

2 | SLEEP ON IT

Objectives

FUNCTIONS	giving advice
GRAMMAR	past tense with hypothetical meaning; adverbs for modifying comparatives
VOCABULARY	sleep; idioms with <i>sleep</i> and <i>dream</i>

Student's Book pages 20–21

READING

- 1 Books closed. As a lead-in, tell students about a quiz you completed in a magazine or on the Internet (real or invented). Ask students: *Which magazines or websites do you read? Have you ever seen a multiple choice quiz in a magazine or on the Internet? What was it about? What are the best and worst features of this type of quiz?* Ask students to discuss the questions before listening to some of their answers in open class.

Books open. Tell students they are going to do a quiz to find out if they are a healthy sleeper. Students do the quiz individually.

- 2 **SPEAKING** Divide the class into pairs for students to compare their answers. Encourage them to give reasons for their choices. Ask: *How similar were your answers?*

For further speaking practice, regroup students into new pairs or small groups so that they have different partners. Ask them to describe friends or family who would give different answers to the questions. Encourage them to give examples to support their answers where possible. For feedback, ask some individuals to report back on their conversations.

- 3 **▶ 1.09** Give students time to read the sentences and deal with any questions about vocabulary. Check/clarify: *surge; prone; disquieting; optimum*. Play the audio while students re-read the article and answer the questions. Ask them to underline the parts of the text that support their answers. Allow them to compare answers with a partner before whole-class feedback.

Answers

1 T 2 F 3 F 4 F 5 DS 6 DS 7 T 8 T

- 4 **SPEAKING** Divide the class into pairs or small groups to discuss the questions. Monitor but do not interrupt unless errors hinder comprehension. Make sure all students are speaking and encourage quieter students to give their opinions too. Encourage them to use words from the article and give them time

to make detailed notes on their answers. Regroup students and ask them to share their ideas with their new partners. Nominate some individuals to report back on their discussions in open class as feedback.

TRAIN TO THINK

The rule of threes

- 1 Ask students to read the introduction and ask: *Do you ever look at ideas from three (or more) different perspectives? Can you give any examples?* Students discuss with a partner. Listen to some answers in open class.

Give students time to read through the statements and think about who might have each opinion. Do the first one in open class as an example if necessary. Ask students to work in pairs to complete the exercise. Check answers in open class.

Suggested answers

1 A teenager 2 A doctor 3 A parent

- 2 **SPEAKING** Working individually, students make notes on the different responses. Monitor and help with vocabulary as required. Divide the class into pairs for students to compare their ideas. If they disagree, encourage them to come to agreement on the most likely response. Listen to some of their ideas in open class as feedback and ask the rest of the class to comment.

Optional extension

Elicit the following adjectives from vocabulary exercise 1 on page 14 and write them on the board:

rebellious self-centred insecure outgoing
traditional demanding

Write up these three statements and ask students to work in pairs to choose three different points of view that three of the different personality types might have.

We should do our best to help lonely elderly people.

The most important thing in life is making money.

Teenagers under 16 should have to be at home by 9 pm.

When students have decided on three responses to each statement, regroup students and ask them to describe their responses without saying which adjective they represent. Their partners have to guess the adjective.

PRONUNCIATION

For practice of different ways of pronouncing words with *c* and words with *g* go to Student's Book page 120.

GRAMMAR

Past tenses with hypothetical meaning

- 1 Ask students to try to complete sentences 1–4 before looking back at the quiz to check their answers. Check answers in open class. Ask students to work with a partner to complete the rule. During feedback, use the sentences in Exercise 1 and further examples of your own to clarify the rule.

Answers

1 bought 2 could 3 wasn't 4 didn't ask

Rule

1 past 2 present

- 2 If you're short on time, you can set this exercise for homework but you could do number 1 in open class to check that students fully understand the task.

Students fill the gaps to complete the sentences. Divide the class into pairs for students to compare their answers before a whole-class check.

Answers

1 got up 2 was 3 didn't have 4 respected
5 didn't talk 6 went on 7 showed

Fast finishers

Ask students to look for further examples of past tenses with hypothetical meaning in the article on page 21. Listen to their answers after feedback.

