

Cambridge English



MINDSET FOR IELTS

TEACHER'S
BOOK

1

TARGET BAND SCORE 5.5



An Official Cambridge IELTS Course

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

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 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.

READING

OUTCOMES

- answer questions using up to three words
- identify key words in a question
- scan a text to find specific information.

OUTCOMES

Ask students to focus on the outcomes of the lesson. Outcome 1 refers to the short answers task in the Reading paper. In IELTS, some question types require candidates to answer using a given number of words. Check that students understand 'up to 3 words'.

Outcomes 2 and 3 focus on skills that are generally useful in IELTS Reading. Check students understand the meaning of 'Key words'. Write a sentence on the board, e.g.

Jenny is from Beijing, which is the capital of China.

Ask a student to come to the board and underline the key words. Do another example, if needed.

Explain that it is important to be able to locate information very quickly as the biggest problem students have with the IELTS Reading paper is timing. This is what is meant, by 'scanning' a text.

Tell the students that the theme of the unit is relationships and elicit meaning (how we get along with other people, especially family and friends). Your 'relations' are your family members.

LEAD-IN

01 Write the example sentence on the board. Draw students' attention to the apostrophe 's'. Ask why it is after the 's' (you have 2 parents). Ask students 'Who is your aunt?' Elicit answer.

Put students into pairs to do the exercise. Monitor and ensure students are pronouncing the words correctly. Make sure the 's' sound can be heard, e.g. my uncle's son.

My aunt is my mother or father's sister.
My brother is my parents' son.
My cousin is my aunt or uncle's son or daughter.
My father-in-law is my husband or wife's father.
My grandfather is my mother or father's father.
My grandmother is my mother or father's mother.
My great-aunt is my grandmother or grandfather's sister.
My nephew is my brother or sister's son.
My niece is my brother or sister's daughter.
My uncle is my mother or father's brother.

Tell students who you live with (e.g. I live with my parents and my sister) and who you are also close to in your family (I am close to my mother). Explain that this means you speak to them or visit them often. Alternatively, use a student as an example (James lives with his mother and father. He is also close to his cousins). In the same pairs, students talk about their families.

02 Check the meaning of 'extended family'. Ask students if they live in an extended family. Tell them there are lots of advantages of this type of family. Can students think of any?

Ask students to look at the 5 advantages listed. Students tell their partners one or two that they feel are important.

Ask students to read the text ONLY for the purpose of checking if any of the advantages are listed. Tell them that it is important in IELTS to read with a purpose.

Alternative

Give one of the advantages to each pair. They skim read the text and decide together if their advantages are mentioned.

2, 3, 4 and 5 are mentioned in the text.

03 Draw students' attention to the tip. Explain that they will not know every word in the Reading paper and it is important to avoid worrying about unknown words. It is often possible to work out the meaning by reading the other words around it. Tell students they will do an exercise to practise this.

Tell students that starting with the words they know or 'easy answers' is a good technique in the Reading paper. Ask them to read through the list of words in the left hand column and identify the ones they already know. They should try to find the meanings of these words from the right hand column.

Do an example. Ask them to find the word 'value'. Read about the sentence with 'value' in it. Ask which word or phrase from the list could replace it (believe something is important) and then go to the text to read the context of any unknown words and complete the exercise.

1 h 2 g 3 a 4 b 5 f 6 c 7 e 8 d

04 This is a fun activity in which students experience scanning the text under pressure. Get students to put into words (in L1 if necessary) HOW you locate information quickly.

grandparents' stories (D) cousin's wedding (A) young adults (E) extended families (B) come and go (G) Italian proverb (F)

To find information quickly, don't read every word. Don't try to say the words. Move your eyes quickly across and down the text. Use your finger if you find it useful.

05 Remind students of the meaning of 'key words'. Check students have identified the correct words.

- 1 percentage / children / extended families / Asia, the Middle East, South America, Sub-Saharan Africa
- 2 grandparents / less busy / stressed / parents
- 3 young adults / think / living alone

06 Read through the advice box with students before they answer the questions in exercise 05.

- 1 over 40%
- 2 They are often retired.
- 3 (They think it will be) exciting.

07 Tell students that this activity focuses on common errors that students make in the exam. These include not following instructions by exceeding the number of words specified, using words not in the text or careless errors such as spelling.

