

An Official Cambridge IELTS Course

**UPDATED
DIGITAL PACK**

MINDSET FOR IELTS

**STUDENT'S BOOK
WITH DIGITAL PACK
FOUNDATION**



CAMBRIDGE

MAP OF THE BOOK

	READING	WRITING	LISTENING
UNIT 1 – p10 DAILY LIFE	• A day in the life (Dealing with Multiple Choice) • The life of a student in the UK (Sentence completion)	• Describing a daily routine • Using visuals to write about daily routines	• Spending a year abroad (True / False activities; Matching activities)
UNIT 2 – p20 HOUSE AND HOME	• Looking for somewhere to live (Note taking) • My house and day (Sentence completion)	• An email to a friend about accommodation	• Describing a room (Matching pictures; Short answer questions) • Listening to a conversation (Short answers; Matching and Multiple choice)
UNIT 3 – p34 HOBBIES, LEISURE AND ENTERTAINMENT	• Snowboarding star (Use of distraction in Multiple Choice Questions)	• Responding to messages	• Adventure holidays (Multiple choice)
UNIT 4 – p45 TRAVEL AND HOLIDAYS	• Different types of holidays (Reading for specific information and detailed meaning; Matching tasks)	• An email Using prompts to cover all points, style and structure	• Interview task (Multiple choice)
UNIT 5 – p58 FOOD	• A food festival (Skimming and scanning skills; Choosing the correct answer) • A recipe (Sentence completion without a choice of words) • A special meal (Sentence completion with words to choose from)	• Describing a process • An essay about food in your country	• A cooking demonstration (Sentence completion; Diagram completion)
UNIT 6 – p70 TRANSPORT AND PLACES IN TOWN	• Getting information from signs, notices, letters and emails	• Giving information about your country (Using linkers in longer pieces of writing)	• Information about a shopping centre (Short answer questions; Gap fill) • Map completion
UNIT 7 – p80 JOBS, WORK AND STUDY	• Getting a summer job (True / False / Not Given)	• An email applying for a summer job (Skills for writing emails and job applications)	• A radio programme (Note completion)
UNIT 8 – p92 HEALTH AND MEDICINE	• An opinion based essay (Using strategies to answer questions on the essay)	• An email to a friend giving advice	• A conversation about keeping healthy (Matching people to statements) • Short excerpts on how to relax (Multiple choice)
UNIT 9 – p103 LANGUAGE	• What it takes to speak any language (Sentence completion)	• Short essay on the advantages and disadvantages of online dictionaries (Signposting language and organising your essay into paragraphs)	• Discussing a language project (Listen to students planning a project)
UNIT 10 – p114 SCIENCE AND TECHNOLOGY	• An article on the internet (Matching information to paragraphs; Sentence completion)	• Describing a graph	• A lecture about smart phones (Table completion) • A student describing a gadget (General comprehension)
ANSWER KEY – p124			
LISTENING SCRIPTS – p131			

SPEAKING

- **Talking about your day**
(Using prompts to prepare and structure a talk for two minutes)

- **Choosing accommodation**
(Choosing from information and expressing an opinion)

- **Describing activities**
- **Describing what is happening in a scene**

- **Talking about holidays**
(Adding more detail; Giving reasons)
- **Speaking about experiences**
(Using written prompts to give a two-minute speech)

- **Discussion about different types of food**
- **Giving a talk about a meal you enjoy**
(Using written prompts to give a two-minute speech)

- **Talking about transport and towns**

- **Describing skills and abilities**
(Extending the answers you give)

- **Discussion about healthy lifestyles**
- **Describing a picture**

- **Speaking about language study**
(Using written prompts to give a two-minute speech)

- **Describing a gadget**

GRAMMAR

- **Present simple**
- **Adverbs of frequency**

- **Present simple**
(Negative and questions)
- **Sentence order**

- **Present simple and Present continuous**

- **Past simple and Present simple**

- **Countable and uncountable**

- **Comparatives and Superlatives**

- *Can / Can't / Could / Couldn't*
- **Present and past ability**

- *Should and Shouldn't*
- *Have to and Don't have to*

- *Going to for future plans*

- *Will and Won't*
- **Verb +infinitive (without to)**
- **Grammar to describe trends**

VOCABULARY

- **Everyday activities**
- **Verbs of routine**
- **Numbers and time**

- **Rooms and objects in a house**
- **Different types of accommodation**

- **Leisure activities**
- **Adjectives of feelings**

- **Holiday activities**
- **Different types of holidays**
- **Adjectives to describe places**

