

Cambridge English



MINDSET

FOR IELTS

TEACHER'S
BOOK

3

TARGET BAND SCORE 7.5



An Official Cambridge IELTS Course

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UNIT: INTRODUCTION

Mindset for IELTS Level 3 is aimed at students who are at a B2-C1 level and want to achieve a Band 7 or Band 7.5 result in the Academic IELTS test. 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 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 3 offers flexible ways of teaching. You can work through the units consecutively or choose the lessons that are important to your students.

- 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 in the book and in the online modules. However, there is an emphasis on the parts of the exam that will stretch students aiming to achieve the higher band scores.
- Grammar and vocabulary are built into the development of skills, so students improve their language skills as well as the skills they need to learn to achieve the desired band score.

How *Mindset for IELTS* develops each skill

- **Speaking** – *Mindset* gives students strategies for what happens if they don't know much about the topic. It also helps build vocabulary for each part of the test and allows students to grow in confidence.
- **Writing** – *Mindset* gives students tips on how to plan better and develop their 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 are provided for improving reading skills in general, as well as skills needed in the exam, such as an awareness of distraction and the use of paraphrase.
- **Listening** – *Mindset* gives coverage of all the Listening tasks, but concentrates on how students can maximise their score. Vital skills for dealing with the paper like paraphrasing are practised and listening strategies that will help students in their everyday life are also developed.

Outcomes

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

IN THIS UNIT YOU WILL LEARN HOW TO

- successfully answer 'matching features' questions
- develop whole-text understanding to enable you to answer global multiple-choice questions
- consider the meaning and use of modals of obligation, past and present.

In the Teacher's Book you will see how these outcomes relate to each lesson and the skills that students need to develop in order to be successful in improving their English language and exam techniques. There are typically three or four outcomes per lesson which look at skills that can be used both in the IELTS test and for students' 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 get the most out of them in the Teacher's Book. Note that the number in the corner refers to the exercise that t

TIP

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For this essay task, it is important to be concise. Limit yourself to two, possibly three, main ideas for each paragraph and develop them properly.

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



For this task, the correct answers are specific words from the recording in the same form as you hear them, and in the same order as the questions. Make sure you check your answers for errors like the following, which can lose marks:

- incorrect spelling
- exceeding the given word limit
- repeating words that are already in the table
- omitting key details such as measurements (km, grams).

Teacher's Book

The Teacher's Book has been designed to help you to 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 students more practice with key skills.
- Alternative exercises — ideas that you can use to make the exercises more relevant for 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 Student's 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 related but slightly 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 a range of topics with confidence and to develop the skills needed for the different parts of the test.

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 made by students 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 the following modules:

- **Arabic Spelling and Vocabulary**
- **Arabic 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 different language groups make on the Writing paper of the test. 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 Academic Study 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 with one mark each. 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.)

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 you may find in a newspaper or a magazine, so it is important for your students to get as much practice reading of these types of text as possible.

Texts sometimes contain illustrations. If a text contains technical terms, a glossary is 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 from a text. The words will be given in a box of possible answers.
Short-answer questions	Answers questions using words from the text inside the word limit

Academic Writing

There are two separate 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 with 10 questions in each section. The paper lasts for approximately 30 minutes and candidates are given an extra 10 minutes to transfer their answers to the answer sheet. Each question is worth one mark.

In **Part 1** candidates 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 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 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 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 questions 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 completion	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 30 to get a Band 7 on Academic Reading and 35 to receive a Band 8.

Listening

Candidates need to score 30 to get a Band 7 on Listening and 35 to get a Band 8.

Academic Writing and Speaking

Please see information from the band descriptors on Page 10-12

How to connect students' existing knowledge of English language with the exam

Students beginning this course should 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 test 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 students 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 and a good knowledge of collocation. 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 noting a new item of vocabulary, they should also think about, synonyms, lexical sets and collocations.

An awareness of synonym and paraphrase is very important, as many of the tasks, across all papers, rely greatly on students knowing different words for the same thing. At this level, students should also be thinking about the style and register of the words that they are using in different contexts.

Grammar

At this level students will have a fairly good control of grammar and will have come across most tenses and aspects of verb however, there may be some gaps in their knowledge and this course will help students plug these gaps. There is also an emphasis on the type of grammatical structures that aid students to get the higher band scores.

How to prepare your own materials for IELTS

There are many IELTS practice materials available, however you may want to create your own or use elements of practice tests to make lessons more communicative.

