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| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Are you a morning person or night person? |

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| Instructor:  Angela | Level:  Intermediate | Students:  7 | Length:  30mins |

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| Materials:  Computer  Projector and screen for projection  Listening file and speaker  Worksheets  White board and board maker  Blank papers |

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| Aims:  Main Aim : Students will improve their listening skill by completing worksheet on an audio file.  Secondary Aim : Students will learn new vocabulary by completing a fill-in-the-blank worksheet  Personal Aim : I want students to understand variety type of people through whole lesson. |

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| Language Skills:  **Listening: Ss will listen to the audio file.**  Speaking**:** Ss will discuss about each type of person.  Reading: : Ss will read script.  Writing: Ss will take note on details of audio file. |

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| Language Systems:  Lexis: New vocabularies in the article.  Function: Discussion  Discourse: Self-test result |

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| Assumptions:  Students already know   * How the class is set up and run * They already know their own life style. |

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| Anticipated Errors and Solutions:   * If students need linguistic help to express their opinion during discussion   🡪 I will monitor actively so that I can help them |

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| References:  <https://www.youtube.com/watch?v=00uy8f7zIR4> (video file)  Adapted from Horne, J. A. and O. Ostberg (1976) "A Self Assessment Questionnaire to Determine Morningness to Eveningness in Human Circadian Rhythms", International Journal of Chronobiology, 4, 97 to 110.  https://blog.sleepnumber.com/six-differences-between-early-birds-and-night-owls/ |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Activity Teacher Talk | Student |
| 1mins | Whole class | Good morning, Everybody?  Did you sleep well?  How are you feeling today?  Normally when do you go to sleep?  (Asking all students answer) | Answering teacher’s questions. |

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| **Pre-Activity** | | | |
| Materials: Video(projector) , board , worksheet #1 (8p) | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 2mins  2mins  5mins | Whole class  Whole class  Individually | **1. Spark Interest**  (Show students video file )  In the video, We saw some people having  Different life styles.  What do you think about that?  What is the differences between them?  **2. Introduce topic**  (Board today’s topic)  In today’s lesson, we will think about Morning person and night person.  Have you ever heard about these ones, guys?  Everyone has a genetically-shaped chronotype which comes from our cells.  And it makes different individuals want to sleep earlier or later. And sometimes it determines not only timing for bed but also some life style, personality and problems.  **3. New vocabulary**  **Instruction**  Before listening, we will learn some new vocabulary related with our lesson topic. Let’s fill in the blank with proper meaning.  (distribute worksheet #1 )  **Demostration**  “Let’s look at the page 1”  “There are …. “  **Instruction**  Work alone on this activity.  And I will give you 3mins to work it out.  **ICQ**  Are you working in pairs?  How much time we have?  **Monitoring**  Check student’s atmosphere.  And ask them to see if there are any questions.  **Check answer**  Let’s check all answer together. | Discussing about that probable topic of today’s class  Student complete Worksheet #1  Students start to fill out each answers.  Students check answers. |

