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CAMBRIDGE ENGLISH  
Language Assessment  
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Cambridge English



# MINDSET

## FOR IELTS

STUDENT'S BOOK  
FOUNDATION

WITH  
**Testbank**  
AND ONLINE MODULES

An Official Cambridge IELTS Course



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[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781316636688](http://www.cambridge.org/9781316636688)

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First published 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Malaysia by Vivar Printing

*A catalogue record for this publication is available from the British Library*

Additional resources for this publication at [www.cambridge.org/mindsetforielts](http://www.cambridge.org/mindsetforielts)

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# MEET THE AUTHORS

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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-sessional 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.



## 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.



## 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.



## 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.



## 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.

# 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

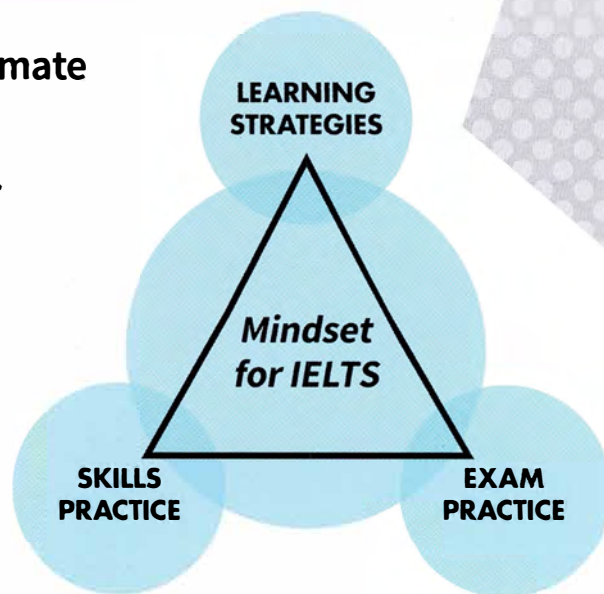
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

## 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.



# FOUNDATION LEVEL CONFIGURATION

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

|  |  |
|--|--|
|  <p><b>CORE TOPICS &amp; SKILLS</b></p>             | <p>Foundation Student's Book (print and digital)</p> <p>10 topic-based units, organised by skill, provide 60–90 hours of teaching per level</p>  |
|  <p><b>ONLINE SKILLS MODULES</b></p>                | <p>8 hours of practice per skill, per level:</p> <ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading and Writing</li> <li>• Language Builder</li> <li>• Grammar and Vocabulary</li> </ul>   |
|  <p><b>ACADEMIC STUDY SKILLS</b></p>              | <p>6 hours of practice to get ready for the challenges of studying a university-level course taught in English. This is locked at Foundation Level.</p>  |
|  <p><b>L1 SPECIFIC MODULES</b></p>                | <p>6 hours of practice per module:</p> <ul style="list-style-type: none"> <li>• Chinese Pronunciation and Speaking</li> <li>• Chinese Spelling and Writing</li> <li>• Middle East Spelling and Vocabulary</li> <li>• Middle East Writing</li> <li>• International Speaking</li> <li>• International Writing</li> </ul> |
|  <p><b>ONLINE PRACTICE TESTS</b><br/>Testbank</p> | <p>Access to Cambridge English authentic IELTS Academic practice tests online</p>  |

## 01 SKILLS MODULES

8 hours of practice per module.

- Listening and Speaking
- Reading and Writing

Providing integrated skills to help with development of language and ideas to build confidence with the productive skills

- Language Builder

Providing remedial help and revision of vocabulary and grammar in exam type activities to help with language development

- Grammar and Vocabulary

Providing practice of the grammar and vocabulary that appears in each unit.

