

2 TIME

ARE YOU A "DAY PERSON" OR A "NIGHT PERSON"?

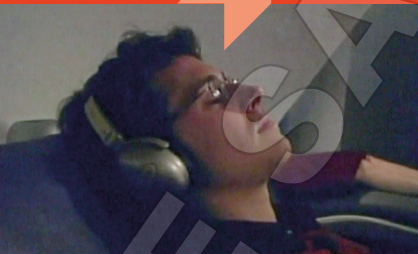
Discussion point

Study the infographic and answer the questions.

- 1 Who gets more sleep, day people or night people?
- 2 Are night people older or younger?
- 3 Who gets jet lag going east?
- 4 Based on the information, are you a day person or a night person?

	Day people	Night people
Time	late morning	late afternoon, evening
Alarm clock	not necessary	necessary
Feeling in the morning	happy, full of energy	tired
Feeling at night	tired	happy, full of energy
Travel	gets jet lag going west	gets jet lag going east
Age	many people over 60	teens and young adults
Amount of sleep	enough	often not enough

VIDEO



SLEEP BREAK

Before you watch

Work with your partner. Discuss these questions.

- 1 How do you relax after a busy day?
- 2 What time of day do you usually feel tired?
- 3 When you are tired, what do you do to give you energy?



Children at sunset in India.

While you watch

Watch the video. Answer the questions.

- Which city are the sleeping pods in?
 a Los Angeles b New York
- When does the sleeping pod wake you up?
 a after 20 minutes b after 30 minutes
- Why does the writer, Ben, use the sleeping pod?
 a he drinks too much coffee b it gives him energy
- What does the businessman, Ed, do in the pod?
 a sleep b think and be creative

After you watch

Work with a partner. Discuss the questions.

- Do you think sleeping pods are a good idea? Why? / Why not?
I think it's a good/bad idea because ...
- What is the best time of day to use a sleeping pod?
I think ... is the best time of day to use a sleeping pod.
- Where is a good place to put sleeping pods?
A good place to put sleeping pods is ...

The clock in our brain

A Vocabulary preview

1 Match the words in bold with the correct definition.

- | | |
|------------------------|--|
| 1 active (adj) | a when something repeats in the same order |
| 2 awake (adj) | b the part of the body we use for thinking and feeling |
| 3 brain (n) | c not sleeping |
| 4 cycle (n) | d busy; doing a lot of different activities |
| 5 daily (adj) | e to discover or learn |
| 6 expect (v) | f usual |
| 7 find out (v) | g happening every day |
| 8 regular (adj) | h to think or believe something will happen |

2 Complete the sentences with the words in bold from Exercise 1.

- I believe that learning a new language makes my _____ stronger.
- When I need to study at night and feel tired, I drink coffee or energy drinks to stay _____.
- I am a "morning person". I am most _____ early in the morning, and I don't have much energy in the evening.
- I sometimes get into a bad sleep _____ when I go to bed late too many times in one week.
- I _____ to finish school and start working in four years.
- Vegetables are a _____ part of my diet. I eat them at almost every meal.
- Exercise is an important part of my _____ routine. I run every day before breakfast.
- I use social media to _____ what is happening in the world.

3 Work with a partner. Which sentences in Exercise 2 are true for you?

B Before you listen

1 Look at the list of activities. When do you usually do them? Discuss with a partner.

I usually eat breakfast at 7:30 in the morning.

- | | |
|----------------------------------|---------------|
| wake up | start class |
| exercise | study |
| eat breakfast, lunch, and dinner | watch a movie |
| meet friends | go to bed |

2 How do you feel if you do the activities above at a different time?

Activating prior knowledge

C Global listening

2.1 Listen to *The clock in our brain*. Choose the best answer to complete each sentence.

- The conversation is about ...
 - jet lag.
 - people's body clock.
 - people who work at night.
- Circadian rhythm responds to ...
 - temperature.
 - exercise.
 - light.
- Scientists studied what happened when people ...
 - didn't know the time or see daylight.
 - worked all the time.
 - didn't have a 24-hour clock.
- Jet lag happens when people ...
 - don't sleep enough.
 - spend time outside.
 - fly long distances.
- If you have jet lag, you should ...
 - go outside in the morning.
 - go to bed early.
 - take medicine.

