

Sleep matters

Language

Vocabulary connected with sleeping and dreaming

Level

Intermediate to upper intermediate (equivalent to CEF level B2/C1 and above)

Comment

This eLesson is about recent research into sleeping and dreaming and how to get a good night's sleep.

How to use the lesson

- 1 If appropriate for your students, you could engage them with the topic by reading out the following and asking them to guess in pairs or whole class what the topic is: *Some animals die without this, but others can survive for three months without it. Humans spend a third of their lives doing it, but no one is really sure why we do it.* (The answer is sleep: rats die within 3 weeks without sleep, but emperor penguins can survive for 3 months without sleep). Then ask students to think of all the words they know connected with sleep or dreams. Take feedback, preferably noting the words on the board. Following this, you could ask students to think about why we sleep or dream. Take feedback, preferably noting ideas on the board.
- 2 Set exercise 1 – students read quickly to see which of their ideas were mentioned in the text. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs. Take feedback.
- 3 Exercise 2 gives students practice in reading for gist. If you feel your students might have problems with any of the words, you can refer them to the Glossary. Students compare their answers in pairs. Take class feedback.
- 4 Exercise 3 gives students practice in reading for more detailed comprehension. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 5 Exercise 4 focuses on vocabulary from the text. Students look back at the text to find the missing words. Take feedback. If appropriate for your students, you could highlight the stress on the first syllable of *vivid* and the second syllable of *siesta* and *insomnia* and the linking of the two words in *wide awake*, *half asleep* and *fall asleep* (final consonant sound in the first word linking to the initial vowel sound in the second word).
- 6 Exercise 5 focuses on the meanings of the vocabulary. Students can look back at the text if necessary. If appropriate students could pair-check answers. Take feedback. You could point out that *siesta* is only used for a sleep around midday and that it is a loan word from Spanish.
- 7 Exercise 6 introduces some more common vocabulary connected with sleep. Students can guess to match them or use a dictionary if appropriate. Take feedback. You could highlight the stress and linking on *fast asleep*, *nod off* and *sleep in*.
- 8 Exercises 7 and 8 give students personalised speaking practice using the vocabulary from the previous exercises. Students complete the questions and then ask and answer them with a partner in pairs or small groups. Take class feedback on anything interesting they found out about their partner(s).

Answer key

1 Students' own answers.

2

1 para 5 2 para 2 3 para 4 4 para 3

3

- 1 F (we dream during both the REM and non-REM phases)
- 2 T
- 3 T (although not mentioned in the text, learning to ski is learning how to do something)
- 4 F (a longer siesta could leave you feeling groggy)
- 5 T
- 6 F (you should avoid watching TV shortly before going to bed)

4

- | | | |
|---------|----------|------------|
| 1 dull | 4 half | 7 snooze |
| 2 vivid | 5 nap | 8 insomnia |
| 3 wide | 6 siesta | 9 fall |

5

- 1 nap, siesta, snooze
- 2 insomnia
- 3 dull
- 4 fall asleep
- 5 wide awake
- 6 vivid
- 7 half asleep

6

- 1 to sleep in
- 2 to sleep like a log / baby
- 3 to sleep on it
- 4 to nod off
- 5 to be fast asleep

7

- | | |
|----------------------------|-------------------------|
| 1 fall asleep | 5 nap / snooze / siesta |
| 2 insomnia | 6 sleep in |
| 3 vivid; dull | 7 sleep on it |
| 4 wide awake / half asleep | 8 nod off / fall asleep |

8 Students' own answers

Related websites

The following websites might be useful for either you or your students.

<http://www.independent.co.uk/life-style/health-and-families/features/how-sleep-can-save-your-life-2365095.html>

<http://www.abc.net.au/science/sleep/facts.htm>

<http://www.newscientist.com/article/dn18199-sleep-success-how-to-make-zzzs--memory.html?full=true>

<http://www.newscientist.com/article/dn1831-sleep-scientists-discount-sheep.html>

<http://science.education.nih.gov/supplements/nih3/sleep/guide/info-sleep.htm>