

Cambridge English



MINDSET FOR IELTS

STUDENT'S
BOOK

3

WITH
Testbank
AND ONLINE MODULES

An Official Cambridge IELTS Course

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HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

**FOUNDATION
LEVEL**

LEVEL 1
Target Band 5.5

LEVEL 2
Target Band 6.5

LEVEL 3
Target Band 7.5

CORE MATERIAL

- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

TAILORED TO SUIT YOUR NEEDS

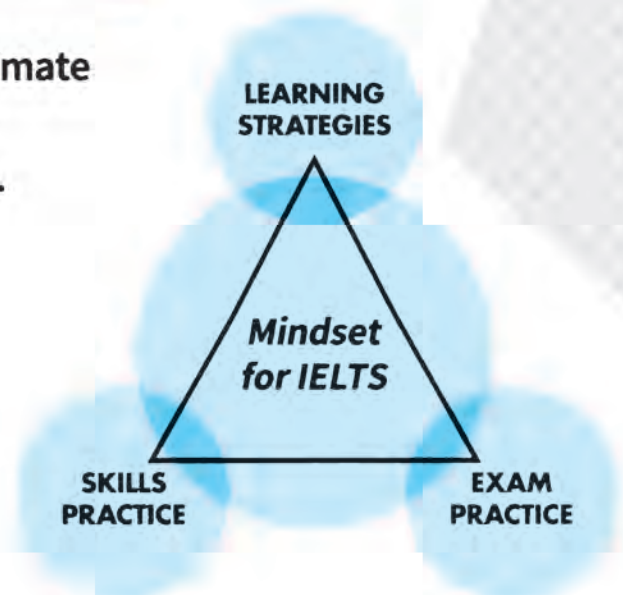
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.






CUSTOMISATION

- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.



COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 5 key components:

 <p>CORE TOPICS & SKILLS</p>	<p>Student's Book (print and digital) 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)</p>
 <p>ONLINE SKILLS MODULES</p>	<p>8 hours of practice per skill, per level:</p> <ul style="list-style-type: none"> • Speaking • Writing • Reading • Listening • Grammar and Vocabulary
 <p>ACADEMIC STUDY SKILLS</p>	<p>6 hours of practice to get ready for the challenges of studying a university-level course taught in English</p>
 <p>LANGUAGE SPECIFIC AND PLUS MODULES</p>	<p>6 hours of practice per module:</p> <ul style="list-style-type: none"> • Pronunciation and Speaking for Chinese speakers • Spelling and Writing for Chinese speakers • Spelling and Vocabulary for Arabic speakers • Writing for Arabic speakers • Speaking Plus • Writing Plus
 <p>ONLINE PRACTICE TESTS Testbank</p>	<p>Access to Cambridge English authentic IELTS Academic practice tests online</p>

01 SKILLS MODULES

8 hours of practice per skill, including Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

RECEPTIVE SKILLS

Focus on sub-skill

PRINT
Reading
Listening

ONLINE
Different topic

PRODUCTIVE SKILLS

Focus on active production

PRINT
Writing
Speaking

ONLINE
Same topic

02 LANGUAGE SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

ARABIC

- Spelling and Vocabulary
- Writing

CHINESE

- Pronunciation and Speaking
- Spelling and Writing

Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- Speaking
- Writing

*Currently the same module is used for Level 1 and Level 2.

UNIT /01: URBAN AND RURAL LIFE

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes.



LEAD-IN

- 01** ▶ Read the paragraph below about the island of Mallorca. With a partner, discuss why some of the underlined nouns are preceded by *the*, and others have no article. Do you know any other article rules for geographical features?

Mallorca, the biggest of the Balearic Islands, is situated in the Mediterranean Sea, some 300km from the Valencian coast of Spain, and is an exciting mix of urban energy, rural adventure and coastal calm. Although it isn't popular with the Spanish as a tourist destination, it annually welcomes people from all over Europe (particularly from the United Kingdom, France and Germany), who may head for Alcudia Beach, or go hiking in the Tramuntanas, a mountain range that runs from the northeast to the southwest of the island. The busy capital city, Palma de Mallorca, contrasts entirely with the traditional rural towns and villages in the heart of the island, such as Algaida or Binissalem.



