

Employers wake up to the power of a staff nap

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Business topics: Employee wellbeing, productivity, ways of working

Business language: Useful vocabulary, business phrases, collocations (prepositional phrases)

Activities: Key words, understanding the text, business language (prepositions, register), discussion, brainstorming solutions to employee well-being issues

Groups: Whole class, one-to-one, small groups

Overview: This article discusses the benefits of staff naps, new trends, practical napping advice, and the writer's own anecdotes.

1. Warmer

- a. Ask students to complete the survey individually. Then have them compare their opinions in small groups or pairs. After talking for a few minutes, get students to share their thoughts and ideas with the rest of the group. Write students' contributions to the relevant target language on the board.

2. Key words

- a. Ask students to scan the article to find the key words. Then, ask them to compare their answers in pairs or small groups before going over the answers.

Key:

1. *correlate, correlates*
2. *failure*
3. *snooze*
4. *resistant*
5. *productivity*
6. *reinforce, reinforced*
7. *diminish, diminishes*

8. *deprive*
9. *wellbeing*
10. *deliver*
11. *insomniac*
12. *ambition*

3. Understanding the article

- a. Ask students to skim the article first. Then, have them scan the article to locate the relevant paragraph for each statement and select the correct answer.

Key:

1. *True*
2. *True*
3. *True*
4. *False. Sleeping more can slow the pace the brain shrinks as we age and lower the risk of dementia and other diseases.*
5. *False. They are encouraging staff working long or antisocial hours to take naps.*
6. *False. He suggests a "strategic nap" for workers required to work late.*
7. *True*
8. *False. Naps with different lengths and at different times of the day have different benefits.*
9. *True*
10. *True*

4. Business language – collocations

- a. Ask students to see if they can guess the answers before referring to the article again if necessary.

Key:

1. *up to*
2. *in*
3. *back*
4. *on*
5. *through*
6. *off*
7. *to*
8. *on*
9. *on*

- b. Ask students to work together to complete the activity. Encourage them to look back at the previous activity and see which phrase they can substitute the synonyms for.

Key:

1. *press on*
2. *fixate on*
3. *wake up to*
4. *tick things off*
5. *a shift in*
6. *be on a tight schedule*
7. *hold you back from*
8. *hold yourself to account*
9. *grind through*

5. Discussion

- a. Put the students in pairs or small groups and ask them to discuss the questions. When students have covered all of the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

6. Wider business theme – employee wellbeing

- a. Put students in small groups and ask them to discuss and prioritise the issues. Encourage them to focus on their personal experiences and knowledge.

Give students time to think of their ideas and note them down.

- b. Tell students they will have a brainstorming meeting to discuss solutions to the two most pressing issues. Ask them to look over the helpful language and add any other phrases that might come in handy.

Then, ask them to participate in the meeting in their groups. Remind them that they must first agree on the two most pressing issues. Following their negotiation, they should brainstorm solutions.

If time allows, regroup students and get them to share and compare their brainstorming notes.

Extension

Students can write an email summarising the meeting outcomes. You could suggest a structure as follows:

1. Background (two identified issues and reasons why they are essential to address)
2. Summary of best suggested options