



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



MINDSET FOR IELTS

An Official Cambridge IELTS Course

**TEACHER'S
BOOK**

1

Cambridge University Press

www.cambridge.org/elt

Cambridge English Language Assessment

www.cambridgeenglish.org

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781316640111

© Cambridge University Press and UCLES 2017

First published 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

Additional resources for this publication at **www.cambridge.org/mindset**

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

About the author

Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an IELTS Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the IELTS Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

The authors and publishers would like to thank the following people for their work on this level of the Student's Book.

Bryan Stephenson and Jock Graham for their editing and proof reading.

Design and typeset by emc design.

Audio produced by Leon Chambers at The Soundhouse Studios, London.

The publishers would like to thank the following people for their input and work on the digital materials that accompany this level.

Dr Peter Crosthwaite; Jeremy Day; Natasha de Souza; Ian Felce; Amanda French; Marc Loewenthal; Rebecca Marsden; Kate O'Toole; Emina Tuzovic; Andrew Reid; N.M.White.

Cover and text design concept: Juice Creative Ltd.

Typesetting: emc design Ltd.

Cover illustration: MaryliaDesign/iStock/Getty Images Plus.

CONTENTS

UNIT 01 RELATIONSHIPS	12
UNIT 02 PLACES AND BUILDINGS	20
UNIT 03 EDUCATION AND EMPLOYMENT	29
UNIT 04 FOOD AND DRINK	38
UNIT 05 CONSUMERISM	47
UNIT 06 LEISURE TIME	56
UNIT 07 FAME AND THE MEDIA	64
UNIT 08 NATURAL WORLD	80

UNIT: INTRODUCTION

Student’s Book

Mindset for IELTS Level 1 is aimed at students who are at B1 level and want to achieve a Band 5 or 5.5 result at IELTS. You can follow the book by topic and teach it lineally or alternatively you can focus on the different skills and papers that you would like your students to improve. It is designed for up to 90 hours of classroom use, but you can also focus on key areas of your choice. The topics have been chosen based on common themes in the IELTS exam and the language and skills development is based on research in the corpus, by looking at the mistakes that students at this level commonly make in IELTS.

Mindset for IELTS Level 1 offers a flexible way of teaching. You can work through the units consecutively or choose the lessons that are important to your students. You can choose to teach the book by topic or by skill.

- Topics have been chosen to suit the needs and abilities of students at this level, they are topics that occur in the IELTS exam, but are tailored to the needs and interests of your students.
- There is full coverage of the test both here and in the online modules. However, there is an emphasis on the parts of the exam where students aiming at a Band 5 or Band 5.5 will be able to pick up the most marks, maximising their chances of getting the score that they need.
- Each level of Mindset is challenging, but doesn’t push students above what they can do.
- Grammar and vocabulary is built into the development of skills, so students improve their language skills as well as the skills that they need to learn to achieve the desired band score.

How Mindset for IELTS helps with each skill

- **Speaking** – *Mindset* gives you strategies for what happens if you don’t know much of the topic. It also helps build vocabulary for each part of the test and allows students to grow in confidence.
- **Writing** – *Mindset* gives you tips on how to plan better and develop your ideas. There is coverage of all types of Task 1 and Task 2 and detailed help on how to approach each as well as model answers.
- **Reading** – Strategies for dealing with Reading texts on difficult and unknown topics are developed, as well as coverage of all question types. Strategies for improving reading skills in general as well as skills needed in the exam, such as an awareness of distraction and the use of paraphrases.
- **Listening** – *Mindset* gives coverage of all the Listening tasks, but concentrates on how your students can maximise their score. Vital skills for dealing with the paper like paraphrasing are developed and listening strategies that will help your students in everyday life are developed.

Outcomes

At the start of every lesson you will see a list of outcomes.

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- respond to sentence completion questions
- skim read a text
- recognise paraphrase
- practise using the present simple and past simple.

In the Teacher’s Book you will see how these outcomes relate to the lesson and the skills that your students need to develop in order to be successful in developing their English language and exam skills. There are typically three or four outcomes per lesson and look at skills that can be used both in the IELTS test and in their broader English language development; an IELTS strategy for dealing with a particular paper and a linguistic outcome that helps with vocabulary and grammar development.

