

Topic: Going to bed late shortens our life, says study.				
Instructor:	Level:	Age:	Number of Students:	Length:
Yeochan Yoon	Intermediate	Adult	15	20 min
Materials: <ul style="list-style-type: none"> - White board, board marker - Picture of an owl and a bird on a branch of a tree - Worksheet#1 (15 copies) - Worksheet#2 (15 copies) - Worksheet#3 (15 copies) - Worksheet#4 (2 copies in each group) 				
Aims: <ul style="list-style-type: none"> -Ss will be able to speak fluently to illustrate their personal experiences on the topic. -Ss will be able to get the main idea by reading the article in pairs. -Ss will be able to grasp vocabulary and expressions for describing sleeping habits and health. -Ss will be able to make questions for short survey about the topic. -Ss will be able to perform a survey about the topic. -Ss will be able to make a note and listen carefully to the other Ss in the class. -Ss will improve their ability to interview and take notes and summarize. 				
Language Skills: <ul style="list-style-type: none"> -Listening: Elicitation, vocabulary, the speaker's short speeches about themselves on the topic -Reading: Reading comprehension for the News Article and Worksheets -Speaking: Sharing Ss' opinions, take a survey -Writing: Writing down the comments from interviewees about sleeping late 				
Language Systems: <ul style="list-style-type: none"> -Lexis: Vocabulary and expressions for sleeping habits and health -Function: Asking questions for an interview -Phonology: correct pronunciation for owl and all 				
Assumptions: <ul style="list-style-type: none"> - Some Ss may already know the vocabulary to present - Quite a number of Ss are interested in healthful sleep and sleeping habits 				
Anticipated Errors and Solutions <ul style="list-style-type: none"> - Ss may not be able to follow the instruction for tasks at once -> explain them once more and ask other Ss to help them to understand the tasks. - Some Ss may not be active in the discussion -> Encourage S by asking for his/her opinion of the article. - Ss take longer to complete their task than expected -> Assign as homework or cut reviewing today's topic. 				
References: Going to bed late shortens our life, says study(16 th Apr, 2018), In <i>Breaking News English</i> . Retrieved 25 th Jan, 2019 from https://breakingnewsenglish.com/1804/180416-sleeping-late.html				
Notes:				

Pre-Task:			
Aims: -Ss will be able to speak fluently to illustrate their personal experiences on the topic.		Materials: - White board, board marker - Picture of an owl and a bird on a branch of a tree	
Time	Set Up	Student	Teacher
1 min	Whole class	-Ss greet and answer T's questions.	<Greeting Ss and Brief Rapport> <i>- Hello, everyone! How are you doing today?</i> <i>- Did you have a good sleep last night? Around what time did you go to bed? Did you feel refreshed when you woke up this morning?</i>
1 min	Whole class	- Ss take a look at the picture and answer T's questions	<Introduction of Task> (Point to the title on the white board) <i>- Today, we have very interesting topic. We are going to discuss about how sleeping late could be bad for our health and do Sleeping Late Survey in pairs and groups.</i>
			Eliciting <i>- OK. Please take a look at this picture. What can you see?</i> <i>(Check if students pronounce owl correctly – owl vs all)</i> <i>- Have you ever heard what do we call a person who goes to bed late?(finger point an owl)</i> <i>- What about a person who slept early?(finger point a bird)</i> <i>- Are you a night owl or an early bird?</i>
Notes:			

Task Preparation:			
Aims: -Ss will be able to get the main idea by reading the article in pairs. -Ss will be able to grasp vocabulary and expressions for describing sleeping habits and health. -Ss will be able to make questions for short survey about the topic.		Materials: -White board,, board markers -Worksheet#1 (15 copies) -Worksheet#2 (15 copies) -Worksheet#3 (15 copies) -Worksheet#4 (2 copies in each group)	
Time	Set Up	Student	Teacher
30sec	Whole	- Ss listen to the instruction	1: Read News Article <Instructions> (distribute worksheet#1,2) - Please read the article in worksheet#1 and discuss the comprehension questions in worksheet#2 with your partner. You don't need to write anything on worksheet#2. Also, you can find explanations for key words and unfamiliar words at the bottom of worksheet#1. I will give you 3min.
3min	Pairs	-Ss listen and discuss the article	ICQ - <i>Are you working alone?</i> - <i>Do you need to write answers on the worksheet#2?</i> - <i>How many minutes do you have?</i> - Now let's listen the script and discuss with your partner. (Play the record from the website) (T observes and makes corrections)
1 min	Whole	- Ss listen to the instruction	2: Prepare the Survey (make 3 groups with 5 Ss in each group) <Instructions> (distribute worksheet#3,4) - As you can see in the Sleeping Late Survey sheet, there are 5 questions you need to write. Write five GOOD questions about sleeping late in the table with your

TBLT Speaking Lesson Plan

3min	Group	-Ss write questions on the survey worksheets	<p>group. You can have a look at the sample questions that I gave you. For example, the first question would be '<i>Are you a night owl or an early bird?</i>' Each student must write the questions, made by group work, on his / her own paper. Also fill 2 names of students in other groups on your paper so that your group can survey all students in other groups</p> <p>-You have 3min to complete your survey sheet.</p> <p>ICQ</p> <p>-How many questions each group have to make?</p> <p>-do you need to write them on your group paper?</p> <p>-How many minutes do you have?</p> <p>-Please start writing questions with your group. (T observes and makes corrections)</p>
Notes:			
Task Realization:			
Aims: -Ss will be able to perform a survey about the topic. -Ss will be able to make a note and listen carefully to the other Ss in the class.		Materials: -White board,, board markers -Worksheet#3 (each Ss)	
Time	Set Up	Student	Teacher
30sec	Whole,	- Ss listen to the instruction	<p>3 : Survey</p> <p><Instructions></p> <p>- When you have finished, please interview students on your Survey sheet and write down their answers. - After you finish your survey, please come back to your group and discuss the result of the survey.</p> <p>- You have 7 min to interview and discuss the survey.</p>