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| **Main Activity** | | | |
| Materials: worksheet #2 , #3, 4# (8p) , Audio file , Speaker | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 1mins  3mins  5min  2mins  4mins  2mins | Whole class  Whole class  Individually  Individually  Individually  Pairs | **Prediction**  (distribute students worksheet #2)  “Please check the new worksheet. And read the title at the top of the page.”  (Speak out title together)  **Instruction**  In this audio file, we will listen about some differences between two types of people. As you know, the first type is the morning person and we can call them as “early birds”. And the other type is the night person and we can also call them “night owls”  But before the listening how do you think that what differences in each categories they might have each other? I want to know your opinion. Is there anybody who has their own opinion?  (See if there are volunteers and ask them)  **1. Listening for Main Idea**  We will listen to an audio file.  Please listen carefully. There are six categories that distinguish morning and night people. See if you can get all of them. I will play the recording once. Do not take notes while it is playing. You will have 3 minutes after listening to try and remember all the categories. And you will work alone.  **ICQ**  What are you doing now?  Can you take notes while listening?  After listening, are you working alone?  How much time do you have?  Great. Let’s begin  (Play audio file)  **2. Listening for Details.**  (distribute students worksheet #3)  Now, we will listen to an audio file in detail.  Please listen carefully and fill in the blank.  You can work it during listening. Right after listening, we will match answers together.  **ICQ**  Do you fill in the blank while listening?  Ok everybody, Let’s listen.  (Play listening file one more)  **Check answer**  Check answers together.  Do you agree with the news script?  **3. Production** (including survey)  From now let’s think about our life style. How do you think that which type are you belong to? We will do a self-test. Through this test, You will see what type you are in.  (Give students test papers)  We have 4mins to finish the test.  Please finish on time.  **Monitoring**  If there is a student who doesn’t know any word on the test paper, help them.  (After finishing test)  **Instruction**  Ok. Did you finished all and find out your type? What is it?  Please share with your partner about your type and explain one of your habit or lifestyle related with it.  (let Ss discuss)  **Monitoring**  Check class atmosphere | Speak out the title of worksheet #2  Express their opinion  Listening  Do a work sheet with partner.  Do a test alone  Discuss with partner |

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| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 3mis | Whole class | **Presenting**  It is just a theory based on survey and date. But it can be good way to understand each type of person.  **1. Feedback**  What was the biggest different point with morning person and night person?  Do they have same life style?  What new vocabularies did we learn today?  **2. Conclusion**  Ok You did great job today. Let’s have a break time now. | Listen carefully |

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| **SOS Activity** | | | |
| Materials: Blank papers (8p) | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 3mins  2mins | Individually  Whole class | **Instruction**  (Distribute Ss blank papers)  Let’s make a sentence using new vocabulary we learned today. But the subject must be a morning or night people.  Don’t check your learning material. Please try to remember whatever. I will give you 2 mins.  **ICQ**  Can we use anything as a subject?  How much time we have?  **Monitoring**  See if there are students who struggle with this activity.  **Instruction**  Someone wants to talk about that?  (Let student speak out their sentence one by one for reviewing) | Make a sentence  Speak out sentence |

Worksheet # 1 (matching definition)

**Fill in the blank with proper meaning. Match each definition.**

**[ WORD ] [ EXAMPLE ]**

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| A : a bird with a flat face, large eyes, and a small sharp beak. Mostly they btain their food by hunting small animals at night. |
| B: are not planned or arranged, but are done because someone suddenly wants to do them. |
| C : means to have a tendency to be affected by it or to do it. |
| D : is the science which is concerned with the study of living things. |
| E : determines the particular structure and functions of every cell and is responsible for characteristics being passed on from parents to their children. |
| F: is the part of a cell in a living thing which controls its physical characteristics, growth, and development. |
| G : an illness is something wrong with your body or mind that is a sign of the illness. |
| H : When someone who is asleep, they make a loud noise each time they breathe. |
| I : characterized by pauses in breathing or periods of shallow breathing during sleep |

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| Sleep apnea 〔 〕 |
| Symptom 〔 〕 |
| Gene 〔 〕 |
| Snore 〔 〕 |
| DNA 〔 〕 |
| Prone 〔 〕 |
| Spontaneous 〔 〕 |
| Biologic 〔 〕 |
| Owl 〔 〕 |

Worksheet # 2 (gap fill)

**[Bedtime isn’t the only area in which early birds and night owls differ.**

**How else are morning and evening people different? ]**

Please listen to the audio file. Fill out each of the categories.

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|  | early birds  (Morning person) | night owls  (Night person) |
| Decision-making styles |  |  |
| Favorite media |  |  |
| Test performance |  |  |
| DNA |  |  |
| Eating habits |  |  |
| Sleep disorder risks |  |  |

Worksheet # 3 (Fill in the blank)

Script of audio file. Listen the file and fill in the blank.

