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FOR IELTS

TEACHER'S
BOOK

1

TARGET BAND SCORE 5.5



An Official Cambridge IELTS Course

Cambridge English



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1

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Student's Book

Mindset for IELTS Level 1 is aimed at students who are at B1 level and want to achieve a Band 5 or 5.5 result at IELTS. You can follow the book by topic and teach it lineally or alternatively you can focus on the different skills and papers that you would like your students to improve. It is designed for up to 90 hours of classroom use, but you can also focus on key areas of your choice. The topics have been chosen based on common themes in the IELTS exam and the language and skills development is based on research in the corpus, by looking at the mistakes that students at this level commonly make in IELTS.

Mindset for IELTS Level 1 offers a flexible way of teaching. You can work through the units consecutively or choose the lessons that are important to your students. You can choose to teach the book by topic or by skill.

- Topics have been chosen to suit the needs and abilities of students at this level, they are topics that occur in the IELTS exam, but are tailored to the needs and interests of your students.
- There is full coverage of the test both here and in the online modules. However, there is an emphasis on the parts of the exam where students aiming at a Band 5 or Band 5.5 will be able to pick up the most marks, maximising their chances of getting the score that they need.
- Each level of Mindset is challenging, but doesn't push students above what they can do.
- Grammar and vocabulary is built into the development of skills, so students improve their language skills as well as the skills that they need to learn to achieve the desired band score.

How Mindset for IELTS helps with each skill

- **Speaking** – Mindset gives you strategies for what happens if you don't know much of the topic. It also helps build vocabulary for each part of the test and allows students to grow in confidence.
- **Writing** – Mindset gives you tips on how to plan better and develop your ideas. There is coverage of all types of Task 1 and Task 2 and detailed help on how to approach each as well as model answers.
- **Reading** – Strategies for dealing with Reading texts on difficult and unknown topics are developed, as well as coverage of all question types. Strategies for improving reading skills in general as well as skills needed in the exam, such as an awareness of distraction and the use of paraphrases.
- **Listening** – Mindset gives coverage of all the Listening tasks, but concentrates on how your students can maximise their score. Vital skills for dealing with the paper like paraphrasing are developed and listening strategies that will help your students in everyday life are developed.

Outcomes

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

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- respond to sentence completion questions
- skim read a text
- recognise paraphrase
- practise using the present simple and past simple.

In the Teacher's Book you will see how these outcomes relate to the lesson and the skills that your students need to develop in order to be successful in developing their English language and exam skills. There are typically three or four outcomes per lesson and look at skills that can be used both in the IELTS test and in their broader English language development; an IELTS strategy for dealing with a particular paper and a linguistic outcome that helps with vocabulary and grammar development.

Tip Boxes and Bullet Boxes

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

TIP

09

It is important to use plenty of different words in the essay to show you have a wide vocabulary. Make a list of similar words in your notebook and try to use them when writing your practice essays.

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



In Section 1 of the Listening test you may have to write the name of a person, a place or a website. Usually the names will be spelled for you. You need to know the letters of the English alphabet so that you can write the words correctly. If you don't, your answer will be wrong. You will hear the spelling once only.

Teacher's Book

The Teacher's Book has been designed to help you teach the material effectively and to allow you to see how the language and skills development relate directly to the IELTS test. You will also find the following:

- Extension exercises – exercises that help you give your students more practice with key skills.
- Alternative exercises – ideas that you can use to make the exercises more relevant for your students.
- Definitions – to help you with some of the key terms that are used in IELTS.

How to use the online modules

As well as the students book there are several online modules that each provide **6-8 hours** of further study. These can be used for homework or to reinforce what has been studied in the classroom. The core modules are:

- **Reading**
- **Listening**
- **Writing**
- **Speaking**
- **Grammar and Vocabulary**

In the Reading and Listening modules there is more practice with the same skills that students have studied but based on a different topic.

The Writing module builds on the skills that they have learnt in the unit and offers advice and model answers to help improve writing skills.

The Speaking module builds on knowledge of the topics that students have studied in the Student's book. This helps them to speak about the different topics with confidence and to develop the skills for the various parts of the Speaking Test. You can also see videos of students taking the test and complete exercises around this.

The Grammar and Vocabulary module reinforces and extends the vocabulary and grammar that has been studied in each unit of the book.

There are also a number of other online modules with specific learners in mind:

- **Chinese Pronunciation and Speaking**
- **Speaking Plus**

These modules look at the types of mistakes that students make at this level and from different language groups. The syllabus and exercises have been developed with insights from our corpus database of students speaking. Each module takes between 6 – 8 hours. Students can also analyse and view video content of Speaking Tests in these modules.

