

An Official Cambridge IELTS Course

**UPDATED
DIGITAL PACK**

MINDSET

FOR IELTS

**STUDENT'S BOOK
WITH DIGITAL PACK**
Level 1



CAMBRIDGE

MAP OF THE BOOK

	UNIT 1 – p8 RELATIONSHIPS	UNIT 2 – p24 PLACES AND BUILDINGS	UNIT 3 – p44 EDUCATION AND EMPLOYMENT	UNIT 4 – p64 FOOD AND DRINK
READING	Exam skills: - Short answer questions Learning strategies: - Identifying words in a question - Scanning for details Language focus: - Uses of the Present simple - Adverbs of frequency - Vocabulary to describe family p8	Exam skills: - Sentence completion Learning strategies: - Skimming and scanning a text - Understanding paraphrase Language focus: - Present simple and Past simple - Vocabulary to describe houses and buildings p24	Exam skills: - Multiple choice questions Learning strategies: - How to find the answer - Finding words with similar meanings - Identifying the main idea Language focus: - Vocabulary for work and study - Present perfect p44	Exam skills: - Matching information - Sentence completion Learning strategies: - Locating information - Dealing with paraphrase Language focus: - Vocabulary for food and drink - Countable and uncountable nouns p64
WRITING	Exam skills: - Describing a process (Part 1) Learning strategies: - Understanding a diagram - Writing overviews and introductions Language focus: - Using sequencing expressions - Using the Present simple passive p12	Exam skills: - Describing maps and places (Part 1) Learning strategies: - Describing changes in a map Language focus: - Prepositions of place - Vocabulary for map tasks - Past simple (regular and irregular) - Past simple (active and passive) p30	Exam skills: - Graphs, bar charts and pie charts (Part 1) Learning strategies: - Describing changes in numbers - Studying a model answer Language focus: - Prepositions with numbers p49	Exam skills: - Two diagrams in one question (Part 1) Learning strategies: - Introduction and overview - Describing numbers in a pie chart - Describing diagrams without exact numbers - Avoiding outside information Language focus: - Making comparisons - Countable and uncountable nouns p70
LISTENING	Exam skills: - Multiple choice (Part 1) Learning strategies: - Identifying speakers - Listening for numbers Language focus: - Pronunciation of numbers p16	Exam skills: - Short answer questions (Part 1) Learning strategies: - Spelling names - Checking for accuracy - Understanding categories Language focus: - Vocabulary for places in a town p35	Exam skills: - Sentence completion (Part 3) Learning strategies: - Identifying key words - Following a conversation - Synonyms and paraphrases Language focus: - Describing jobs and courses p54	Exam skills: - Classification tasks (Part 1) - Matching tasks (Part 1) Learning strategies: - Synonym and paraphrase Language focus: - Vocabulary for cooking methods p75
SPEAKING	Exam skills: - Speaking about your family (Part 1) Learning strategies: - Answering Part 1 questions - Extending Part 1 answers Language focus: - Adjective and noun collocations for family - Adverbs of frequency p19	Exam skills: - Speaking about your hometown (Part 1) Learning strategies: - Lexical resource and accuracy Language focus: - Prepositions to describe a town - Adjectives to describe a town - Present simple / Present perfect / Past simple - Pronunciation of past tenses p39	Exam skills: - Speaking about work and study (Parts 1 and 2) Learning strategies: - Organising your talks - Using the headings in questions Language focus: - Adjectives to describe feelings - Adjectives to describe experiences p58	Exam skills: - Talking about food and meals (Part 1 and Part 2) Learning strategies: - Expressing opinions - Using the preparation time in Part 2 - Organising a Part 2 talk Language focus: - Vocabulary for food and cooking - Countable and uncountable nouns p80

ANSWER KEY – p167

LISTENING SCRIPTS – p177

UNIT 5 – p86

CONSUMERISM

- Exam skills:** p86
- Matching headings
- Learning strategies:**
- Skim reading
 - Topic sentences
 - Main and supporting ideas
 - Paraphrase
- Language focus:**
- Vocabulary connected with shopping
 - Future forms (will and going to)

UNIT 6 – p106

LEISURE TIME

- Exam skills:** p106
- True / False / Not Given
 - Summary completion
- Learning strategies:**
- Developing strategies
- Language focus:**
- Vocabulary for sports and hobbies
 - Comparatives

UNIT 7 – p126

FAME AND THE MEDIA

- Exam skills:** p126
- Matching features
 - Yes / No / Not Given
- Learning strategies:**
- Skim reading
 - Scan reading
 - Identifying the writer's views
- Language focus:**
- First conditional

UNIT 8 – p146

NATURAL WORLD

- Exam Skills:** p146
- Note completion
 - Matching sentence endings
- Learning strategies:**
- Finding the relevant information
 - Paraphrase
- Language focus:**
- Vocabulary for the natural world
 - Vocabulary for the environment
 - Modals of possibility and probability