1) Decision-making styles

Night owls can be more [ ] in their decision-making than morning people, who might be more prone to deliberating. In a study of more than 500 adults published in the journal Biological Rhythm Research, scientists in Italy found that night owls either did not think much before deciding what to do or avoided making decisions altogether—a pattern that was not present in morning people.

2) Favorite media

Morning people seem to [ ] getting their news through more traditional channels, for instance by watching TV or reading a newspaper. Night owls, on the other hand, are more likely to watch and read news online, research suggests. Scientists think this is because night owls are ahead of others when it comes to using new technologies.

3) Test performance

Night owls may have an edge over morning people in some math tests. Scientists at the University of Chicago looked at GMAT scores among more than 200 students. (GMAT is a math test used in admission to MBA programs.) They found that night owls generally scored higher on the GMAT than early [ ]. But this doesn’t mean that morning people are less smart. The same study showed that students’ GPAs were not affected by their sleep and wake patterns.

4) DNA

Whether you go to bed late or get up at the crack of dawn may be in your [ ]. Some research suggests that there might be genetic differences between larks and night owls. In a study published in the journal Nature Communications, scientists found that having certain genetic variants was linked to a higher chance of being an early riser.

5) Eating habits

Night owls don’t just prefer to go to sleep later—they also eat dinner later than early risers, research suggests. This pattern seems to persist both during the week and on weekends. Night owls also tend to eat fewer and larger meals throughout the day compared with morning people, according to the same study.

6) Sleep disorder risks

Night owls have a greater risk of [ ]. Symptoms include [ ] and breathing pauses. In a study of 119 people published in the journal PLOS ONE, researchers found that evening types were twice as likely to have the condition than morning people. They also had higher levels of stress hormones.

Worksheet # 4 (self test)

Quiz: Are You an Early Bird or a Night Owl?

Are you a morning person, a night person, or somewhere in between?

#### What time would you get up if you were entirely free to plan your own day?

A. 5 to 6:30 a.m. (5 points)  
B. 6:30 to 7:45 a.m. (4 points)  
C. 7:45 to 9:45 a.m. (3 points)  
D. 9:45 to 11 a.m. (2 points)  
E. 11 a.m. to noon (1 point)

#### What time would you go to bed if you were entirely free to plan your evening?

A. 8 p.m. to 9 p.m. (5 points)  
B. 9 p.m. to 10:15 p.m. (4 points)  
C. 10:15 p.m. to 12:30 a.m. (3 points)  
D. 12:30 a.m. to 1:45 a.m. (2 points)  
E. 1:45 a.m. to 3 a.m. (1 point)

#### How dependent are you on being woken up by an alarm clock?

A. Not at all (4 points)  
B. Slightly dependent (3 points)  
C. Fairly dependent (2 points)  
D. Very dependent (1 point)

#### How easy do you find getting up in the mornings?

A. Not at all (1 point)  
B. Not very easy (2 points)  
C. Fairly easy (3 points)  
D. Very easy (4 points)

#### How alert do you feel during the first half-hour after having woken in the morning?

A. Not at all (1 point)  
B. Not very alert (2 points)  
C. Fairly alert (3 points)  
D. Very alert (4 points)

#### How is your appetite during the first half-hour after having woken in the morning?

A. Very poor (1 point)  
B. Fairly poor (2 points)  
C. Fairly good (3 points)  
D. Very good (4 points)

#### During the first half-hour after having woken in the morning, how tired do you feel?

A. Very tired (1 point)  
B. Fairly tired (2 points)  
C. Fairly refreshed (3 points)  
D. Very refreshed (4 points)

#### When you have no commitments the next day, at what time do you go to bed compared to your usual bedtime?

A. Seldom or never later (4 points)  
B. Less than one hour later (3 points)  
C. 1 to 2 hours later (2 points)  
D. More than two hours later (1 point)