- 02** ▶ Think of a geographical area in your country and write a short paragraph like the one above, paying special attention to the correct use of articles. Swap your paragraph with a partner and correct each other's work where necessary.

MATCHING HEADINGS

- 03** ▶ Look at this title and discuss with a partner what you might expect to read in the passage.

The World's Most Unusual Towns and Cities

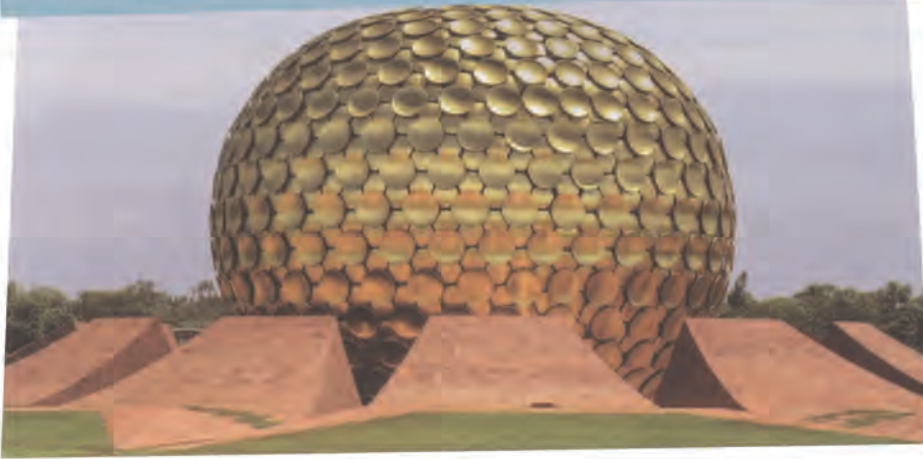


This type of task requires you to choose a heading which correctly summarises the whole paragraph. Often, it is possible to find one sentence in a paragraph which conveys the main idea – this is known as the *topic sentence*.

The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end. Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

04 Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.



- A The reason why attempts to create the perfect city always fail
- B An urban ideal designed for an imperfect world
- C A conflict between reality and imitation

05 Read the full paragraph and check your answer.

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity. It has no government, no one owns any property, and money rarely, if ever, changes hands. There is no leader and rules do not exist. While most experiments at creating the perfect city do not meet with success, the majority of Auroville's residents believe their city to be an exception. Although its critics point to the fact that levels of crime have been creeping up for some years now, its citizens choose to remain there, still believing in its utopian dream, still following its path towards a better world.

TIP 05

The heading you want will probably not use the same words as those which appear in the paragraph, but will paraphrase the ideas.

06 Read this opening sentence about Longyearbyen. Which heading seems to fit this sentence best?

Longyearbyen, Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university.



TIP 06

Be careful: sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out – you still need to check by reading the whole paragraph.

- A An unwelcoming place to die
- B A city at the top of the world
- C An unusual approach to regulation

- 07** Now read the full paragraph and think about the overall message of the paragraph. Which heading now best fits the paragraph?

Longyearbyen, Spitsbergen, in the Svalbard Archipelago of Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university. But what really sets it apart is that it can also lay claim to some of the world's strangest rules. In Longyearbyen, for example, it has been forbidden to die since 1950, the year in which scientists discovered that bodies simply cannot decompose there – the cold is too extreme. To this day, anyone found ill or dying is not given the chance to pass away, and is instead immediately taken by airplane or ship to another part of Norway so that they can die and be buried safely. But it doesn't end there. Aside from prohibiting death, there are more peculiar rules and freedoms in Longyearbyen. Residents are permitted to openly walk the streets with high-powered guns (there are 3,000 polar bears living locally). At the same time, no one is allowed to own any cats, which are forbidden because they are a danger to the bird population.



- 08** Underline the main topic sentence in the paragraph.

- 09** Read the first sentence of the next paragraph about Marloth Park in South Africa. Find words or phrases that correspond to the underlined words in the headings A–C below.