GLOSSARY

adjust (v) to change something to make it more accurate

circadian rhythm (n) the changes in people's brains that happen in 24 hours (the body clock)

jet lag (n) the feeling of being very tired and sometimes confused because you have flown quickly across parts of the world where the time is different

volunteer (n) someone who helps scientists in a study, or works for no money



Listening for specific information


D Close listening


Specific information means facts and details that speakers give to support a main idea. To recognize specific information, listen closely for:

- names of people, places, or things
- dates, numbers, and definitions.

1 Read the sentences below. Think about what information from the skills box you will hear.

- 1 The study on circadian rhythm happened for two months in the 1970s.
- 2 'Volunteers' means the people who helped in the _____.
- 3 The volunteers were in a _____ with no windows or clocks.
- 4 The scientists expected the _____ to have an exact 24-hour cycle.
- 5 They discovered that 75% of people actually have a 24.2 or _____ and a half hour cycle.

2  **2.2** Listen again to part of the interview. Complete the sentences in Exercise 1 with one word or a number.

3  **2.3** Listen to the second part of the interview. Correct the mistakes in bold in each sentence.

- 1 Jet lag happens when people **drive** long distances East or West.
- 2 Jet lag makes people feel **sleepy** at night.
- 3 New York and Beijing have a **14**-hour time difference.
- 4 When we travel, **food** helps our brain adjust to the difference in time.

E Critical thinking

Discuss the questions.

- 1 Would you like a job that needs you to be awake at night? Why or why not?
I would/wouldn't like a job that needs me to be awake at night because ...
- 2 What things in the box can make people tired?

diet exercise health routine weather work

People can also get tired when ...

- 3 Do you think information about circadian rhythm is helpful? Why?
I think information about circadian rhythm is/isn't helpful because ...

Study skills Strategies for taking notes while listening

STUDY SKILLS

- 1 Write key words and main ideas.
- 2 Write phrases, not full sentences.
- 3 Use abbreviations.
- 4 Use headings.
- 5 Indent details under headings.
- 6 Use symbols instead of words.
- 7 Number the points in each part.

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- 1 Look at the notes for part of *The clock in our brain* below. Write the words in the box in the correct places next to the notes.

abbreviation heading numbers symbol indent

Circadian rhythm → 1 _____

1. ☹️ parts of brain that control activities like eating, sleeping

2. responds to light & dark → 2 _____ 3 _____

Studies in 1960s–1970s

1. Sci. wanted to know: When do people fall asleep if they don't know what time it is?

2. Put volun. in room w/out windows for 2 mos.

3. Found: 75% of volun. had daily cycle 24.2 – 24.5 hrs

4 _____ 5 _____

- 2 Work with a partner. Look at the notes again and find more examples of each strategy in the study skills box.
- 3 Look again at the strategies for taking notes while listening. Which strategies do you use? Which strategies are most useful, in your opinion?

The strategies I use for taking notes are ...

The strategies I find most useful are ...

Time to sleep

A Vocabulary preview

1 Read these sentences. Match the words in bold with the correct definition.

- 1 In the winter, bears sleep for a **period** of several months.
- 2 In the U.S., it is **typical** for college students to live in a dormitory during their first year.
- 3 My sleep **pattern** is always the same: I go to sleep at midnight and wake up at seven.
- 4 Max spends a **total** of about 30 hours a week online.
 - a _____ (n) the regular way that something happens
 - b _____ (adj) common or usual
 - c _____ (n) the number you get when you add all the other numbers
 - d _____ (n) an amount of time
- 5 Rana hates shopping in large stores because there are too many **choices**.
- 6 Please don't **interrupt** me. Wait until I'm finished speaking.
- 7 It is **natural** for babies to start smiling when they are 6 to 12 weeks old.
- 8 Fish oil is a very **healthy** food. It helps the brain work better.
 - e _____ (adj) good for the body
 - f _____ (n) things you choose
 - g _____ (adj) the usual way something happens
 - h _____ (v) to stop something or someone before they finish

2 Discuss the questions with a partner.

- 1 Is it typical for students to live in a dormitory during the first year of university in your country, or do they live at home?
It is/isn't typical for students in my country to live ...
- 2 How many hours do you spend online in total each week?
I spend a total of ... hours online each week.
- 3 What healthy food do you eat? *I eat ...*

B Before you listen

Work with a partner. Ask and answer the questions. Then find another classmate. Tell him or her about your first partner.

