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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.



Greg Archer

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

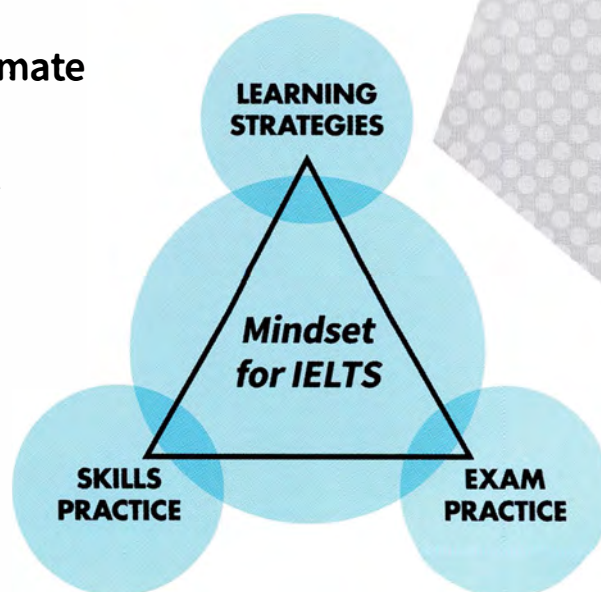
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

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:

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

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.

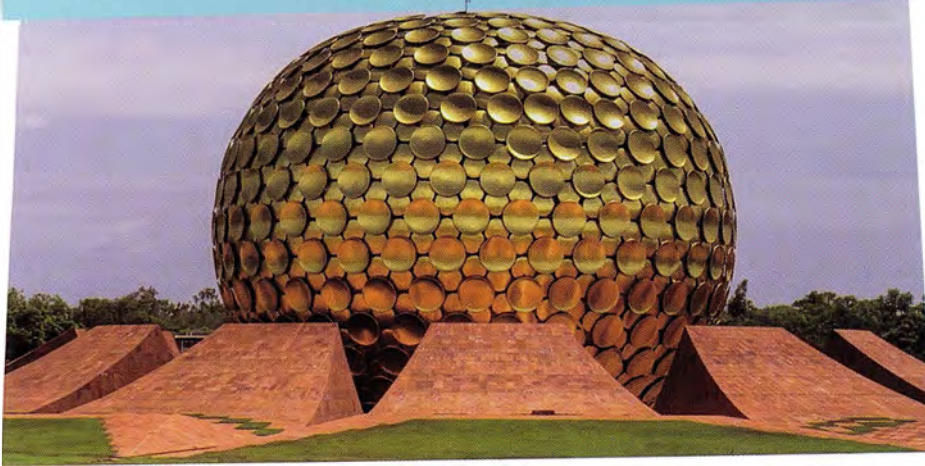
**The World's
Most Unusual
Towns and Cities**

⊙ 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.

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

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.