Despite the fact the town of Marloth Park is close to the Kruger National Park, one of the largest game reserves in Africa, and despite the constant threat of visits from wild animals such as lions and hippopotamuses, its anxious residents are not allowed to build fences around their houses to keep out their neighbours.

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

- 10** Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

TIP 10

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

11 Read the rest of the paragraph and decide on your answer.

In fact the only fence permitted in the town was built by the local authority, interestingly, with the aim of keeping humans out of the park, rather than containing the animals inside. Consequently, it is not unusual to see giraffes or elephants causing traffic jams, for example, and even predator attacks on humans are unnervingly common – a lion was recently said to have mauled and eaten an escaping burglar. Yet even after this, while some residents then called for all lions to be rounded up and shot, others suggested that they be allowed to walk the thoroughfares as a type of crime control, after an increase in the number of burglaries. Everywhere in Marloth Park, a wary understanding exists between man and beast.

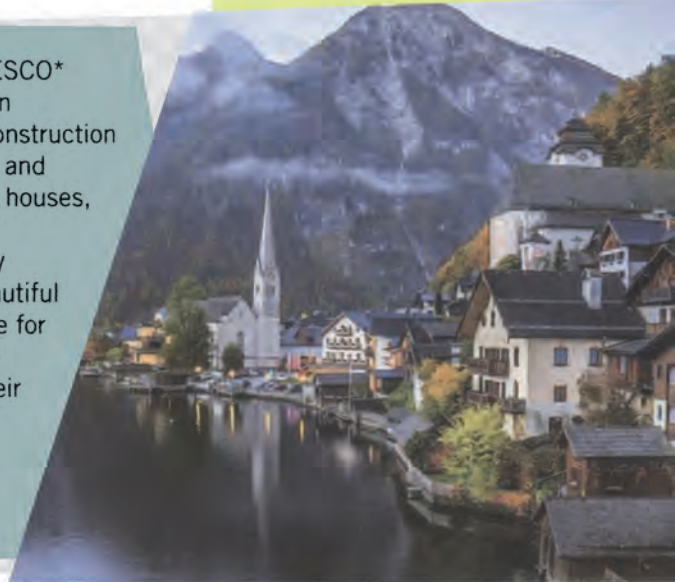


12 Identify the main topic sentence in the paragraph.

13 Some paragraphs have no clear topic sentence. Read this paragraph and make notes about its main idea.

The real Hallstat is in Austria and is proud to be a traditional UNESCO* World Heritage Site. The Chinese Hallstat is a carbon copy, built in Guangdong province, China, by a millionaire who sponsored the construction of the imitation town. It cost approximately \$940 million to build, and looks exactly like the real Hallstat, all the way down to its wooden houses, its narrow streets, and its funicular railway. When the residents of Austria's Hallstat (including the mayor) were invited to visit it, they expressed pride that their town was considered so improbably beautiful that it had been reproduced in its entirety, but they still had cause for complaint. Originally, the Chinese company had promised to meet with the Austrian residents to confirm that they were happy for their homes to be copied; instead, they simply sent their employees to Austria to take photos, and they returned home to China without speaking to a single resident of the original Hallstat.

* United Nations Educational, Scientific and Cultural Organization



14 Use your notes to help you choose the correct heading.

- A A conflict between reality and imitation
- B The importance of official recognition
- C The result of encouraging wider investment

PREFIXES

15 Identify the prefixes in the underlined words. Then work out a general meaning for each.

- A An unusual approach to regulation
- B An urban ideal designed for an imperfect world
- C Where humans and animals cautiously co-exist

16▶ With a partner, think of some words that begin with the prefixes in the box. Then discuss what the general meaning of each prefix is.

post- for-/fore- sub- multi- anti- mis- non- pre- over- under-

17▶ Using the correct prefixes from the box above, change the words in CAPITALS into the correct forms.

- A The tourist brochure for Marloth Park ensures that visitors are **WARN** about the wild animals they may encounter walking the streets.
- B One thing you can always be sure of in Longyearbyen – the cemeteries will never be **POPULATE**.
- C The residents of Hallstat believed that they would be consulted by the company building a copy of their town – but it turns out they were **INFORM**.
- D Auroville was founded according to a(n) **GOVERN** system of rules and beliefs.