- Exam skills:** p92
- Agree or disagree essay (Part 2)
- Learning strategies:**
- Overview of Part 2 essay types
 - Writing an introduction
 - Developing an argument
 - Structuring your essay
- Language focus:**
- Language for expressing opinions
 - Language for introducing ideas

- Exam skills:** p112
- Opinion based essay (Part 2)
- Learning strategies:**
- Coherence and cohesion
- Language focus:**
- Free time collocations
 - Linking words and phrases
 - Comparing the past and present

- Exam skills:** p132
- Discussion essay (Part 2)
- Learning strategies:**
- Organising paragraphs
 - Giving specific examples
 - Supporting your points
- Language focus:**
- Vocabulary connected with the media
 - Pronouns

- Exam skills:** p152
- Problems and solutions essay (Part 2)
- Learning strategies:**
- Writing a conclusion
 - Linking the main ideas and conclusion
- Language focus:**
- Environmental collocations
 - Present perfect and Past simple

- Exam skills:** p98
- Multiple choice (Part 2)
- Learning strategies:**
- Identifying distractors
 - Recognising paraphrase
 - Recognising synonyms
- Language focus:**
- Vocabulary to identify places

- Exam skills:** p117
- Map labelling (Part 2)
- Learning strategies:**
- Understanding map questions
 - Finding places on a map
 - Recognising distractors
- Language focus:**
- Prepositions of place
 - Prepositions of movement

- Exam skills:** p137
- Flow-chart completion (Part 4)
- Learning strategies:**
- Predicting the answer
 - Dealing with scientific and technical language

- Exam skills:** p156
- Note completion (Part 4)
- Learning strategies:**
- Using headings to help you
 - Signposting words
- Language focus:**
- Vocabulary for the natural world

- Exam skills:** p102
- Describing a shop (Part 2)
- Learning strategies:**
- Developing ideas in Part 2
- Language focus:**
- Using effective intonation

- Exam skills:** p121
- Sports and hobbies (Part 2)
- Learning strategies:**
- Extending your talk
 - Dealing with Part 2 follow-up questions
- Language focus:**
- Describing experiences
 - Language to give reasons
 - Pronunciation of strong and weak words

- Exam skills:** p142
- A famous person (Part 2)
 - Fame and the media (Part 3)
- Learning strategies:**
- Linking ideas in Parts 2 and 3
 - Analysis of differences between Parts 2 and 3
- Language focus:**
- Linking words
 - Vocabulary for giving reasons

- Exam skills:** p161
- The natural world (Parts 2 and 3)
- Learning strategies:**
- Developing answers for Part 3
- Language focus:**
- Vocabulary for the natural world
 - Language for giving examples
 - Language for giving reasons

MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



Greg Archer

Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



Lucy Passmore

Lucy began teaching English in 2002 in the UK and Spain, where she prepared young learners for Cambridge English exams. She has been a tutor of English for Academic Purposes since 2008, and has taught on *IELTS* preparation courses in addition to preparing international students to start degree courses at Brunel University and King's College London. Lucy is currently based at King's College London, where she teaches on foundation programmes for international students, provides in-session support in academic writing for current students and contributes to materials and course design.

The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

China, UK, Pakistan, Middle East, Republic of Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain



Peter Crosthwaite

Peter has worked in the TESOL and applied linguistics fields for 13 years. His previous experience includes writing and consultancy work with various publishers, two sessions as Director of Studies for language schools in the UK, over six years' experience in the Korean EFL context, and teaching and supervision experience at the University of Cambridge. He worked as an Assistant Professor at the Centre for Applied English Studies (CAES), University of Hong Kong, where he is the coordinator of the MA Applied Linguistics (MAAL) and the MA TESOL. He is currently working at the School of Languages and Cultures at the University of Queensland. He has worked on *IELTS* test preparation, publishing and materials development for over 10 years, with 4 years of experience as a qualified *IELTS* Examiner.



Natasha De Souza

Natasha has been involved in the ELT industry for 15 years – as a teacher, Director of Studies, Examiner and an Examinations Officer. She started teaching *IELTS* in 2006, when she worked on a University Pathway and Foundation Programme for a language school in Cambridge. More recently, as a Director of Studies and an Examinations Officer, she was responsible for giving guidance to students and teachers on how the *IELTS* test works and how best to prepare for it.



Jishan Uddin

Jishan has been an EFL teacher since 2001. He has taught on a range of courses in the UK and Spain, including general English, exam preparation and English for Academic Purposes (EAP) courses and is currently an EAP lecturer and academic module leader at King's College, London. He has extensive experience teaching *IELTS* preparation classes to students from around the world, particularly China, the Middle East and Kazakhstan. He also has experience in designing resources for language skills development as well as exam preparation and administration.



Susan Hutchison

Susan Hutchison has been an ESOL teacher and examiner for more than 30 years. She has taught overseas in Italy, Hungary and Russia. She now lives and works in Edinburgh, Scotland as an ESOL teacher in an independent school for girls. She has co-authored a number of course books, preparation and practice materials for both Cambridge English Language Assessment and *IELTS*. She has also developed online and interactive *IELTS* practice materials for the British Council.



Marc Loewenthal

Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.



Claire Wijayatilake

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

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

**FOUNDATION
LEVEL**

LEVEL 1
Target Band 5.5

LEVEL 2
Target Band 6.5

LEVEL 3
Target Band 7.5

CORE MATERIAL

- Student's Book (print and digital).
- Digital workbook that gives focused exam practice on all four skills: Reading, Writing, Listening and Speaking.

ADDITIONAL MATERIAL

- The online workbook can be used to reinforce knowledge in the classroom and improve IELTS skills as homework or during the lesson.
- The end of unit tests will help your teacher check your language development.
- The Practice Tests will help your teacher assess where you are in relation to the IELTS test.

TAILORED TO SUIT YOUR NEEDS

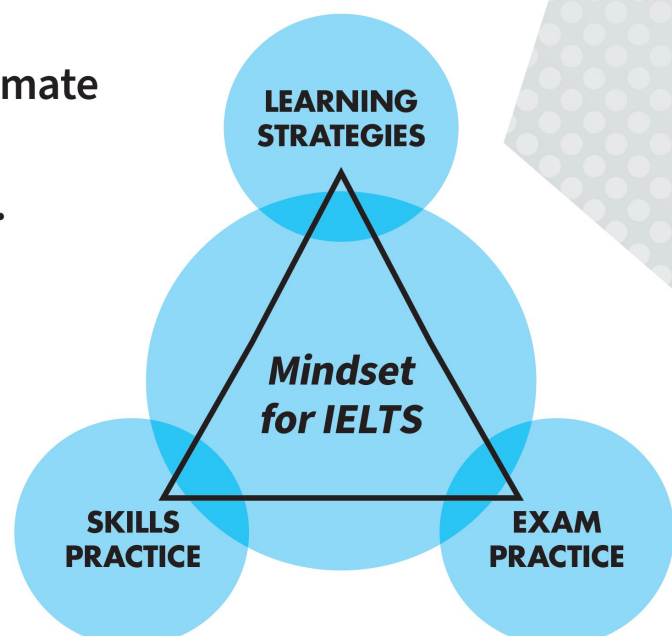
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

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

CAMBRIDGE CORPUS-INFORMED

- Corpus-informed digital workbook helps students avoid common mistakes.



COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 4 key components:

P

 CORE TOPICS & SKILLS	Student's Book (print and digital) 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)
 TESTS/ONLINE ASSESSMENT	Access to Cambridge English IELTS Academic practice tests online
 DIGITAL WORKBOOK	8 hours of practice per skill, per level: • Speaking • Writing • Reading • Listening
 EBOOK	• Ebook gives you all of the material in the Student's Book in a digital format

01 SKILLS MODULES

Practice per skill, including Reading, Writing, Listening, Speaking.

RECEPTIVE SKILLS

Focus on sub-skill

PRINT

Reading
Listening

ONLINE

Different topic

PRODUCTIVE SKILLS

Focus on active production

PRINT

Writing
Speak

ONLINE

Same topic

READING

IN THIS UNIT YOU WILL LEARN HOW TO

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

LEAD-IN

01 ▶ In pairs, explain the words in the box.

Example: sister *My sister is my parents' daughter / other daughter.*

sister	brother	cousin	father-in-law	grandfather	uncle
aunt	nephew	niece	great-aunt	grandmother	

Tell your partner who you live with. Which other family members are you close to?

02 ▶ You are going to read about some advantages of living in an extended family (i.e. not just parents and children living together). Which of the following advantages do you think are the most important?

- 1 Older people are fun to live with.
- 2 Older people are patient and experienced.
- 3 You can save money by living together.
- 4 Grandparents are not as busy as parents.
- 5 Children get plenty of love and attention.

Read the text quickly and check which are mentioned. Ignore the highlighted words.

TIP 02

Don't worry if you don't know a word in the text. You can often guess the meaning by reading the other words in the sentence. And you may not need to know the meaning to answer the questions.

BLOOD IS THICKER THAN WATER

A Blood is thicker than water. This means that family is more important than anyone else. Many young people, though, spend more time with their friends than with their family. They **value** their friends' opinions more and enjoy their company. When it's time to visit grandma or go to a cousin's wedding, teenagers often prefer to be left at home. But are they missing out?

B In Asia, the Middle East, South America and Sub-Saharan Africa over 40% of children live in families with other adults such as aunts, uncles and grandparents in addition to their parents. In South Africa, it is almost 70%. On the other hand, in Europe, Australia and North America, less than 25% of children live in extended families. Is the lack of close contact with relatives putting some children at a disadvantage?

VOCABULARY

03 Match the highlighted words from the text with their meanings. Start with words you already know. Use the context (the sentence it is in and other words around it) to work out the meaning.

- | | |
|----------------------------|---|
| 1 value | a worried; not able to relax |
| 2 (have an) influence (on) | b dealt with, had experience of |
| 3 stressed | c get (something positive) |
| 4 handled | d be grateful for |
| 5 selfish | e a well-known phrase giving advice |
| 6 gain | f caring only about yourself and not other people |
| 7 proverb | g (have an) effect (on) |
| 8 appreciate | h believe something is important |

SHORT-ANSWER QUESTIONS

FINDING INFORMATION

04 To practise finding information quickly, have a race with your partner to find the following phrases in the text. They are not in order.

- grandparents' stories
- cousin's wedding
- young adults
- extended families
- come and go
- Italian proverb

How did you do this? Can you explain to another student how to find information quickly?



In this type of task you have to answer questions using **up to three words, or up to two words and/or a number**. The instructions tell you how many words you can use. Short-answer questions test if you can find the right part of the text quickly and understand the information.

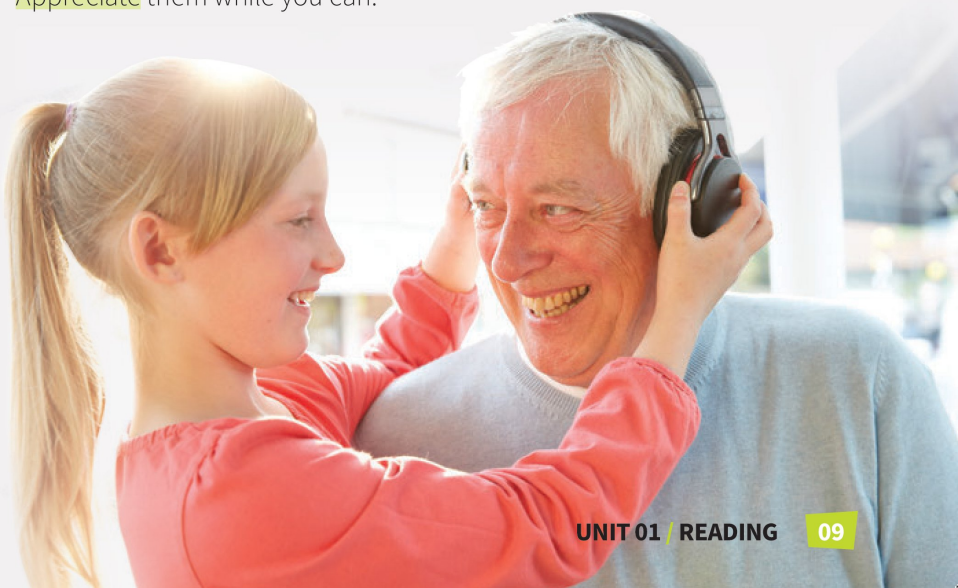
C The people they live with have a great **influence** on the way children grow up. Those who live with their extended family have many advantages. They usually get lots of love and attention. Grandparents often have more time to read to children and play with them. As they are often retired, they are not always busy and **stressed** as many parents are. They have learnt to be patient and they have already **handled** most of the problems children and young people face.

D It is good for children to grow up to understand the needs of older people: they may become more caring and less **selfish** if they spend time helping their grandparents. Children learn about the past from grandparents' stories. Sometimes they feel closer to their grandparents than to their parents.

E Young adults often feel that living alone will be exciting, but they forget that it can also be lonely. By remaining with the family during this stage of their lives, they can avoid this. They can also save money for their education and future.

F Young people whose grandparents live far away can **gain** some of these advantages by keeping in close contact by phone, email, letters and visits. It is nice to know there is someone you can go to if you have a problem. As the Italian **proverb** says, '*Se non sta andando bene chiamare la nonna.*' – 'If things aren't going well, call your grandmother.'

G Friends are important to young people, but friends come and go. Your family is always on your side. Grandparents won't be there forever. **Appreciate** them while you can.



IDENTIFYING THE KEY WORDS IN A QUESTION

05 Identify the key words in these questions.

- 1 What percentage of children live in extended families in Asia, the Middle East, South America and Sub-Saharan Africa?
- 2 Why are grandparents often less busy and stressed than parents?
- 3 What do young adults often think living alone will be like?

SCANNING A TEXT

06 Answer the questions in exercise 5. Follow the advice in the box.

07 Read this exam task and the answers to the questions. What is wrong with the answers? Match the answers 1–4 with the advice a–d below.

Answer these questions. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Question 1 What percentage of children in South Africa live with their extended family?

Answer 1: 20%

Question 2 What helps children in extended families learn about the past?

Answer 2: grandparents storys

Question 3 What negative word can describe how it sometimes feels to live alone?

Answer 3: Living alone can be lonely.

Question 4 According to the Italian proverb, who should you phone when you have a problem?

Answer 4: your gran

- a Don't write more than the number of words you are given. You mustn't write full sentences.
- b Make sure that you use the correct information when you answer a question.
- c Don't change words in the text. Remember, the instructions tell you to **choose words from the text**.
- d Be careful with spelling. You can lose marks if your spelling is wrong.

08 Now correct the answers in exercise 7.

GRAMMAR FOCUS: TENSES

09 Answer these questions.

- 1 What tense are most of the verbs in the text?
- 2 Choose the correct reason for the choice of tense.
 - a The verbs describe events which are happening now.
 - b The verbs describe things that are generally true.
 - c The verbs give the writer's opinion.



Before you look for the answer to a question, it helps if you find the **key words** – the most important words – in the question. This will help you find the information you need.

Example: What do young people often think about older family members?



When you are answering a question:

- Decide on the key words in the question and think of words with a similar meaning.
- Move your eyes quickly across and down the text, looking for the key words, or words that mean the same. Don't read every word. This is called 'scanning'.
- If the text has headings, use them to help you decide which part of the text to look at first.
- When you find a key word, read the text around it to make sure you have found the right information.

TIP 07

Some grammar words (e.g. *a*, *the*, *some*) can be omitted in order to get the right number of words.

GRAMMAR FOCUS: ADVERBS OF FREQUENCY

10 Identify the frequency adverbs in these sentences from the text.

- 1 Your family is always on your side.
- 2 Teenagers often prefer to be left at home.
- 3 As they are often retired, they are not always busy ...
- 4 They usually get lots of love and attention.
- 5 Sometimes they feel closer to their grandparents than to their parents.

11 Study the position of the frequency adverbs in the sentences in exercise 10. With a partner, work out some rules on the position of frequency adverbs.



Grandparents **often** have more time to read to children.

Often is an adverb of frequency. It gives us an idea of how often something happens. The present simple tells us about regular events, and adverbs of frequency are common with this tense.

EXAM SKILLS

12 Read the passage and answer the questions below.

SOCIAL MEDIA AND THE MEANING OF FRIENDSHIP

There have been a lot of scientific studies into what makes a friendship. It seems today that ideas of what friendship is are also changing. A study in 1993 at the University of Oxford showed that people could only maintain 150 relationships. However, with the explosion of social media since then, many people now have over 300 people who they think of as friends. Some people think that these friends are not real friends, but others believe that social media has helped us to expand and keep our friendships because we have more time and opportunities.

Another change from the past is that people don't stay in the place where they were born. They go to different cities and countries for education and jobs. People are in general more geographically mobile nowadays. This means that we have more chances to meet and make friends with people from different cultures and different backgrounds. People still often make friends at college who remain friends for life, but

making new friends at work is more difficult. People now have less security at work and this also means that they find it harder to build new relationships.

As people get older, they sometimes also have less free time. They become busier with their jobs and families and have less time to spend with friends. Friendships can be very different when we are at different ages. Young children often choose their friends because of convenience, for example, they go to the same school, they live near each other or their parents are friends. As we get older, friendships are more connected with having similar interests and opinions.

One thing is definitely true though, it doesn't matter how old we are or how many friends we have on social media, friendship is good for our health. People who spend time with friends have fewer mental health problems and are generally happier and in a better physical state of health than people who spend their free time alone.

Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 1 What has enabled people to have more friends than in the past, according to some people?
- 2 What phrase does the writer use to describe people who don't stay in the same place?
- 3 What work-related problem do people have that makes them less likely to form friendships?
- 4 What frequently influences the friendships of young children?
- 5 What are people with friends less likely to suffer from?

**GO ONLINE AND
COMPLETE UNIT 1
READING EXERCISES
1 AND 2**



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

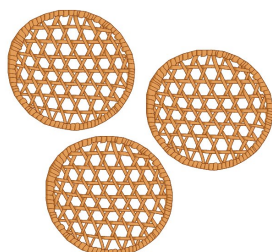
- describe a process (Writing Part 1)
- use sequencing expressions to describe the order of stages in a process
- use the present simple passive to describe a process
- write an introduction and overview.

LEAD-IN

- 01** ▶ What foods do you eat at a family celebration? Do you know how to prepare them? Do you need any special equipment?
- 02** ▶ In Sri Lanka, a family meal often includes stringhoppers. To make stringhoppers you need some special equipment. Choose the best description of each piece of equipment.



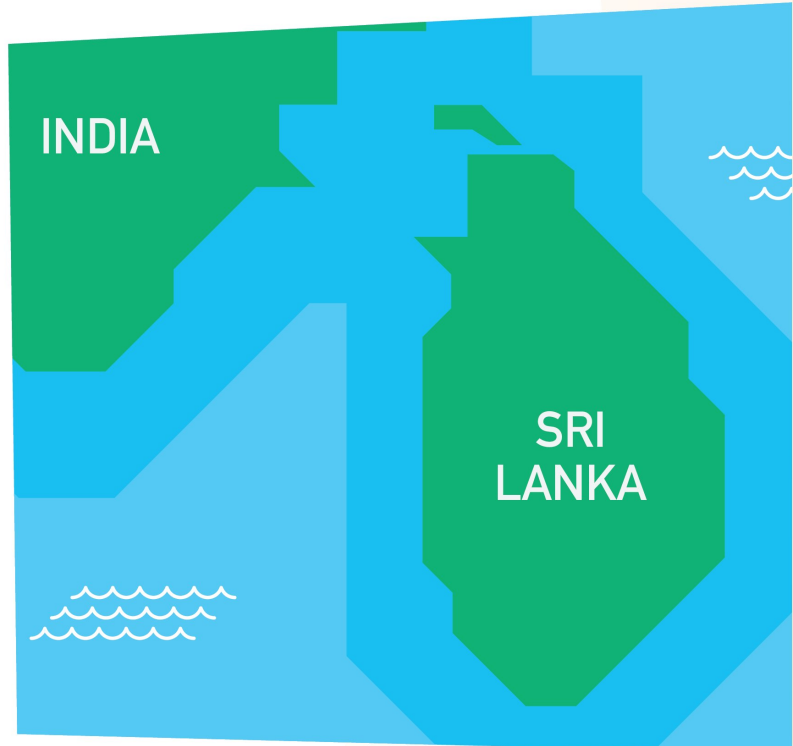
- 1 Stringhopper press
- A It has two parts which are different in shape but the same size. It is made of a light material such as plastic.
 - B It's made of heavy metal and has two parts which are similar in shape. The centre is round and there are handles on each side. One part fits into the other.
 - C It has two parts and one goes on top of the other. It is square in shape and made of wood.



- 2 Stringhopper mats
- A These are round shallow baskets made of thin pieces of wood. The wood is in a criss-cross pattern to form large holes.
 - B These are cloth triangles with very small holes in them.
 - C These are thick pieces of wood with rectangular holes in them.



- 3 Rice grinder
- A It is made of metal and the top and bottom are the same size and shape.
 - B It is a metal machine with a wide base and a narrow tray on top.
 - C It is a machine made of metal with a wide tray at the top and a narrower base.



**GO ONLINE AND COMPLETE UNIT 1
WRITING EXERCISE 1 TO FIND OUT MORE
ABOUT IELTS ACADEMIC WRITING PART 1**



03 Complete the chart with words from exercise 2.

Materials	Parts	Shapes
plastic	handles	round

TIP 04

Don't worry if you don't know about the topic. The notes and pictures give you the ideas and vocabulary you need.

PART 1: DESCRIBING A PROCESS

04 The pictures show the process of making stringhoppers. Match the short instructions to the pictures.



- a push through the stringhopper press onto the stringhopper mats
- b add water to the flour
- c put the rice into the grinder and grind into flour
- d cook in a steamer
- e serve with spicy curries
- f mix well to form a dough



We use the present simple passive to describe a process.

We make them with rice.
You mix it with water.

→ They are made with rice.
→ It is mixed with water.

GRAMMAR FOCUS: THE PRESENT SIMPLE PASSIVE

05 Complete the sentences about tea. Use the verbs in brackets in the present simple passive.

- 1 Tea leaves _____ (pick) by hand.
- 2 Only the best leaves _____ (use).
- 3 A lot of water _____ (need) to grow tea plants successfully.
- 4 A lot of tea _____ (grow) in China and India.



GRAMMAR FOCUS: SEQUENCING WORDS

06 Complete the sentences about making stringhoppers with words from the box.

After Finally First Next The next stage Then

- 1 _____, the rice is put through a grinder.
- 2 _____ that, water is added to the flour.
- 3 _____ it is mixed and made into a dough.
- 4 _____ is to push the dough through the stringhopper press.
- 5 _____ the stringhoppers are placed in a steamer.
- 6 _____, they are served with spicy curries.

TIP 06

When describing the stages in a process, it is important to use sequencing expressions, for example *first, then, next*, to clearly show the order of the stages.

WRITING AN INTRODUCTION AND OVERVIEW

07 Which of these is an introduction and which is an overview?

- a There are six stages in the process of making stringhoppers, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
- b The diagram demonstrates the process of preparing stringhoppers, a kind of noodle.



In Writing Part 1 your answer should include an introduction and an overview. The **introduction** is usually the task question rewritten in your own words. The **overview** is a summary of the process.

08 Which of these are NOT overviews?

- a The process of making blue cheese can be seen in this series of pictures.
- b To make a perfect omelette you need fresh ingredients, the right equipment and the correct technique. You must also cook it for the correct amount of time and pay attention to the temperature.
- c The production of tea involves a range of stages, from picking the leaves from the plant to drying and distributing it.
- d The diagram shows the various stages in the process of making strawberry jam. The first stage is to pick the strawberries when they are ripe.

STUDYING A MODEL ANSWER

09 Study the Model answer opposite and find:

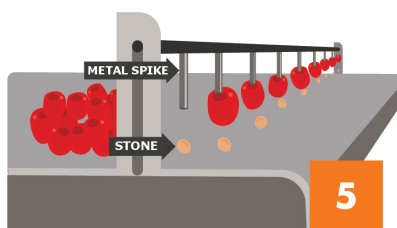
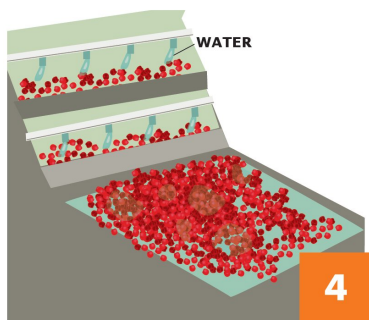
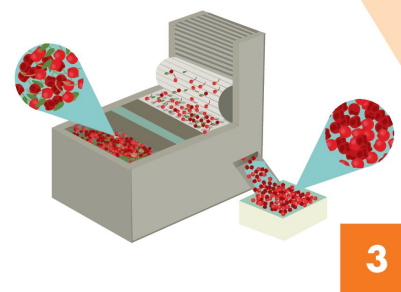
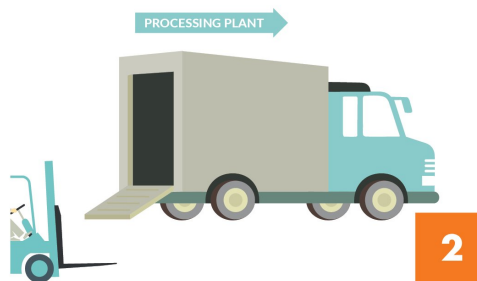
- 1 the introduction
- 2 the overview
- 3 sequencing expressions
- 4 verbs in the present simple passive
- 5 descriptions of the equipment
- 6 vocabulary from the short instructions in exercise 4

MODEL ANSWER

The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish. 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.

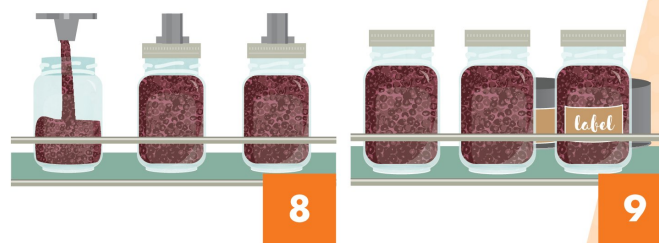
First, the dry rice is put into a rice grinder to make it into flour. Next, the flour is mixed with water and formed into dough. After that, the dough is put into a stringhopper press, which is a metal piece of equipment with two handles and holes in it. The dough is pushed through the holes and it comes out as thin noodles. The noodle 'nests' are placed onto individual stringhopper mats, which are round baskets made of thin pieces of wood. They are then cooked in a steamer until they are ready. The final stage is to serve the stringhoppers with a variety of spicy curries.

- 10** Look at the pictures, which show the process of making cherry jam. Complete the sentences with a verb from the box in the correct form.



add check collect cook put remove
shake spread stick take wash transport

- 1 A sheet is _____ on the ground and the tree is _____ to get the cherries.
- 2 The cherries are _____ and are _____ to the processing plant.
- 3 The leaves and stems are _____.
- 4 The cherries are _____.
- 5 The stone is _____ out of the middle of the cherry.
- 6 The cherries are _____ and extra ingredients are _____.
- 7 The quality of the jam is _____.
- 8 The jam is _____ into jars.
- 9 A label is _____ on the jars.



EXAM SKILLS

- 11** The pictures show the process of making cherry jam. Describe the process.

Remember to:

- include an introduction and an overview
- use the present simple passive
- use sequencing expressions
- write 150 words.

TIP 11

Use the words on the pictures and diagrams in your answer. They are there to help you.

**GO ONLINE AND
COMPLETE UNIT 1
WRITING
EXERCISES 2–5**



LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

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

LEAD-IN

01 ▶ In Section 1 of the Listening test you will hear two people talking in everyday situations.

Tick TWO situations that could be in Section 1 of the Listening test.

