

TEACHER'S GUIDE · BUSINESS ENGLISH

Always tired at work?

Simple ways to get your energy back

LEVEL
B1 · Intermediate

TIME
60 min

SKILLS
Reading · Speaking · Grammar · Vocabulary

Learning objectives

In this lesson, you can:

- understand practical health advice from an official source
- use the first conditional to talk about results
- give advice with imperatives and *should*
- discuss energy, stress and productivity at work

Key vocabulary

fatigue · energy boost · nap · stimulant · dehydrated · gradually · cut down on · avoid · reduce stress · regular meals

Materials

- this worksheet
- web page: *Self-help tips to fight tiredness* (NHS)

1 Warm up

SPEAKING

Look at the pictures. What can you see? How are they connected to the topic? Then answer the questions with your teacher.



PICTURE A · coffee at work



PICTURE B · a lunchtime walk

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1. At what time of the day do you feel most tired? Why?
2. What do you do when you need more energy at work?
3. How many cups of coffee do you drink a day? Is that a lot?

2 Vocabulary preparation

VOCABULARY

Part A: Match the words with the definitions.

nap (n) | gradually (adv) | energy boost (n) | dehydrated (adj) | fatigue (n) | stimulant (n)

1. _____ extreme tiredness that doesn't go away with rest
2. _____ a quick increase in energy
3. _____ a short sleep during the day
4. _____ a substance that makes you feel more awake
5. _____ without enough water in your body
6. _____ slowly, little by little

Part B: Collocations. Complete the sentences with the verbs in the box.

take | get | drink | avoid | cut | reduce

1. I try to _____ eight hours of sleep every night.
2. You should _____ naps during the day if you sleep badly.
3. Yoga helps me _____ stress.
4. I _____ a short break every two hours.
5. I'm trying to _____ down on coffee.
6. _____ more water, especially after exercise.

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3 Main input: read and learn

READING · GRAMMAR

The NHS (the UK's public health service) gives simple tips to fight tiredness. Read the introduction and these sections: "Eat often to beat tiredness", "Get moving", "Sleep well", "Reduce stress to boost energy", "Cut out caffeine" and "Drink more water for better energy".

READING

Self-help tips to fight tiredness
NHS (UK National Health Service) · official health advice · six short sections (about 3 minutes) · free
https://www.nhs.uk/live-well/sleep-and-tiredness/self-help-tips-to-fight-fatigue/

Read "Eat often" and "Get moving". Answer: How often should you eat? How long is a walk that can give you an energy boost?

Language focus: the first conditional and advice

We use the first conditional to talk about a real situation and its likely result.

Form	Example
If + present simple, will + verb	If you exercise regularly, you'll feel less tired.
will + verb + if + present simple	You'll sleep better if you avoid caffeine in the evening.
Possible result: may / might	If you drink coffee late, you may have problems sleeping.
Advice: imperative / should	Drink more water. You should cut down on caffeine.

Remember: no *will* after *if*: "If you *sleep* more...", not "If you will sleep more...".

Practice: Complete the sentences with the correct form of the verbs.

1. If you _____ (eat) regular meals, you _____ (have) more energy.
2. If you _____ (not / sleep) enough, you _____ (feel) tired at work.
3. You _____ (sleep) better if you _____ (avoid) caffeine in the evening.
4. If I _____ (take) a 15-minute walk at lunchtime, I _____ (be) more productive.
5. _____ (drink) a glass of water if you feel tired.

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4 Reading comprehension

READING

Part A: Read again. Are the sentences true (T) or false (F)? Circle.

1. Most tiredness is caused by serious illness. T / F
2. It's better to eat regular meals and snacks every 3–4 hours than one large meal less often. T / F
3. A 15-minute walk can give you an energy boost. T / F
4. The recommended goal is 2 hours 30 minutes of moderate exercise a week. T / F
5. Naps during the day are recommended for better sleep. T / F
6. The effects of caffeine can last up to 7 hours. T / F

Part B: Choose the correct answer.

1. Why can caffeine make you tired?
   (a) It has a lot of sugar. (b) It makes you hungry. (c) It can disrupt your sleep rhythms.
2. What does The Sleep Charity recommend if you want to stop caffeine?
   (a) Reduce it gradually. (b) Stop immediately. (c) Drink tea instead.
3. According to the text, stress...
   (a) gives you energy. (b) uses up a lot of energy. (c) helps you sleep.
4. What should you do if tiredness doesn't go away with rest and sleep?
   (a) Drink more coffee. (b) Take more naps. (c) Consult a GP.

