

GRAMMAR / *Either . . . Or, Neither . . . Nor, and* Transitional Devices

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of *In Charge 2*, Unit 2, pages 17 through 20.

1. Distribute the Student Worksheet to your students. Ask them to list any sleep disorders they are aware of, such as snoring, narcolepsy (the disorder that causes people to have irresistible urges to sleep during the day), insomnia, etc. Then have the students fill in the blanks with the correct word. Point out that some words may be used more than once.
2. Separate the students into pairs and have them compare answers and discuss the reasons for their choices.
3. Go over the answers as a group.
4. Note that an answer key is provided for the Student Worksheet.

Optional:

1. Take a poll of the students in the class who have trouble sleeping, and see if the results correspond with the percentages given in the passage.
2. Refer your students to <http://www.sleepnet.com/> for more information on various sleep disorders. If desired, have them research a disorder and give a presentation on it using the passage on insomnia as a model.



GRAMMAR / *Either . . . Or, Neither . . . Nor, and Transitional Devices*

Name: _____

A. Fill in the blanks with the words below. Some words may be used more than once.

consequently	nor	besides
because	however	when
such as	in addition	either
also	and	or
neither	although	

Insomnia is a serious problem for many people. Studies show that twenty percent of women (1) and ten percent of men suffer from insomnia to some degree. Insomnia can mean (2) _____ having trouble falling asleep (3) _____ having trouble staying asleep. (4) _____, some insomnia sufferers wake regularly at four or five o'clock in the morning, unable to return to sleep. For many, this is the worst type of insomnia (5) _____ it causes problems (6) _____ depression, inability to concentrate, and extreme irritability. (7) _____ sleep deprivation, insomnia (8) _____ causes problems resulting from insufficient REM sleep and (9) _____, dream deprivation. It has already been shown that people who are deprived of REM sleep become ill very quickly, often within (10) _____ four (11) _____ five days, sometimes with hallucinations following soon after.



(more)

Clearly, insomnia is a problem that is (12) _____ minor
 (13) _____ insignificant. (14) _____ insomnia is fairly common, it
 cannot be diagnosed simply by totaling the number of hours of sleep a sufferer
 gets, (15) _____ by calculating the amount of time it takes for a sufferer to
 fall asleep. These amounts will vary (16) _____ each person has individual
 needs with regard to sleep. A diagnosis of insomnia is made
 (17) _____ a patient complains of not being able to get enough sleep. At
 that time it is common for a doctor to request that (18) _____ the patient
 (19) _____ the patient's spouse keep as accurate a sleep journal as
 possible before proceeding with treatment. Depending on the cause, treatment
 can include a change in diet and/or medication, a change in exercise and/or
 sleeping patterns and habits, or behavioral techniques (20) _____
 psychological counseling, relaxation therapy, self hypnosis, and reconditioning.

B. Work in pairs. Compare answers and discuss the reasons for your choices.



**GRAMMAR / Comparisons, Sufficiency,
Intensifiers, Negative Intensifiers
Answer Key**

1. and
2. either
3. or
4. In addition
5. because
6. such as
7. Besides
8. also
9. consequently
10. either
11. or
12. neither
13. nor
14. Although
15. nor
16. because
17. when
18. either
19. or
20. such as



SPEAKING / Sleep Analysis**INSTRUCTIONS FOR THE TEACHER**

These exercises are supplements to the exercises of *In Charge 2*, Unit 2.

1. Ask the students if they think they are good or bad sleepers. Tell them to rate themselves on a scale of 1–10, with 10 being the best, and 1 being the worst. Have them write this rating on a slip of paper, but advise them not to show anyone.
2. Distribute the Student Worksheet to your students. Have them take the sleep quiz. Tell them to circle the number of the statements which apply to them. Also, point out that the blanks in statements 8, 11, 16, and 17 are meant to be filled in. You may want to circulate while the students take the sleep quiz to answer individual questions as needed.
3. Divide the class into pairs and have the pairs exchange quizzes with another pair. Then have the students analyze and discuss the quizzes they received. If desired, tell them to choose which statements are positive and which are negative, and then total the two types of statements up for both quizzes. Tell the pairs to imagine they are doctors, and decide together what they would say to the students whose quizzes they just analyzed.
4. Rearrange the pairs so that each student is with one of the people who analyzed his or her quiz. Then have them role-play being doctors and giving each other their analyses and advice. When they finish, have them compare and discuss the differences between their own sleep habits.