- 3 Working individually, students complete the sentences. You may like to give an example of your own to get them started. Monitor to help with any questions, encourage creativity and to check students are using the correct verb forms. Make a note of any repeated errors and write them on the board for whole-class correction during feedback. In pairs, students compare their sentences. Listen to some of their answers in open class as feedback.

Workbook page 18 and page 122



Be aware of common errors related to using *would* rather. Go to Get it right! on Student's Book page 122.

VOCABULARY

Sleep

- 1 In pairs, students match the words to make sleep-related collocations and phrasal verbs. Ask students to look back at the text to check their answers. The final stage could be done as a class competition. Students race to be the first group to find all eight expressions in the magazine article. Check answers in open class.

Answers

1 c 2 d/f 3 h 4 g 5 d/f 6 b 7 a 8 e

- 2 **SPEAKING** Divide the class into pairs for students to discuss the meaning of the collocations and phrasal verbs. Monitor and help with any questions. Listen to some definitions in open class as feedback. Say the expressions for students to repeat. Point out/ elicit that the particle takes the main stress in the phrasal verbs.
- 3 Write the words in a column on the board and ask: *Which word can follow all of these?* (sleep). Divide the class into pairs and ask students to discuss the meaning of the five expressions. Can they think of sentences using them all? Listen to some of their ideas in open class as feedback.

Answer

sleep

Optional extension

Divide the class into groups of three for students to test each other on the collocations. Students take it in turns to say the first part of the collocation. The other two compete to be first to complete it and win one point if they do so correctly. You could give a bonus point if students can use the expression in a sentence.

- 4 **SPEAKING** Working individually, students complete the exercise. Allow them to compare answers with a partner before a whole-class check. In pairs, students ask and answer the questions.

Answers

1 take a nap 2 fallen asleep / nodded off 3 lie in; under the covers 4 snores loudly 5 light sleeper; fast asleep 6 overslept

Fast finishers


Ask students to look back at reading exercises in previous units in the book and find more examples of phrasal verbs. Listen to some examples after feedback on exercise 4 and ask students to use the context of the reading to explain the meaning of the verbs.

Workbook page 20

LISTENING

- 1 **SPEAKING** Books closed. As a lead-in, ask students: *How long do you normally sleep for? Would you sleep longer if you could? How long for?* Students compare answers in small groups to find out who sleeps the longest. To extend the discussion, ask them to discuss the sleeping habits of the other members of their families. Elicit a few examples in open class as feedback.

Books open. Give students time to read through the questions. Check/clarify: *grumpiness*; *slurred speech*; *lethargy*. Ask students to work with a partner and discuss the questions.

- 2  1.11 Tell students they are going to listen to an interview with a sleep expert. Play the audio while students answer the questions. Tell them not to worry if they do not understand every word. Allow them to compare answers with a partner before whole-class feedback.