EXAM SKILLS

18▶ Read the passage and answer questions 1–6.

The Reading passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii.

- 1 Paragraph A _____
- 2 Paragraph B _____
- 3 Paragraph C _____
- 4 Paragraph D _____
- 5 Paragraph E _____
- 6 Paragraph F _____

List of headings

- i The benefits of collaboration
- ii A forerunner of the modern metropolis
- iii A period of intense activity and plans completed
- iv A clear contrast between then and now
- v The rise and mysterious decline of Cahokia
- vi An archaeological theory to explain Cahokia's development
- vii The light and dark of archaeological finds
- viii A city completely unlike any of its contemporaries

CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

A A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on the Mississippi River and turned it into one of the world's first great urban centres. Cahokia, as it has been called by archaeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.



B In one respect in particular, Cahokia was quite unusual compared to other cities around at the same time. Archaeologists working on the site have found enough evidence over the past fifty years to conclude that, at a certain time, around 35% of the population were not from Cahokia at all; it seems that many of the tribes that lived all along the Mississippi River at some point began to relocate to Cahokia. These researchers have been unable to find more than a handful of other examples of such relocation of tribes, but they do know that something about Cahokia attracted thousands of people to this regional centre. And that, they postulated, appears to have been thanks to a small group of planners who one day decided to redesign the entire village.

C After the redesigns of the village were put in place Native Americans at Cahokia worked with tireless determination to carry them out. Over the course of a few decades, they transported huge volumes of soil from the nearby countryside to create 120 huge mounds of earth, the biggest of which rose to one hundred feet. On top of these, they built a vast urban environment, complete with a vibrant town centre, municipal buildings, and a fifty-acre plaza at the foot of the biggest mound. What makes it even more impressive to our modern imaginations is that, with no machinery then, they used their bare hands and woven baskets to dig up and carry the soil from the surrounding regions back to their city-in-waiting. Eventually, after these efforts, the vision of the city planners was fulfilled, but even they could not have predicted how popular Cahokia would become.

D From this period on, Cahokia was alive with intense activity, and grew in size every year, partly because of the co-operation between the residents. While the men busied themselves with manual work, like constructing new buildings, or hunting and fishing in the forests and rivers within a day's walk of the city, the women made sure that the fields stayed healthy and grew crops, and the homes were kept clean. In many ways, it seems to have been the ideal place to live, and one with an exciting and prosperous future ahead of it. And yet, having become a major population centre around AD 1050, by 1350 it had been almost completely abandoned. Somewhere in the course of 300 years, something happened to Cahokia to cause this, but it is an enigma that even archaeologists or historians themselves struggle to resolve.

E This rather curious state of affairs exists today because researchers have never found a single piece of evidence that can conclusively explain why the residents left. Academics who have studied other Native American sites have always found weapons of war buried deep underground. And yet, the bows, arrows and swords that littered the ground at these other sites were nowhere to be seen at Cahokia. Other factors, such as disease or colonisation from European invasion, do not seem to be possible in this case, as common as they were elsewhere at that time. The absence of definitive theories as to Cahokia's decline is highly unusual, but then again, Cahokia was no ordinary city and perhaps comparisons with other urban centres of the time cannot be made.

F While academics remain bemused as to why the residents fled the city, we can still marvel at the individual artefacts that archaeologists have discovered: the jewellery worn, the pots used to cook in, the small workshop at the base of one of the mounds. That said, there is also a more unpleasant side to their investigations. Human sacrifice, it seems, was a common fact of life in Cahokia; even if we cannot be sure whether this was for religious or for other reasons, we can have no doubt that it happened frequently. The bodies of hundreds of people, mostly young women, have been found buried in mass graves, and the way in which they died was often horrific. A sombre reminder that even 'advanced' city states had their shadowy sides.

UNIT / 01: URBAN AND RURAL LIFE

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare using adjectives and adverbs.