TBLT Speaking Lesson Plan

7min	Whole, Group	<p>-Answer T's questions</p> <p>-Ss interview and write it in their survey sheets</p>	<p>ICQ</p> <ul style="list-style-type: none"> - what do you need to do now? - how many students each of you need to interview? <p>-Please go to your interviewees and interview.</p> <p>Time warnings</p> <ul style="list-style-type: none"> -Times up in 2 minutes. Let's wrap up the interviews and discuss the result of the survey with your group members. <p>(T notes positive and negative feedback on a notebook)</p>
1 min	Whole	-Answer T's questions	<p>4: Survey results</p> <ul style="list-style-type: none"> - who is a night owl? Who is an early bird?(write names under each category) - Any interesting comments did you hear from your interviewee or from your own group members?
Notes:			
Post Task:			
Aims:		Materials:	
-Ss will improve their ability to interview and take notes and summarize.		-White board,, board markers	
Time	Set Up	Student	Teacher
2 min	Whole class	-Give some feedbacks to T	<p>Feedback & evaluation</p> <ul style="list-style-type: none"> -What do you think about today's topic? -Did you enjoy today's activity? <p>(Discuss the success of the task)</p> <p>Language focus</p> <p>(Take a look at difficult/ unusual/ problem causing vocabulary)</p> <p>Error correction</p> <p>(Write the entire incorrect sentence on</p>

TBLT Speaking Lesson Plan

		<p>-Answer T's questions</p>	<p>the board and ask the other students to correct it.)</p> <p><Closing></p> <p><u>Homework</u></p> <p>- Write an essay about whether People should be allowed to choose at what time to start work / school or not. Read your essay to your classmates in the next lesson.</p> <p><u>Final CCQs</u></p> <p>-What did you learn about effects of sleeping late and sleeping habits from the survey?</p> <p><u>Wrap-up</u></p> <p>-I am so glad that you enjoyed today's activity. Good job, everyone! Class dismissed.</p>
Notes:			

Going to bed late shortens our life, says study

(16th April, 2018)

A new study says that going to bed late may be bad for our health. It may even shorten our life. The study was carried out in the United Kingdom. Researchers spent six-and-a-half years looking at the lifestyles of 430,000 adults between the ages of 38 and 73. At the end of the study, the researchers compared the deaths of people who went to bed early to those who went to bed late. They found that night owls (people who go to bed late) were 10 per cent more likely to die during the period of the study. The researchers concluded that night owls were at higher risk of an early death than early birds (people who slept early). Night owls were also at a greater risk of poor health compared to early birds.

The researchers said society and working patterns needed to change to reduce the risks of ill health for night owls. Researcher Malcolm van Schantz said: "This is a public health issue that can no longer be ignored." He suggested that night owls should be allowed to start and finish work later in the day so they could sleep longer in the morning. The researchers said that night owls were more likely to suffer from mental problems, diabetes, and stomach and breathing troubles. They were also more likely to smoke, drink alcohol and coffee, and take drugs. Researchers also said different sleeping patterns during the week and at weekends could increase the chances of health problems for night owls.

● Vocabulary

1. carried out - Done; performed an action.
2. night owls - People who like to go to bed late.
3. Likely - Might happen or be true; probable.
4. Concluded - Came to have a final opinion about something after thinking about it or researching it.
5. early birds - People who like to wake up early in the morning.
6. Society - All of the people living in a country, and the laws, customs, cultures, etc.
7. Reduce - Make smaller or make less.
8. Ignored - Decided not to look at something, not talk to someone or not to take an action.
9. Diabetes - A disease where too much or not enough sugar in your body can cause problems.
10. Breathing - The action of taking air into your body (through your mouth or nose) and then letting it out.

Comprehension questions

1. Where was the research conducted?
2. How many adults did researchers look at?
3. What were the ages of the people the researchers looked at?
4. How much likelier to die during the study were night owls?
5. What is an early bird?
6. What did researchers say needed to change, besides society?
7. What kind of issue did a researcher call the risks from sleeping late?
8. What kind of problems did the researcher say night owls might have?
9. What two things might night owls drink more of?
10. What patterns did researchers say was different at weekends?

SLEEPING LATE SURVEY

	STUDENT 1 _____	STUDENT 2 _____
Q.1.		
Q.2.		
Q.3.		
Q.4.		
Q.5.		

SLEEPING LATE DISCUSSION

Sample Questions (A) for the Survey

1. What did you think when you read the headline?
 2. What images are in your mind when you hear the word 'sleep'?
 3. What is the best time to go to bed?
 4. Why is it good to go to bed early?
 5. Do you sleep at different times during the week?
 6. How do you feel when you wake up?
 7. How unhealthy is going to bed late?
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SLEEPING LATE DISCUSSION

Sample Questions (B) for the Survey

8. Why do people like going to bed late?
 9. Are you a night owl or an early bird?
 10. Will you change your sleeping pattern after reading this?
 11. Did you like reading this article? Why/not?
 12. What do you think of when you hear the word 'late'?
 13. What do you think about what you read?
 14. Should we be able to choose the time we start work?
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SLEEPING LATE DISCUSSION

Sample Questions (C) for the Survey

15. How do you feel if you don't sleep enough?
16. Why are night owls more likely to smoke?
17. Do you agree that, "the early bird catches the worm"?
18. Why do some people think sleeping is a waste of time?
19. What advice do you have for people with sleeping problems?
20. What questions would you like to ask the researchers?