- **Different types of food**
- **Different types of dishes**
- **Verbs for preparing food**
- **Vocabulary for opinions**

- **Buildings and features of towns**
- **Travel and transport vocabulary**

- **Vocabulary of skills and abilities**
- **Jobs and work experience vocabulary**

- **Healthy activities**
- **How to relax**

- **Ways of learning**
- **Usage of causative verbs**
- **Prepositions after verbs**

- **Vocabulary for describing technology**
- **Vocabulary for when technology goes wrong**
- **Verbs for what technology does**
- **Vocabulary for describing information in a graph**

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 is currently 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 co-teaching the 'Second Language Acquisition' module for both programs. 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).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

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

TAILORED TO SUIT YOUR NEEDS

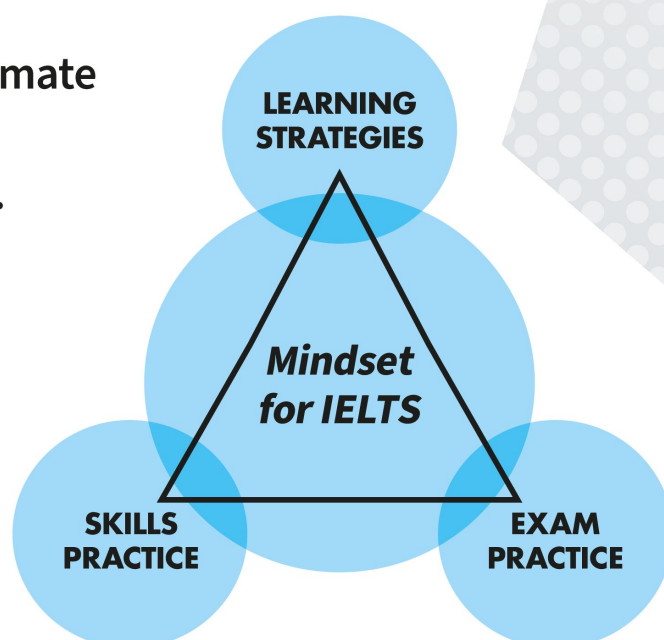
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

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

CUSTOMISATION

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



FOUNDATION LEVEL CONFIGURATION

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

 CORE TOPICS & SKILLS	Foundation Student's Book (print and digital) 10 topic-based units, organised by skill, provide 60–90 hours of teaching per level
 TESTS/ONLINE ASSESSMENT	Access to Cambridge English IELTS Academic practice tests online
 DIGITAL WORKBOOK	Digital Workbook exercises covering the key skills throughout the course to help students reach their linguistic and exam goals.
 EBOOK	Ebook gives you all of the material in the Student's Book in a digital format

UNIT: INTRODUCTION

Student's Book

Mindset for IELTS Foundation Level is aimed at students who are thinking about taking IELTS, but who are currently at an A2 level. It teaches students in a linear way and helps them to improve both their general English level and introduces elements of assessment that are helpful for both the IELTS test and English language assessment in general. It is designed for up to 90 hours classroom use. The topics have been chosen to help students develop their skills and knowledge in connection with everyday topics at the start of the course and introduces topics that will be useful for the IELTS test as they progress.

- Topics have been chosen to suit the needs and abilities of students at this level. They help build confidence at the start of the course whilst stretching them in the later stages, so that they start to get an idea of what they will meet on the IELTS test.
- There is coverage of the type of tasks that students at this level can cope with on the IELTS test and more general activities that will give students the foundation for understanding how assessment items work when they progress to a full IELTS course.
- Each level of *Mindset* is challenging, but doesn't push students above what they can do.

How *Mindset for IELTS Foundation* helps with each skill

In the Foundation level all of the skills are integrated within the unit. This is because students at this level need to be able to see how the skills work with each other. Reading skills help develop the ideas and skills that are needed to complete Writing tasks and Listening skills help to develop the ideas and skills that are needed for the Speaking activities.