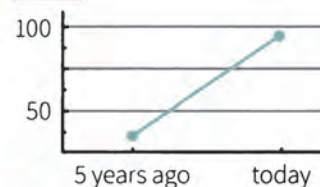


LEAD-IN

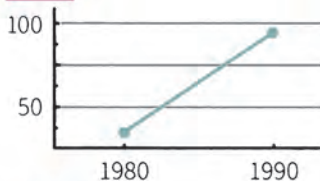
01▶ Using the verb *to grow* and the adverb *rapidly*, complete the sentences to describe the information in the graphs. Focus on the correct verb tense in each case, bearing in mind the time phrases you are given and the dates in the graph.

- 1 Since five years ago, _____ *sales have grown rapidly* _____ to 90,000.
- 2 Between _____ to 90,000.
- 3 From 2020 to 2030 _____ to 90,000.
- 4 By the year 2000, _____ to 90,000.
- 5 By the year 2020, _____ to 90,000.

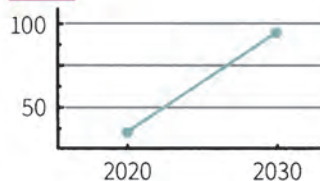
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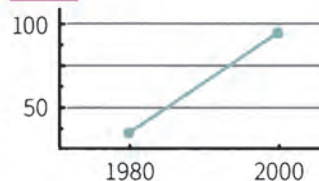
2



3



4



5



02▶ With a partner, make correct sentences using a verb from column 1, an adverb from column 2 and a time phrase.

Example:

Student A: *increase, slowly, by the year 2000*

Student B: *By the year 2000, it had increased slowly to 90%.*

Verb	Adverb	Time phrase
increase	dramatically	by the year 2000
decrease	slowly	from 1995 to 2000
fall	sharply	for the next ten years
rise	consistently	between 2010 and now
climb	gradually	by the year 2030
drop	steadily	since 2016

TASK 1 – TASK ACHIEVEMENT



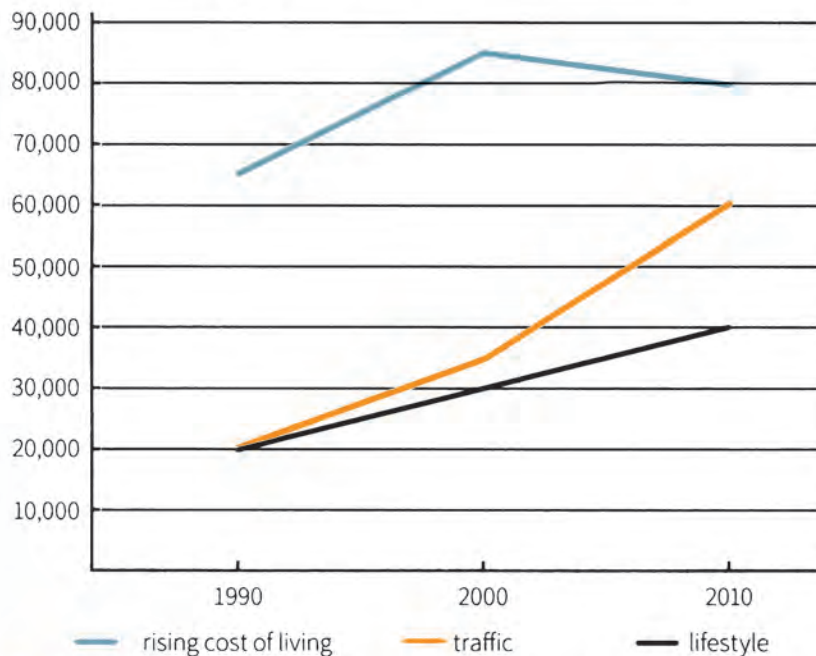
Task Achievement (TA) is the mark you get for how well you answer the question. There are a number of common mistakes that prevent candidates from getting a high score in TA. These are:

- not including an overview statement
- misreporting data
- not highlighting key information or trends
- not including enough or any data
- speculating or giving an opinion about why changes have occurred
- using an inappropriate tone
- writing fewer than 150 words
- not including a final summary or concluding paragraph, or producing one which doesn't summarise the main features.

03▶ With a partner, make notes on the main features in this Task 1 line graph.