Answers



grumpiness, headaches, slurred speech, memory loss, slow reactions, impatience

Audio Script Track 1.11

- Presenter** It's estimated to cost the American economy more than \$100 billion per year in lost productivity and it's on the rise. It's even been blamed for some of the most serious workplace disasters in history, such as the Exxon Valdez oil spillage and the Chernobyl nuclear power station meltdown. I'm talking, of course, about sleep deprivation, perhaps one of the most costly consequences of our fast-paced lifestyles. To find out more about this subject I'm joined by a leading expert in the field, Doctor Martin Shone.
- Martin** Hi.
- Presenter** Doctor Shone, what is it exactly about our lifestyles today that's causing this increase in the number of cases of sleep deprivation?
- Martin** Well, there are a number of factors. We're working longer hours, meaning we have less time to relax. Some of us work night shifts, which causes all sorts of disruption to our natural rhythms. We're travelling more across different time zones while our bodies struggle to keep up. And then there are the pressures of finding a job and making sure we earn enough to pay the bills each month – pressures that are keeping many of us awake at night.
- Presenter** So it's no wonder that there's so much interest in the work that you and your colleagues are doing – which is what exactly?
- Martin** Which is looking into the effects of sleep deprivation over the mid to long term and finding out what we can do to try and tackle the problem.
- Presenter** So let's start with the effects. Apart from feeling grumpy and irritable, which many of us will know only too well, what else happens to us when we don't get enough sleep?
- Martin** Where do I start? The list is endless. Let's see, there is, as you mention, an increase in irritability. We become less patient with others. We get headaches. We feel our bodies starting to shake. Memory loss is common. Our reaction times get slower and our speech starts to slur.
- Presenter** So the effects are pretty far-reaching. Out of curiosity, how long can we safely go without sleep?
- Martin** Interesting question. In 1959, as part of an experiment to investigate sleep deprivation, American DJ Peter Tripp became the first person to set a world record when he stayed awake for 201 hours, which is nearly eight and a half days. After three days, he began laughing at strange things that really weren't funny at all. He found them hilarious. He also started to get upset over the smallest things. A day later, he began to hallucinate: he could see mice running around the room and cobwebs on his doctor's face. He also suffered from paranoia. He then became psychotic and thought

others were trying to hurt him. Finally, he claimed that he was no longer Peter Tripp but someone else pretending to be him. After 200 hours, the doctors kept him awake for just one more hour while they carried out their final tests and then he slept solidly for 13 hours. Peter may have enhanced our understanding of sleep deprivation but tragically for him, the experiment changed him for good. He became depressed and moody. He lost his job after a fight with his boss. His wife left him, and three further marriages also failed. All in all, it was rather a sad story.

Presenter It certainly was. Have there been attempts to break his record ... ?


- 3  1.11 This exercise is closely modelled on  Listening part 3 of the Cambridge English: Advanced exam. Give students time to read through the questions. Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Give students time to work individually to review their answers after the audio has finished and before comparing with a partner. Check answers in open class.

Answers

1 b 2 c 3 a 4 b 5 b

FUNCTIONS

Giving advice

- 1  1.12 As a lead-in, brainstorm ways of getting to sleep when you are worried about something. Write any interesting vocabulary on the board to refer to later.

Play the audio while students listen and answer the question. Allow them to compare answers with a partner before feedback in open class.

Answer

He isn't sleeping well because he's worrying about the school concert he's singing in next week and also about his exams.

Audio Script Track 1.12

- Sally** What's up, Liam? You look tired.
- Liam** I am. I haven't been able to sleep well for a week.
- Sally** What?! A week? Why? What's up?
- Liam** It's the concert.
- Sally** The school concert next week?
- Liam** Yes, for some reason I agreed to sing and I'm terrified I'll make a fool of myself.
- Sally** But you're a really good singer.
- Liam** That's kind of you, but I'm just really nervous. Have you got any advice? I mean, you're always performing in plays. How do you stop yourself worrying?
- Sally** I find that a good night's sleep works well for nerves, but clearly that's not going to help you. Let's see. One thing that always works for me when I'm in a play is to make sure that there's not much else going on in my life. That means I can just concentrate on the play, which gives me confidence.

Liam Well, there's not much chance of that, seeing how next week is also exam week.

Sally Yes, that is pretty bad timing.

Liam You say that sleeping helps.


Sally Yes.

Liam Any tips there?

Sally I'd recommend listening to music – something soft. I always find that helps me get to sleep. And you might want to consider going to bed later. There's nothing worse than having an early night and not being able to get to sleep.


Liam Thanks, Sally. I'll give that a go. I really hope it works.

Sally Good luck. But listen – try not to worry too much about the show. You'll be great – I know it.

- 2  **1.12** Give students a minute to try to remember the advice given for each problem. Repeat the audio for students to answer the question. Check answers in open class.

Answers

He should make sure there's not much else going on in his life other than the concert right now so that he can focus entirely on that; he should listen to music or go to bed later to help him sleep better.

- 3  **1.12** Working in pairs, students complete the sentences. Play the audio again to check answers. Say the sentences for students to repeat and check pronunciation.