## 02 L1 SPECIFIC MODULES

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

### MIDDLE EAST

- Spelling and Vocabulary
- Writing

### CHINESE

- Pronunciation and Speaking
- Spelling and Writing

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

### INTERNATIONAL

- Speaking
- Writing

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

## 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 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

- understand activities that people do in their daily routine
- use present simple and adverbs of frequency
- read multiple texts to choose the correct answer
- write describing a daily routine
- read to guess meaning from context
- listen to information about a student exchange trip
- speak about your day

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 them 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 06

In this kind of exam task, there is often information about the question in more than one text. Look at the information in green. Think about why B is the correct answer here.

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



Try to add more information about your answer and don't give short answers. You can give reasons or examples. Use *because* for reasons and *for example / like* for examples.

- 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** What is the opposite of the 'same'?

## 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 on 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.

There is also a link to all of the classroom audio in the Teacher's Book.

## How to use the online modules specific to the Foundation Module

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

# UNIT /01: DAILY LIFE

## IN THIS UNIT YOU WILL LEARN HOW TO

- understand activities that people do in their daily routine
- use present simple and adverbs of frequency
- read multiple texts to choose the correct answer
- write about a daily routine
- read to guess meaning from context
- listen to information about a student exchange trip
- speak about your day

### LEAD-IN

**01** Look at the pictures and read the words. Which of these activities do you do every day? Write five more activities you do every day.



get up



exercise



work



study



catch the bus



watch TV



go online



relax with friends



go to bed



have breakfast

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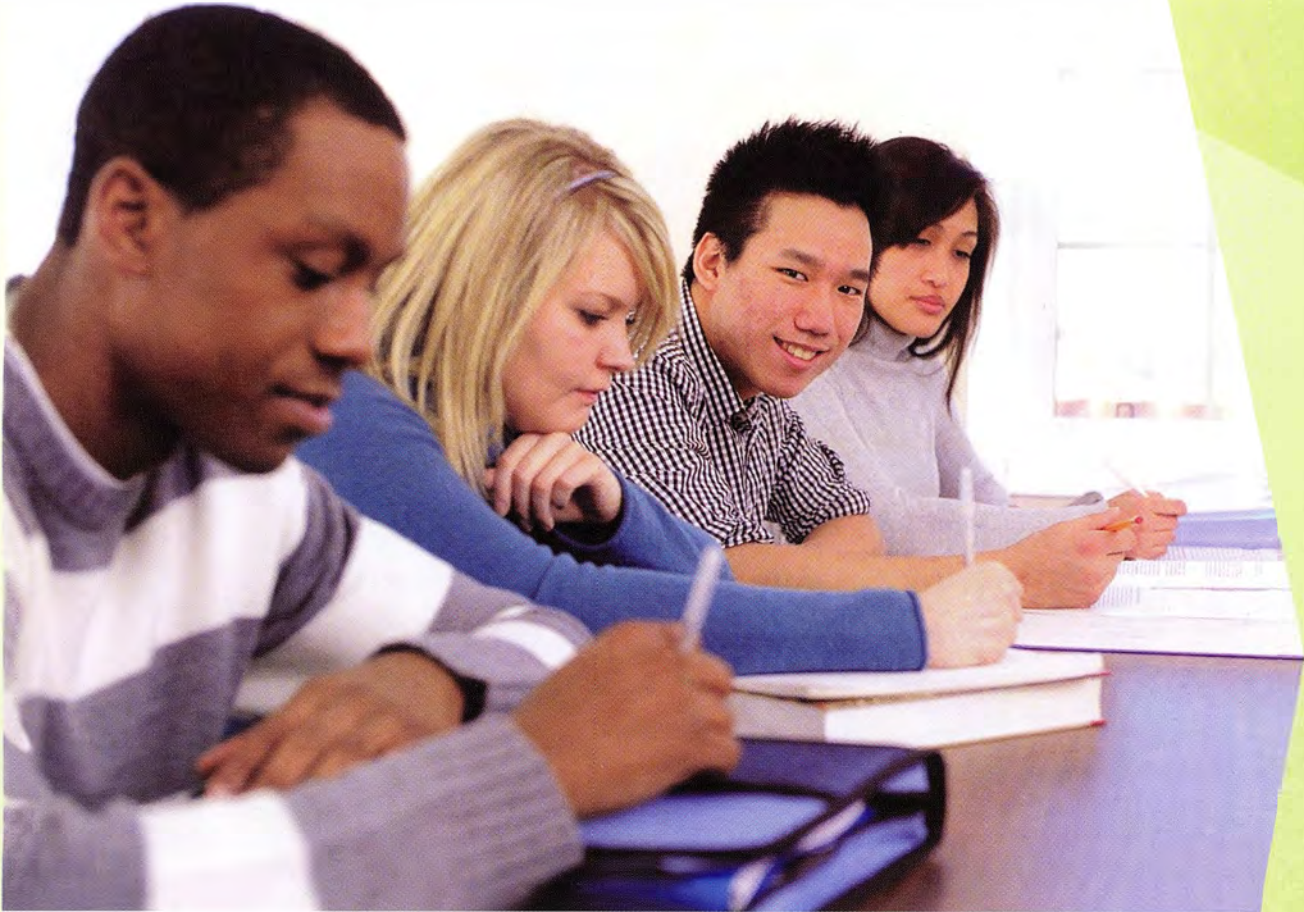
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**02** In pairs, compare your answers and talk about what time you do each activity.