#### How well would you perform one hour’s worth of physical exercise between 7 a.m. and 8 a.m.?

A. Would be in good form (4 points)  
B. Would be in reasonable form (3 points)  
C. Would find it difficult (2 points)  
D. Would find it very difficult (1 point)

#### When do you feel tired and in need of sleep?

A. 8 p.m. to 9 p.m. (5 points)  
B. 9 p.m. to 10:15 p.m. (4 points)  
C. 10:15 p.m. to 12:30 a.m. (3 points)  
D. 12:30 a.m. to 1:45 a.m. (2 points)  
E. 1:45 a.m. to 3 a.m. (1 point)

#### Which one of the four testing times would you choose to take a two-hour test?

A. 8 a.m. to 10 a.m. (4 points)  
B. 11 a.m. to 1 p.m. (3 points)  
C. 3 p.m. to 5 p.m. (2 points)  
D. 7 p.m. to 9 p.m. (1 point)

#### If you went to bed at 11 p.m., how tired would you be?

A. Not at all (0 points)  
B. A little tired (2 points)  
C. Fairly tired (3 points)  
D. Very tired (5 points)

#### If you go to bed much later than usual, but don’t need to get up at any particular time the next morning, which one of the following events are you most likely to experience?

A. Will wake up at usual time and will not fall asleep (4 points)  
B. Will wake up at usual time but will doze (3 points)  
C. Will wake up at usual time but will fall asleep again (2 points)  
D. Will not wake up at usual time (1 point)

#### If you had to stay awake between 4 a.m. and 6 a.m. and you had no commitments the next day, which one of the following alternatives would you choose?

A. Would not go to bed until after 6 a.m. (1 point)  
B. Would take a nap before 4 a.m. and then sleep after (2 points)  
C. Would take a good sleep before 4 a.m. and then nap after (3 points)  
D. Would take all sleep before 4 a.m. (4 points)

#### You have to do two hours of hard physical work. You are entirely free to plan your day. Which one of the following times would you choose most to do stuff?

A. 8 a.m. to 10 a.m. (4 points)  
B. 11 a.m. to 1 p.m. (3 points)  
C. 3 p.m. to 5 p.m. (2 points)  
D. 7 p.m. to 9 p.m. (1 point)

#### You are planning a hard physical workout with a friend. You will do this for one hour twice a week. The best time for your friend is between 10 p.m. and 11 p.m. How well do you think you would perform at this time?

A. Would be in good form (1 point)  
B. Would be in reasonable form (2 points)  
C. Would find it difficult (3 points)  
D. Would find it very difficult (4 points)

#### Suppose that you’ve graduated high school and you can choose your own work hours. Assume you work a 5-hour day (including breaks) at an interesting job and are paid by your results. Which five consecutive hours would you select?

A. 3 a.m. to 7:30 a.m. (5 points)  
B. 7:30 a.m. to 12:30 p.m. (4 points)  
C. Between 9 a.m. and 2 p.m. (3 points)  
D. Between 2 p.m. and 7 p.m. (2 points)  
E. 5 p.m. to 3 a.m. (1 point)

#### At what time of the day do you think that you reach your “feeling best” peak?

A. 4 a.m. to 7:30 a.m. (5 points)  
B. 7:30 to 9:30 a.m. (4 points)  
C. Between 9:30 a.m. and 4:30 p.m. (3 points)  
D. Between 4:30 p.m. and 9:30 p.m. (2 points)  
E. 9:30 p.m. to 4 a.m. (1 point)

#### Do you think you are a “morning” or an “evening” type of person?

A. Definitely a “morning” type (6 points)  
B. Probably a “morning” type (3 points)  
C. Probably an “evening” type (2 points)  
D. Definitely an “evening” type (1 point)  
  
**Click to the next page to find out what type you are.**

#### Score results:

**70 to 86:** Definitely a morning type  
**59 to 69:** Moderately a morning type  
**42 to 58:** Neither type  
**31 to 41:** Moderately an evening type  
**16 to 30:** Definitely an evening type