- 1 b
- 2 d
- 3 a
- 4 c

08 Focus students' attention on the tip. Explain that words that are not 'key' words are often 'grammar' words. Elicit some grammar words. Explain that these can be left out in order to meet the word limit.

- 1 over 40%
- 2 grandparents' stories
- 3 lonely
- 4 your grandmother

GRAMMAR

The aim of exercises 09, 10 and 11 is to get students to notice the use of the Simple Present tense and frequency adverbs in the text. Give them time to study the text and come up with rules by themselves. Being aware of which tense(s) is/are being used in a text can help students to understand the meaning and answer questions correctly.

- 09**
- 1 present simple
 - 2 b

- 10**
- 1 always
 - 2 often
 - 3 often ; (not) always
 - 4 usually
 - 5 Sometimes

- 11**
- The frequency adverb is usually between the subject and the verb. (*I often cook*). When the verb is 'to be', the adverb comes after the verb. (*It is always cold.*) Some frequency adverbs can also start a sentence. (*Sometimes I watch TV.*)

Extension

Get students to talk about their own habits using the Simple Present tense and adverbs of frequency.

12 Remind students of the key points of the lesson:

- Read the instructions carefully.
- Highlight key words in the question.
- Use scanning skills to locate information.
- Use context to help with meaning of unknown words (only if needed to answer the question)

Give students a maximum of 15 minutes to do the Practice exercise under exam conditions.

- 1 social media
- 2 geographically motivated
- 3 less security
- 4 convenience
- 5 mental health problems

WRITING

OUTCOMES

- describe a process (Writing Part 1)
- use sequencing expressions to describe the order of stages in a process
- use the present simple passive to describe a process
- write an introduction and overview.

OUTCOMES

This lesson relates to writing task 1. The first 3 outcomes relate specifically to describing a process. The fourth outcome, write an introduction and overview, relates to all task 1 types. Tell students that when we describe a process we are interested in what happens rather than in who does the various actions involved. Therefore we use the Passive voice, e.g. 'Water is heated'.

An introduction – or introductory sentence-in task 1 is often a paraphrase of the question- it tells the reader what kind of data this is.

An overview presents the data in summary form.

Examples

Introductory sentence

The diagram shows the process of producing tea from planting to its arrival in the shops.

Overview

The process consists of eight main stages- from planting and plucking on the plantation, drying, withering, sorting and packaging in the factory to, distribution and sales all over the world.

Both of these need to be present. An introduction is always at the beginning. The overview can be anywhere in the text but is most likely to be after the introduction or at the end.

LEAD-IN

- 01** Give some examples of 'celebrations', such as birthdays or festivals. Students add more examples. Tell students typical foods you eat on special occasions. Students talk in pairs. Help them with names of equipment or vocabulary to describe the processes involved in preparing the food.
- 02** Ask students if they know where Sri Lanka is (an island to the south of India). They are going to read descriptions of equipment needed to make a Sri Lankan dish called 'stringhoppers'. The aim of this activity is to expose students to the language they might need for describing objects. Check answers.

- 1 B
- 2 A
- 3 C

03 In this part of the activity, students focus on the language which enabled them to do the above exercise.

Materials: plastic, metal, wood, cloth
Parts: handles, base, tray
Shapes: round, square, triangle, rectangle

Advice

Students could add some more materials, parts and shapes to the table.

04 The aim of this activity is to demonstrate that students do not need to be familiar with the process described or even know the key vocabulary used as a lot of information is provided in the task. While key vocabulary is given, this is usually in note form. Students will need to change the notes into full sentences, using appropriate structures.

1 c 2 b 3 f 4 a 5 d 6 e

Grammar focus: the present simple passive

05 Write the sentences 'We make them with rice' and 'They are made with rice' on the board.

Ask a student to come to the board and highlight the subjects and verbs of the sentences in different colours.

Active verb in
present simple

Verb 'to be in
present simple

Past
participle

We make them with rice. They are made with rice.

Ask who 'We' are (people who make stringhoppers).

Ask who 'They' are (stringhoppers)

'Make' is active because the subject (we) does the action.

'Are made' is passive because the subject (they) has the action done to them.

Label the verb forms as above. Point out that 'to be' (in any tense) plus past participle are needed to form the passive.

