



Teacher's guide

The Science of Sleep: Do We Undervalue Rest? – Advanced (C1-C2)

Canva Presentation Link: [🌐 The Science of Sleep: Do We Undervalue Rest?](#)

Editable Presentation Link: [🌐 The Science of Sleep: Do We Undervalue Rest?](#)

Editable Worksheet Link: [🌐 Student Worksheet: The Science of Sleep: Do We Undervalue Rest?](#)

Warm up

Part 1. Students read the quote and discuss the questions.

Reading activity

Part 1. Students will read a text on The Science of Sleep.

Part 2. Students discuss the questions based on the text.

Suggested answers:

1. Sleep undervalued due to busyness culture, long hours, digital distractions.
2. Benefits: better memory, mood, immunity, decision-making.
3. Risks: impaired focus, stress, depression, cardiovascular disease, burnout.
4. Individual → poor habits; systemic → work culture, tech, productivity ideals.
5. Author suggests recognising sleep as a **public health priority**.

Debate

Part 1. Students match the terms to their meanings.

Answer key:

1. cognitive performance
2. sleep hygiene
3. chronic fatigue
4. burnout syndrome
5. circadian rhythm
6. sleep deprivation
7. restorative function
8. work-life imbalance

Part 2. Students complete the sentences with the correct terms.

Answer key:

1. burnout syndrome
2. work-life imbalance
3. sleep hygiene
4. cognitive performance
5. restorative function
6. chronic fatigue
7. sleep deprivation
8. circadian rhythm

Part 3. Students look at the useful expressions and use them to rewrite the simple sentences so they sound more formal, persuasive, or nuanced for a debate.

Sample answers:

1. *It could be argued that sleep is not valued enough compared to diet and exercise.*
2. *Is it realistic to assume that individuals alone can solve sleep problems?*
3. *We must balance productivity against health when considering long working hours.*
4. *That's a valid point; however, society also creates conditions that undermine sleep.*

Part 4. Students take part in a structured debate with yourself or a partner, using the vocabulary and debate expressions from this lesson. Encourage students to respond fluently, challenge ideas politely, and justify their opinions with clear reasons and examples.

When leading the debate, use strong, provocative statements to push the student:

- "Sleep is a luxury, not a necessity."
- "If people are tired, it's their own fault — not society's problem."
- "Productivity matters more than rest."
- "Technology is not to blame; people should just switch off."
- "Governments should not interfere in people's private sleep habits."

Reflection

Part 1. Students discuss the questions.

Wrap-up task (optional homework)

Part 1. Students write a persuasive article (180–220 words):

"Should sleep be treated as a public health priority?"

Encourage students to:

- Use at least 4 vocabulary items (e.g., sleep deprivation, circadian rhythm, restorative function, work–life imbalance).
- Use at least 2 debate expressions (e.g., We must balance productivity against health..., That's a valid point; however...).
- Present one counterargument and refute it briefly.