SPEAKING / Sleep Analysis

Student Worksheet

Name: _____

A. Take the following sleep quiz. Circle the numbers that best describe your sleeping habits.

1. I fall asleep as soon as my head hits the pillow.
2. I lay awake for at least half an hour before falling asleep.
3. Once I fall asleep, I can usually sleep right through the night.
4. I'm a very light sleeper; I wake up at every noise.
5. I'm a heavy sleeper. I need a loud alarm clock to wake me up.
6. I always wake up refreshed.
7. I always wake up feeling like I need more sleep.
8. I take a nap most days. I usually nap for _____ minutes.
9. I always feel tired, but I rarely take a nap.
10. I worry about getting enough sleep.
11. I need about _____ hours of sleep each night.
12. I never get enough sleep.
13. I worry about having bad dreams at night.
14. Sometimes I wake up laughing after having a funny dream.
15. I can always wake myself up at whatever time I need to.
16. I often eat _____ before going to sleep.
17. I try not to eat anything for at least _____ before going to sleep.
18. I like to exercise at night.

B. Work in pairs. Exchange sleep quizzes with another pair. Together, talk about the sleep patterns of the two people from the other pair. What do their sleep quizzes tell you? Does one person have a sleep problem? Rate the students on a scale of 1–10, with 10 being a perfect sleeper. If you were a doctor, what would you advise your “patients” to do differently in order to sleep better?

C. Change partners so you are in a pair with one of the two students whose sleep quizzes you analyzed. Take turns role-playing being the doctor and telling your “patient” about your analysis of his or her sleeping patterns. Give your patient advice.

D. Compare and discuss your sleep patterns with your partner's.



VOCABULARY**INSTRUCTIONS FOR THE TEACHER**

These exercises are supplements to *In Charge 2*, Unit 2.

1. Distribute the Student Worksheet to your students. Have them fill out the word formation chart (section A of the worksheet). They should use a monolingual dictionary as needed. Point out that they may find a different form of the word in the dictionary. Depending on how the dictionary is organized, other forms may appear somewhere in the definition or as a separate headword. If the students are using different dictionaries, it might be worthwhile to look at the introduction to see how each dictionary works in this regard. Note that an answer key is provided for the Student Worksheet.

2. For B, divide the class into pairs and have them write sentences using as many word forms as possible for each word. Model the exercise with the following example.

He shadily ordered his shady partner to dig the grave in the shade of the large tree so that the tree would shade the grave all day.

3. Circulate to check that students are using the different word forms correctly, and to offer assistance as needed.
4. Have pairs choose their funniest sentences to read to the class. Have the class vote on the funniest sentence.



VOCABULARY
Student Worksheet

Name: _____

Part 1: Word Formation Chart

Complete the word formation chart below. Use a dictionary to help you find the word parts you do not know. The boxes with Xs in them indicate that the word does not exist in that form.

Noun	Verb	Adjective	Adverb
<i>affliction</i>	afflicted	X	X
	assimilate	X	X
	claim	X	X
		coincidental	
		critical	
	X	illogical	
	X	nervous	
	X	physiological	
		prophetic	
	remedied		
shade			

B: Silly Sentences

Work in pairs. Write 5 sentences using as many different word forms of the same word as possible.

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY
Answer Key

A.

Noun	Verb	Adjective	Adverb
affliction	afflicted		
assimilation	assimilate		
claim	claim		
coincidence	coincide	coincidental	coincidentally
critic	criticize	critical	critically
illogic / illogicalness / illogicality		illogical	illogically
nerve / nervousness		nervous	nervously
physiology		physiological	physiologically
prophet / prophecy	prophesize / prophecy	prophetic	prophetically
remedy	remedy / remedied	remedial	remedially
shade	shade	shady	shadily

B. Answers will vary.