Students complete the exercise.

1 are picked 2 are used 3 is needed 4 grown

Sequencing words

06 Linking your ideas together appropriately is very important in IELTS writing. Each task type requires different types of linkers. For describing a process, students need to make it clear in which order the steps take place. The words in the box are all suitable for this kind of task. As students do exercise 6, they need to think about the logical order of the steps as well as the grammar.

1 First 2 After 3 Then / Next
4 The next stage 5 Next / Then 6 Finally

Alternative

If your class is doing well with this lesson, refer them back to the pictures and elicit the steps before doing this exercise. This will give them a chance to practise the vocabulary and the use of the Passive as practised in previous exercises.

Introduction and overview

07 Stress that the introduction and overview are not the same and both are essential to any task 1 essay, not just describing a process. The difference between the two is that the introduction tells the reader what type of data it is (e.g. whether it is diagrams showing a process or charts with data on exports from two different countries). The overview tells the reader something about the data itself without going into detail.

a overview

b introduction

08

a and d are not overviews

Explain that:

a. is an introduction

d is an introduction plus first stage. There does not appear to be an overview, but the overview doesn't have to be after the introduction; it could also be at the end.

Model answer

09 The model answers presented in this book are designed to be achievable for the students at this level. They are simple but correct rather than band 8/9 answers.

- 1 The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish.
- 2 There are six main stages in the process, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
- 3 First, Next, After that, then, The final stage is
- 4 is put, is mixed, (is) formed, is put, is pushed, are placed, are ... cooked
- 5 a metal piece of equipment with two handles and holes in it; round baskets made of thin pieces of wood
- 6 grind, rice, dough, steamer, grinder, flour, stringhopper press, stringhopper mats, cook, serve, spicy, curries

10 Before students attempt exercise 10, ask them to look at the pictures and say some words that they could use in the task. Give them a few examples, such as 'wash' or 'cook'.

The exercise involves finding the past participle of the verbs in the box. 3 of the verbs are irregular (put-put, shake-shook and take-taken). For weaker classes, you could elicit/teach past participle forms of the verbs in advance.

- | | |
|------------------|---|
| 1 spread; shaken | 2 collected; transported / taken |
| 3 removed | 4 washed 5 taken out |
| 6 cooked; added | 7 checked 8 put |
| 9 stuck | |

EXAM SKILLS

11 Depending on your class, you could get them to do the practice essay with or without reference to the lesson.

Sample answer

The pictures show the stages in the production of cherry jam. There are a number of processes involved, from picking the fruit from the tree to putting it into jars ready to sell.

First, a sheet is spread on the ground under the tree and the tree is shaken by a mechanical arm to get the cherries down from the tree. Then, the cherries are collected and transported by lorry to the processing plant. There the leaves and the stems are removed and then the stone is taken out with a metal spike. Next, sugar, lemon juice and pectin are added to the cherries and the jam is cooked. After that, the quality of the jam is checked and then the jam is put into jars. A lid is put on top of the jars to keep the jam fresh. Finally, a label is added and the jam is ready to be sold in the shops.

Feedback

When marking essays, do so positively. Tick the introduction and overview as well as examples of sequencing linkers and passive forms. Use a different colour to underline errors. Use a correction code to encourage students to correct their own errors rather than making the correction for them, e.g.:

Sp-spelling

Gr- grammar

T-tense

P-punctuation

L-linking

Provide a positive comment at the end as well as a suggestion for how the student can improve, e.g.

'Good use of linkers but check your passive forms'.

LISTENING

OUTCOMES

- identify the speakers in a conversation
- listen for numbers
- answer multiple-choice questions.

OUTCOMES

Draw students' attention to the outcomes. Point out that in parts 1 and 3 of the listening test there are two speakers (sometimes 3 in part three). Reassure students that the voices will sound very different (often male and female). Listening for numbers can be challenging as numbers like '15/50' sound similar. There are several types of question in the Listening test. In this unit multiple choice (choosing an answer from several options) will be practised.

01 The aim here is to check that students understand what is meant by 'everyday situations'.

C, D

02 Play the recording once. Students only need to identify the situation after the first listening.

Transcript 02

Conversation 1

- Manager:** Good evening, Willowtree Hotel. How can I help?
- Customer:** Hello, I'd like to make a reservation in your restaurant for next Saturday evening.
- Manager:** Next Saturday? If you hold on, I'll just check ... So ... for how many people?
- Customer:** I need a table for twelve – it's my husband's 30th birthday, so we're having a celebration dinner.

Conversation 2

- Sales assistant:** Good afternoon, can I help you?
- Customer:** Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.
- Sales assistant:** Good idea! Do you have anything particular in mind – a necklace perhaps?
- Customer:** Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.
- Sales assistant:** Does she have a favourite colour?
- Customer:** Mm, she likes blue

Conversation 1: D

Conversation 2: C

03 Play the recording a second time. This time students identify the gender (Male or Female) of the speakers.

1 M 2 F 3 F 4 M

04 After listening again, students choose the correct option. Point out that the 'wrong' answer will usually be mentioned in the listening in some way to distract them.

5 A 6 B

05 This exercise give students practice in identifying the difference between similar-sounding numbers.

Transcript 03

a the 3rd b \$10.50 c the 6th d 70
e 19 f 62 g £110 h the 27th

a 3rd b \$10.50 c 6th d 70
e 19 f 62 g £110 h 27th

LEAD-IN

Additional activity

Students work in pairs. They take it in turns to say one of the numbers in each pair. The other student says 'one' or 'two' or points at the number he/she has heard. If the correct number can't be identified, you can intervene and check the student has pronounced the number correctly.

06-10 Students are introduced to ways of finding the correct answer even though all the options are mentioned in

the text. Often speakers say one of the options and then correct themselves. This is a technique students should look out for. These exercises help students with a detailed listening which allows them to identify why the other answers are incorrect.

Transcript 04

Customer: I need a table for twelve – it's my husband's 30th birthday, so we're having a celebration dinner.

Manager: So that's twelve people for the sixteenth.

Customer: No, no, it's the day after – the seventeenth – Saturday the seventeenth, at eight o'clock.

Manager: Ah, yes, of course. A party of twelve for the Saturday? Oh, I'm sorry, but I'm afraid our main restaurant is fully booked that evening but we do have a small room available for private hire. It can seat up to 20 people, so there would be plenty of space for 12 of you.

Customer: That sounds perfect.

06 1 B 2 C

07 1 17th 2 20

08 Transcript 05

Customer: That sounds perfect.

Manager: Excellent. Now we offer a set three-course menu for £23 per person and we can also supply you with a birthday cake at no extra charge. How does that sound?

Customer: That sounds good. So how much would that cost in total?

Manager: Let me see – for the food and the room, that will come to £318.

Customer: Did you say three hundred and eighty pounds?

Manager: No, three hundred and eighteen.

Customer: OK, I think I'd like to go ahead and make a booking.

Manager: OK, I'll just take your details.

B

09 Transcript 06

Sales assistant: Good afternoon, can I help you?

Customer: Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.

Sales assistant: Good idea! Do you have anything particular in mind – a necklace perhaps?

Customer: Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.

Sales assistant: Does she have a favourite colour?

Customer: Mm, she likes blue ...

Sales assistant: What about this pair? They have some beautiful little blue stones.

Customer: Mm ... They're quite nice, I sup

Sales assistant: They're silver, and they're han so you won't find anything liki anywhere else.

Customer: Oh, really? So, how much are they?

Sales assistant: Well they *were* thirty pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only twenty pounds. So you can save ten pounds!

Customer: Great. I'll take them.

Sales assistant: And would you like me to giftwrap them for you?

Customer: How much do you charge for that?

Sales assistant: For £4 we give you a pretty box and your own choice of wrapping paper. Or for £5 you can have our luxury wrapping service, which includes a silver box and silver ribbon. And if you would like a card to write your own personal message, that will be £2 extra.

Customer: Well, it's a special birthday so I'll take the luxury option. But I already have a card, thank you.

Sales assistant: That's fine. I'll do that for you now. And how would you like to pay – cash or card?

1 B 2 B

10 Transcript 07

Customer: Oh, really? So, how much are they?

Sales assistant: Well they *were* thirty pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only twenty pounds. So you can save ten pounds!

1 30/thirty 2 20/twenty 3 10/ten

Option

In exercise 10 you might want to point out the stress on 'were' This word would not normally be stressed so it is a clue that the earrings are no longer £30.

