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MINDSET LEVEL 3 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.



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Greg Archer is an experienced, Delta-qualified teacher and teacher trainer who, after working in a number of countries, put down his teaching roots in his home city of London. He trained, qualified and began working as an IELTS Examiner in both Writing and Speaking at International House in 2012, and continued doing so after his move to Cambridge in 2013. Since then, he has been teaching at an international college, at various times managing the English 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 university or use English as a medium of instruction. He has a particular interest in Intercultural Rhetoric, and the way in which it impacts on writing skills.

Greg would like to thank Simon Williamson for his stimulating editorial counsel, Neil Holloway as the *Mindset* all-seeing eye, and Alice and Billy for being so understanding when deadlines loomed.



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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

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

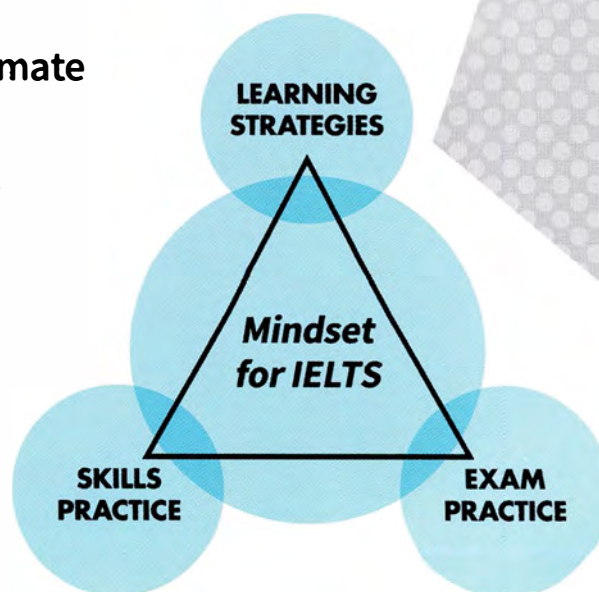
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

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.



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

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes.



LEAD-IN

- 0 1** Read the paragraph below about the island of Mallorca. With a partner, discuss why some of the underlined nouns are preceded by *the*, and others have no article. Do you know any other article rules for geographical features?

Mallorca, the biggest of the Balearic Islands, is situated in the Mediterranean Sea, some 300km from the Valencian coast of Spain, and is an exciting mix of urban energy, rural adventure and coastal calm. Although it isn't popular with the Spanish as a tourist destination, it annually welcomes people from all over Europe (particularly from the United Kingdom, France and Germany), who may head for Alcudia Beach, or go hiking in the Tramuntanas, a mountain range that runs from the northeast to the southwest of the island. The busy capital city, Palma de Mallorca, contrasts entirely with the traditional rural towns and villages in the heart of the island, such as Algaida or Binissalem.

- 0 2** Think of a geographical area in your country and write a short paragraph like the one above, paying special attention to the correct use of articles. Swap your paragraph with a partner and correct each other's work where necessary.



MATCHING HEADINGS

- 0 3** Look at this title and discuss with a partner what you might expect to read in the passage.

The World's Most Unusual Towns and Cities

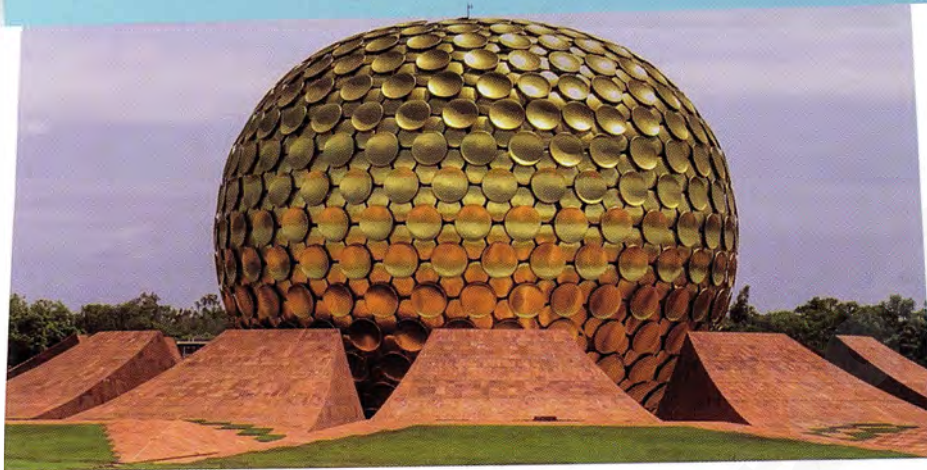


This type of task requires you to choose a heading which correctly summarises the whole paragraph. Often, it is possible to find one sentence in a paragraph which conveys the main idea – this is known as the *topic sentence*.

