

Cambridge English



MINDSET
FOR IELTS

TEACHER'S BOOK
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An Official Cambridge IELTS Course

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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 of 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

- identify types of holidays and different holiday activities
- read multiple texts to find specific information and detailed meaning
- listen to identify specific information and detailed meaning
- add more detail and give reasons while speaking
- use past simple and present simple
- write an email
- speak about experiences

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 2 4

You might be asked to write about a process in the exam so it is important to practise linking your ideas together. Look at the sequencing words highlighted in Exercise 22 to see how the parts of the instructions are linked.

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

○ In some exam reading tasks, you may be asked to complete a matching exercise where you match descriptions to people. First, identify key words and ideas for each person. Then, match these words and ideas with the descriptions.

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

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 in 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.

How to use the online modules

As well as the Student's Book there are also online modules that can aid with further study. These can be used for homework or to reinforce what has been taught in class.

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

The Reading and Writing and Speaking and Listening modules give more practice on the topics that have been studied in the book. They help to develop both ideas and the language skills that the students will need in order to be successful.

The Language Builder builds knowledge of everyday topics and sets them in an IELTS context. It can aid with understanding assessment and to build confidence and knowledge for lower level students.

The Grammar and Vocabulary module presents the grammar and vocabulary from the final section of each unit in a series of interactive exercises

There are also a number of other online modules with specific learners in mind. It is worth noting that these modules are also packaged with higher levels in the series, but you may want to use them to get your learners familiar with the test as they progress through the course.

- **Pronunciation and Speaking for Chinese Learners**
- **Speaking Plus**

These modules look at the types of mistakes that students make from different language groups. The syllabus and exercises have been developed with insight from our corpus database of students speaking. Students can also analyse and view video content of Speaking Tests in these modules.

- **Spelling and Vocabulary for Arabic Learners**
- **Writing for Arabic Learners**
- **Writing Plus**

These modules use our database of past writing IELTS papers and Corpus research to look at 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.

How to deal with students expectations at this level

The Foundation Level has been created for A2 level students who wish to learn about IELTS, but who are not yet ready to take the test. The aim is to familiarise them with elements of the test that they can cope with at this level and to also develop their English language skills as a whole. By the end of the course the aim is that they will be roughly a band 4 or 4.5 level and will be ready to start a Level 1 course. Students need to realise that improving their IELTS score is, realistically, a slow process. Any student preparing for IELTS needs to also develop their general English skills. It is a process of getting used to the type of tasks which they will face in the exam while at the same time learning grammar, vocabulary and improving their abilities in the four skills. *Mindset for IELTS Foundation* is the first in a series of four books, and students will probably need to complete Level 2 before they reach a minimum level to study abroad.

Students should be made aware that simply attending class is not a guarantee of achieving scores indicated on the books. They need to commit to a programme of self-study: learn new vocabulary, read and listen in English as much as possible and take every opportunity to speak in English, even if it is just with other learners like themselves.

How to use the material in a mixed-level class

There are two main ways of addressing the needs of a mixed-level class: the first involves adapting materials and activities so that they can be more or less challenging and assigning them to different groups of students. You will find notes on how to do this throughout the Teacher's Book. The second involves treating the higher-level students as a resource to help lower-level students, while ensuring the tasks given are useful for the higher-level learners too.

You may wish to set different homework for different level students. The Language Builder tends to offer more remedial help for students who are having problems at this level, whereas the language specific and plus modules will stretch students studying on this course.

The Teacher's Book contains suggestions for alternative and extension activities. Many of these address the needs of activities at different levels for students in a mixed-level class. For alternative activities, group all the higher-level students together and give instructions to them. Give instructions to the lower-level students for the basic activity. For extension activities which you feel are only suitable for some of the students, ensure lower-level students also have a useful task. Try some of the following.

- If the unit has covered a tense, such as the simple present, ask them to write 5 more sentences in that tense.
- Ask them to re-read the text or audio-script again and use the dictionary to look up any unknown words which have not already been dealt with in the exercises.
- Get students to practise testing each other on the new words from the previous unit.
- Get students re-do speaking tasks with a different partner.
- Ask them to listen again to recordings of themselves doing the previous task, identify errors or ways to improve.
- In groups or pairs get students to make a display chart for the wall on grammar or vocabulary covered so far in the course.