## VOCABULARY AND SPEAKING

- 03** Read the sentences about a boy who is doing a language course in the UK. Choose the best answer, A, B or C.



0 Ping \_\_\_\_\_ at 7:30am every morning and has breakfast with his host family.

Answer: A

- A gets up                      B stands up                      C stays up
- 1 At 8:30am, he \_\_\_\_\_ the bus to his language school.  
A goes                      B catches                      C travels
- 2 During the day, Ping studies English and \_\_\_\_\_ to his classmates.  
A laughs                      B chats                      C tells
- 3 Everyone speaks English in his class because the students all \_\_\_\_\_ from different countries around the world.  
A arrive                      B live                      C come
- 4 After Ping finishes school at 3:00pm, he often \_\_\_\_\_ some sightseeing in the city with his friends.  
A does                      B makes                      C has
- 5 In the evening, Ping relaxes with his host family, \_\_\_\_\_ TV or goes online.  
A watches                      B sees                      C looks

**04** In pairs, read and discuss the questions.

- 1 Do you do any of the activities in Exercise 3?
- 2 What time does your school, college or job start and finish?
- 3 What do young people like to do in the evenings in your country?

## READING: CHOOSE THE CORRECT ANSWER

- 05 ▶ You are going to read an article about the daily life of three teenagers from different countries. Skim the text once quickly. Underline the activities that you do in your daily routine.

# A DAY IN THE LIFE

Three college students from around the world tell us about their daily routine

## AVA AUSTRALIA



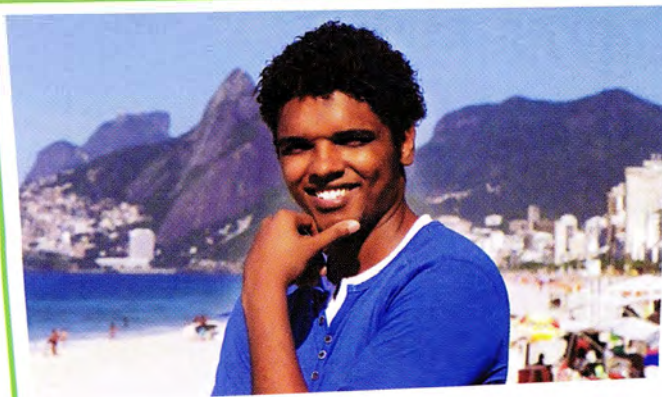
I'm from a small town in Queensland. Most people in Australia live near the coast, but we live on a cattle farm in the centre of the country. I get up at around 7am and have breakfast. My mum teaches at my college, so I usually go with her in the car instead of taking the bus. College starts at 8:30am and finishes at 4pm. When I get home, I help my dad on the farm for a few hours. In the evenings, I try to watch TV but I'm usually too tired. I go to bed at about 10:00pm.