The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end. Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

- 04** Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.



- A The reason why attempts to create the perfect city always fail
- B An urban ideal designed for an imperfect world
- C A conflict between reality and imitation

- 05** Read the full paragraph and check your answer.

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity. It has no government, no one owns any property, and money rarely, if ever, changes hands. There is no leader and rules do not exist. While most experiments at creating the perfect city do not meet with success, the majority of Auroville's residents believe their city to be an exception. Although its critics point to the fact that levels of crime have been creeping up for some years now, its citizens choose to remain there, still believing in its utopian dream, still following its path towards a better world.

TIP 05

The heading you want will probably not use the same words as those which appear in the paragraph, but will paraphrase the ideas.

- 06** Read this opening sentence about Longyearbyen. Which heading seems to fit this sentence best?

Longyearbyen, Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university.

TIP 06

Be careful: sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out – you still need to check by reading the whole paragraph.



- A An unwelcoming place to die
- B A city at the top of the world
- C An unusual approach to regulation

- 07** ▶ Now read the full paragraph and think about the overall message of the paragraph. Which heading now best fits the paragraph?

Longyearbyen, Spitsbergen, in the Svalbard Archipelago of Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university. But what really sets it apart is that it can also lay claim to some of the world's strangest rules. In Longyearbyen, for example, it has been forbidden to die since 1950, the year in which scientists discovered that bodies simply cannot decompose there – the cold is too extreme. To this day, anyone found ill or dying is not given the chance to pass away, and is instead immediately taken by airplane or ship to another part of Norway so that they can die and be buried safely. But it doesn't end there. Aside from prohibiting death, there are more peculiar rules and freedoms in Longyearbyen. Residents are permitted to openly walk the streets with high-powered guns (there are 3,000 polar bears living locally). At the same time, no one is allowed to own any cats, which are forbidden because they are a danger to the bird population.



- 08** ▶ Underline the main topic sentence in the paragraph.
- 09** ▶ Read the first sentence of the next paragraph about Marloth Park in South Africa. Find words or phrases that correspond to the underlined words in the headings A–C below.

Despite the fact the town of Marloth Park is close to the Kruger National Park, one of the largest game reserves in Africa, and despite the constant threat of visits from wild animals such as lions and hippopotamuses, its anxious residents are not allowed to build fences around their houses to keep out their neighbours.

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

- 10** ▶ Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?

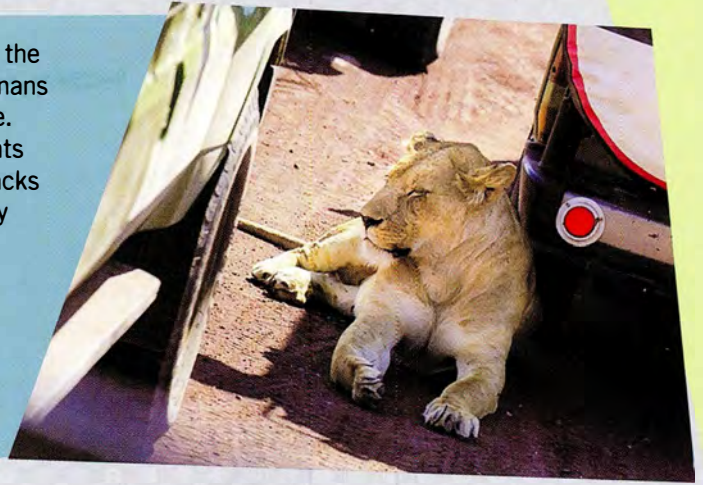
- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

TIP 10

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

11 Read the rest of the paragraph and decide on your answer.

In fact the only fence permitted in the town was built by the local authority, interestingly, with the aim of keeping humans out of the park, rather than containing the animals inside. Consequently, it is not unusual to see giraffes or elephants causing traffic jams, for example, and even predator attacks on humans are unnervingly common – a lion was recently said to have mauled and eaten an escaping burglar. Yet even after this, while some residents then called for all lions to be rounded up and shot, others suggested that they be allowed to walk the thoroughfares as a type of crime control, after an increase in the number of burglaries. Everywhere in Marloth Park, a wary understanding exists between man and beast.