Part C: Think and answer.

1. Which tip is the easiest for you to follow? Why?

2. Which tip is the most difficult for you? Why?

3. Write advice for a tired colleague. Use *If you..., you'll...*

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5 Speaking practice and discussion

SPEAKING

Part A: Choose TWO cue cards. Talk about each card with your teacher for 1–2 minutes.

Cue card 1: My energy during the day

- My best hours
- My worst hours
- What helps me

Cue card 2: Coffee culture

- Coffee in my country
- Coffee at my office
- Too much?

Cue card 3: Exercise and work

- When do I exercise?
- Walking meetings
- Sport with colleagues

Cue card 4: Stress at work

- Main causes
- How I relax
- What my company does

Cue card 5: Sleep habits

- My bedtime
- Phones in bed
- Weekends

Part B: Answer the questions with your teacher. Give reasons and examples.

1. When during the day do you feel most tired? Why do you think that is?
2. What do you do when you feel tired at work? Does it work?
3. How does your company help employees deal with stress? What else could it do?
4. Is coffee a good or bad habit for busy professionals? Explain your opinion.
5. If you change one habit next week, which one will you change and what will happen?

6 Lesson takeaway and wrap-up

REVIEW

Complete the sentences. Then tell your teacher.

1. Three useful expressions from today: _____
2. The most surprising fact from the text: _____
3. If I _____ this week, I'll _____ .
4. One piece of advice I'll give to my team: _____

Takeaway: Small changes can make a big difference: regular meals, a 15-minute walk, a regular bedtime and less caffeine in the evening. If tiredness doesn't go away with rest and sleep, see a doctor.

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+ Optional extension / homework

WRITING

Write an email (80–100 words) to a colleague who is always tired. Give three pieces of advice from the text and explain the results with the first conditional.

Alternative activity:

Make a one-week “energy plan” for yourself: one change for each day and the result you expect (“On Monday I’ll..., so I’ll...”). Present it to your teacher in the next class.

References

NHS. (2023, November 8). *Self-help tips to fight tiredness*. https://www.nhs.uk/live-well/sleep-and-tiredness/self-help-tips-to-fight-fatigue/

Original materials: vocabulary, language examples and exercises were written for NATeacher for B1 learners.

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Teacher's guide

Learning objectives. By the end of the lesson, the student can: understand practical advice in an official health text; use the first conditional for likely results; give advice with imperatives and *should*; discuss energy and stress at work.
Total time: approx. 60 minutes — Warm up 6 · Vocabulary 7 · Main input 10 · Comprehension 14 · Speaking 18 · Wrap-up 5. The extension is optional homework.

▶. Main input: about the resource

Resource: *Self-help tips to fight tiredness*, NHS website (page last reviewed 8 November 2023). Free; no login. https://www.nhs.uk/live-well/sleep-and-tiredness/self-help-tips-to-fight-fatigue/

What to read: the introduction and six sections: Eat often, Get moving, Sleep well, Reduce stress, Cut out caffeine, Drink more water (about 450 words, 3 minutes). Skip the sections about weight, therapy and alcohol. This is general advice: if a student mentions a health problem, recommend a doctor and don't give medical advice.

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Key information: Many cases of tiredness are due to stress, not enough sleep, poor diet and other lifestyle factors; fatigue that rest doesn't relieve may be medical – consult a GP. Eat regular meals and healthy snacks every 3–4 hours. Regular exercise makes you less tired in the long run; a single 15-minute walk gives an energy boost; goal: 2 hours 30 minutes of moderate aerobic exercise a week. Sleep tips: same bedtime and wake-up time every day, avoid naps, relax before bed. Stress uses up a lot of energy; relaxing activities help (gym, yoga, music, reading, friends). Caffeine is a stimulant; it can disrupt sleep; effects last up to 7 hours; The Sleep Charity recommends reducing it gradually (stopping suddenly can cause insomnia and headaches). Mild dehydration can make you tired: drink water.

1. Warm up

6 mins.

Show the pictures. Ask the questions and encourage longer answers with follow-ups ("Why?", "What happens then?").