- 1 How many hours do you usually sleep at one time?
- 2 Do you wake up during the night?
- 3 Do you ever take a nap during the day?

I talked to Gina. She usually ... She doesn't ... She never ...

Activating prior knowledge

Listening for main ideas

GLOSSARY

nap (n) a short sleep, often in the afternoon

phase (n) a period of time

rhythm (n) a regular pattern of activity, sound, etc.

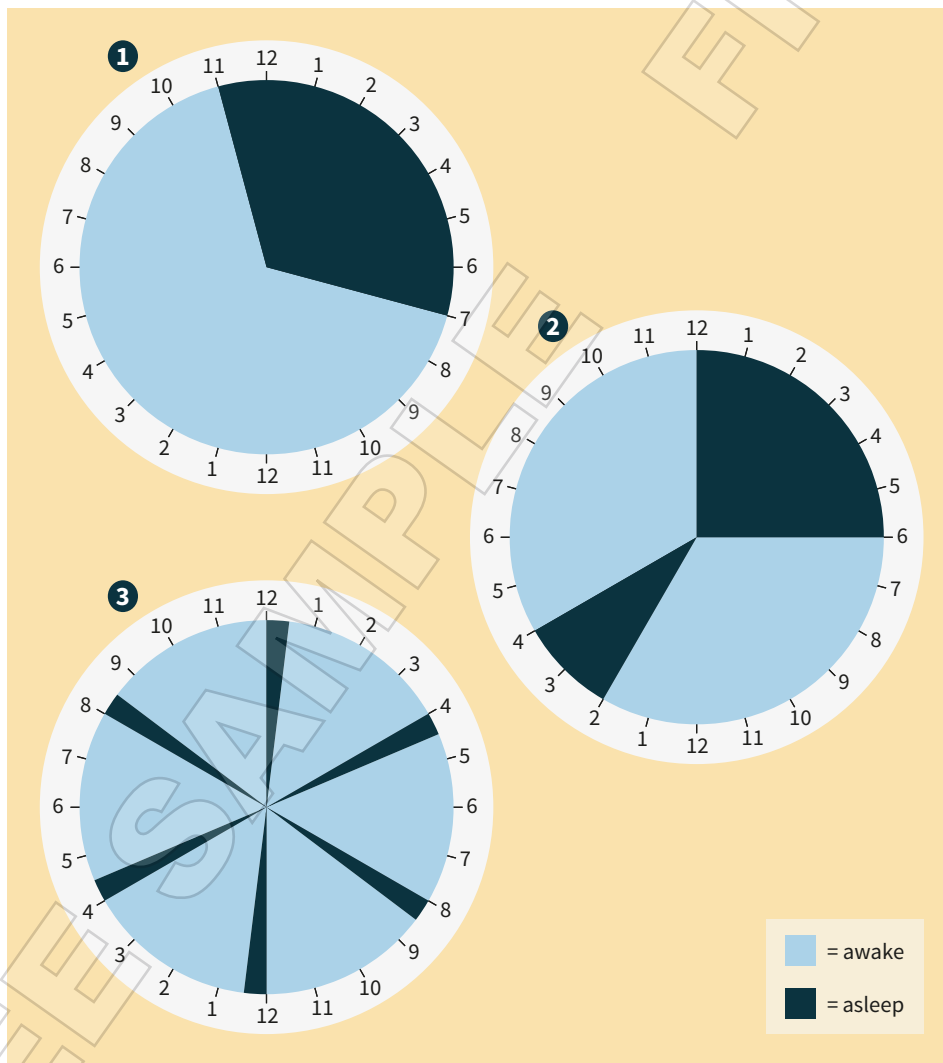
C Global listening

1 2.4 Listen to *Time to sleep*. Match the items to make true statements.

- | | |
|---------------------|--|
| 1 The lecture | a is not healthy. |
| 2 Monophasic sleep | b refers to two sleep periods per day. |
| 3 Biphasic sleep | c is about three sleep patterns. |
| 4 Multiphasic sleep | d is typical for most people. |

2 Match the three different types of sleep patterns in the box with the diagrams.

Biphasic Monophasic Multiphasic




GLOSSARY

- @ = "at"
 ppl = "people"
 hrs = "hours"
 + = "plus"

Listening for effects

D Close listening

- 1  2.5 Listen to the first part of the lecture again. Correct the four mistakes in the notes.