Multiple choice questions

Paraphrase

Saying or writing a phrase, sentence or text in different words while still giving the same message. To paraphrase well, structures should be changed as well as words and phrases.

11 The skill of paraphrase is very important in all parts of the IELTS exam. For example, in writing you can avoid repetition, in speaking you can demonstrate a wider range of vocabulary and in listening and reading it will help you identify the answers. Exercise 11 is an introduction to this crucial skill. Exercise 12 provides further practice while introducing them to the exam skills activity.

1 c 2 e 3 d 4 a 5 b

12

- 1 The relationship between the people
- 2 The type of event
- 3 Colour
- 4 The meaning of something
- 5 Food
- 6 Presents

Extension

Depending on the level of your class you can incorporate the use of synonyms and paraphrase into all classroom activities. For example, get them to say 'Hello' and 'Goodbye' in different ways at the beginning and end of lessons.

EXAM SKILLS

Students have the opportunity to practise the skills learnt in the unit.

Transcript 08

- Mark:** Hi there, Nam! You aren't *still* working on your history assignment, are you?
- Nam:** Hi, Victor! No, I'm taking a break. I'm looking at some photos, actually – a family celebration. Do you want to see them?
- Mark:** So, who's the cute baby in this picture here?
- Nam:** She's my niece – my brother's daughter. Her name's Tae-Hee. She's one year old in this picture. It's a very important birthday in Korea – we call it 'Dol' or Doljanchi. It's a very special celebration – in fact, I think it's probably more important than a wedding or a graduation! And we invite all our family and friends and sometimes our neighbours. Here's a picture of the restaurant where we celebrated Tae-Hee's big day.
- Mark:** What a lovely place – and a beautiful garden, too.
- Nam:** Yes, it's a perfect location for taking photographs. Can you see me just there next to the trees?
- Mark:** Ah yes, I like your hat! And I like the red and silver hat Tae-Hee's wearing too. It's really pretty.
- Nam:** Yes, it's a traditional hat for a girl. Baby boys wear a different one – all black. It looks very serious!
- Mark:** That's a bit boring. Black and silver would be more interesting. What's Tae-Hee wearing round her skirt?
- Nam:** That's a little purse. Boy babies wear this too. It's made of silk and it means good luck in our culture. And she's wearing a belt too. Look – do you see? The belt means she will have a long life!

- Mark:** And what's this on the table there? It's colourful.
- Nam:** It's rice cakes.
- Mark:** I've never seen anything like that before. It looks like a rainbow!
- Nam:** We always eat rice cakes at a baby's party. There are usually 12 different types of them on the table. Look – this rice cake is completely orange in colour and this one here is bright green!
- Mark:** It looks like a vegetable!
- Nam:** Now, look – this is me with my brother's wife, Mi-Cha. We get on really well together.
- Mark:** What are you holding?
- Nam:** Oh, it's a little bag. All the guests get a gift bag at the end of the party. And inside there's a present from the baby's parents. It's really fun to open it because you don't know what you'll get. So it could be a candle, or some chocolates. Guess what I got? You can see it in this next photo.
- Mark:** It looks like a box of tea. But shouldn't it be the other way round – the baby gets the presents?
- Nam:** Well, the baby receives money from the guests, so in a way you're right! And actually, I've got my present right here. So, why don't we open the box right now and have a cup of tea? Then we can try to finish our assignments.
- Mark:** Sounds good to me!

1 A 2 A 3 C 4 B 5 C 6 B

Extension

If students have found this difficult, you could play the recording again, stopping after the answer to each question has been given. Get students to identify the clues which should help them find the answer, e.g. 'sister' in question 1.

SPEAKING

OUTCOMES

- use simple adjective-noun collocations relating to family
- answer simple questions about your family
- give full answers to Part 1 questions.

OUTCOMES

Students will learn how to extend their answers without talking too much. Part 1 is a series of questions on familiar topics and the easiest part of the speaking test.

LEAD-IN

- 01** This activity will give you an opportunity to assess students' speaking ability at the start of the lesson. Demonstrate by talking about one of your family members (real or made up)

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	7		
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	4.5		
	4		

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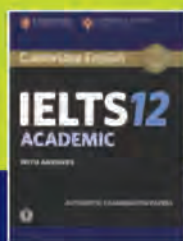
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