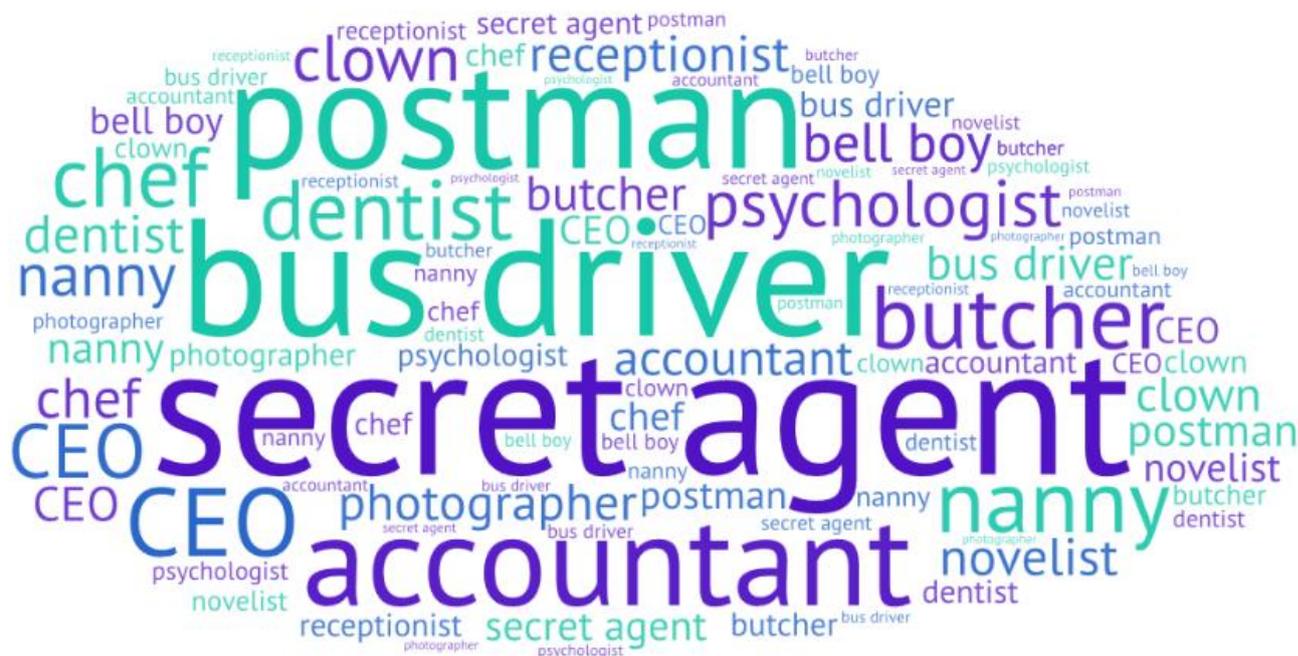




Your favourite ways to beat stress	Taking exams	Sources of pressure these days
The least stressful job in the world		





‘A very high percentage of workers say they feel stress on the job in the 200 companies we surveyed, much more than half, and another 40% or so think that their co-workers are stressed and need professional help. We should take that seriously.’

Director of a charity, raising awareness of stress

‘The problem is that millions of days a year are lost because people take time off from work due to stress. We need to find ways of addressing that problem.’

Chief Executive Office of a large company

‘Stress is a topic that is discussed in the UK, US and Australia, but what about in other countries where people never talk about it but still suffer from it just as much if not more.’

Aid worker working in global poverty relief

‘Is being stressed because your child didn’t get an A at school the same as being stressed because you don’t have enough food for your family? I don’t think so.’

Interviewee in a documentary about poverty



Approaching Stress Constructively

It can be tempting to hide ¹___ the people, places and tasks which make life difficult. By removing yourself from the situation, it's possible to find immediate relief - but the sources of stress will never go away ²___ we confront them.

If avoiding stress triggers isn't a good technique for dealing with stress, what is? Life experience teaches us that whenever we need to ³___ a new skill - learning to swim, giving a public presentation, taking risks in front of others - it pays to ⁴___ a deep breath, perhaps grit our teeth and get on with things. Most of the time, it all works out.

Positive confrontation is a good coping skill when faced ⁵___ stress. Instead of avoiding a difficult boss, why not take every opportunity to work in his or her presence? Throwing ourselves in at the deep end until we master it is one way to desensitise ourselves to the people, places and work we find stressful. Taking action is good for our basic wellbeing too.

Another approach ⁶___ tackling stress head-on is to keep tabs on our stress while we're working. Logging the time of day, situation, how strong feelings of stress were, how you coped and how stressed you felt afterwards can be a useful tool for some people. This ⁷___

give us an accurate idea of when and where we get anxious, and what coping skills work for us in certain situations.