Reading

You can use texts from a number of sources: general English textbooks, the internet, practice tests or materials that you have written yourself. One important point to keep in mind, however, is that the reading is at the right level, not too easy or too difficult. In order to check the level of a text you can use an online tool called 'English Profile'. Here you can enter a word and it will tell you at what level of the CEFR students should know the word, so you can make a judgement about if you should be testing it or not.

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 of these techniques in a freer way you could try the following:

- Give groups of students the same reading text and ask them to race to find the information.
- Give students a very short deadline and tell them to skim read a text 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 and questions and scan the text for answers, under a time limit.

Listening

For your own listening material, you can use recordings from other textbooks, record audios or use online materials. To get the higher band scores, it is important for students to get as much listening practice as possible, so encourage them to listen and watch material in English online. Also encourage students to listen to each other in class and use dictation and spoken instructions when appropriate.

Writing

For Writing Task 1, students need to write about graphs or a process. For this type of task you or your students, could easily create graphs based on information/ data which is of personal interest to the class. This can be done by searching, online for statistics that would be of interest to your students or creating the statistics from surveys done in class.

For a process diagram, you can demonstrate the language needed for this task, by showing a simple process that they are familiar or by finding interesting or amusing inventions that will be of interest.

For Part 2 of the writing you could exploit the use of sample answers found online, from other books or from students themselves (if they give you permission). With these sample essays you could do the following:

- Cut them into sections and ask students to order them 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 an essay from an opposing view.

Speaking

For the Speaking Part of the test, you can write your own questions or ask students to create questions they think will appear in each part of the exam. This will also gauge their understanding of the exam. At this level, it is also a good idea to try and discuss issues that are in the news and / or of global importance, as this will help them deal better with topics in Part 3. Dealing with topics in this part of the test is important for students who want to obtain a higher band score.

General

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

- Is this material the correct level for my students?
- Will it engage my students (personalizing the topics is often a good way to do this)?
- Are the instructions for the task clear and simple?

Using the band descriptors

It is a good idea to have a knowledge of the public version of the band descriptors, so that you and your students are aware of what they are aiming for in the speaking and writing parts of the test.

The full band descriptors can be found online at www.ielts.org, but here is a summary of the band scores in the area that students studying this course should be at.

Speaking band descriptors – selected bands

Band 8

Fluency and coherence

- Speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language
- Develops topics coherently and appropriately

Lexical resource

- Uses a wide vocabulary resource readily and flexibly to convey precise meaning
- Uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies
- Uses paraphrase effectively as required

Grammatical range and accuracy

- Uses a wide range of structures flexibly
- Produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors

Pronunciation

- Uses a wide range of pronunciation features
- Sustains flexible use of features, with only occasional lapses
- Is easy to understand throughout; L1 accent has minimal effect on intelligibility

Band 7

Fluency and coherence

- Speaks at length without noticeable effort or loss of coherence
- May develop language-related hesitation at times, or some repetition and/or self-correction

Lexical resource

- Uses vocabulary resource flexibly to discuss a variety of topics
- Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices
- Uses paraphrase effectively

Grammatical range and accuracy

- Uses a range of complex structures with some flexibility
- Frequently produces error-free sentences, though some grammatical mistakes persist

Pronunciation

- Shows all of the positive features of Band 6 and some, but not all of the positive features of Band 8

Band 6

Fluency and coherence

- Is willing to speak at length, though may lose coherence at times due to occasional repetition self-correction or hesitation
- Uses a range of connectives and discourse markers but not always appropriately

Lexical resource

- Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies
- Generally paraphrases effectively

Grammatical range and accuracy

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures though these rarely cause comprehension problems

Pronunciation

- Uses a range of pronunciation features with mixed control
- Shows some effective use of features but this is not sustained
- Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times

Academic Writing Part 1 – selected bands

Band 8

Task achievement

- Covers all requirements of the task sufficiently
- Presents, highlights and illustrates key features/bullet points clearly and appropriately

Coherence and cohesion

- Sequence information and ideas logically
- Manages all aspects of cohesion well
- Uses paragraphing sufficiently and appropriately

Lexical resource

- Uses a wide range of vocabulary fluently and flexibly to convey precise meanings
- Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
- Produces rare errors in word choice, spelling and/or word formation

Grammatical range and accuracy

- Uses a wide range of structures
- The majority of sentences are error-free
- Makes only very occasional errors or inappropriacies