Answers

1 good night's sleep 2 listening; music
3 going; bed later 4 worry

- 4 Ask students to work with a partner and complete the exercise. Encourage them to give reasons for their answers rather than just using an expression to cheer them up. Listen to some of their ideas in open class as feedback.

Mixed-ability

Weaker students can think of one piece of advice for each of the problems.

comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity and write them on the board at the end of the exercise for the whole class to copy. Praise the students who used the expressions, as giving positive feedback will encourage students to be more adventurous in similar communication tasks.

Optional activity

Divide the class into groups of four. Ask two of the students to create a dialogue between a student who has not had enough sleep and his/her mother. The other two can create a dialogue between a student who is well-rested and his/her mother. When the dialogues have been practised, pairs perform their dialogue for the other pair. Finally, as a group of four, students discuss how the teenager felt, looked and acted differently in the two situations.

Student's Book pages 24–25

READING

- 1 As a lead-in, ask: *How often do you remember your dreams? Do you ever write them down to help you remember them? Tell your partner about any recent dreams you have had.* Students discuss the questions in pairs. Listen to some of their ideas in open class and make a note of any recurring dream themes on the board.

Give students time to read through questions 1–10 and check understanding. Students work with a partner to discuss the questions. Monitor to help with vocabulary as required. Listen to some of their ideas in open class as feedback, but do not comment at this stage, then check answers with a partner before whole-class feedback.

- 2 Students work individually to read the article and answer the questions. If you want to encourage them to read quickly, set a three-minute time limit for the exercise. Students check answers with a partner before whole-class feedback.

Answers

1 F 2 C 3 H 4 J 5 I 6 G 7 B 8 E 9 D 10 A

THINK SELF-ESTEEM

Getting enough rest

- 1 Read the example in open class and ask if any students have the same problem. Ask students to work individually and think of three more examples to complete the table. If students have difficulties thinking of times when they get tired, give an example of your own to get them started, or brainstorm some examples in open class.

Monitor to help with vocabulary as required. When the whole class have completed at least two further examples, move on to the next exercise.

- 2 **SPEAKING** Divide the class into pairs or small groups for students to complete the exercise. Encourage them to be sympathetic and to give positive, constructive advice. Monitor, but avoid error correction unless it really hinders

SPEAKING

- 1 In pairs, students discuss the question. Encourage students to refer to the article when answering and to give reasons why they find that information interesting. To extend speaking practice, regroup students to work in fours and try to come to agreement on the three most interesting pieces of information.
- 2 Introduce the questions in open class and give an example of your own (about yourself or someone you know) to encourage conversation. This will give students confidence to say if they believe that dreams are trying to tell us something. You might like to give students time to think about their answers before dividing the class into pairs to discuss the question. To extend discussion, ask students to give

any examples of the effect dreams have had on their friends and extended family. Listen to some examples in open class as feedback and encourage further discussion.

GRAMMAR

Adverbs for modifying comparatives

- 1 Divide the class into pairs and ask students to complete sentences 1–3, then find the sentences in the article to check their answers. Check answers in open class. Students complete the rule. During whole-class feedback, refer to sentences 1–3 and further examples of your own to clarify the answers. Say the sentences with and without modifying comparatives and ask students to repeat. Point out how the adverb emphasises the comparative.

To check understanding of these uses of adverbs to modify comparatives, say some sentences and ask students to decide if they are true or false. For example, *Spain is not nearly as big as China.* (true) *I am significantly taller than (tall student).* (false), etc.

Answers

- 1 Men are considerably more likely to have dreams that just feature other men.
- 2 Some dreams are far more significant than others.
- 3 It's not nearly as mysterious as it may seem.

Rule

- 1 formal
- 2 informal

- 2 Before filling the gaps, ask students to quickly read through the paragraph to get a general understanding and to answer the questions: *Did he have a nice dream? Why/why not?* (No. It was creepy and scary.) Students work individually to complete the text. Let them compare answers with a partner before checking answers in open class.