The line graph below shows the main reasons people gave for moving away from a particular capital city to the countryside.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



TIP 03

As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?
- Does any of the information differ from the rest in an obvious and significant way? If so, how?
- Is there anything that two or more categories have in common?
- Is there anything that only happens once?



04▶ Look at this description of the line graph above. It would not get a good score for Task Achievement. Why not?

Answer 1

The line graph illustrates the main reasons people gave for moving away from a capital city to the countryside.

The main reason was traffic. In 1990, 66,000 people left the city because of this, followed by 85,000 in 2000. 70,000 left in 2010, so it actually went down in those last ten years.

It was different for the other two reasons, which both started a lot lower than rising cost of living and both kept going up between 1990 and 2010. Subsequently, both categories saw large increases, with traffic first going up a lot between 1990 and 2000 and then even more clearly after that. Lifestyle went up to 30,000 initially, then up again until 2010.

- 05** The description from exercise 4 has been rewritten, but there is still room for improvement. Read it and think about how it could be improved. Then match the teacher's comments (A–D) to the numbered sections (1–4).

Answer 2

The line graph sets out the main motivations people expressed for relocating to the countryside from the city in the years 1990, 2000 and 2010. The overall trend for the period is of an increase in the numbers moving away from the city.

According to the graph, the main reason for relocation was the rising cost of living. In 1990, 65,000 people left the city because of this, then 85,000 left in 2000, then 80,000 people moved away in 2010, so it actually increased by 20,000 initially (between 1990 and 2000), before going down by 5,000 in those last ten years between 2000 and 2010 (1). This drop of 5,000 could have been because people generally had less money in 2010 than they did in 2000, so they couldn't afford to move. (2)

It was a different story for traffic and lifestyle. Both had the same number of city leavers at the start of the period. Subsequently, both categories saw increases, with traffic first going up by a large number between 1990 and 2000 and then even more steeply after that. Lifestyle leavers rose consistently over the whole period, going up to 30,000 initially, then up again to 2010. (3)

So, what does it all mean? For me, the answer is crystal clear. Overall, the graph shows that a huge number of people moved away from the city to the countryside in a twenty-year period. (4)

- A Don't speculate – you shouldn't suggest reasons for any change. All you need to do is report what you can see on the graph.
- B This section is too mechanical – avoid simply listing the changes to a single category like this. Focus more on highlighting the key figures and trends.
- C Better – you have included a conclusion this time, but it doesn't really summarise the key features. Your tone here is inappropriate – it sounds like you're writing a magazine article. Remember to keep the tone more formal and scientific.
- D This section makes its points more clearly but fails to include key data to demonstrate the points.

- 06** With a partner, discuss which option works best as a summary/conclusion for this task. Give reasons.

- A To sum up, people left the city for three main reasons, all of which rose significantly between 1990 and 2000. Traffic changed the most rapidly, lifestyle changed the least, and rising cost of living was the only reason that went down.
- B Overall, the graph suggests the number of people relocating to the countryside rose across the period. Cost of living was the main reason for relocation by some distance, despite a fall in numbers in the second half of the period. Traffic saw the greatest overall increase, with lifestyle seeing a relatively slow but steady rise.
- C All in all, the rising cost of living rose from 65,000 to 85,000 and then 80,000, and was the highest of all three reasons. Traffic had the biggest increase from 20,000 up to 60,000, while lifestyle changed the least (20,000 / 30,000 / 40,000).

TIP 06

Don't include data in your conclusion – it is a summary of the trends shown in the whole graph, and you do not need to repeat specific information.

DESCRIBING CHANGES WITH ADJECTIVES AND ADVERBS

- 07** Look at these notes that another candidate made for this line graph, which helped them to write a more effective description. Complete the sentences with the adjectives in the box.

consistent highest joint-lowest lowest notable overall stable

Rising cost of living: the (1) _____ point of any reason in any year (85,000 in 2000); the only one to decrease (to 80,000 in 2010)

Traffic: greatest (2) _____ rise (40,000); most (3) _____ rise between 2000 and 2010 (25,000)

Lifestyle: Most (4) _____ and (5) _____ increase (only 20,000); remained the (6) _____ of all three reasons

Traffic and Lifestyle: (7) _____ in the first year presented (20,000 in 1990)

- 08** Look at the following adverbs which describe the manner of change. With a partner, decide which ones would be inappropriate for a Task 1 answer.

abruptly amazingly gradually inconsistently
markedly noticeably predictably progressively
sharply shockingly significantly surprisingly
steadily

TIP 08

This kind of task requires you to report the data objectively. Avoid using adverbs which give your subjective interpretation or opinion of the data, e.g. *worryingly*.