Tip Boxes and Bullet Boxes

- Tip boxes help you and your students improve task awareness and language skills. You will find further information on how to get the most out of them in the Teacher’s Book. Note that the number in the corner relates to the exercise that the tip goes with.

TIP

09

It is important to use plenty of different words in the essay to show you have a wide vocabulary. Make a list of similar words in your notebook and try to use them when writing your practice essays.

- Bullet boxes tell you how the test works and how to get a better understanding of the test task being addressed.

In Section 1 of the Listening test you may have to write the name of a person, a place or a website. Usually the names will be spelled for you. You need to know the letters of the English alphabet so that you can write the words correctly. If you don’t, your answer will be wrong. You will hear the spelling once only.

Teacher’s Book

The Teacher’s Book has been designed to help you teach the material effectively and to allow you to see how the language and skills development relate directly to the IELTS test. You will also find the following:

- Extension exercises – exercises that help you give your students more practice with key skills.
- Alternative exercises – ideas that you can use to make the exercises more relevant for your students.
- Definitions – to help you with some of the key terms that are used in IELTS.

How to use the online modules

As well as the students book there are several online modules that each provide **6-8 hours** of further study. These can be used for homework or to reinforce what has been studied in the classroom. The core modules are:

- **Reading**
- **Listening**
- **Writing**
- **Speaking**
- **Grammar and Vocabulary**

In the Reading and Listening modules there is more practice with the same skills that students have studied but based on a different topic. The Writing module builds on the skills that they have learnt in the unit and offers advice and model answers to help improve writing skills. The Speaking module builds on knowledge of the topics that students have studied in the Student’s book. This helps them to speak about the different topics with confidence and to develop the skills for the various parts of the Speaking Test. You can also see videos of students taking the test and complete exercises around this.

The Grammar and Vocabulary module reinforces and extends the vocabulary and grammar that has been studied in each unit of the book.

There are also a number of other online modules with specific learners in mind:

- **Chinese Pronunciation and Speaking**
- **Speaking Plus**

These modules look at the types of mistakes that students make at this level and from different language groups. The syllabus and exercises have been developed with insights from our corpus database of students speaking. Each module takes between 6 – 8 hours. Students can also analyse and view video content of Speaking Tests in these modules.

- **Arabic Spelling and Vocabulary**
- **Arabic Writing**
- **Chinese Spelling and Writing**
- **Writing Plus**

These modules use our database of past writing IELTS papers and Corpus research to look at the typical mistakes that students from the different language groups make on the Writing paper of the exam. They are encouraged to improve their writing skills and also avoid the common pitfalls that students make. Each of these modules provides **6-8 hours** of study.

- **Academic Study Skills**

The University Skills Module helps to bridge the gap between the skills that students learn studying IELTS and the ones that they need for the exam. The module shows students how they can use the knowledge they have and what they will need to work on when going to study in an English Language context for Higher Education.

About the IELTS Academic Module

Academic Reading

The Reading paper is made up of three different texts, which progress in level of difficulty. There is a total of 40 questions. Candidates have one hour to complete the information, this includes the time needed to transfer answers to the answer sheet. There is no extra time for this. Each question is worth one mark.

The texts are authentic and academic, but written for a non-specialist audience. Candidates must use information that appears in the text to answer the questions. They cannot use outside knowledge if they know about the topic. The types of texts are similar to the texts that you may find in a newspaper or magazine, so it is important for your students to get as much reading of these types of text as possible.

Texts sometimes contain illustrations. If a text contains technical terms a glossary will be provided.