- **Speaking** – *Mindset for IELTS Foundation* helps students to develop their skills and confidence on familiar topics that they will need to progress their general English knowledge while also enabling them to become more familiar with the type of questions that they will need to be able to deal with on the IELTS test.
- **Writing** – In the Foundation level students develop their writing skills for everyday communication; become familiar with the type of tasks for Part 1 and Part 2 of the IELTS test; and learn about how these types of writing can be developed and in respect to exam type tasks, how they will be assessed.
- **Reading** – *Mindset for IELTS Foundation* helps develop ideas and language skills that students can use in conjunction with the other skills. It also helps them get used to the types of questions they will face at IELTS in a way that is appropriate for students who are at this level.
- **Listening** – *Mindset for IELTS Foundation* helps to develop strategies for listening and makes students aware of the types of activities that are used on the IELTS test. It also helps to build confidence and develop ideas that will help them with their short-term and long-term linguistic goals.

Outcomes

At the start of every unit you will see a list of outcomes

IN THIS UNIT YOU WILL LEARN HOW TO

- understand activities that people do in their daily routine
- use present simple and adverbs of frequency
- read multiple texts to choose the correct answer
- write describing a daily routine
- read to guess meaning from context
- listen to information about a student exchange trip
- speak about your day

In the Student's Book you will see how these outcomes relate to the unit as a whole and in the Teacher's Book you will see which part of the unit that they refer to. This will help you to decide the best way to develop the skills that your students need. There are typically three or four overarching outcomes that relate to either goals that will help students to progress their overall English ability and knowledge or ones that will give them an insight into the types of skills they will need when they enter a full IELTS course.

Tip Boxes, Bullet Boxes and Mini Tips

- Tip boxes help you and your students improve task awareness and language skills. You will find further information on how to get the most out of them in the Teacher's Book. Note that the number in the corner relates to the exercise that the tip goes with.

TIP 06

In this kind of exam task, there is often information about the question in more than one text. Look at the information in green. Think about why B is the correct answer here.

- Bullet boxes tell you how students are assessed in tests and give a better understanding of the task being addressed.



Try to add more information about your answer and don't give short answers. You can give reasons or examples. Use *because* for reasons and *for example* / *like* for examples.

- Mini tips help with the understanding of discrete questions and items that will help develop an understanding of the type of question being asked. Note that the first number in the corner relates to the exercise number and the second one relates to the question number.

06.1 MINI TIP What is the opposite of the 'same'?

Teacher's Book

The Teacher's Book has been designed to give you a step-by-step look at the activities and how to teach them. It has also been developed in a way that will help you see how the language and skills development relate directly to moving your students in the direction of IELTS.

It also contains the following:

- Extension activities - exercises that give more practice on the skill or area, if you feel that your students need to spend longer on them.
- Alternative activities - ideas that will help you develop ideas to tailor them to your students' needs and/or interests.
- Definitions - to help you with understanding of concepts connected with assessment features that are used both in the IELTS test and other forms of assessment.

There is also a link to all of the classroom audio in the Teacher's Book.

How to use the online workbook

As well as the Student's Book there are also online activities that can aid with further study. These can be used for homework or to reinforce what has been taught in class or as a supplement in class; as part of a blended learning course or as a flipped classroom experience.

In **Cambridge One** you will find more information on how to use the online activities in your digital workbook. You will notice throughout your Student's Book places where we recommend you study the different exercises. These exercises practise all of the skills that you need to be successful in English and help you on your exam journey. There are dedicated exercises to Reading, Writing, Listening and Speaking that will help improve your understanding of English and of how to tackle different exam style tasks.

UNIT / 01: DAILY LIFE

IN THIS UNIT YOU WILL LEARN HOW TO

- understand activities that people do in their daily routine
- use present simple and adverbs of frequency
- read multiple texts to choose the correct answer
- write about a daily routine
- read to guess meaning from context
- listen to information about a student exchange trip
- speak about your day

LEAD-IN

01 Look at the pictures of daily activities. Which of these activities do you do every day? Write five other activities you do every day.

1



get up

2



exercise

3



work

4



study

5



catch the bus

6



watch TV

7



go online

8



relax with friends

9



go to bed

10



have breakfast

02 In pairs, compare your answers and talk about what time you do each activity.

VOCABULARY AND SPEAKING

- 0 3** ▶ Read the sentences about a boy who is doing a language course in the UK.
Choose the best answer, A, B or C.



- 0 Ping _____ at 7:30am every morning and has breakfast with his host family.