## NINA NORWAY

I live in a village on Norway's Atlantic coast. I get up at 7:30am and walk to college. Classes begin at 8:30am and finish at 3pm. After that, I go to one of the college clubs. These are not very expensive and there are lots to choose from. I do athletics and football but you can also do things like folk dancing and cross-country skiing. When my parents come home from work, my dad makes dinner and we all eat together. After that, my mum takes me out for a driving lesson. I've got my test soon and I need to practise!



## MICHAEL BRAZIL



I live in Rio de Janeiro. I get up at 6am and catch a bus to college at 6:30am. Lessons start at 7:20am. We have a break at 9:50am and then study until 12:30pm. I get home at about 1:40pm. After that, I often go to the beach with my friends to swim in the ocean or play beach volleyball, but I sometimes also just stay at home to sleep or study. In the evenings, I cook dinner for my family, then we watch TV or listen to the radio before bed. I switch off my light at about 10pm.

**06** Read the article again and the sentences. Choose the best answer, A, B or C.

- 0 Who finishes studying before 1pm? Answer: B  
 A Ava                      B Michael                      C Nina
- 1 Who works with a member of the family after college? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 2 Who goes out in the car in the evenings? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 3 Who gets a lift in a car to college most mornings? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 4 Who prepares the evening meal for the family? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 5 Who pays to do extra activities in the afternoons? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 6 Who finds it difficult to watch TV in the evenings? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina
- 7 Who lives a long way from the sea? \_\_\_\_\_  
 A Ava                      B Michael                      C Nina

**TIP 06**

In this kind of exam task, there is often information about the question in more than one text. Look at the information in green. Think about why B is the correct answer here.

**06.1 MINI TIP** Look at the information in yellow in the article about family members. Which one answers the question correctly?

**GRAMMAR AND SPEAKING**

**07** Read the Grammar box. Then, match the questions 1–3 with the answers A–C.

|  | Group 1                              | Group 2                          | Group 3                       | Group 4                           |
|--|--------------------------------------|----------------------------------|-------------------------------|-----------------------------------|
| <b>Present simple</b>                        | Regular verbs                        | Verbs ending in -s, -ch, -sh, -x | Verbs ending in consonant -y  | Verbs ending in -o, -ss, -ch, -sh |
| <i>I/you/we/they</i><br><i>he/she/it ...</i> | get up early<br><i>gets up early</i> | watch TV<br><i>watches TV</i>    | try hard<br><i>tries hard</i> | go, wash<br><i>goes, washes</i>   |
| <b>Adverbs of frequency</b>                  |                                      |                                  |                               |                                   |
| Never<br>0%                                  | Sometimes                            | Often                            | Usually                       | Always<br>100%                    |

- 1 What do we use the present simple for?    **A** -s
- 2 Why do we use adverbs of frequency?    **B** to talk about every day routines and habits
- 3 What do verbs for *he/she/it* end in?    **C** to say how often we do something

**08** In pairs, find examples of the verb groups 1, 2, 3 and 4 in the Lead-in and Reading in Exercise 5.

**09** Now, you are going to speak about the magazine article in Exercise 5. Read the task and make notes about what you could say. Then, in pairs, do the task.

- Work in pairs A and B.
- Student A, close your book. Student B, make sentences about Ava, Michael or Nina. For example: *She has breakfast at 7:00 am.* or *She goes to clubs after college.*
- Student B, can you say who Student A is talking about?
- After 5 minutes, swap roles.

## READING: SENTENCE COMPLETION

**10** Read the information about the daily routine of a student at a UK university. Complete the text using the verbs in brackets in the correct form.