Monophasic cycle (Mono = 2)

Ppl sleep 6–8 hours in 1 period of time, awake 6–18 hours

Biphasic cycle (Bi = 2)

2x sleeps = Sweden


Sleep 5–6 hrs @ night + nap in afternoon

A result, or *effect*, is what happens because of a cause. To recognize effects, listen for these signals: *As a result, so, this means.*

Mika drinks coffee at 10 p.m. As a result, she is awake most of the night. My sister and I are "night people," so we often talk on the phone after 1 a.m.

When you take notes, you can use an arrow to show the relationship between causes and effects.

cause	→	effect
<i>Mika drinks coffee @ 10 p.m.</i>	→	<i>she is awake most of the night</i>

- 2  2.6 Listen to the second part of the lecture. Match the causes in the left column with the effects in the right column.

- | | |
|---|--|
| <p>1 Multiphasic sleep means people take many naps so</p> <p>2 Multiphasic sleep makes you tired all the time and</p> <p>3 Multiphasic sleep for weeks or months means that</p> | <p>a people can get sick.</p> <p>b they never sleep for a long time.</p> <p>c as a result people can have accidents.</p> |
|---|--|

E Critical thinking

Discuss the questions.

- Which sleep pattern do you have? Is it always the same, or does it change?
- Which sleep pattern do you think is best for these jobs:

airplane pilot athlete teacher writer

- Why do you think a multiphasic sleep cycle can make people sick?

Pronunciation for listening


Intonation in statements

Intonation means the way a speaker's voice moves up and down. Statements in English have *falling intonation*. At the end of a sentence, the speaker's voice goes up on the last stressed syllable of the sentence. Then the voice goes down lower than before. This fall tells listeners that the statement or idea is finished.

The last stressed syllable can be in the last word in the sentence or in an earlier word.

Today we're going to continue talking about circadian **rhythm**.

The time difference between New York and Beijing is **12** hours.

1  2.7 Listen to the following pairs of statements. Choose the statement which has the correct intonation.

- 1 a I'm feeling a little tired.
b I'm feeling a little tired.
- 2 a Daniel usually studies at night.
b Daniel usually studies at night.
- 3 a Dinner is at 6 o'clock.
b Dinner is at 6 o'clock.
- 4 a I have an appointment.
b I have an appointment.
- 5 a It's really cold today.
b It's really cold today.
- 6 a Please work with a partner.
b Please work with a partner.

2 Predict the final intonation in these sentences. Draw rising and falling arrows.

- 1 Dina never eats breakfast.
- 2 After lunch I often feel sleepy.
- 3 Sam always uses an alarm clock.
- 4 If the weather is nice, I take the bus to school.

Vocabulary development

Words for waking and sleeping

1 Match the words in the box with the correct definition.

early fall asleep get up go to bed late stay up tired wake up

- 1 _____ (adj) near the beginning of a time period, or before the usual time
- 2 _____ (adj) the feeling that you need to rest and want to sleep
- 3 _____ (v) to finish your day and enter your bed
- 4 _____ (v) to get out of bed
- 5 _____ (v) to go from being awake to being asleep
- 6 _____ (v) to go to bed later than usual
- 7 _____ (v) to open your eyes in the morning
- 8 _____ (adj) after the correct or usual time

2 Complete the questions with the words and phrases from Exercise 1. Some sentences have more than one correct answer.

- 1 What time do you normally finish your activities and _____ at night?
- 2 What time do you normally _____ in the morning?
- 3 If you are _____ in the afternoon, do you take a nap?
- 4 Do you usually _____ as soon as you wake up in the morning?
- 5 Are you often early or _____ for lectures or meetings with friends?
- 6 Do you prefer to eat dinner _____, around 6, or late, around 9 or 10?
- 7 Do you usually _____ as soon as you close your eyes at night? If not, how long does it take you?
- 8 Is it easy or difficult for you to _____ late if you need to study?