- **Arabic Spelling and Vocabulary**
- **Arabic Writing**
- **Chinese Spelling and Writing**
- **Writing Plus**

These modules use our database of past writing IELTS papers and Corpus research to look at the typical mistakes that students from the different language groups make on the Writing paper of the exam. They are encouraged to improve their writing skills and also avoid the common pitfalls that students make. Each of these modules provides **6-8 hours** of study.

- **Academic Study Skills**

The University Skills Module helps to bridge the gap between the skills that students learn studying IELTS and the ones that they need for the exam. The module shows students how they can use the knowledge they have and what they will need to work on when going to study in an English Language context for Higher Education.

About the IELTS Academic Module

Academic Reading

The Reading paper is made up of three different texts, which progress in level of difficulty. There is a total of 40 questions. Candidates have one hour to complete the information, this includes the time needed to transfer answers to the answer sheet. There is no extra time for this. Each question is worth one mark.

The texts are authentic and academic, but written for a non-specialist audience. Candidates must use information that appears in the text to answer the questions. They cannot use outside knowledge if they know about the topic. The types of texts are similar to the texts that you may find in a newspaper or magazine, so it is important for your students to get as much reading of these types of text as possible.

Texts sometimes contain illustrations. If a text contains technical terms a glossary will be provided.

The different task types are:

Multiple choice	Candidates will be asked to choose one answer from four options; choose two answers from five options or choose three answers from seven options.
Identifying information (True / False / Not Given)	Say if a statement given as a fact is True / False or Not Given.
Identifying the writer's views or claims (Yes / No / Not Given)	Say if a statement agrees with the opinions of the author or if it is not given in the text.
Matching information	Match information to paragraphs in a text.
Matching headings	Match a heading from a list to the correct part of the text.
Matching features	Match a list of statements to a list of possible answers (e.g. specific people or dates).
Matching sentence endings	Complete a sentence with a word or words from the text inside the word limit which is given.
Sentence completion	Complete a sentence with a word or words from the text inside the word limit which is given.
Notes/Summary/Table/Flow- chart completion	Complete with a suitable word or words from the text.
Labelling a diagram	Label a diagram with the correct word or word from a text. The words will be given in a box of possible answers.
Short-answer questions	Answer questions using words from the text inside the word limit

Academic Writing

There are two separate writing tasks. Candidates must answer both tasks.

Task 1

- Candidates should spend 20 minutes on this task.
- Candidates should write a minimum of 150 words. They will be penalised if they write less.
- Candidates need to describe and summarise a piece of visual information. The information may be presented in a diagram, map, graph or table.

Task 2

- Candidates should spend 40 minutes on this task.
- Candidates should write a minimum of 250 words. They will be penalised if they write less.
- Candidates need to write a discursive essay. They will be given an opinion, problem or issue that they need to respond to. They may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or challenge an idea.

Listening

The Listening Paper is made up of four different texts. There are a total of 40 questions and there are 10 questions in each section. The paper lasts for approximately 30 minutes and students are given an extra 10 minutes to transfer their answers to the answer sheet. Each question is worth one mark.

In **Part 1** Candidates will hear a conversation between two people about a general topic with a transactional outcome (e.g. someone booking a holiday, finding out information about travel, returning a bought object to a shop).

In **Part 2** Candidates will hear a monologue or prompted monologue on a general topic with a transactional purpose (e.g. giving information about an event)

In **Part 3** Candidates will hear a conversation between two or three people in an academic setting (e.g. a student and a tutor discussing a study project)

In **Part 4** Candidates will hear a monologue in an academic setting (e.g. a lecture)

There may be one to three different task types in each section of the paper the task types are

Notes/Summary/Table/Flow-chart completion	Complete with a suitable word or words from the recording.
Multiple choice	Candidates will be asked to choose one answer from three alternatives or two answers from five alternatives.
Short-answer questions	Answer questions using words from the recording inside the word limit
Labelling a diagram, plan or map	Label a diagram/plan or map with a suitable word or words by choosing from a box with possible answers
Classification	Classify the given information in the question according to three different criteria (e.g. dates, names, etc.)
Matching	Match a list of statements to a list of possible answers in a box (e.g. people or dates)
Sentence completions	Complete a sentence with a word or words from the word limit which is given.

Speaking

The test is with an examiner and is recorded. The interview is made up of three parts.

Part 1

- Lasts for 4–5 minutes
- Candidates are asked questions on familiar topics like their hobbies, likes and dislikes.