Answers

- 1 nearly
- 2 considerably
- 3 way
- 4 like
- 5 notably
- 6 significantly
- 7 far
- 8 nowhere

Fast finishers

Ask students to write five sentences comparing themselves to a member of their family using modifying adverbs.

Optional extension

Write the following on the board. Ask students to work together to complete the sentences and fill the gaps.

- ... is far more exciting than ...
- ... is considerably more interesting than ...
- ... are not nearly as expensive as ...
- ... is more likely to be successful than ...

Listen to some of their answers in open class. For further practice, ask students to work in pairs to write sentences of their own using comparatives, then read them out to another pair without saying the adjectives for their partners to guess.

For example:

- A English is nowhere near as ... as Physics.
- B English is nowhere near as difficult as Physics.
- A Correct!

- 3 If you're short on time, set this exercise for homework.
- * This exercise is closely modelled on Reading and Use of English part 4 of the Cambridge English: Advanced exam.

Go through number 1 as a class, if necessary.

Students complete the exercise individually and check their answers with a partner before whole-class feedback.

Answers

- 1 nowhere near as tired
- 2 is way more comfortable than
- 3 not nearly as exciting as
- 4 is nothing like as warm

Mixed-ability

If students have difficulty, give them another word to help them complete the sentences.

- 4 **WRITING** To introduce this activity, tell students about a dream (real or invented) and include modifying comparatives. You should also refer back to the dream in Exercise 2. Ask students to work individually and write a short text about a dream that they have had. Monitor to help with vocabulary and to check students are using modifying comparatives correctly.
- 5 **SPEAKING** Divide the class into small groups and ask students to tell each other about their dreams. Monitor to encourage students to emphasise adverbs when modifying comparatives. Ask each group to report back the strangest dream to the rest of the class.

Optional extension

Give students three minutes to make a note of five key words in their dream. Student A shows student B the five words for him/her to guess what happens in the dream. Student A then recounts the original dream. You could also make the exercise competitive by giving students one point each time they use an adverb to modify a comparative.

Workbook page 19 and page 122

VOCABULARY

Idioms with *sleep* and *dream*

- 1 Books closed. As a lead-in brainstorm vocabulary related to sleep and write any correct answers on the board. Ask students if they know any idioms which include any of the words.

Books open. Give students time to read the sentences. Ask them to work with a partner to complete sentences 1–8. Encourage them to guess answers if they are not sure. Check answers in open class. Say the idioms for students to repeat and check pronunciation.

Answers

- 1 sleep
- 2 sleep
- 3 dreams
- 4 dream
- 5 dream
- 6 dream
- 7 sleep
- 8 dreams

- 2 Students work with a partner to complete the exercise. Check answers in open class, giving further explanations of the idioms if necessary.

Answers

- 1 beyond my wildest dreams 2 in your dreams
3 a dream come true 4 let me sleep on it 5 get your beauty sleep 6 lose sleep over 7 I'd never dream of doing 8 dream job

Fast finishers

Ask students to close their books and write down the eight idioms. If time allows, ask them to use the idioms in sentences.

- 3 **SPEAKING** Give students time to read the questions. Clarify any difficulties. Divide the class into pairs or small groups for students to discuss the questions. Ask each group to appoint a secretary to make notes on their answers. When students have completed the exercise, you may like to regroup students and ask them to repeat the exercise with new partners. As well as maximising speaking practice, this is often motivating for students as they are able to express themselves more fully at the second attempt. Ask individuals to report back some of their ideas in open class as feedback.

Mixed-ability

Give weaker students time to work together and make notes on their answers before regrouping students for discussion. Stronger students can discuss the questions without any preparation time.

Optional extension

Divide the class into small groups to discuss the following questions.

- 1 *When did you last decide to sleep on it before making a decision?*
- 2 *Give an example of something worth losing sleep over.*
- 3 *In what situation might you say 'In your dreams' to someone?*

Workbook page 20

Student's Book pages 26–27

CULTURE

- 1 If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the picture and nominate individuals to say why they think the man might be asleep on the bench. Alternatively, students can look at the photo in their books and answer the question.
- Ask students to read the article quickly to answer the two questions. Tell students not to worry if they don't understand every word and that they should just focus on answering the questions. Ask students to check their answers with a partner before feedback in open class.

Answers

- 1 the widespread availability of artificial light
- 2 7.5 hours a night

- 2 **1.13** Give students a minute or two to read through the sentences and circle the key information that they need to look out for. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

- 1 We sleep at least an hour less each night than a century ago, and several hours less than before industrialisation and electricity.
 - 2 Monophasic sleep is sleep in one concentrated period, whereas polyphasic sleep is sleep broken up into several chunks.
 - 3 Japan
 - 4 Mediterranean countries, Africa and China
 - 5 because life is more busy
 - 6 to increase productivity
 - 7 It degraded the quality of night-time sleep.
- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student who used them. As feedback, ask for volunteers to report back to the class on their discussion.
- 4 **VOCABULARY** Ask students to cover the definitions. Give them two minutes to find the highlighted words in the article and discuss their meanings with a partner. Students uncover the definitions to check their ideas and complete the exercise. Check answers in open class, giving further explanations to clarify meaning if necessary.

Answers

- 1 commonplace 2 undervalued 3 burst
- 4 fragmented 5 insomnia 6 have a bearing on
- 7 commitment 8 ubiquitous

WRITING

A proposal

- 1 Books closed. As a lead-in, ask: *What is a proposal?* (A written plan or suggestion based on evidence) *Who might write a proposal?* (They are often written in business and in academia) Ask students to discuss the questions with a partner. Listen to some of their ideas in open class.

Books open. Students read the proposal quickly to get an overall understanding of the proposal. You might like to set a two-minute time limit to encourage them to read quickly. Allow students to check answers with a partner before feedback in open class.

Answers

- 1 lack of sleep and its effect on behaviour and performance
 - 2 introducing a quiet room where employees can catch up on sleep
- 2 Students read the proposal again to answer the questions, then discuss answers with a partner before whole-class discussion.
 - 3 Give students time to read through the key things to mention and check understanding. Students complete the exercise in pairs. Check answers in open class.

Answers

- a specific problem – A
a summary of the problem and the proposed solution to it – D
an idea for a solution – B
justification of why it's a good solution – C
- 4 Read through the instructions in open class. Working individually, students make notes in preparation for writing a proposal. Monitor to help with any questions. Encourage them to use some of the sleep-related vocabulary from the unit.
- Students write the proposal. This can be done individually in class or for homework, or as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their proposals with another pair. Ask them to read and evaluate on the basis of content (how interesting were the ideas?); organisation (did each paragraph include a clear and distinct idea like the model answer?); communicative purpose (were you convinced by it?); and language.
- If you mark the writing yourself, focus on how well students have communicated, how clear and easy their writing is to follow and whether they wrote about relevant details. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time.

Student's Book pages 28–29

THINK EXAMS**READING AND USE OF ENGLISH**

1

Answers

1 C 2 A 3 C 4 D 5 D 6 B 7 C 8 A

Workbook page 25

TEST YOURSELF UNITS 1 & 2**VOCABULARY**

1

Answers

1 unconventional 2 dream 3 lie in 4 sleep
5 insecure 6 rebellious 7 nod off 8 nerves
9 oversleep 10 miserable

GRAMMAR

2

Answers

1 got rid of 2 to have 3 Regrettably 4 nowhere near
5 Understandably 6 considerably

3

Answers

- 1 Manchester United are nowhere ~~nearly~~ **near** as good as Barcelona.
- 2 My younger brother ~~always is~~ **is always** taking my things without asking.
- 3 I'd prefer it if we ~~leave~~ **left** half an hour earlier.
- 4 **Sadly**, not many of the birds ~~sadly~~ were able to survive.
- 5 I wish I ~~didn't eat~~ **hadn't eaten** so much at the party last night.
- 6 Being the oldest in the family, my brother ~~will~~ **tends to be** the most traditional.

FUNCTIONAL LANGUAGE

4

Answers

- 1 A find; B Tell
- 2 A to worry; B what
- 3 A consider; B do
- 4 A putting; B understand