Possible answers: "The pictures show two ways to get energy at work: coffee and a walk. I think the walk is healthier."
Support: give useful phrases: *I usually..., I feel... when...* **Challenge:** ask the student to rank five energy habits from best to worst.

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2. Vocabulary preparation

7 mins.

The student completes Part A and Part B alone. Check together, say the words aloud and ask the student to repeat the difficult ones.

Part A

1. fatigue
2. energy boost
3. nap
4. stimulant
5. dehydrated
6. gradually

Part B

1. get 2. avoid 3. reduce 4. take 5. cut 6. Drink

British and American English: British *GP* (general practitioner) = American *family doctor / primary care physician*. Phrasal verbs: *cut down on* (reduce), *cut out* (stop completely), *use up* (use all of).

3. Main input and language focus

10 mins.

Open the page on screen. The student reads "Eat often" and "Get moving" for the gist questions, then the other four sections. **Answers:** regular meals and healthy snacks every 3 to 4 hours; a single 15-minute walk.

Present the language focus in 1–2 minutes: elicit the rule from the examples, then move to the practice.

Practice

1. eat ... 'll have
2. don't sleep ... 'll feel
3. 'll sleep ... avoid
4. take ... 'll be
5. Drink

Common mistakes: "If you will drink water, you will feel better" → "If you **drink** water, you'll feel better"; "You should to sleep" → "You should **sleep**"; "make exercise" → "**do** exercise".

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4. Reading comprehension

14 mins.

The student reads again and works alone. Check together and ask the student to quote the line that supports each answer.

Part A

1. F (stress, not enough sleep, poor diet and other lifestyle factors) 2. T 3. T 4. T 5. F (avoid naps) 6. T

Part B

1. c 2. a (stopping suddenly can cause insomnia and headaches) 3. b 4. c

Part C

1–2. Open answers with a reason, e.g. "Drinking more water is easy because I have a bottle on my desk." 3. e.g. "If you go for a 15-minute walk at lunchtime, you'll feel more awake in the afternoon."

Accept: answers in the student's own words if the meaning is correct. **Support:** divide the text: one section at a time, then the related questions. **Challenge:** the student summarises the six tips in one minute without notes.

5. Speaking practice and discussion

18 mins (cue cards 6 · questions 12).

The student chooses two cards and speaks for 1–2 minutes on each. Then ask the five questions one by one. Let the student finish, then ask follow-up questions: "Why?", "Can you give an example?", "What would happen if...?"

Model answer (Q4): "I think coffee is OK in the morning, but if you drink it after 4 p.m., you'll probably sleep badly, and you'll be tired the next day."
Evaluate: correct first conditional; collocations (*get enough sleep, cut down on, reduce stress*); opinions supported with reasons; fluency in answers of 3–4 sentences.
Correction: note mistakes while the student speaks and correct 2–3 of them at the end, so you don't interrupt fluency.

6. Lesson takeaway and wrap-up

5 mins.

The student completes the sentences and says them aloud. Ask: "Which change will you try first, and how will you know it works?"

Possible answers: "cut down on, energy boost, gradually"; "The effects of caffeine can last up to 7 hours."; "If I go to bed at the same time every day, I'll feel more awake."

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+. Optional extension / homework

Check: 80–100 words; email format (greeting, closing); three tips from the text; correct first conditional (no *will* after *if*); polite advice (*you could, you should, why don't you...?*).

✓. Did the student reach the objectives?

- Can the student explain four tips from the text?
- Does the student use the first conditional correctly (no *will* after *if*)?
- Can the student give polite advice to a colleague?
- Can the student discuss energy and stress at work with reasons and examples?

✔. Resource verification log

Resource	Institution / URL	Type · length	Checks (21 Oct 2026)	Result
Self-help tips to fight tiredness	NHS (UK National Health Service) https://www.nhs.uk/live-well/sleep-and-tiredness/self-help-tips-to-fight-fatigue/	Web page · six sections, about 450 words (3 min)	Page loads (the old NHS sleep page redirects elsewhere, so this page was chosen); content matches the exercises; free, no login; suitable for B1; not a language school	**Approved**

Photos: credits listed in the references (Unsplash). No image links are included in the worksheet.

References

NHS. (2023, November 8). *Self-help tips to fight tiredness*. https://www.nhs.uk/live-well/sleep-and-tiredness/self-help-tips-to-fight-fatigue/

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