Band 7

Task Achievement

- Covers the requirements of the task
- Presents a clear overview of main trends, differences or stages
- Clearly presents and highlights key features/bullet points but could be more fully extended

Coherence and cohesion

- Logically organises information and ideas; there is clear progression throughout
- Uses a range of cohesive devices appropriately although there may be some under-/over-use

Lexical resource

- Uses a sufficient range of vocabulary to allow some flexibility and precision
- Uses less common lexical items with some awareness of style and collocation
- May produce occasional errors in word choice, spelling and/or word formation

Grammatical range and accuracy

- Uses a variety of complex structures
- Produces frequent error-free sentences
- Has good control of grammar and punctuation but may make a few errors

Band 6

Task achievement

- Addresses the requirements of the task
- Presents an overview with information appropriately selected
- Presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate

Coherence and cohesion

- Arranges information and ideas coherently and there is a clear overall progression
- Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- May not always use referencing clearly or appropriately

Lexical resource

- Uses an adequate range of vocabulary for the task
- Attempts to use less common vocabulary but with some inaccuracy
- Makes some errors in spelling and/or word formation, but they do not impeded communication

Grammatical range and accuracy

- Uses a mix of simple and complex sentence forms
- Makes some errors in grammar and punctuation but they rarely reduce communication

Academic writing part 2 – selected bands

Band 8

Task achievement

- Sufficiently addresses all parts of the task
- Presents a well-developed response to the question with relevant, extended and supported ideas

Coherence and cohesion

- Sequences information and ideas logically
- Manages all aspects of cohesion well
- Uses paragraphing sufficiently and appropriately

Lexical resource

- Uses a wide range of vocabulary fluently and flexibly to convey precise meanings
- Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
- Produces rare errors in spelling and/or word formation

Grammatical range and accuracy

- Uses a wide range of structures
- The majority of sentences are error-free
- Makes only very occasional errors or inappropriacies

Band 7

Task achievement

- Addresses all parts of the task
- Presents a clear position throughout the response
- Presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

Coherence and cohesion

- Logically organises information and ideas; there is a clear progression throughout
- Uses a range of cohesive devices appropriately although there may be some under-/over- use
- Presents a clear central topic within each paragraph

Lexical resource

- Uses a sufficient range of vocabulary to allow some flexibility and precision
- Uses less common lexical items with some awareness of style and collocation
- May produce occasional errors in word choice, spelling and/or word formation

Grammatical range and accuracy

- Uses a variety of complex structures
- Produces frequent error-free sentences
- Has good control of grammar and punctuation but make a few errors

Band 6

Task achievement

- Addresses all parts of the task although some parts may be more fully covered than others
- Presents a relevant position although the conclusions may become unclear or repetitive
- Presents relevant main ideas but some may be inadequately developed/unclear

Coherence and cohesion

- Arranges information and ideas coherently and there is a clear overall progression
- Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- May not always use referencing clearly or appropriately
- Uses paragraphing, but not always logically

Lexical resource

- Uses an adequate range of vocabulary for the task
- Attempts to use less common vocabulary but with some inaccuracy
- Makes some errors in spelling and/or word formation, but they do not impeded communication

Grammatical range and accuracy

- Uses a mix of simple and complex sentence forms
- Makes some errors in grammar and punctuation but they rarely reduce communication

The following checklists can be used for you or your students to assess their work based on the descriptors and the bands that they are aiming for in this level. You may not always be looking at the paper as a whole, so you may wish to adapt them depending on the part of the paper that you are focusing on.

MINDSET FOR IELTS LEVEL 3 SPEAKING CHECKLIST

FLUENCY AND COHERENCE	
Did they speak at length without many pauses?	
Did they develop all of the topics?	
Did they answer the questions fully?	
Did they answer the questions naturally?	
LEXICAL RESOURCE	
Did they use a wide range of vocabulary?	
Did they use any less common or idiomatic phrases?	
Did they make very few mistakes?	
Did they paraphrase the questions or anything that they had already said?	
GRAMMATICAL RANGE AND ACCURACY	
Did they use a wide range of grammar structures?	
Did they avoid making many grammar mistakes?	
PRONUNCIATION	
Were they easy to understand?	

Notes

Good uses of vocabulary

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Good uses of grammar

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Areas for improvement

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MINDSET FOR IELTS LEVEL 3 WRITING PART 1 CHECKLIST

TASK ACHIEVEMENT	
Have all points of the question been answered?	
Have all of the key points been covered?	
Has everything been covered in enough detail and not too much detail?	
Is there a clear overview?	
Has the writer avoided drawing conclusions that are not in the text?	
COHERENCE AND COHESION	
Are the ideas and information presented in an order that is clear to follow?	
Are linking words and phrases used well and without much repetition?	
Are paragraphs used and developed clearly?	
LEXICAL RESOURCE	
Has a wide range of vocabulary been used?	
Is the use of vocabulary accurate?	
Is there a good use of different collocations?	
GRAMMATICAL RANGE AND ACCURACY	
Has a wide range of structures been used?	
Has grammar been used accurately?	
Has punctuation been used well?	

Notes

Good uses of vocabulary

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Good uses of grammar

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Areas for improvement

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MINDSET FOR IELTS LEVEL 3 WRITING PART 2 CHECKLIST

TASK ACHIEVEMENT	
Have all points of the question been answered?	
Is the argument fully developed?	
Is it clear to understand what the position of the writer is?	
Are all of the ideas relevant?	
Has the writer fully supported the points that they are making?	
COHERENCE AND COHESION	
Are the ideas and information presented in an order that is clear to follow?	
Are linking words and phrases used well and without much repetition?	
Are paragraphs used and developed clearly?	
LEXICAL RESOURCE	
Has a wide range of vocabulary been used?	
Is the use of vocabulary accurate?	
Is there a good use of different collocations?	
GRAMMATICAL RANGE AND ACCURACY	
Has a wide range of structures been used?	
Has grammar been used accurately?	
Has punctuation been used well?	

Notes

Good uses of vocabulary

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Good uses of grammar

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Areas for improvement

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UNIT / 01: URBAN AND RURAL LIFE

READING

OUTCOMES

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

OUTCOMES

Ask students to focus on the outcomes of the lesson. Explain that the IELTS matching task requires them to choose a heading which correctly summarises the whole paragraph. To do this they need to identify the main idea in a paragraph. Explain that there will probably be some unknown words in IELTS reading texts, but that it is possible to 'guess' the meaning of some of these without using a dictionary. Students should also be aware of the use of prefixes, which can further help them to choose the correct paragraph headings.

LEAD-IN

To engage students in the topic, elicit where they would prefer to go on holiday (e.g. the beach, the mountains, the countryside, a city). Ask them to read the text and underline any places they chose that are mentioned in the text.

- 01** Elicit several examples of underlined nouns in the text which are preceded by *the*. Ask students if they know why. Do the same for underlined nouns with zero article.

Ask students to work in pairs and complete the exercise.

No article used for:

individual islands: e.g. Mallorca

names of most countries: e.g. Spain, France, Germany, China

names of beaches: Alcudia Beach

names of cities/towns/regions: Palma de Mallorca, Algaida, Binissalem

names of mountains: Mount Everest, Mont Blanc

Use 'the' for:

groups of islands: the Balearic Islands

coastal areas: the Valencian Coast

oceans and seas: the Mediterranean Sea, the Persian Gulf

nationalities: the Spanish, the Omanis, the Chinese

countries which are Republics, Kingdoms or Unions:

the Republic of China, the United Kingdom (the UK),

the United States of America (the USA)

mountain ranges: the Tramuntanas, the Himalayas

geographical areas: the north east, the south west

Other geographical features:

lakes: no article, usually begins with the word Lake (Lake Windermere)

rivers: definite article before name of river. Capitalise the word 'river' or it can be omitted (the Thames, the River Thames).

- 02** Ask students to write a short paragraph about an area of their own country. Make it clear to students that the purpose of writing is to prepare them for the IELTS style texts that they will read in later exercises.

- 03** Draw students' attention to the title. Ask them to work in pairs and predict what the main text could be about.

- 04** Ask students to complete Exercise 04.

Students' own answers

Alternative

Write the first sentence of the paragraph on the board. Encourage students to identify the main ideas in the sentence by asking questions (e.g. 'What is special or different about the city of Auroville?'). Before students do this exercise, ask them to read the Bullet Box.

Advice

Students will need to know what a topic sentence is in order to attempt IELTS matching tasks. Explain / elicit the definition below:

Definition

Topic sentence: The sentence which conveys the main idea of a whole paragraph

Heading B seems to fit best, as it contains paraphrases of the sentence: designed = planned and built an imperfect world = today's world of conflict, greed and constant struggles for power an urban ideal = the ultimate model of unity, peace and harmony

Heading A: There is nothing in the sentence that matches 'always fail'.

Heading C: The sentence talks about 'peace and harmony', which contradicts the idea of 'conflict' in the heading.

- 05** Ask students to read the full paragraph and to check in pairs whether they think the heading is still the same.

Heading B is correct.

- 06** Ask students to complete Exercise 06 following the same procedure as before.

At this point, the best heading appears to be B: A city at the top of the world

- 07** Ask students to read the whole paragraph and to decide whether they still agree with their original choice.

The best heading is C: An unusual approach to regulation, because the paragraph talks about other examples of rules and laws that could be seen as unusual. It is not A –

An unwelcoming place to die – because the text tells us that it is forbidden to die there.

- 08 Encourage students to identify the sentence that gives the main idea of the whole paragraph and to compare their ideas in pairs. Make it clear that the topic sentence is often, but not always the first sentence.

But what really sets it apart is that it can also lay claim to some of the world's strangest rules.

- 09 Tell students that they are going to read the first sentence of another paragraph and find words or phrases that match the words underlined in the three options. Explain that in the IELTS reading exam they will need to find information in the text that supports the key words in the headings.

- A regulation** = not allowed to build fences around their houses
B dangers of the wild = the constant threat of visits from wild animals
C humans and animals = lions and hippopotamuses [and] anxious residents; co-exist = residents are not allowed to ... keep out their neighbours

- 10 Ask students to focus on the underlined adjectives and adverbs and look for information in the sentence that matches the underlined words and to decide which of the headings could be eliminated. Emphasise that this is a strategy that they can use in the exam.

- A** An unusual approach to regulation – still possible as a correct answer, and you would need to read more of the paragraph to be sure.
B Dealing with the occasional dangers of the wild – no longer possible as it contradicts 'the constant threat'.
C Where humans and animals cautiously co-exist – most likely to be correct as it paraphrases the sentence.

- 11 Ask students to read the whole paragraph and check which heading correctly matches the idea of the whole paragraph.

Heading C is correct.

- 12 Ask students to identify the topic sentence of the paragraph.

Everywhere in Marloth Park, a wary understanding exists between man and beast.

- 13 Tell students to read the paragraph and to take some brief notes on the main ideas.

Students' own notes

- 14 Ask students to look at their notes and to use them to identify the main idea of the paragraph and write a sentence giving the main idea of the paragraph.

Extension

Ask students to come and write their headings on 1 and decide as a class on the best one.

Students then complete Exercise 14.

Heading A – A conflict between reality and imitation – is correct.

- 15 Write the word 'pre' on the board and elicit its meaning from students (i.e. that it means 'before'). Write the first heading – 'an unusual approach to regulation' on the board. Ask students to identify which word in the heading contains a prefix. Ask them to discuss the possible meaning of each prefix.

un- = not opposite;
im- = not;
co- = together

Ask students to complete the rest of the examples in pairs.

- 16 Use the first prefix as a quick example to work through with the whole class. Ask students to work in groups of 3. Give each group a prefix from the list and ask them to list words that contain it and to work out their meaning.

un = not/opposite; *im* = not; *co* = together
post = after, behind – postgraduate, post-mortem, postpone
for-/fore- = before – forecast, forward, forehead
sub = under, below – submarine, subway, subtitle
multi = many, much – multinational, multiply, multicultural
anti = against, opposite – antivirus, antiseptic, antiperspirant
mis = wrong, bad, badly – misunderstand, misjudge, misspell
non = not – non-profit, non-fiction, nonsense
pre = before – preview, prepay, prejudice
over = above, too much – overload, overtake, oversleep
under = below, not enough – underwater, underwear, underage

- 17 Work through the first example as a class. Write the sentence on the board and ask students to volunteer which prefix they think would best fit the context of the sentence. Ask students to work through the remaining examples.

- A forewarned / pre-warned B overpopulated
C misinformed D anti-government(al)

EXAM SKILLS

- 18 Tell students to read through the text quickly to get a general idea. Tell them not to look at the headings yet, as this will encourage them to focus on specific words, which may appear in the paragraph, but will not necessarily represent the main idea.

Alternative

Go through the first paragraph as a whole class. Ask students to carefully read paragraph A again, and to write down what they think its main idea is. Then ask them to refer to the headings and to try to select the correct one for paragraph A.

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