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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, Hong Kong, 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
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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

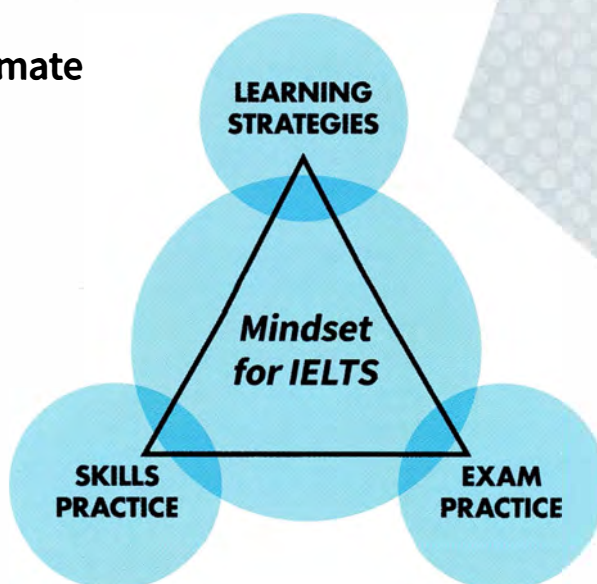
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

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.



COURSE CONFIGURATIONS

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

 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)
 ONLINE SKILLS MODULES	8 hours of practice per skill, per level: <ul style="list-style-type: none"> • Speaking • Writing • Reading • Listening • Grammar and Vocabulary
 ACADEMIC STUDY SKILLS	6 hours of practice to get ready for the challenges of studying a university-level course taught in English
 LANGUAGE SPECIFIC AND PLUS MODULES	6 hours of practice per module: <ul style="list-style-type: none"> • Pronunciation and Speaking for Chinese speakers • Spelling and Writing for Chinese speakers • Spelling and Vocabulary for Arabic speakers • Writing for Arabic speakers • Speaking Plus • Writing Plus
 ONLINE PRACTICE TESTS Testbank	Access to Cambridge English authentic IELTS Academic practice tests online

01 SKILLS MODULES

8 hours of practice per skill, including Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

RECEPTIVE SKILLS

Focus on sub-skill

PRINT

Reading
Listening

ONLINE

Different topic

PRODUCTIVE SKILLS

Focus on active production

PRINT

Writing
Speaking

ONLINE

Same topic

02 LANGUAGE SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

ARABIC

- Spelling and Vocabulary
- Writing

CHINESE

- Pronunciation and Speaking
- Spelling and Writing

Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- Speaking
- Writing

*Currently the same module is used for Level 1 and Level 2.

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 of the other words.

- | | |
|-----------------------|---|
| 1 value | a worried; not able to relax |
| 2 (have an) influence | 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 family
- 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?



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?

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 stories

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.



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: 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.

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?

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.