The different task types are:

Multiple choice	Candidates will be asked to choose one answer from four options; choose two answers from five options or choose three answers from seven options.
Identifying information (True / False / Not Given)	Say if a statement given as a fact is True / False or Not Given.
Identifying the writer's views or claims (Yes / No / Not Given)	Say if a statement agrees with the opinions of the author or if it is not given in the text.
Matching information	Match information to paragraphs in a text.
Matching headings	Match a heading from a list to the correct part of the text.
Matching features	Match a list of statements to a list of possible answers (e.g. specific people or dates).
Matching sentence endings	Complete a sentence with a word or words from the text inside the word limit which is given.
Sentence completion	Complete a sentence with a word or words from the text inside the word limit which is given.
Notes/Summary/Table/Flow- chart completion	Complete with a suitable word or words from the text.
Labelling a diagram	Label a diagram with the correct word or word from a text. The words will be given in a box of possible answers.
Short-answer questions	Answer questions using words from the text inside the word limit

Academic Writing

There are two separate writing tasks. Candidates must answer both tasks.

Task 1

- Candidates should spend 20 minutes on this task.
- Candidates should write a minimum of 150 words. They will be penalised if they write less.
- Candidates need to describe and summarise a piece of visual information. The information may be presented in a diagram, map, graph or table.

Task 2

- Candidates should spend 40 minutes on this task.
- Candidates should write a minimum of 250 words. They will be penalised if they write less.
- Candidates need to write a discursive essay. They will be given an opinion, problem or issue that they need to respond to. They may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or challenge an idea.

Listening

The Listening Paper is made up of four different texts. There are a total of 40 questions and there are 10 questions in each section. The paper lasts for approximately 30 minutes and students are given an extra 10 minutes to transfer their answers to the answer sheet. Each question is worth one mark.

In **Part 1** Candidates will hear a conversation between two people about a general topic with a transactional outcome (e.g. someone booking a holiday, finding out information about travel, returning a bought object to a shop).

In **Part 2** Candidates will hear a monologue or prompted monologue on a general topic with a transactional purpose (e.g. giving information about an event)

In **Part 3** Candidates will hear a conversation between two or three people in an academic setting (e.g. a student and a tutor discussing a study project)

In **Part 4** Candidates will hear a monologue in an academic setting (e.g. a lecture)

There may be one to three different task types in each section of the paper the task types are

Notes/Summary/Table/Flow-chart completion	Complete with a suitable word or words from the recording.
Multiple choice	Candidates will be asked to choose one answer from three alternatives or two answers from five alternatives.
Short-answer questions	Answer questions using words from the recording inside the word limit
Labelling a diagram, plan or map	Label a diagram/plan or map with a suitable word or words by choosing from a box with possible answers
Classification	Classify the given information in the question according to three different criteria (e.g. dates, names, etc.)
Matching	Match a list of statements to a list of possible answers in a box (e.g. people or dates)
Sentence completions	Complete a sentence with a word or words from the word limit which is given.

Speaking

The test is with an examiner and is recorded. The interview is made up of three parts.

Part 1

- Lasts for 4–5 minutes
- Candidates are asked questions on familiar topics like their hobbies, likes and dislikes.

Part 2

- Lasts for 3–4 minutes
- Candidates are given a task card with a topic (e.g. describe a special meal you have had) and are given suggestions to help them structure their talk. They have one minute to prepare their talk and then need to speak between 1 and 2 minutes on the topic.

Part 3

- Lasts for 4–5 minutes
- The examiner will ask candidates more detailed and more abstract questions about the topic in Part 2 (e.g. How are eating habits in your country now different from eating habits in the past)

In the Speaking test candidates are marked on Fluency and Coherence; Lexical Resource; Grammatical Range; Pronunciation.

What your students will need to do to get the band they require

Academic Reading

Candidates need to score approximately between 15 and 22 to obtain a Band 5 or 5.5 on Academic Reading.

Listening

Candidates need to score approximately between 16 and 22 to obtain a Band 5 or Band 5.5 on Listening.

Academic Writing and Speaking

The Public version of the IELTS Band Descriptors are available on www.ielts.org. To obtain a Band 5 students will need to illustrate all of the features of Band 5 and to obtain a Band 5.5 they will have to demonstrate all of the features of Band 5.5 and some of the features of Band 6.

How to connect knowledge of English language with the exam

Students beginning this course will already have a good knowledge of basic English. It is important to let them know that all their existing knowledge will be useful for the IELTS exam and will form the basis of developing further language knowledge and skills. The grammar, vocabulary and pronunciation they have already learned can be linked to different parts of the exam. In this book we help the student to do this.

