

## Employers wake up to the power of a staff nap

**Level:** Advanced (C1–C2)

**Time:** Approximately 90 minutes

**Business topics:** Employee well-being, productivity, ways of working

**Business language:** Useful business vocabulary, business phrases, collocations, register

**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. In small groups or pairs, students answer the four questions leading to the article. 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. *snooze*
3. *idleness*
4. *fecklessness*
5. *resistant*
6. *evangelist*
7. *reinforce*
8. *refresher*
9. *detect, detected*

10. *diminish, diminished*
11. *strategic*
12. *deprive*
13. *insomniac*
14. *persevere*

### 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. <i>Au</i> | 7. <i>GM</i>  |
| 2. <i>CM</i> | 8. <i>Au</i>  |
| 3. <i>NI</i> | 9. <i>CM</i>  |
| 4. <i>SH</i> | 10. <i>GM</i> |
| 5. <i>CM</i> | 11. <i>GM</i> |
| 6. <i>GM</i> | 12. <i>NI</i> |

### 4. Business language – collocations

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

**Key:**

- |                   |               |
|-------------------|---------------|
| 1. <i>up to</i>   | 6. <i>on</i>  |
| 2. <i>in</i>      | 7. <i>off</i> |
| 3. <i>back</i>    | 8. <i>to</i>  |
| 4. <i>on</i>      | 9. <i>on</i>  |
| 5. <i>through</i> | 10. <i>on</i> |

- b. Ask students to work together to complete the activity. Then, have them reflect on the register of phrasal verbs. (These tend to be less formal than other synonyms.)

**Key:**

1. *starting to appreciate*
2. *shift*
3. *hindered*
4. *endure*
5. *continue with*
6. *continue*
7. *held her to account*
8. *fixate on*
9. *on a tight schedule*

## 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. Have students read the factors in the table and match them to the headings.

**Key:**

1. b. Leadership behaviours
2. a. Design of work
3. c. Ways of working

- b. Put students in small groups and ask them to discuss and prioritise the issues. Encourage them to focus on their personal experiences and knowledge.
- c. You could elicit ideas from the whole class or first scaffold with some group work.
- d. Tell students they will have a brainstorming meeting to discuss solutions to the three most pressing issues. Elicit useful language. For example:

*What if we ...*

*Why don't we ...?*

*... might be worth trying.*

*... could/might/would drastically improve ...*

*On the one hand, ... On the other hand, ...*

*One advantage/disadvantage of ... is ...*

*While it would ..., it may ...*

Then, ask them to participate in the meeting in their groups. 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 with their own analysis of the top solutions. You could suggest a structure as follows:

1. Background (identified issues)
2. Summary of best-suggested options with pros and cons
3. Recommendations