Dan **usually** 1 \_\_\_\_\_ (get up) at 8am, 2 \_\_\_\_\_ (have) a shower and 3 \_\_\_\_\_ (eat) breakfast. After that, he **always** 4 \_\_\_\_\_ (get) his books ready and then 5 \_\_\_\_\_ (go) to his lectures until midday. He **usually** 6 \_\_\_\_\_ (return) home and 7 \_\_\_\_\_ (make) lunch for himself at about 12:30pm. Then, he **sometimes** 8 \_\_\_\_\_ (watch) a bit of TV. At about 3pm, he **often** 9 \_\_\_\_\_ (meet) a friend for coffee. At 3:30pm, they **sometimes** 10 \_\_\_\_\_ (go) to the library together. Dan **always** 11 \_\_\_\_\_ (study) for a few hours and then at around 6:30pm he 12 \_\_\_\_\_ (go) home. He **usually** 13 \_\_\_\_\_ (cook) dinner for him-self and his flat mates. In the evening, he **sometimes** 14 \_\_\_\_\_ (exercise) at the gym or goes for a run. After that, he relaxes in front of the TV or 15 \_\_\_\_\_ (see) his friends. He **never** goes to bed early, but **usually** 16 \_\_\_\_\_ (fall) asleep at around midnight.

## WRITING: DESCRIBING A DAILY ROUTINE

**11** Look again at the information in Exercise 10. Write about your daily routine and the activities you do everyday.

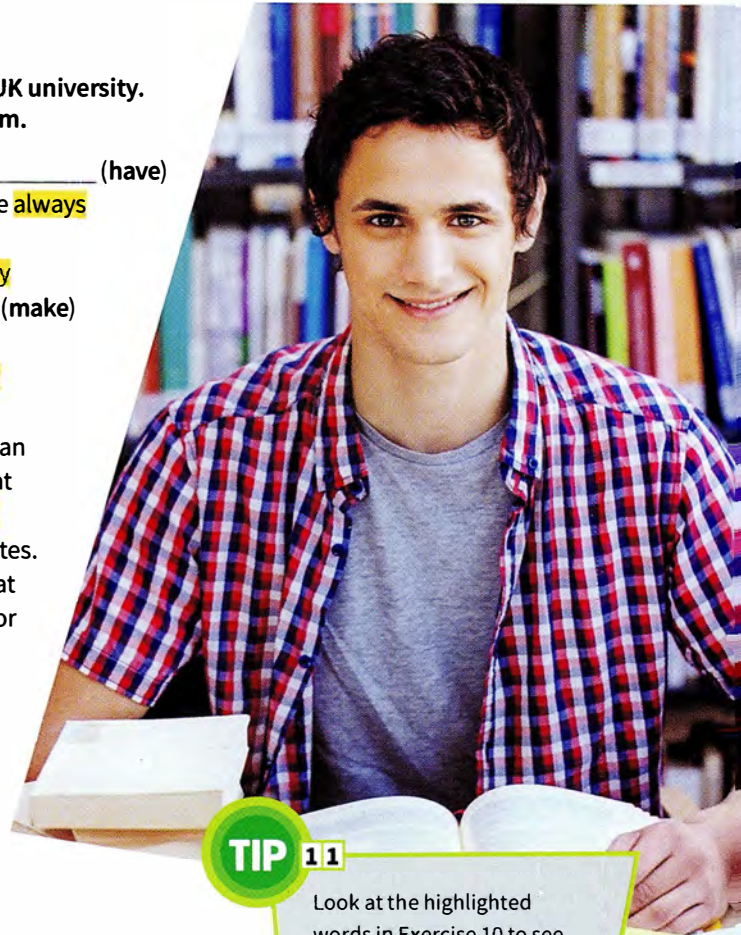
*I sometimes do the laundry. I never make dinner. My brother often takes out the bins.*

## READING: MATCHING

**12** Read the text and match the phrases that have similar meanings.

I often help a lot around the house and I usually help my mum do the laundry. My brother is lazy and he never washes his clothes. He always leaves them in a pile on his bedroom floor. In the evening after school, I always tidy up my room. I put things away and get my schoolbag ready for the next day. My dad sometimes washes up after dinner. We don't have a dishwasher at the moment because our old one broke down, so he has to clean the dishes by himself. My sister likes cooking, so she often helps mum make lunch and dinner. She prepared a delicious meal of roast chicken at the weekend. Sometimes my brother puts the rubbish out, but he usually just leaves it by the back door instead of taking it out to the bins. We all usually try and help and do the cleaning. When the housework is done, we always relax and watch TV.