It is important that you don't always separate students in the class by level. For the main activities, it is generally useful for the more advanced students to be grouped with the lower-level ones. The lower-level ones will benefit from exposure to the more advanced language and skills of their classmates. The higher-level students benefit from having to explain language and concepts to other students. This is a linguistically challenging activity for them.

When working positively with mixed-level classes, you should be sensitive to the feelings of the students. Don't refer to the students as the 'less able' or 'lower-level' students. Just say, 'Okay, for this activity, Danny, Chen, Mayuri and Qing will be working together'. If different groups are doing different activities, you don't need to stress this. Just give the instructions to different groups, rather than announcing to the whole class that different groups are doing different activities. If questioned, explain that, 'These students will benefit from this activity' or 'This group needs more practice in this area'.

Always use the time when students are doing activities to monitor all the students so that you, as a teacher, are well aware of the different capabilities of different students. By knowing your class well and giving careful thought to their needs, you can ensure that a mixed-level class is successful.

OUTCOMES

- speak about your day

OUTCOMES

Ask students to focus on the outcome. This is a good way to show students what the lesson will cover and why it is useful for them. This outcome is for students to be able to speak about their day. Explain to students that the topic of daily routines is very common in both English exams as well as in general conversation. In many speaking exams for example, a simpler more general topic (such as routines) is often used at the start of the exam. Being able to speak about a typical day is therefore very useful for students. In addition, tell students that knowing the vocabulary to describe routines can also be useful in English listening exams. This is because it is common in exams for students to listen and identify key information.

LEAD-IN

01 Ask students to look at the pictures of daily activities. To give students something to actively produce, ask them to draw a circle or underline in the book the activities they do every day. Alternatively, they can write these down on paper. Ask students to write five more activities below the pictures or on paper. This not only allows you to monitor what students have done but also prepares them for the next activity.

Before students do the activity, ask them the following questions to confirm that they understand the instructions. It's a good idea to do this particularly if you feel that some students have weak listening skills. Stronger students may not need so much input, but a common challenge for teachers in English teaching classrooms is to make sure the weaker students do not fall behind. It's very likely that within a class, there are students with different strengths and needs and it is important that teachers are able to provide opportunities for all students to learn as much as they can. This activity works best when questions are simple and require short answers. For this type of activity, either allow students to volunteer answer as a quick and effective way of getting correct answers or nominate students you feel may be weaker as a good way of checking they understand what to do. It's likely that stronger students will be happy with asking students questions to check comprehension if it is done quickly and students will all accept quickly that this is the way you check students' *understanding*. This method and suggestions for questions will be demonstrated in many of the following activities in this book.

In this exercise, ...

... will you underline / circle / write about all the activities? (no)*

... will you underline / circle / write about all the activities you do every day? (yes)*

... will you write about more activities? (yes)

how many more? (five)

*(*depends on the exercise)*

Tell students they have 2-3 minutes to complete Exercise 01. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Monitor to check that students are on task. Monitoring can also tell you if you need to give students more or less time in future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

Feedback

Focus only on the five more activities for now, as you will look at the activities in the picture at the end of Exercise 02. Allow students to volunteer their answers or nominate students. Volunteering encourages some students to speak more and is more spontaneous and natural. However, it is possible that less confident students will not answer as frequently – if at all. In these cases, nomination is better as you will be able to give weaker and less confident speakers the opportunity to answer. You can also check if students need more support by doing this. It's a good idea to find a balance between the two approaches based on your class' needs.

As some of these answers will be useful for the next task, write the correct answers on the board. If a student says an answer you're not sure is correct, ask for more information (*Where do you do that? When do you do that? Who do you do that with?*). This helps to understand what the student means. When there is no fixed answer – as with this exercise – this is a good way to support students to produce a correct answer that the class can benefit from (e.g. to use in the next activity). If the student is still unable to produce an accurate answer (and you feel this is vocabulary that could be beneficial for the class), ask other students if they can help. You can say: *This is done with / in / at ... what's it called?* This encourages more class participation.

When you write the correct answers on the board, check that students understand what they mean. For each, ask questions to check:

Where do I do this?

Who do I do it with?

When do I do this?

What do I need for this?

This is a good way to check students understand new vocabulary particularly if it is helpful for them to be able to use it in future. It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following: