

3A

All in a day's work

A In the sentences below, replace the words in **bold** with a phrase containing the word *work*.

1 I've been **training at the gym** twice a week for ages, but I still haven't lost any weight.



2 I **didn't go into the office** yesterday, because I had a migraine. When I went in today, my boss said she didn't believe I'd really been ill!

3 I had a baby six months ago. I really want to **return to my job**, but my husband thinks I should stay at home and look after the baby.

4 Oh no! The TV **is broken** and the final of *Big Brother* is on this evening!

5 My best mate has stopped talking to me and I can't **understand** why.

6 It takes my students ages to **start working**. They're too busy chatting and fighting.

7 I used to only **go to my job three days a week**, but now I **go every day**. I've got no time for housework any more and the house is a complete mess.



8 I've been **trying to improve** my English pronunciation, but I still sound nothing like a native speaker.

9 I've just got a job as a nurse. I'm not used to **working at different times of the day and night**. I love my job, but I hate the hours.

10 My son is **unemployed** and he sits at home playing computer games all day. He's driving me mad!

B Work in pairs. Take it in turns with your partner to read out the problems from above and give advice to each other.

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Aims To review and practise useful phrases with *work* and to practise giving advice

Time 10 minutes

Materials 1 handout for each student

- Give each student a copy of the handout and ask them to do task A. All the phrases needed are in the Vocabulary Builder or Student's Book. Check answers as a class.

1 working out

2 was off work

3 go back to work

4 isn't working / doesn't work

5 work out

6 get down to work

7 work part-time, work full-time

8 working on

9 doing shift work

10 out of work

- Before students do task B, elicit some expressions for giving advice, e.g. *I think you should...* / *You ought to...* / *If I were you, I'd...* / *Why don't you...?* / *You'd better...* and write these on the board, for students to refer to.
- Divide the class into pairs and tell them to take it in turns to read out the reworded problems from task A and offer advice to each other. Get some feedback on the best / worst piece of advice they were given.