

## Milk, carbohydrates or a late-night pudding: what's the secret to eating for a good night's sleep?

### Level 3: Advanced

**Article summary:** This article examines the relationship between the food we eat, when we eat it and how it can affect the quality of sleep that we get.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Word forms

**Materials needed:** One copy of the worksheet per student

6. *primed*
7. *clearcut*
8. *gut*
9. *convert*
10. *amid*
11. *sceptical*
12. *carbs*
13. *well before*
14. *emerging*
15. *absorbing*
16. *light exposure*
17. *duration*
18. *boost*
19. *old chestnut*
20. *exposed to*

#### 1. Warmer

- a. This activity aims to get students thinking about their own sleep and eating habits and what they do if they find they can't sleep. You can extend the activity by asking students to explain why they think eating a large meal in the hours before bedtime can affect how well a person sleeps.

#### 2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then write them next to the correct definitions. Remind students to look at the different forms of the verbs (e.g. simple past, present continuous, etc.) in the definitions, as these will give them clues to the form of the verb from the article. For an extra challenge, you might like to ask students to try and give you their own definitions of any of the words they know from the box before they do the activity. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. *pecking at*
2. *two-way street*
3. *insights*
4. *nutrients*
5. *intake*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form.

**Key:**

1. *sceptical*
2. *emerging*
3. *pecking at*
4. *clearcut*
5. *well before*
6. *absorbing*
7. *intake*
8. *gut*
9. *primed*
10. *light exposure*
11. *old chestnut*
12. *convert*
13. *carbs*
14. *boost*
15. *nutrients*
16. *duration*
17. *exposed to*
18. *insights*
19. *Amid*
20. *two-way street*

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#### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to the section in the article where they found the answers to the questions.

**Key:**

1. d
2. b
3. c
4. d
5. c
6. a

#### 4. Key language

- a. Students work individually to find and write the forms of the words in the article. To extend the activity, ask students to give you any other forms of the words that they know and the contexts they are used in, e.g. *restore*, *restoration*, *restorer* (often used when talking about returning something old and neglected, e.g. furniture, a house, etc., into a better condition.

**Key:**

1. *spoonful*
2. *restorative*
3. *dietary*
4. *restful*
5. *shortage*
6. *herbal*

- b. Ask students to work individually or in pairs to complete the sentences with the words from the previous activity in the correct form. To extend the activity, ask students to work in pairs to write example sentences of their own using other forms of the words.

**Key:**

1. *herbal*
2. *short*
3. *diet*
4. *restore*
5. *spoonful/teaspoon*
6. *restful*

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

- a. The aim of this task is to get students to think creatively about what an ideal late-night snack for students would be. Give them some time to work together in small groups to create their product description. Remind them that they can add artwork or images to make their presentations more appealing.
- b. Give students time to present their snack designs to their classmates. Students can then vote on the snack that they would most likely buy.