- A Discussing a course assignment
- B Describing changes in family life over time
- C Choosing a gift
- D Arranging a birthday celebration

02 ▶ Listen and match the conversations with two of the situations above.



Conversation 1 _____ Conversation 2 _____

IDENTIFYING THE SPEAKERS

03 ▶ Listen to the conversations again and pay attention to the speakers. For questions 1–4, write M for male and F for female next to the people.



	Male or female?	Information wanted
Conversation 1	manager 1 ____ customer 2 ____	5 The customer would like to ... A book a table. B order a meal.
Conversation 2	shop assistant 3 ____ customer 4 ____	6 The customer wants to buy ... A a necklace. B earrings.



In Section 1 of the Listening test you will hear two speakers. In Section 3, there will be two or three speakers. In each case the speakers' voices will sound different from each other to help you easily identify who is speaking. The answers could be given by any of the speakers. In Section 1, there is normally one person who has to find out information from the other.

04 ▶ Listen again and for questions 5 and 6, choose the correct answer, A or B.



LISTENING FOR NUMBERS

05 Listen and circle the number you hear in each pair.

03

- | | |
|---------------------|---------------|
| a 1st / 3rd | e 19 / 90 |
| b \$10.50 / \$10.15 | f 52 / 62 |
| c 6th / 5th | g £110 / £810 |
| d 17 / 70 | h 22nd / 27th |

Listen again and practise saying the numbers.

06 Listen to the next part of conversation 1 and choose the correct answer.

04

- How many people does the woman want to make the booking for?
A 8 B 12 C 16
- What is the date of the booking?
A 12th B 16th C 17th

TIP 06

You will usually hear all the numbers given in the options but only one will be correct. It is important to listen carefully for key phrases, so that you can choose the correct one.

07 Look at the following phrases taken from the recording. What number is missing?

- No, no, it's the day after – the _____.
16th / 17th
- The private room can seat up to _____ people. 12 / 20

08 Now listen to the rest of conversation 1 and choose the correct answer.

05

- How much is the total cost of the booking?
A £218 B £318 C £380

09 Listen to the second part of conversation 2 and answer the questions.

06

- The price of the earrings now is ...
A £10 B £20 C £30
- How much does the customer pay for the gift wrapping?
A £4 B £5 C £7

10 Listen again and complete this part of the conversation.

07

- Customer** Oh, really? So, how much are they?
Assistant Well, they were 1 _____ pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only 2 _____ pounds. So you can save 3 _____ pounds!



In Section 1 of the Listening test you need to listen for specific details. These details often include numbers.



MULTIPLE-CHOICE QUESTIONS



In multiple-choice tasks, you choose the correct answer from three options, A, B or C.

There are two types of multiple-choice question:

- a a question followed by three possible options
- b an unfinished statement followed by three possible endings

11 Match the words and phrases 1–5 to words and phrases a–e, which have a similar meaning.

- | | |
|---------------------------|------------------------------|
| 1 a goodbye party | a members of the same family |
| 2 a soccer game | b colleagues |
| 3 a celebration | c a leaving party |
| 4 brother and sister | d a birthday party |
| 5 work in the same office | e a football match |

12 Read questions 1–6 in the Exam skills task below and match them with the topic areas in the box.

Colour	Food	Presents	The meaning of something
The relationship between the people			The type of event

TIP 11

The words in the questions and options (A, B, C) may not be the same as the words you hear on the recording. You need to listen for words with a similar meaning. It can sometimes help to rephrase the question in your own words before you listen.

EXAM SKILLS

13 Listen to the conversation and choose the correct letter, A, B or C.



- | | |
|--|---|
| 1 Who are the two speakers?
A good friends
B work colleagues
C family members | 4 The purse represents
A good health.
B good fortune.
C wealth. |
| 2 What celebration are they talking about?
A a birthday party
B a graduation
C a wedding | 5 What food do guests have at the event?
A oranges
B vegetables
C rice cakes |
| 3 What colour hat do baby girls wear at the event in Korea?
A black and silver
B black
C red and silver | 6 What does the baby receive from the guests?
A a candle
B some money
C some tea |

**GO ONLINE AND COMPLETE
UNIT 1 LISTENING
EXERCISES 1–4**



TIP 13

Use the questions to help you to follow the recording. Multiple-choice questions are in the same order as the information in the recording. You will hear the answer to question 2 before you hear the information which gives you the answer to question 3.



UNIT /01: RELATIONSHIPS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

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

LEAD-IN

- 01** ▶ Talk to a partner about these members of your family for 20 seconds each. Try to keep talking for the full 20 seconds.

father mother brother sister grandmother grandfather

**GO ONLINE AND
COMPLETE UNIT 1
SPEAKING EXERCISE 1
TO FIND OUT MORE
ABOUT IELTS
SPEAKING PART 2**

