

Cambridge English



MINDSET FOR IELTS

**TEACHER'S
BOOK**

2

TARGET BAND SCORE 6.5



An Official Cambridge IELTS Course

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Student's Book

Mindset for IELTS Level 2 is aimed at students who are at B2 level and want to achieve a Band 6 or 6.5 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 be flexible and 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 2 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 test, 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 6 or Band 6.5 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.

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- select and compare key features of charts, graphs and tables
- structure an answer which compares information from charts, graphs and tables
- revise the form and use of comparatives.

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 in the Teacher's Book. Note that the number in the corner relates to the exercise that the tip goes with.

TIP

06

Sentences should be simple and easy to understand, not long and complicated.

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



Questions which require an answer of just a few words, like those in exercise 7, are a common feature of the exam. These are known as *short-answer* questions and they ask about factual details.

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 they 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 23 and 29 to obtain a Band 6 or 6.5 on Academic Reading.

Listening

Candidates need to score approximately between 23 and 29 to obtain a Band 6 or Band 6.5 on Listening.

Academic Writing and Speaking

The Public version of the IELTS Band Descriptors are available on www.ielts.org. To obtain a Band 6 students will need to illustrate all of the features of Band 6 and to obtain a Band 6.5 they will have to demonstrate all of the features of Band 6 and some of the features of Band 7.

How to connect knowledge of English language with the exam

Students beginning this course will already have a good knowledge of English. It is important to let them know that this existing knowledge will be very 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 a key component in all four papers in the exam and at this level, students are expected to have a fairly wide range of vocabulary. In this course, students are encouraged to build on their existing vocabulary by expanding on what they already know. For example, candidates are shown that when recording a new item of vocabulary, they should also think about the following: synonyms, lexical sets and recording in context.

Definitions

Synonyms- a word or phrase that means the same as another word or phrase

Lexical sets- a group of words which share the same topic or features e.g table, chair

Recording in context- to record a word, within a sentence or phrase.

e.g went I went to the doctors.

An awareness of synonyms is very important, as many of the tasks, across all papers, rely greatly on students knowing different words for the same thing. Furthermore, encouraging students to think in terms of lexical sets, will help them to expand their vocabulary in each topic area discussed. Finally, encouraging students to record new words in context, will ensure that they are used correctly. This is particularly important in the Speaking and Writing Papers when students are assessed on their production of vocabulary.

Grammar

At this level your students should be familiar with the majority of tenses/ grammatical structures. As each learner is different however, and there may be gaps in their grammatical knowledge, this course seeks to revise and compare some of the useful structures, necessary for the exam.

A revision of tenses, related to the past, present and future is useful for all four papers. For the productive skills, speaking & writing, the production of grammatical structures is particularly important. In part 1 of the writing for example, students must have a good knowledge of the passive in order to complete a task on describing a process. For the receptive skills (listening & reading) the emphasis is more on students understanding the meaning of the grammar being used.

Pronunciation

At this level, your students will already be fairly competent in the area of pronunciation. In other words, they will be generally understood when they speak. In order for your students to achieve a higher mark, this course aims to build on this, by introducing aspects such as intonation and sentence/ word stress, features which help a speaker sound more natural and comprehensible. For example, by encouraging students to use intonation, they are also able to communicate emotion as well as meaning.

How to prepare your own materials for IELTS

There are many IELTS practice materials available, both in bookshops and online, however you may want to create your own.

Reading

You can use texts from a number of sources: general English textbooks, the internet or texts you have written yourself. One important point to keep in mind however, is that the level of these texts must be pitched at the level of the students or the level they are aiming for, depending where you are in the course. If the readings are too difficult, students may be unable to complete any of the tasks given to them and/or be left feeling despondent. In order to check the level of a text you can use an online tool called, "English Profile."

As demonstrated throughout this course, skimming and scanning are two key skills needed for the Reading Paper. In order to practise and encourage the use of both these techniques in a freer way, you could try some of the following:

Give groups of students the same reading text and ask them to race to find the information- they could do this using a text you have created, another textbook or online.

Tell students to skim read a text quickly and then retell the main information to their partner.

Give groups of students different texts and ask them to write questions/ a quiz for other students. The groups then swap texts/ questions and scan the texts for the answers, under a time limit.

Listening

For your own listening material, you can also use recordings from other textbooks, record audios yourself or use online material. One of the easiest ways to produce your own listening material however, is to simply dictate role-plays or monologues to students.

Definition

Dictate: to say or read something for someone to write down

Using dictation means you can adapt the speed of your listening to suit the needs of your class. You can also ask the students to dictate the audio material, which they can also create, if you wanted.

Writing

For writing task 1, students need to write about graphs or a process. For this task you or the students, could easily create graphs based on information/data, which is of interest or personal to the class. For example, if the students were interested in a particular hobby, such as cycling, they could use data on this to create their own charts/ graphs etc..

For a process diagram, you can demonstrate the language needed for this task, by showing students a simple process using realia.

Definition

Realia: real objects or pieces of writing, used to help teach students in a class

For example, you could demonstrate the simple process of making a paper aeroplane using a piece of paper. You could also ask your students to demonstrate a process of their choice to the class.

For Part 2 of the writing you could exploit the use of sample answers found online, from other books or from the students themselves (with their permission) With these sample answers you could do some of the following:

cut them into sections and ask students to order appropriately (useful when teaching structure and coherence)

ask students to discuss what the sample answer does well and where it could be improved.

ask students to rewrite a sample essay from an opposing view

Speaking

For the Speaking Part of the test, you can write your own questions or ask your students to create questions they think will appear in this part of the exam. This will also help you to gauge their understanding of the Speaking exam.

General

When producing your own materials, it is important to ask yourself the following:

- Is this material the correct level for my students?
- Will it engage my students? (personalizing the topic is often a good way to do this)
- Are the instructions for the task clear and simple? (making the task over complicated can often deter from the main aim of the task)

UNIT / 01: THE MAN-MADE ENVIRONMENT

READING

OUTCOMES

- skim a text quickly to understand the general idea
- scan a text for specific information to answer short-answer questions
- use skimming and scanning to locate the answer quickly
- understand and produce paraphrasing
- use the present continuous and present simple correctly.

OUTCOMES

Ask students to focus on the outcomes of the lesson. Elicit/ explain to students that *skimming* and *scanning* are both reading techniques, which are very useful for the exam. Timing is a major factor in the IELTS reading and therefore students need to be able to locate information quickly. Explain that these two techniques are designed to help with this. You do not need to discuss their meaning in detail at this stage, as each is described and practised fully, throughout the lesson.

Tell students that the theme of the unit is *The Man- Made Environment* and elicit meaning (anything in the environment made by people- more commonly buildings, but you could also have man-made beaches/lakes etc.)

This unit will focus on buildings or more specifically, homes. This is a popular topic in the exam and can arise in any of the four papers (reading, writing, speaking & listening).

LEAD-IN

01 To engage students in the topic/generate vocabulary, draw students' attention to the photos of houses on pages 8 & 9. Ask students if they would like to live in either of these houses? Why/ why not? What would be their ideal home and why?

Alternative

Choose your own selection of photos displaying different types of houses (big, small, old, modern etc.) and display on the board.

As the whole class discuss one of the photos -

e.g. What are the main features of the house? What do you like/dislike about the house?

Students then work in pairs to discuss all of the photographs in this way.

Feedback as a whole class and write any new vocabulary on the board.

Ask students to read the list of vocabulary and complete the table in exercise 01.

If needed, complete the first line of the table as a whole class.

Location: beach, city centre, mountains, countryside, remote island

Building type: skyscraper, bungalow, mansion, castle, garage

Style: glamorous, simple, traditional, modern, spacious

Rooms: cellar, gym, dining room

Parts of a room: staircase, floor, ceiling, window

Materials: wood, marble, leather, stone

02 Ask students to think about their dream home and complete Exercise 02. You could start this by providing a longer example and describe your own dream home.

As a whole class ask some of the students to report on what their partner has told them.

Definition

Skimming: to read a text quickly in order to understand the main idea.

Scanning: to read a text quickly in order to find specific information.

These techniques are useful for the exam because candidates need to be able to read texts quickly. Many candidates make the mistake of reading texts word for word. There is not time for this, as they have 60 minutes to answer 40 questions.

Tell students to read through the definition of skimming and scanning.

Ask students if they have used these techniques before. Elicit why they are important for the IELTS exam.

03 Write the words *scanning* and *skimming* on the board and elicit a few examples of when they are used, e.g. looking up a word in a dictionary- scanning. Write at least one example under each heading.

2 skimming	3 skimming	4 scanning
5 scanning	6 skimming	

Draw students' attention to *Tip 3*, which advises them to practise these reading techniques as much as possible, as this will help them greatly with the set time limit.

Practising these techniques in their mother-tongue as well as in English, may also help. They could do this at home by reading magazines, newspapers, books etc.

Extension

Devise a set of questions around the textbook, asking students to find information using skimming and scanning techniques. You could divide the class into teams and assign a point to whichever team produces the answer first.

E.g. In Unit 3, which page has an article on (skimming)
Read the article on page.... How many (scanning)

Before locating the answer, students must also tell you which reading technique they will be using to find the information.

04 Ask students to look at the photograph of a home, which cost more than one billion dollars to build. Students discuss what they like/dislike about the design.

05 Explain to students that they are going to skim read an article about this home, to understand the main ideas. Set a time limit. Draw students' attention to *Tip 5*, which reminds students to ignore unknown words.

Advice

It is a good idea not to permit the use of dictionaries during this and some other reading practice, as it is tempting for students to look up every unknown word. In preparation for the exam, students need to be accustomed to not having access to a dictionary.

06 Tell students to complete the questions in *Exercise 06*.

sample answer

- 1 names, verbs, adjectives, numbers
3 Antilia (Mumbai, India)
4 1 f 2 d 3 c 4 e 5 g 6 a 7 b

07 Explain to students that they are now going to scan the text for information.

Draw students' attention to *Tip 7*, which states that in many of the IELTS reading tasks the answers appear in the same order as the text. Check students understand the meaning of this by asking: "Where in the text is the answer to Exercise 07, question 1? (beginning) 3? (middle) 6? (end)."

Tell students to complete Exercise 07. Again set a time limit.

- 1 Mukesh Ambani 2 27 3 marble
4 the lotus flower and the sun 5 168 6 600

Paraphrasing

Paraphrasing is to repeat something using different words, often in a shortened form, which makes the meaning clearer.

It is useful in the IELTS reading exam because many of the questions paraphrase what is written in the text. It is important therefore that candidates understand the concept of paraphrasing.

08 Ask students to read the definition of paraphrasing in the student book. Elicit from students why it may be useful for the exam.

Explain that each of the statements in Exercise 08 paraphrases one of the paragraphs in the text.

Dictate the first line of Exercise 08 - *The house has many desirable facilities...* Ask students to match this sentence with one of the paragraphs A-F.

Elicit from students how they approached this and which words helped them locate the answer quickly.

08 1 C 2 E 3 F 4 A 5 B 6 D

Tell students to complete questions 2-6 using the same method as the example.

Explain/ elicit from students that some of these words are synonyms, a key function of paraphrasing.

Definition

Synonyms: words or phrases that have the same or near same meaning as another word or phrase in the same language.

e.g. The words "small" and "little" are synonyms.

Synonyms are useful in the IELTS Reading exam because questions rarely use the same words as in the text, this would be too easy. Instead questions often feature synonyms of words from the text. It is important therefore, that students focus on synonyms when they are learning new vocabulary.

09 Ask students to complete Exercise 09.

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

10 Explain to students that having looked at some of the key skills needed for the reading exam, they are now going to focus on two of the task types (short answer questions and completing sentences).

Explain to students that the short-answer questions will be similar to those featured in Exercise 07. In the exam however, there will be a set word limit for the answers, so it is important that students read the question carefully.

Ask students to read the explanation of short answer questions and Tip 10/11 which states that the answers to these type of questions come in the same order as they appear in the text.

Tell students to complete Exercise 10.

Advice

Make students aware of the following: hyphenated words count as one word and spelling accuracy is important.

- 1 9/ nine 2 man-made snow 3 clean their room(s)

Extension

For further practice on this task type, ask students to create some of their own questions on the text and then ask their partner to find the answers.

11 Explain to students that another similar type of task they may be given in the exam is sentence completion.

This task requires candidates to complete sentences in a certain number of words. The instructions will indicate how many words/ numbers should be used in the answer.

Advice

Candidates will lose a mark if they write more than the number of words asked for. Numbers can be written and hyphenated words count as single words. The answers come in the same order as they appear in the text.

Ask students to read the advice section in the book, which explains that the sentences used in this type of task, paraphrase words and ideas from the text.

Tell students to complete Exercise 11. Ask several students the answer, before revealing the correct answer. If some answers given are incorrect, discuss why this is the case (i.e. not grammatically correct.)

- 1 mythical island 2 guests 3 architecture

GRAMMAR FOCUS: PRESENT SIMPLE/PRESENT CONTINUOUS

The purpose of exercises 12, 13 & 14 is to get students to notice the use of the present simple and present continuous in a text. Being aware of which tenses are being used, can help students to understand the meaning better.

- 12** **Present continuous:** an action which is not complete, happening at the time of speaking
Present simple: repeated actions, general facts, opinions

- 13** 1 lives 2 believes 3 correct
4 clean 5 is entertaining

- 14** 1 is working 2 am/'m renting 3 think
4 are/'re building 5 cleans

EXAM SKILLS

- 15** Explain to students that having practised the task type and some key exam skills, they are now going to complete an exam task on their own.

Tell students to complete the *exercise within a set time limit*.

- 1 (newspaper) publisher 2 Julia Morgan
3 3.5 million 4 3/ three 5 attend formal dinner(s)
6 the State of California 7 Europe 8 mother
9 15/fifteen years 10 every continent 11 zebras
12 (the) expensive maintenance

WRITING

OUTCOMES

- select key features of different types of graphs, charts and tables in order to describe them accurately
- use suitable verbs, adjectives and adverbs to describe trends in different ways
- compare different graphs or information in the same graph and write a summary of the main features.

OUTCOMES

This lesson relates to writing task 1; describing different types of graphs, charts and tables. More specifically, the lesson focuses on describing charts/graphs accurately and selecting key features. Make sure students understand the meaning of "key features" (main points).

The unit also provides a great deal of language, which can be used to describe the different trends, which may feature in any of the graphs/charts in task 1. Make sure students understand the meaning of "trend" (a general development or change in a situation).

The third outcome uses the skills/language from the first two outcomes to teach/practise how to compare information on one or more graphs, and to write a summary of the main features.

These outcomes are all key and common requirements for writing task 1.

LEAD-IN

- 01** Ask students the following:

Have you had practice describing charts and graphs in your own language?

If so, when have you been required to do this?

Do you find reading/ interpreting graphs in your own language easy or difficult? Why/why not?

Having a clear understanding of how comfortable your students are with reading and interpreting graphs/charts in their own language, will help you gauge how much support is needed with this aspect of the exam task. For example, students who are not used to discussing graphs and charts will not only need support with the language, but also with the skill of interpreting this type of data.

Tell students to complete Exercise 1 on their own and then compare answers with a partner. Whole class feedback.

- 2 line 3 horizontal axis 4 vertical axis 5 bar chart
6 bar 7 key 8 title 9 pie chart 10 segment
11 table 12 column 13 row

Draw students' attention to the information box, which states that students must be very familiar with the language in the lead-in. Without this key vocabulary, students will be unable to complete this common task in the exam.

Extension

In order to practise this type of language further, you could describe/dictate various graphs/charts/tables to students, which they in turn must draw.

E.g. The horizontal axis indicates sales from 2005 until 2010...

- 02** Explain to students that they are going to practise selecting just the key features of graphs/charts.

Advice

Make students aware that they will be penalised for irrelevance or if their response is off-topic. They only have 20 minutes and 150 words for this task, so they should only report on the key features. While students won't be penalised for writing more than the word limit, they may leave themselves less time for Task 2, which is worth more marks.

Ask students which city they think is the most expensive to buy a home in.

After gathering a few ideas, tell students to look at the first chart in Exercise 02.

As a whole-class discuss questions 1-6.

- 1 The world's most expensive cities
2 The cost per square metre in US dollars
3 Cities

- 4 The cost per square metre in each city
- 5 shortest – Monaco tallest – New York/Singapore
- 6 Monaco, Hong Kong and London are very similar; New York and Singapore significantly more expensive

Tell students to complete questions 7-21 in pairs.

- 7 Home ownership in some European countries
- 8 Percentage of people owning their own home
- 9 some European countries
- 10 Romania has the largest percentage of homeowners and Switzerland the smallest.
- 11 Most of the countries have similar figures, except for Romania.
- 12 Romania has a much higher percentage of homeowners than the other countries.
- 13 Average house size in selected countries
- 14 Different countries
- 15 Australia/Hong Kong
- 16 Australia/USA
- 17 Average size of houses in selected European countries
- 18 Two: countries/size
- 19 Denmark
- 20 Italy
- 21 France/Germany

- 03 Explain to students, that reading and interpreting the charts/graphs correctly is just as important as the quality of their English. Accuracy is one of the aspects students will be marked on, under the criteria of Task Achievement.

Ask students to read the sample answer in Exercise 03 and amend any data, which is incorrect. Whole class feedback.

- 03
- 1 The pie chart provides information about the average house size in selected countries and the table in selected European countries.
 - 2 the USA
 - 3 45 m²
 - 4 selected
 - 5 most houses in Europe are much smaller than in the selected non-European countries
 - 6 Hong Kong

- 04 Elicit the answer to Exercise 04.

The writer did not make any errors with spelling or punctuation, but should not have included opinions (e.g. This is perhaps because it is such a large country'; 'This is most probably due to the size of each country').

Students aware that they will be penalised for giving their own opinion or speculative explanations. The answer to this task should be purely factual.

- 05 Explain to students that they are now going to practice describing trends within graphs/charts.

Draw the arrows shown in Exercise 05 on the board from students as much vocabulary as possible.

Tell students to complete Exercise 05.

- 2 Increase 3 Climb 4 Go up 5 Rocket 6 Soar
- 8 Decrease 9 Decline 10 Go down 11 Plummet
- 12 Plunge 13 Drop

Possible other words: rise, surge, shoot up, peak, fall, reduce, collapse, tumble, diminish, sink, dip

Exercises 05-15 provide students with the necessary language needed to describe trends, exploring the use of verbs, adverbs and adjectives. Students need to make sure they know these words, how they are used and how they are spelt. In task 1, under the criterion, Lexical Resource, students are marked on their ability to use a range of vocabulary, both accurately and appropriately. At this level, at least some attempt to use less common vocabulary is also a requirement to achieve high marks.

Advice

Make students aware that they will be penalised for incorrect spelling. It is common for students to spell some of these words incorrectly, so it is useful to check students' understanding of this.

- 1 rocket, soar 2 plummet, plunge

- 07 Exercise 07 reminds students that when they are using these key verbs they must remember to also apply the correct tense. Draw students' attention to the example in exercise 07. Tell students to complete exercise 07.

- 1 rose 2 remains / has remained/ remained
- 3 has decreased 4 are going to go up
- 5 have rocketed

Whole class feedback. Elicit from students which tense they used for each and why.

- 08
- Big change:** dramatic, substantial, significant
- Small change:** slight, modest
- Gradual or no change:** steady, stable, unchanged

- 09
- 1 significant / substantial / dramatic
 - 2 steady
 - 3 slight, modest
 - 4 unchanged / stable / steady

- 10
- 1 C 2 A 3 B

- 11**
- Big change:** dramatically, substantially
Small change: moderately
Gradual change: gradually, slowly, consistently
Quick change: sharply, rapidly

- 12**
- 1 significantly / considerably / substantially / dramatically
 - 2 slightly / moderately
 - 3 gradually / steadily / slowly / consistently
 - 4 sharply / quickly / rapidly

13 Monitor the pair work.

14 Check students' answers for the gap-fill activity

1 B Dubai 2 C Hong Kong 3 A London

15 This exercise asks students to make a note of any new words or phrases they have learnt during the lesson. It is important that students make a habit of recording new words as having an extensive vocabulary is key to being successful in the exam.

- 15**
- 1 went up, plummeted dramatically
 - 2 remained, peak, rise
 - 3 increased steadily, decreased substantially, went up

EXAM SKILLS

16 Explain to students that having studied all the necessary skills/vocabulary needed for this task, they are now going to complete an exam task on their own.

Tell students to complete the timed task in class or assign as homework.

Feedback

Before marking the answers yourself, you could ask students to assess what they and their partner have written. In pairs, students could discuss the positive and negative aspects of their work (self-assessment is an important learning tool for students and helps them to form the habit of self-reflection.)

Provide students with the following checklist:

Is the information accurate?

Is the information expressed clearly?

Is there a good use of tenses and vocabulary?(adjectives, adverbsetc..)

16

Sample answer

The bar chart shows how many people aged 25–34 either rent or have bought a house in the UK. Furthermore, it illustrates this change over an eleven-year period.

The number of home owners within this age range has decreased substantially since 2004. In 2004, nearly 60% owned their own home, whereas in 2014 this dropped to under 40%. There was a gradual decrease in home ownership over the eleven-year period which was more significant from 2009 to 2014. Only in 2011 and 2012 did the number remain stable at just over 40%.

The rental market, however, has increased dramatically over the same eleven-year period. From 2004 to 2014, the number of people renting has risen by nearly 30%. Overall, this has been a gradual increase in most years, rising by just a few percent each year. In 2014, the rental market reached a peak at just under 50%.

In conclusion, therefore, it is easily apparent from this bar chart that for people between the ages of 25 and 34, the rental market is increasing each year, whereas the buyers' market is decreasing.

Alternative

Students could work in small groups to produce an answer to this task. They could then present their work to the class.

LISTENING

OUTCOMES

- predict the type of information required for short-answer questions
- listen for specific information (e.g. complex numbers, difficult spellings) and write it down correctly
- listen to understand context
- answer multiple-choice questions correctly by eliminating distractors.

OUTCOMES

Draw students' attention to the outcomes. This unit covers two IELTS tasks, short-answer questions and multiple-choice questions. Multiple-choice questions require students to listen carefully to have an understanding of either specific or general points. Whereas short-answer questions, require students to listen for facts such as names of places or people.

In order for students to be successful in these two tasks, several listening skills are also explored/practised in the unit. For multiple-choice questions *eliminating distractors* is a key skill which students need to be aware of.

Definition

Distractors: the incorrect options in a multiple choice question. Designed to distract students from choosing the correct answer.

Eliminating distractors therefore, is the skill of discarding the incorrect options in a multiple choice question.

For short-answer questions, the skills of prediction and listening for specific information are key. Elicit meaning from students.

LEAD-IN

- 01** Tell students to look at picture of the *For Sale* sign. Elicit who is usually responsible for selling houses? (an estate agent)
- Tell students to look at the three properties in Exercise 1.
- As a whole class, discuss the main features of Property A (e.g. flat, two levels, 3 bedrooms, a bathroom, kitchen & living room).
- In pairs ask students to discuss Property B and C in the same way.
- Tell students to listen to the recording and complete Exercise 01.

Tapescript 02

- 1 This is a very nice ground floor two-bedroom flat. It was recently modernised, with a new bathroom and kitchen. The main bedroom is a double bedroom with an en-suite bathroom and toilet, in addition to the main bathroom and toilet. There is a second, smaller bedroom. The living room is spacious and there is a large kitchen, which is big enough to be used as a dining room. The garden is accessible through the living room and the kitchen.
- 2 This first floor flat is in a very nice area of the town and is connected to local shops and services, as well as having good transport connections. There are two double bedrooms, one bathroom, a newly fitted kitchen, a living room and a separate dining room, which could be turned into a third bedroom. There are stairs to the garden at the back. The flat needs some modernisation, but it is very well-kept and would be an excellent family home.
- 3 This is a lovely flat, suitable for a family or for people sharing. The flat is on two levels – there's a first floor and a second floor, above a separate ground floor flat. Upstairs, there's a large double bedroom and a smaller double, as well as a third bedroom, which is only a single, but is still a good size. There's a large bathroom upstairs and also a small shower room downstairs. There's a spacious living room and a large kitchen/dining room, with a rear door to steps leading to the garden.

1 C 2 B 3 A

Advice

This type of multiple-choice task is common in the exam and students must have practice in being able to interpret pictures/diagrams quickly. They need to identify the key features in these visuals and then listen for the same key information in the recording.

- 02** Tell students to listen again and note down the key words, which helped them locate the correct answer.

- 02**
- 1 ground floor, two bedroom
 - 2 first floor, two double bedrooms, one bathroom
 - 3 two levels, large double bedroom, smaller double, third bedroom spacious livingroom, large kitchen, diningroom

Ask students to compare their notes with a partner. Whole class feedback-did they choose the same information?

- 03** Tell students to look at the notes in *Exercise 3*. Elicit from students what type of information is missing from each gap? Also, ask for examples, e.g. address of property - 33, Whitehill Road.

Explain to students that this type of prediction is a very useful exam technique, as it helps students to focus on the type of language required, even before listening to the recording.

Draw students' attention to *Tip 3*, stating that students will be given the context and some time to look at the questions before they start. Students should use this time therefore, to underline key words and carry out this type of prediction technique.

Tell students to listen to the recording and complete notes with no more than two words/or a number.

Advice

Make students aware that if they write more than the stated number of words, it will be marked as incorrect, so they should read the question very carefully. Hyphenated words count as single words.

Tapescript 03

- Estate agent:** Morgan's Estate Agents. How can I help you?
- Caroline:** Hello. I'm calling about a property that you have for sale – in Churchill Road.
- Estate agent:** Sorry. Did you say Church Mill Road?
- Caroline:** No. Churchill Road – C-H-U-R-C-H-I-L-L.
- Estate agent:** Oh, right. We have two for sale in Churchill Road – a three-bedroom property and a two-bedroom one. Can you tell me which one you're calling about?
- Caroline:** It's the three-bedroom one.
- Estate agent:** Oh, yes. Would you like to arrange a viewing?
- Caroline:** Yes, but first of all, I'd like to check some details.
- Estate agent:** Certainly. What would you like to know?
- Caroline:** First how many lounges has it got?
- Estate agent:** There are two. There's a small one at the front and a larger one at the back, leading to a sun-room.
- Caroline:** A sun room? That's nice to know.
- Estate agent:** Yes. It's perfect to sit in on those chilly or rainy days as it's got its own heating. And you can get to the garden through the sun-room door.
- Caroline:** Lovely. I've always liked the idea of outdoor space with a lawn. I do a bit of gardening myself. What about the kitchen?
- Estate agent:** It's fully-fitted – so it includes a cooker and a dishwasher and all the other things you'd expect in a kitchen. You can also get to the outside space through the kitchen door.
- Caroline:** That sounds great, not having to buy a cooker and dishwasher.
- Estate agent:** Yes, it would be perfect for you. I should add that there's a garage and a short driveway.
- Caroline:** Oh, that's very useful. My husband usually drives to work, but I mostly use public transport.
- Estate agent:** Well, regarding transport, it's only five minutes from Edgely Station and there are regular buses to the town centre, so it's very well connected.
- Caroline:** That's excellent!
- Estate agent:** So, would you like to arrange a viewing?
- Caroline:** I'm free tomorrow morning. Is 11 o'clock OK?

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	7.5		
	7		
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	5.5		
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	4.5		
	4		

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