Vocabulary

Vocabulary is obviously assessed in all four papers. Section 1 of the Listening Test and Part 1 of the speaking test, in particular, give students the chance to use the basic vocabulary they already know. In Listening they will hear words spelt out, numbers, dates, times etc. In speaking they will speak about familiar topics, such as their home town, family, hobbies and studies.

Students are encouraged to build on their existing vocabulary by learning and recording lexical sets around topics that commonly appear in the exam, including those in this book. Students should also focus on learning synonyms of the words they already know. This is because the speaking and writing papers test the range of vocabulary they use, and listening and reading papers rely heavily on students knowing different words for the same thing. Students should also focus on learning how the words they already know are used with other words. They should learn word partnerships, collocations and phrases rather than just individual, unrelated words.

Grammar

Students at this level are probably familiar with a few tenses, including the Present Simple and Past Simple. These are particularly useful in IELTS as students will need to use them in both writing tasks and the speaking test. This book will build on students' existing knowledge of tenses and show how they are used in different tasks. Different writing task 1 question types are associated with a range of grammar points. For example, when describing a process, students will need to use the Present Simple Passive; chart-based tasks either require comparatives and superlatives or the language of change, including verb/adverb and adjective/noun combinations. In the Speaking test, students will need past, present and future tenses. In Part 3 many questions are of the type 'What do you think will happen...?'

Connectives

Basic connectives that students already know (and, but, because, so, then) will be used in different writing tasks. Students will build on this knowledge and relate the connectives they learn to the task type. Process-type task 1 essays require candidates to use sequencing linkers (first, next, then, etc.), while comparison of data-type tasks will need connectives like whereas, while and compared with. In task 2 students will use a wide range of linkers to introduce similar and different ideas, examples and learn how to summarize and conclude.

Pronunciation

Your most important goal as an IELTS teacher is to ensure that students' speech is comprehensible. The speaking test assesses students on all aspects of pronunciation: sounds, word stress, sentence stress, connected speech and intonation. This is a quarter of the marks for speaking. The speaking sections of this book cover different aspects of pronunciation; however, you should listen closely to your students and identify where their pronunciation needs to be improved.

How to prepare your own materials for IELTS

Although there are many IELTS practice materials available, both in bookshops and online, you will probably find some of them too challenging for students at this level. You may therefore wish to create your own.

Reading

Written texts from regular textbooks at this level – or texts you've written yourself – can be useful IELTS preparation. Start by getting students to read the text quickly with a time limit of a minute or two. Ask them to cover the text and tell you what it is about – or write one sentence about the text. Then use some or all of the following ideas:

- Give each group or pair of students one paragraph. They find a suitable heading, write a one-sentence summary or highlight the topic sentence in one colour and supporting ideas in another colour.
- Students highlight all examples of cohesion in the text, including phrases like 'on the other hand', pronouns like 'they', 'it' and 'one' and synonyms/antonyms.
- Call out words or phrases from the text. Students 'race' to find them.
- Students find synonyms for some of the key words in the text.
- Students work out the meanings of unknown words from context.
- Students write their own short answer, True/False/Not Given and multiple choice questions in pairs and pass them to another group to answer.
- Students orally summarise the text in their own words.

Listening

For Listening as well you can use material from regular text books or from websites which have material for students of this level. Get students to do any of the following:

- Note down names, addresses, phone numbers, prices, etc.
- Listen and take notes. Write a summary from the notes.
- Give each group or pair a section of the tape-script. They make questions for another group to answer.

Students can also make their own listening materials. Give them a situation e.g. making a doctor's appointment. They work in pairs to write a dialogue. Correct their errors and then get them to act out the situation and record it on their phone or computer. They can design a form for another group to complete information such as day and time of appointment.

Writing

Writing task 1 materials can be easily created from any simple charts, pie charts and graphs you find in newspapers or online. Students can also generate their own data through a class survey, such as asking all members of the class their favourite food, hobbies or colours, or their month of birth. For homework, ask students to enter the data into Microsoft Excel or similar and create various types of charts, which they can use for writing practice.