Another way to take action on stress is to control the body and mind. Self-relaxation leading up to stressful times (as well as afterwards) and positive self-talk ("I have the skills to do this job well", "I've done this a ⁸___ times before") are excellent skills to have. Sometimes our perceptions of a situation may ⁹___ inaccurate - interpretations of an event or situation may be more negative when we're down or dissatisfied.

It's possible to test our perceptions. Keeping a record (as recommended above) can be one way to get a fresh view ¹⁰___ a situation. Also, we can label the strong, stressful emotions we're feeling as either positive or negative. So, before the next bout of stage fright, try calling it "excitement" and see ¹¹___ happens.

Enduring, mastering (and surviving) what life throws ¹²___ us, and converting stress into a positive force, is a lifelong challenge. Everyone needs a certain amount of stress - it's what gets us out of bed in the morning - but remember to be gentle ¹³___ yourself.

taken from http://www.bbc.co.uk/health/emotional_health/mental_health/coping_stress.shtml



to be faced __ sth.	WITH	an approach __ sth.	TO
pressure __ sth./sb.	FROM	to throw sth. __ sb.	AT
to hide __ sth./sb.	FROM	to be gentle __ sb.	WITH
a view __ sth.	OF		



Stress conversation lesson

level: pre-intermediate (A2)+

class: one-to-one

time: 60 min.

skills: speaking, listening, vocabulary,
optional reading

Warm up

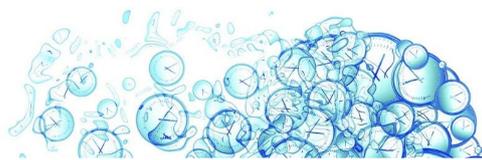
1. Tell your students that you're going to show them a **picture** that represents the lesson topic and you'd like them to describe anything they can see in the picture. Show them the photo in worksheet 1 for a split second and encourage them to name anything they could spot. Then repeat for a bit longer and longer until the student describes the photo in detail. The final question to ask would be: 'How do you think the woman is feeling?', eliciting 'stressed out'.

What makes you feel stressed?

2. Begin with a short **lead-in discussion**: 'Do you often feel stressed? What makes you feel stressed? What do you do to beat the stress?'
3. Then, watch a **BBC survey** asking people in London the same questions. How many different answers can the student catch?
<https://www.youtube.com/watch?v=J1SLxTo75wA>
(What makes you feel stressed? – pressure from exams, friends, girlfriends, work, dealing with customers, traffic jams, weather
What do you do to beat the stress? – study hard, set your own achievable targets)
Elicit useful expressions *feel stressed, sth. is stressful, beat the stress, pressure from sth.* and encourage your student to use them in the following conversation.
4. Ask: 'What do you think the results of a similar survey would be in the Czech Republic? In Prague? In your company?'
5. Then have your student describe two people – the most and the least stressed person they know. 'What makes them feel stressed? What do they do to beat the stress? Is there anything you'd like to learn from them?'

60-second challenge

6. Cut out cards in worksheet 1 and put them on the desk face down. The student turns them one by one and has to **speak** about the topic **for 60 sec.** without stopping! This may seem a bit daunting for most pre-intermediate students, so explain that the purpose of this activity is to practise speaking fluency and that mistakes are not important. The key thing is to speak, speak and speak without too many hesitation pauses. Don't correct any mistakes here (unless your student asks about something they said), but praise and give feedback on



the fluency.

Feel free to use the two blank squares for your own ideas.

You wouldn't believe how stressed I am!

7. Following up on one of the questions in the previous activity, show your student a list of jobs in worksheet 2 where people feel very/moderately/little stressed. First of all, check that there are no unknown words. Choose one job and describe how stressed you are and why; be as obvious or as cryptic as you like/as your student's level requires. Your student **guesses** what job you do.
8. After you provide the speaking model, swap roles and have your student talk about their 'new' job. Emphasize that they shouldn't describe what the person does, but really focus on the stress they (don't) feel.

Cooler

9. Read the **quotations** about stress in worksheet 4 together and discuss what they think of what the people say about stress. If possible, play some quiet relaxation music in the background to make it feel less stressful. ;-)

Optional reading activity for upper-intermediate/advanced (B2/C1) students

10. Have the student scan the **article** on approaching stress in worksheet 3 and sum up what it recommends. *'Have you ever tried any of the tips? Would you like to try any of them? What other techniques do you use?'*
11. Then read again and complete the prepositions, linking words, modal verbs and collocations. Always one word is missing.
(1. from 2. unless 3. master/pick up 4. take 5. with 6. to 7. can/may/might/could 8. dozen/million/zillion 9. be 10. of 11. what 12. at 13. with)
12. As a follow-up or revision activity, play the game of **pairs** in worksheet 4. Whenever the student finds a pair, they have to use it in a sentence!
And again, use the blank squares for any other collocations you came across in the lesson.