- 09** For the adverbs in exercise 8 that are appropriate for a Task 1 answer, discuss how you would expect the line to appear on the graph.

Example: *steadily* = the line went up or down at a constant rate without many fluctuations

- 10** Change the underlined words in the sentences into the form given in brackets and then rewrite the sentences. The first one has been done for you.

- The category of 'Lifestyle' increased the most consistently and stably. (adjective + noun)
The most consistent and stable increase was seen in the category of 'Lifestyle'.
- Traffic rose steadily as a reason for moving to the countryside between 1990 and 2000 ... (adjective + noun)
- ... but then there was a marked increase between 2000 and 2010. (verb + adverb)
- The number of people moving to the countryside for lifestyle reasons grew consistently across the whole period shown in the graph. (adjective + noun)

TIP 10

If your answer includes a range of structures, you can improve your score in another category, Grammatical Range and Accuracy (GRA), so vary your combinations (verb + adverb, adjective + noun). When using an adjective + noun combination, we can use the structure *There is/are* or verbs like *see* or *experience*. For example: *The figures saw a sudden fall in 2010.*

EXAM SKILLS

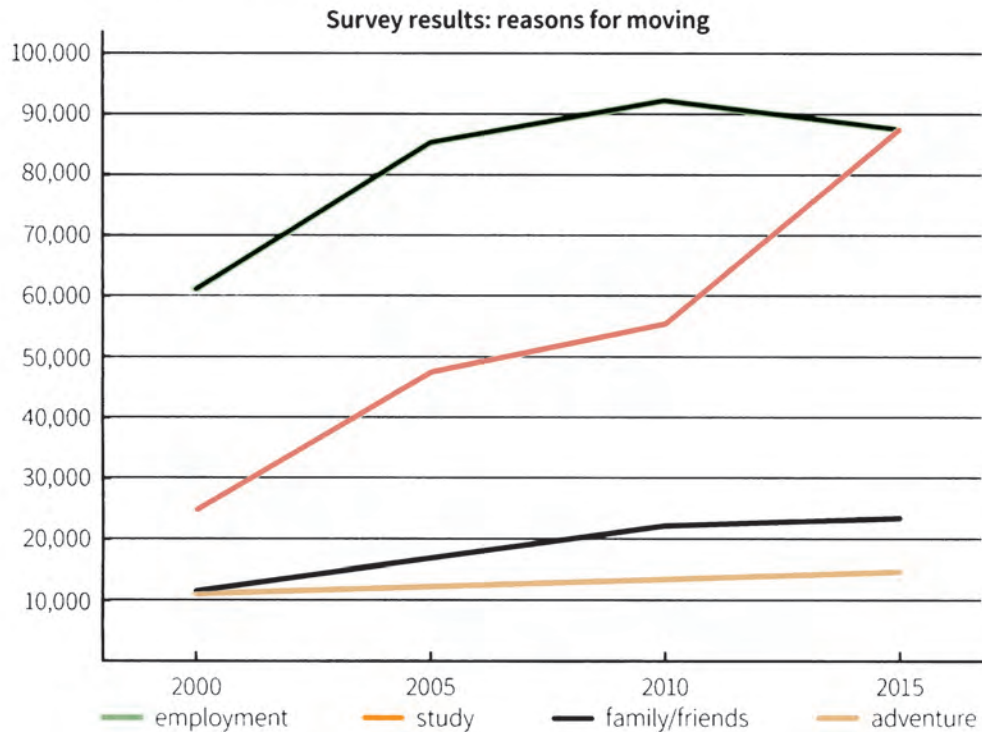
11 Use the information and language from this lesson to answer this Writing Task 1.

You should spend about 20 minutes on this task.

The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



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