3 Work with a partner. Ask and answer the questions in Exercise 2.

Academic words

1 Match the words in bold with the correct definition.

- | | |
|-------------------------|--|
| 1 biology (n) | a people who work for no money |
| 2 culture (n) | b the study of living things |
| 3 experts (n) | c a piece of paper that gives information about something it is fixed to |
| 4 energy (n) | d the ideas and beliefs of a group of people |
| 5 volunteers (n) | e the thing that makes people active |
| 6 label (n) | f people who know a lot about a subject |

2 Complete the sentences with the words in bold from Exercise 1.

- In American _____, it is common for people to eat dinner at 10 p.m.
- In 2015, _____ was the third most popular university subject in the U.K.
- In 2016, only about 10% of U.S. teenagers spent time as _____, for example, helping in hospitals, cleaning parks, or teaching young children.
- One study showed that working people have the most _____ on Mondays and Tuesdays.
- According to _____, dolphins and whales sleep with only half their brain at a time.
- Read the washing instructions on the _____.

3 Work with a partner. Read the sentences in Exercise 2. Decide if they are true or false.



Speaking model

You are going to learn about adverbs of frequency, getting attention and asking for permission, and pronouncing word stress and intonation in questions. You are then going to use these to conduct a survey about people's sleeping and waking routine.

A Analyze

Complete the conversation with the phrases in the box.

- | | |
|---|---|
| 1 When do you usually wake up in the morning? | 4 How do you feel if you stay up late? |
| 2 How do you usually feel in the morning? | 5 When do you usually go to bed? |
| 3 Can I ask you some questions? | 6 Are you a day person or a night person? |
| | 7 How often do you take naps? |

A: Excuse me. I'm doing a survey for my class. _____?

B: Sure, no problem.

A: _____?

B: I usually wake up around 6:30 or 7 a.m. I have early classes almost every day.

A: And _____?

B: Around 11 p.m.

A: OK. Next question. _____?

B: I never take naps. It's impossible for me to fall asleep during the daytime.

A: All right. _____?

B: I always feel good in the morning. I have a lot of energy then.

A: _____?

B: Not good.

A: Finally, _____?

B: I am definitely a day person.

A: Well, thanks for your time.

B: You're welcome.

B Discuss

Work with a partner. Answer the questions.

- How does Speaker A ask for permission? What else could they say?
- Which question does Speaker A ask first about Speaker B's routine? Which one is last? Is it possible to change the order of the questions?
- How does Speaker A end the conversation? How does Speaker B respond?

Grammar

Adverbs of frequency

Adverbs of frequency tell us how often something happens.

100%			50%			0%
always	usually	often	sometimes	rarely	never	
almost always				almost never		

- Frequency adverbs come after *be* and before other verbs in simple present statements.
- *Sometimes* and *usually* can also come at the beginning of a sentence.
- Frequency adverbs come after the subject in simple present questions.

Affirmative: *Sandra always wakes up early. Carlos is rarely late to class.*

Negative: *Joseph doesn't always eat breakfast. We don't usually stay up late.*

Question: *Are you often hungry at night? When does she usually eat dinner?*

- 1 Complete the sentences and questions with the frequency adverb in parentheses. Some sentences have more than one correct answer.

(always) Aynur wakes up early. Aynur always wakes up early.

- (never) Attila uses an alarm clock to wake up.
 - (sometimes) I forget to eat breakfast.
 - (rarely) Katya is in class before 10 a.m.
 - (often) Do you stay up late to study?
 - (usually) When do you study in the library?
 - (almost never) My roommate and I eat lunch together.
 - (almost always) Dan falls asleep quickly.
- 2 Look at the weekly schedule for a student named Ali. Use frequency adverbs to describe his routine. Some sentences have more than one correct answer.

	Su	M	T	W	Th	F	Sa
1 go to bed early							
2 wake up early		X	X	X	X	X	X
3 eat breakfast	X						
4 take a nap		X			X		
5 walk to school		X		X	X	X	
6 study with a friend	X		X		X		

- 3 Write five sentences about your daily routine. Use frequency adverbs.

Speaking skill

Getting attention and asking permission

English has informal and formal ways of asking for permission. Use informal expressions for talking with friends, family, or classmates. Use formal expressions for talking with people you do not know well or with people in a high position. You may need to get your listener's attention before you ask for permission.

Getting attention*Excuse me.**May I interrupt?***Asking for permission***Is it OK if I sit here?**Can I ask you a question?**Could I use your book?**informal**formal*

- 1 **2.8** Listen and complete the sentences. Work with a partner. Discuss if they are formal or informal.

1 It's raining. _____ use your umbrella?

Sure, no problem.

2 _____ interrupt, Professor. _____ talk to you for a minute?

I'm sorry, I have a meeting now. But I can talk to you later.

3 _____ if I sit here?

I'm sorry. I'm saving the seat for my friend.

