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UNIT 5 : BUSINESS AND WORK

C. WRITING

Exercise 1. In IELTS Writing Task 2 there are different types of essay questions. You may be required to write a discussion essay. Are the statements about IELTS Writing Task 2 True or False?

1 You must write at least 200 words.

◯ True ◯ False

2 You are given a chart, table or diagram to describe.

◯ True ◯ False

3 Writing Task 2 is worth the same marks as Task 1.

◯ True ◯ False

4 You need to give your opinion and support it with reasons, arguments and examples from your own experience and knowledge.

◯ True ◯ False

5 You should spend 30 minutes on Writing Task 2.

◯ True ◯ False

6 You should use an informal writing style when writing your essay.

◯ True ◯ False

Exercise 2 :

In IELTS Writing Task 2, you may be asked to write an essay describing the advantages and disadvantages of a given topic. In this unit, the essay question is about competitive sports. What competitive sports do you know? Match the sports with the pictures.

athletics | badminton | gymnastics | hockey | ice-skating | rugby | swimming | tennis

LIVEWORKSHEETS

1 

2 

3 

4 

5 

6 

7 

8 

<u>Exercise 3:</u> It's useful to plan your answer before you start writing. Look at the essay question.

Some people think that competitive sports have a positive effect on the education of teenagers while others argue that the effect is negative.

Discuss both these views and give your opinion.

Write at least 250 words.

In this essay, you have to write about the advantages and disadvantages of competitive sports for teenagers. Put the advantages and disadvantages in the correct columns.

LIVEWORKSHEETS

pressure makes sport less fun | some people don't like sports | can build confidence | can help teenagers to focus more | waste of study time | reduce stress | sports help teenagers learn team-building skills | may cause serious issues with confidence | some people cannot perform as well as others | improve their physical well-being

Exercise 3

Advantages	Disadvantages

Exercise 4. Choose the correct words to complete the sentences.

1 An *advantage/ benefit/ positive* of playing sports at school is that you can make friends.

2 Many people see no *positive/ reason/ value* in competitive sports.

3 An *argument/ positive/ reason* for sports is that they build teamwork.

4 The main *argument/ issue/ negative* many young people have with team sports is the competitiveness.

5 Wanting to win can cause lots of *concern/ negative/ problem* emotions.

6 Lack of confidence is a big *concern / unsatisfactory / value* for many young people.

7 Bad performance can be a/an *negative/ reason/ unsatisfactory* for not liking sports.

8 If you are too competitive, it can be a *help/ problem/ value* for you in daily life.

LIVEWORKSHEETS

Exercise 5. Complete the essay. Use the phrases in the box.

can help teenagers to focus more	may cause serious issues with confidence
pressure makes sport less fun	reduce stress
some people cannot perform as well as others	
sports help teenagers learn team-building skills	

Competition in sport can play an important role in a teenager's development. However, we must be careful as this can have both positive and negative effects on the child and people disagree about which is the most significant.

Initially, let's think about the reasons why teenagers benefit from competition in sports. On the one hand, sport is a great way to _____ and focus the mind away from lessons. Furthermore, a little competition _____ and give them a reason to perform better. In addition, when playing in teams, these _____ and can improve their physical well-being, which is a really important benefit.

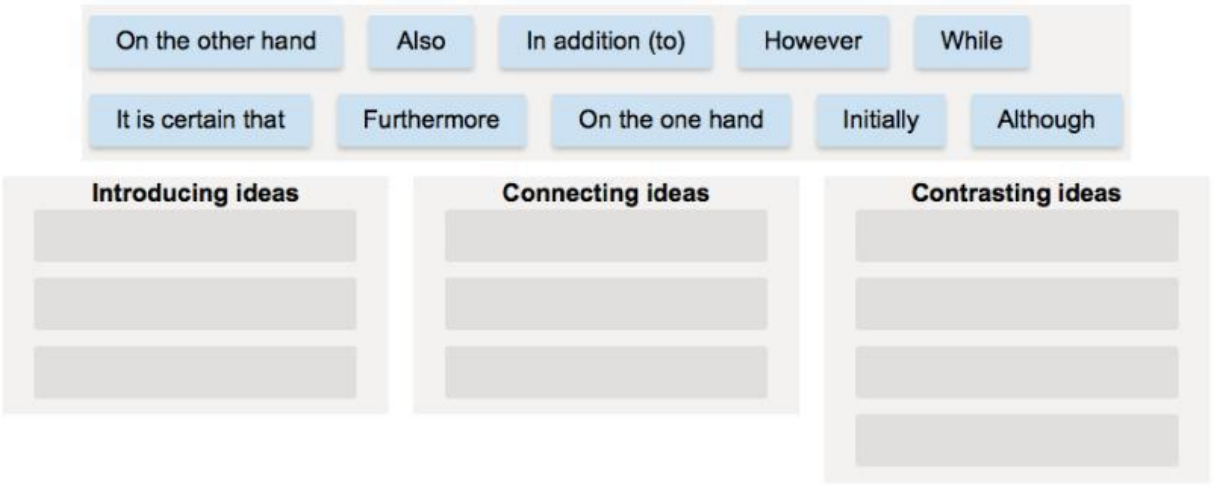
On the other hand, competitive sports can also cause problems for individuals if people feel that when they lose, they fail. This is clearly unsatisfactory and _____. It is certain that this _____ and means teenagers do not want to take part. Although being part of a team can be enjoyable, _____ and they may feel isolated from other team members. This can be a serious concern for teenagers who want to fit in with others around them.

To sum up, there are good arguments on both sides. While competitive sports can play a useful role in developing a teenager, it is important that sports are monitored to ensure individuals do not feel pressured or stressed when playing. It is important that young people understand the value of competition and that even if they fail, they feel that they have achieved something.

LIVEWORKSHEETS

Exercise 6: Useful words and phrases can help you organise your essay.

Read the essay and look at the words or phrases in bold which *introduce*, *connect* or *contrast* ideas. Then put the words and phrases in the correct columns.



Exercise 7. Choose the correct words to complete the sentences.

1 *Although/ However/ It is certain that*, children are spending more time playing computer games.

2 Sport should be fun. *However/ In addition/ While*, the pressure can make it unpleasant.

3 *Firstly/ On the other hand/ While* sports remain popular as entertainment, fewer people are actually taking part.

4 Young people don't always have the time to play sports *although/ furthermore/ in addition to* their school work.

5 On the one hand, sports are good for your body. *Also/ Although/ On the other hand*, they can take up a lot of time.

6 Spending time playing games can be fun, but it can *also/ furthermore/ in addition* be a problem if you do it too much.

7 Computer games can be educational, *although/ and/ while* more often they are not.

8 I believe computer games are boring. *But/ Furthermore/ On the other hand*, they are harmful.

LIVEWORKSHEETS

Exercise 8. WRITING TASK 2

You should spend about 40 minutes on this task.
Write about the following topic.

Nowadays many people have access to computers and a large number of children enjoy playing video games. What are the advantages and disadvantages of playing video games for children?

Give reasons for your answers and include any relevant examples from your own knowledge or experience.
You should write at least 250 words.

LIVEWORKSHEETS

LIVEWORKSHEETS

D. LISTENING

Exercise 1. Look at questions 1–3 from Section 2 of an IELTS Listening test. Listen to the first part of a talk, which relates to question 1.

Complete the notes. Write ONE WORD ONLY for each answer. (🎧 Tracks 5.1-5.3)

Newtown Marathon

23 July, 9 a.m.
Volunteers are needed to help runners during the marathon
• get your **(1)** ..... from the race centre
• set up the **(2)** ..... at your station
• make sure there is no **(3)** ..... on the road near you

Exercise 2. Listen and complete the notes. Write ONE WORD ONLY for each answer. (🎧 Track 5.4)

School Sports Day at the Athletics Centre

Between 8 a.m. – 9 a.m.

Parents are needed to help Mr Robinson

- take some **(1)** _____ to the Athletics Centre
- put up a few **(2)** _____ in different places at the Athletics Centre

After 10 a.m.

Parents are needed to help make sure that students

- get their sports kit from the **(3)** _____ near the main hall
- take **(4)** _____ to the individual sports events
- go to Jane Wright if students get any kind of **(5)** _____

LIVEWORKSHEETS

Exercise 3. Read the information. Then look at a map of the Athletics Centre. Complete the descriptions with the words in the box. There are two words you don't need.



bottom	left	middle
narrow	oval	right
south	square	top

1 At the _____ of the map is Southgate Road, where you can find the entrance to the Athletics Centre.

2 Eastgate Road is on the _____-hand side.

3 There is a large _____ shape under the trees on the right.

4 See the large _____ shape, above the trees?

5 At the top of Eastgate Road, you can see a long, _____ building.

6 The boathouse, where the kayaks are all kept, is on the left, _____ of the river.

7 The main field is in the _____, north of the hall.

LIVEWORKSHEETS

Exercise 4. Listen and label the map. Write the correct letter A–I. (Track 5.5)



1 Car park 3 _____

2 Changing rooms _____

3 First-aid centre _____

4 Café _____

5 Lifejackets _____

E. SPEAKING

Exercise 1. In IELTS Speaking Part 3, the examiner is checking your *fluency* and *coherence*. This means you should try to speak without a lot of pauses or repetition, as well as talking about your ideas clearly, and in a logical order. Match the techniques with the descriptions. Remember, you can use these techniques to help you sound more fluent.

fillers | giving examples | rephrasing the question | responding to the question | signposting

LIVEWORKSHEETS

1 repeating the question, using different words, can give you time to think about your answer

2 keeping your focus on the topic and not talking about something you are not supposed to

3 general words and phrases that help you to avoid silence and give you thinking time

4 explaining the type(s) of thing(s) you mean, to support your answer and make your ideas clearer

5 helps you to answer in a logical way and gives a clear direction to what you are saying

Exercise 2. Complete the table with the words and phrases that you can use in everyday speech to help with *fluency* and *coherence*. The first one has been done for you.

Let me think about that for a moment.	All in all, ...	
I've never thought of that before.	Basically, ...	My response would be …
In other words, …	What's more, ...	That's an interesting question …
In answer to your question, …	For example, ...	To answer that …
Another way of putting it is …	My point is …	First of all, …

LIVEWORKSHEETS

Rephrasing	Responding	Fillers
What I mean is …		

Explaining / Giving examples	Signposting

Exercise 3. There are many common expressions we use in everyday speech which can help with fluency. Put the words in the correct order to complete the sentences.

1 I really enjoy work. | a lot | mean | is, | my job | of fun | is | I | What | .

2 In answer | first question, | to | your | to find a job | it can be hard | I agree that | for students | .

3 I've never | about | it | be stressful | but | being the boss | thought | before, | it must | I think | .

4 There are lots of people on the course. | that | a popular subject | My | point | English is | is | .

5 Well, first | you need | all, | to go | to university | of | .

LIVEWORKSHEETS

6 No pain, no gain! | to work hard | you need | In | other | words, | to succeed | .

7 To | that, | work experience | answer | I would | need more | .

8 Let | think | for | a | me | Yes, | agree with you | I think I | about that | moment. | .

9 Basically, if | to become | you want | a degree | an architect, | you'll need | .

10 All | experience is | all, | than | that | I believe | more important | qualifications | in | .

Exercise 4. Complete the conversation from IELTS Speaking Part 3 using the words and phrases in the box. Then listen to the conversation and check your answers. (Track 5.6)

All in all	basically	First of all	I certainly think that	I mean
I'm trying to say is	My point is	Well	what's more	you know

Examiner: So, do you think that it is more difficult for women to be promoted into top-level jobs?

Student: Yeah. _____ if you look at the numbers, _____, there just aren't enough women in top-level positions and _____, we aren't doing enough to change that. What _____ we need to take a serious look into what is causing the gap between men and women in the workplace.

LIVEWORKSHEETS

Examiner: Why do you think it is more difficult for women to get top-level jobs than men?

Student: _____ , there are a number of reasons. _____ , I think we live in a male-dominated society, and the men at the top are the ones making the hiring decisions, _____ ? _____ , if more women were at the top, there would be more of them choosing who to hire and not just choosing based on gender. _____ , there should be a fifty-fifty mix of men and women on any hiring team. _____ , introducing this rule would be of great benefit to women trying to get promoted.

Exercise 5. Read the IELTS Speaking Part 3 test and complete the student's answers with the words and phrases in the box. Then watch the video and check your answers. (🎬 Video 5.1)

because	**before**	**first of all**	**For example**	**interesting question**	**means**	**really**
think	**well**	**whereas**				

Examiner: … Can you tell me what sorts of jobs are popular with young people in your country at the moment?

Student: Well, that is a very _____ . I've never thought about it _____ , but in my country … young people … study Economics. …

Examiner: … How should people choose which job is best for them?

Student: I think we are very influenced by society. Now, to say that we have an idol _____ that we want to look like or … be like someone very famous. … I think it's sad, because we don't _____ have our own mind. …

LIVEWORKSHEETS

Examiner: How important is it to get the right qualifications when choosing a job?

Student: I think, … _____, in my country, qualifications are very important … but sometimes it's not really good _____ you can't show that you can do other things. … _____, when I compare my country with the United States where the system is more liberal, … you can do things you haven't studied for.

Examiner: Now, let's talk about owning a business. What are the advantages of owning a business compared with working for a boss?

Student: … When you work for someone, you have the security and the guarantee that at the end of the month you have a salary _____ when you earn money for yourself it could be dangerous ...

Examiner: What sort of challenges do people face when they own their own business?

Student: I _____ for example, if you want to make something totally different then you have to face up to stereotypes as _____, and the first problem is that when you want to begin a start-up, you have to face big companies ...

Exercise 6. Find and correct the student's mistakes in the conversation from the IELTS Speaking Part 3 test below. There are <u>seven</u> mistakes.

LIVEWORKSHEETS