- |                       |                     |
|-----------------------|---------------------|
| 1 do the laundry      | A take out the bins |
| 2 tidy up             | B prepare a meal    |
| 3 wash up             | C wash the clothes  |
| 4 make lunch/dinner   | D put things away   |
| 5 put the rubbish out | E do the housework  |
| 6 do the cleaning     | F clean the dishes  |



### TIP 11

Look at the highlighted words in Exercise 10 to see how often Dan does his activities.

## WRITING: A DESCRIPTION

**13** Look at the two pictures showing Julia Grant, a volunteer on a science project. Using the pictures, write a description of Julia's daily routine. In your description, you should:

- begin like this: *Julia Grant is 21 years old and works as a volunteer on a science project in Fiji. Every morning, she ...*
- write what activities she does and what time she does them.
- use sequencing words: *After that ... /Next ... /Then ...*
- use adverbs of frequency.



**14** In pairs, compare your texts about Julia Grant. Help each other to correct any mistakes with spelling, grammar or punctuation.


## LISTENING: MATCHING

**15** Read some information about a website offering student exchange programmes. Decide if the sentences are true T or false F.

**Spend a term or a whole year in another country**

Stay with a host family and go to a local college. Learn all about the culture, and maybe learn a new language. Make new friends and have a great time. You need to pay for flights and take some pocket money, but that's all. Host families are not paid. All they ask is that you help with jobs around the house and join in with family activities.

Go to [student\\_exchange.com](http://student_exchange.com) and explore our website to learn more!



**15.1 MINI TIP** How long does a term normally last at school? It's less than a year.

**15.2 MINI TIP** What should students bring with them?

**15.3 MINI TIP** What does 'join in with' mean?

- |  |     |
|--|-----|
| 1 All students spend at least a year abroad.                           | T F |
| 2 Host families give students pocket money during their stay.          | T F |
| 3 Students should do housework and be involved with family activities. | T F |

**16** You are going to listen to two friends, Carlos and Jack, talking about a student exchange trip. Listen and decide which countries Carlos and Jack come from.

**17** Listen again. What activity does each member of Jack's family like doing? For questions 1–5, write a letter A–H next to each person.

| Person               |       | Activity                    |
|----------------------|-------|-----------------------------|
| 0 Jack               | H     | A cooking                   |
| 1 Jack's brother     | _____ | B going to the gym          |
| 2 Jack's sister      | _____ | C taking care of the garden |
| 3 Jack's mum         | _____ | D doing art                 |
| 4 Jack's dad         | _____ | E repairing things          |
| 5 Jack's grandmother | _____ | F reading books             |
|                      |       | G shopping                  |
|                      |       | H playing team sports       |

**18** In pairs or small groups, talk about the student exchange trip in Exercise 17 and ask and answer the questions.

- 1 Would you like to go to another country to study?
- 2 If no, why not? If yes, which country would you go to?
- 3 What do you like doing at home? What do your friends and members of your family do?

### SPEAKING: TALKING ABOUT YOUR DAY

**19** Read the task. What would you say? Spend two minutes thinking about what you could say and make some notes. In pairs, compare your ideas.

Describe what you usually do on an average day.

You should say:

- what you do.
- who you do it with.
- where you do it.

Explain what you enjoy most about your day and why.

**20** Now, read and do the task.

- Work in pairs.
- Student A: speak for 1–2 minutes about your day.
- Student B: as you listen, write *yes* or *no* beside sentences 1–6.