4 _____ use your tablet?

Sure, go ahead.

5 _____ borrow your dictionary?

Yes, of course.

- 2 **Role play with a partner. Get attention and ask for permission in these situations.**

1 You are doing a survey. You want to ask your classmate a question.

2 It's cold in your office. Ask the other workers if it's OK to close the window.

3 Your teacher is working in his office. You have a question. Ask for permission to enter.

4 You have a doctor's appointment. Ask your professor if you can leave class early.

5 You are in a crowded cafeteria. Ask some students if you can sit at their table.


6 You want to use your friend's phone because you left yours at home.

A: *Pardon me. Is it OK if I sit here?* **B:** *Of course. Have a seat.*


Pronunciation for speaking

Stress and intonation in questions


Yes/no questions have rising intonation. This means the voice rises on the last stressed syllable and then keeps on rising until the end of the sentence.


Do you have a problem with **jet lag**? 

Sometimes the last stressed syllable is the last word in the sentence.

Do you need to take a **nap**? 

Wh- questions have a rising-falling intonation. The voice goes up on the last stressed syllable and then goes down.

Why do some people experience **jet lag**? 

1  2.9 Listen to the questions. Draw arrows to show rising and falling intonation. Then listen again and repeat the sentences.

- 1 Can I ask you some questions?
- 2 What time do you go to bed?
- 3 What time do you wake up?
- 4 Do you feel tired?
- 5 How much sleep do you need?

2 Rearrange the words to form questions. Underline the last stressed syllable. Draw arrows to show rising and falling intonation.

1 you – need – alarm clock – do – an
Do you need an alarm clock?

2 what – to study – your – is – best – time of day

3 jet lag – problem – is – for you – a

4 how often – you – take – do – naps

5 are – morning person – a – you

3 Ask and answer the questions in Exercise 2 with a partner.

Speaking task

You work for an organization that conducts surveys. You will conduct a survey about people's sleeping and waking routine.

Brainstorm

Write four extra topics you could ask about. Use the information from the unit and your own ideas.

wake up eat breakfast take a nap go to sleep

Plan

Look back at your brainstorm and write six survey questions. Be sure to include:

- expressions for getting attention and asking permission
- questions in simple present
- adverbs of frequency
- vocabulary from pages 36, 38, and 39

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

Speak

Conduct your survey. Take notes on your partner's answers.

Share

Sit in groups. Tell your classmates about the person you surveyed. Tell the group if the person is a "day person" or a "night person."

I surveyed (person's name). She wakes up ... She doesn't eat ... She often feels ... She never ... I think she is a day/night person.

Reflect

Discuss the questions with a partner:

- When is the best time to go to sleep?
- When is the best time to study?

Review

Wordlist

Vocabulary preview

active (adj)***	expect (v)***	period (n)***
awake (adj)*	find out (v)	regular (adj)***
brain (n)***	healthy (adj)***	total (n)***
choices (n)***	interrupt (v)**	typical (adj)***
cycle (n)**	natural (adj)***	
daily (adj)***	pattern (n)***	

Vocabulary development

early (adj)***	go to bed (phrase)	tired (adj)***
fall asleep (phrase)	late (adj)***	wake up (phrasal v)
get up (phrasal v)	stay up (phrasal v)	

Academic words

biology (n)*	energy (n)***	label (n)***
culture (n)***	expert (n)***	volunteer (n)**

Academic words review

Complete the sentences with the words in the box.

believe energy expert volunteer positive

- 1 Many people _____ that watching TV helps you fall asleep.
- 2 Professor Malik is an _____ on sleep patterns. She knows everything.
- 3 I am a _____ at my local school. I teach English and Biology.
- 4 I'm a pretty _____ person, I'm not one of those negative types.
- 5 I have lots of _____ in the morning and not so much at night.

Unit review

- | | | |
|---------------|--------------------------|--|
| Listening 1 | <input type="checkbox"/> | I can listen for specific information. |
| Listening 2 | <input type="checkbox"/> | I can listen for effects. |
| Vocabulary | <input type="checkbox"/> | I can use words to describe waking and sleeping. |
| Grammar | <input type="checkbox"/> | I can use adverbs of frequency. |
| Speaking | <input type="checkbox"/> | I can get a person's attention and ask for permission. |
| Pronunciation | <input type="checkbox"/> | I can pronounce stress and intonation in questions. |