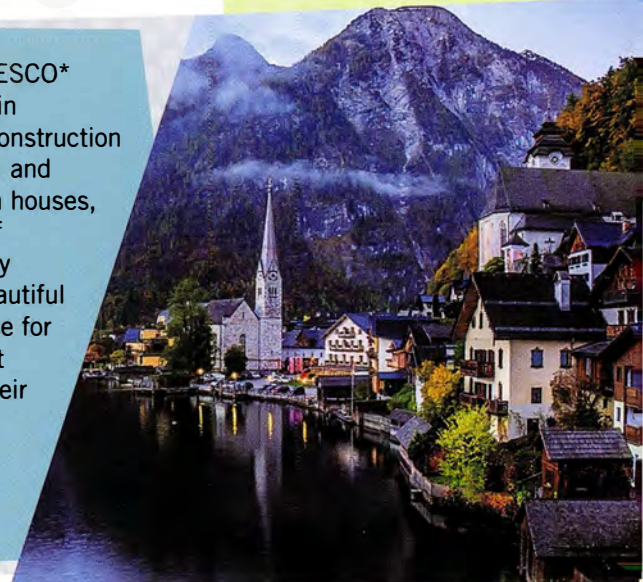


12 Identify the main topic sentence in the paragraph.

13 Some paragraphs have no clear topic sentence. Read this paragraph and make notes about its main idea.

The real Hallstat is in Austria and is proud to be a traditional UNESCO* World Heritage Site. The Chinese Hallstat is a carbon copy, built in Guangdong province, China, by a millionaire who sponsored the construction of the imitation town. It cost approximately \$940 million to build, and looks exactly like the real Hallstat, all the way down to its wooden houses, its narrow streets, and its funicular railway. When the residents of Austria's Hallstat (including the mayor) were invited to visit it, they expressed pride that their town was considered so improbably beautiful that it had been reproduced in its entirety, but they still had cause for complaint. Originally, the Chinese company had promised to meet with the Austrian residents to confirm that they were happy for their homes to be copied; instead, they simply sent their employees to Austria to take photos, and they returned home to China without speaking to a single resident of the original Hallstat.

* United Nations Educational, Scientific and Cultural Organization



14 Use your notes to help you choose the correct heading.

- A A conflict between reality and imitation
- B The importance of official recognition
- C The result of encouraging wider investment

PREFIXES

15 Identify the prefixes in the underlined words. Then work out a general meaning for each.

- A An unusual approach to regulation
- B An urban ideal designed for an imperfect world
- C Where humans and animals cautiously co-exist

- 16** With a partner, think of some words that begin with the prefixes in the box. Then discuss what the general meaning of each prefix is.

post- for-/fore- sub- multi- anti- mis- non- pre- over- under-

- 17** Using the correct prefixes from the box above, change the words in CAPITALS into the correct forms.

- A The tourist brochure for Marloth Park ensures that visitors are **WARN** about the wild animals they may encounter walking the streets.
B One thing you can always be sure of in Longyearbyen – the cemeteries will never be **POPULATE**.
C The residents of Hallstat believed that they would be consulted by the company building a copy of their town – but it turns out they were **INFORM**.
D Auroville was founded according to a(n) **GOVERN** system of rules and beliefs.

EXAM SKILLS

- 18** Read the passage and answer questions 1–6.

The Reading passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii.

- 1 Paragraph A _____
2 Paragraph B _____
3 Paragraph C _____
4 Paragraph D _____
5 Paragraph E _____
6 Paragraph F _____

List of headings

- i The benefits of collaboration
ii A forerunner of the modern metropolis
iii A period of intense activity and plans completed
iv A clear contrast between then and now
v The rise and mysterious decline of Cahokia
vi An archaeological theory to explain Cahokia's development
vii The light and dark of archaeological finds
viii A city completely unlike any of its contemporaries

CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

- A** A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on the Mississippi River and turned it into one of the world's first great urban centres. Cahokia, as it has been called by archaeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.