For task 2, try the following ways of creating materials:

- Find- or write- model essays. Change the order of sentences and get students to put them into a logical order.
- Take some key words or phrases out of model essays and get students to replace them – give the missing words in a separate list for lower levels.
- Remove the introductions and conclusions from model essays and get students to reconstruct them.
- Use students' own essays – give them to another group and ask them to rewrite the essay with the opposing view.

Speaking

Turn every event into a speaking task. At the start of their first lesson of the week ask students to speak for 1-2 minutes about what they did at the weekend. After a holiday, festival or other local or national event, get them to talk about it. Ask them what they watched on TV the previous day, what happened in local or global news, a conversation they have had in the last week or a phone app they have downloaded. Anything can be turned into an IELTS speaking task!

Get students to listen to each other's talks and ask questions. When students show particular interest, let the conversation develop naturally as it would in Part 3 of the Speaking test.

How to deal with students' expectations at this level

The Level 1 course has been created in response to students' wish to learn about the IELTS test at the same time as developing their general English. The course reflects the needs of learners who are currently around IELTS 4-4.5. By the end of the course, the expectation is that they will have improved their score to between 5 and 5.5. Students need to be aware that improving their IELTS score is, realistically, a slow process. Any student preparing for the IELTS exam will be developing their general English at the same time. It is a process of getting used to the type of tasks which they will face in the exam while at the same time learning grammar, vocabulary and improving their abilities in the four skills. Mindset for IELTS 1 is the first in a series of 3 books, and students should expect to follow at least 2 of the courses to reach the absolute minimum requirement for study abroad. The third book in the series should take them up to band 7 to 7.5, which is the level where they can gain admission to most universities at undergraduate or postgraduate level.

Students should be made aware that simply attending class is not a guarantee of achieving the scores indicated on the books. They need to commit to a programme of self-study: learn new vocabulary, read and listen in English as much as possible and take every opportunity to speak in English, even if it is just with other learners like themselves.

How to use the material in a mixed-level class

There are two main ways to address the needs of a mixed-level class: the first involves adapting materials and activities so that they can be more or less challenging and assigning them to different groups of students; the second involves treating the higher level students as a resource to help the lower level students, while ensuring that the tasks given are useful for the higher-level learners too.

The Teachers book contains suggestions for alternative and extension activities. Many of these address the need for activities at different levels for students in a mixed-level class. For alternative activities, group all the higher-level students together and give instructions to them. Give instructions to the lower-level students for the basic activity. For extension activities which you feel are only suitable for some of the students, ensure the lower-level students also have a useful task. For them, activities which give them extra practice of the same language or skills are ideal. Try some of the following:

- If the unit has covered a tense, such as the simple present, ask them to write 5 more sentences in that tense.
- Ask them to re-read the text or audio-script again and use the dictionary to look up any unknown words which have not already been dealt with in the exercises.
- Get students to practise testing each other on the new words from the previous unit
- Get students re-do the speaking task from the previous unit with a different partner
- Ask them to listen again to recordings of themselves doing the previous task- identify errors or ways to improve.
- In groups or pairs get students to make a display chart for the wall on grammar or vocabulary covered so far in the course.

It is important that you don't always separate students in the class by level. For the main activities, it is generally useful for the more advanced students to be grouped with the lower-level ones. The lower-level ones will benefit from exposure to the more advanced language and skills of their classmates. The higher-level students benefit from having to explain language and concepts to other students. This is a linguistically challenging activity for them.

When working positively with mixed-level classes, you should be sensitive to the feelings of the students. Don't refer to the students as the 'less able' or 'lower-level' students. Just say 'Okay, for this activity, Danny, Chen, Mayuri and Qing will be working together'. If different groups are doing different activities, you don't need to stress this. Just give the instructions to different groups, rather than announcing to the whole class that different groups are doing different activities. If questioned, explain that 'these students will benefit from this activity' or 'This group needs more practice in this area'.

Always use the time when students are doing activities to monitor all the students so that you, as a teacher, are well aware of the different capabilities of different students. By knowing your class well and giving careful thought to their needs, you can ensure that a mixed-level class is successful.