Answer: A

- A gets up B stands up C stays up
- 1 At 8:30am, he _____ the bus to his language school.
A goes B catches C travels
- 2 During the day, Ping studies English and _____ to his classmates.
A laughs B chats C tells
- 3 Everyone speaks English in his class because the students all _____ from different countries around the world.
A arrive B live C come
- 4 After Ping finishes school at 3:00pm, he often _____ some sightseeing in the city with his friends.
A does B makes C has
- 5 In the evening, Ping relaxes with his host family, _____ TV or goes online.
A watches B sees C looks

- 0 4** ▶ In pairs, discuss the questions.

- 1 Do you do any of the activities in Exercise 3?
- 2 What time does your school, college or job start and finish?
- 3 What do young people like to do in the evenings in your country?

READING: CHOOSE THE CORRECT ANSWER

- 05** You are going to read an article about the daily life of three teenagers from different countries. Skim the text once quickly. Underline the activities that you do in your daily routine.

A DAY IN THE LIFE

Three college students from around the world tell us about their daily routine

AVA AUSTRALIA



I'm from a small town in Queensland. Most people in Australia live near the coast, but we live on a cattle farm in the centre of the country. I get up at around 7am and have breakfast. My mum teaches at my college, so I usually go with her in the car instead of taking the bus. College starts at 8:30am and finishes at 4pm. When I get home, I help my dad on the farm for a few hours. In the evenings, I try to watch TV but I'm usually too tired. I go to bed at about 10:00pm.

NINA NORWAY

I live in a village on Norway's Atlantic coast. I get up at 7:30am and walk to college. Classes begin at 8:30am and finish at 3pm. After that, I go to one of the college clubs. These are not very expensive and there are lots to choose from. I do athletics and football but you can also do things like folk dancing and cross-country skiing.

When my parents come home from work, my dad makes dinner and we all eat together. After that, my mum takes me out for a driving lesson. I've got my test soon and I need to practise!



MICHAEL BRAZIL



I live in Rio de Janeiro. I get up at 6am and catch a bus to college at 6:30am. Lessons start at 7:20am. We have a break at 9:50am and then study until 12:30pm. I get home at about 1:40pm. After that, I often go to the beach with my friends to swim in the ocean or play beach volleyball, but I also sometimes just stay at home to sleep or study. In the evenings, I cook dinner for my family, then we watch TV or listen to the radio before bed. I switch off my light at about 10pm.

06 Read the article again and the sentences. Choose the best answer, A, B or C.

- 0 Who finishes studying before 1pm? **Answer:** B
 A Ava B Michael C Nina
- 1 Who works with a member of their family after college? _____
 A Ava B Michael C Nina
- 2 Who goes out in the car in the evenings? _____
 A Ava B Michael C Nina
- 3 Who gets a lift in a car to college most mornings? _____
 A Ava B Michael C Nina
- 4 Who prepares the evening meal for the family? _____
 A Ava B Michael C Nina
- 5 Who pays to do extra activities in the afternoons? _____
 A Ava B Michael C Nina
- 6 Who finds it difficult to watch TV in the evenings? _____
 A Ava B Michael C Nina
- 7 Who lives a long way from the sea? _____
 A Ava B Michael C Nina

TIP 06

In this kind of exam task, there is often information about the question in more than one text. Look at the information in green. Think about why B is the correct answer here.

06.1 MINI TIP Look at the information in yellow in the article about family members. Which one answers the question correctly?

GRAMMAR AND SPEAKING

07 Read the Grammar box. Then, match questions 1–3 with answers A–C.

	Group 1	Group 2	Group 3	Group 4
Present simple	Regular verbs	Verbs ending in -s, -ch, -sh, -x	Verbs ending in consonant -y	Verbs ending in -o, -ss, -ch, -sh
I/you/we/they he/she/it ...	get up early gets up early	watch TV watches TV	try hard tries hard	go, wash goes, washes
Adverbs of frequency				
Never	Sometimes	Often	Usually	Always
0%				100%

- 1 What do we use the present simple for? **A -s**
- 2 Why do we use adverbs of frequency? **B to talk about every day routines and habits**
- 3 What do verbs for *he/she/it* end in? **C to say how often we do something**

08 In pairs, find examples of the verb groups 1, 2, 3 and 4 in the Lead-in and Reading in Exercise 5.

09 You are going to speak about the magazine article in Exercise 5. Read the task and make notes about what you could say. Then, in pairs, do the task.

- Work in pairs A and B.
- Student A, close your book. Student B, make sentences about Ava, Michael or Nina. For example: *She has breakfast at 7:00 am.* or *She goes to clubs after college.*
- Student B, can you say who Student A is talking about?
- After 5 minutes, swap roles.