- 1 The talk is easy to understand. \_\_\_\_\_
- 2 The speaker often pauses and hesitates. \_\_\_\_\_
- 3 The speaker stays on the topic of the question. \_\_\_\_\_
- 4 The talk is too long. \_\_\_\_\_
- 5 The talk is too short. \_\_\_\_\_
- 6 The talk is interesting. \_\_\_\_\_

**21** Swap roles. Student B, you speak for 1–2 minutes about your day and Student A, you listen. Show your feedback to each other and discuss how you can improve.

**17.0 MINI TIP** Jack says he likes volleyball and basketball, so the answer to this question is 'team sports'. Notice that the answer does not always contain the words you hear, but the meaning is the same.

**17.1 MINI TIP** Be careful! You hear something about the gym, but it isn't the correct answer here.

**17.4 MINI TIP** Pay attention for words with similar meanings. What's a similar word to 'fixing'?

**TIP 19**

You should write only short words or phrases. If you write full sentences, and then read them out, you will lose marks.

**TIP 19**

The first three points are factual. Don't worry if you can't think of anything to say that is true – you can invent something if you need to.

# GRAMMAR AND VOCABULARY

**01** Match the digital times with the times in words.

- |          |                             |
|----------|-----------------------------|
| 1 05:15  | A It's five past ten.       |
| 2 08:20  | B It's ten to nine.         |
| 3 06:45  | C It's ten past nine.       |
| 4 14:30  | D It's twenty past eight.   |
| 5 20:50  | E It's quarter to seven.    |
| 6 09:10  | F It's twelve o'clock.      |
| 7 15:35  | G It's five to five.        |
| 8 10:05  | H It's quarter past five.   |
| 9 12:00  | I It's twenty-five to four. |
| 10 16:55 | J It's half past two.       |

**02** Unscramble the letters in brackets to complete the text.

When I get up in the morning, the first thing that I do is 1 \_\_\_\_\_ (avhe) a shower. I then go to the kitchen and make breakfast. After breakfast, I 2 \_\_\_\_\_ (bhusr) my teeth. Then I 3 \_\_\_\_\_ (emte) my friends and we 4 \_\_\_\_\_ (chact) the bus to the college. At college, we study all day, but we have a break for lunch at 12 o'clock. At four o'clock, we 5 \_\_\_\_\_ (vlaee) the college and 6 \_\_\_\_\_ (og) home by bus. In the evenings, I usually 7 \_\_\_\_\_ (cwaht) TV, unless I have a lot of homework. I always 8 \_\_\_\_\_ (od) my homework in the evenings. At night, I always 9 \_\_\_\_\_ (og) to bed and (10) \_\_\_\_\_ (lafI) asleep straight away.

**03** Complete the table using the words in the box.

a mess    the cleaning    the beds    dinner    some homework  
the laundry    a noise    the shopping    the housework    lunch

| Make | Do |
|------|----|
|      |    |

**04** Complete the email using the words in the box.

walk leave have finish get up  
catch go out work meet live



Hi Sam,

I'm having a great time here in France. I'm learning lots of French. My host family are very nice. They **1** \_\_\_\_\_ in an apartment in an area called Pantin, and they both **2** \_\_\_\_\_ as journalists. They **3** \_\_\_\_\_ very early in the morning and **4** \_\_\_\_\_ the house before me. I **5** \_\_\_\_\_ breakfast at about 8am and then go to the language school. I usually **6** \_\_\_\_\_ there, but if I'm late I **7** \_\_\_\_\_ the bus. Lessons at the school **8** \_\_\_\_\_ at 4pm and we can go home. The other students are very nice and I have made lots of new friends. We **9** \_\_\_\_\_ after school in a cafe or **10** \_\_\_\_\_ in the evenings to the cinema.

Harry

**05** Complete the sentences using the third person form of the verbs in brackets.

- 1 My dad \_\_\_\_\_ (wash) his car every weekend.
- 2 Jim \_\_\_\_\_ (watch) too much TV.
- 3 Adrian's baby \_\_\_\_\_ (cry) a lot.
- 4 My brother is good at chess and \_\_\_\_\_ (practise) every day.
- 5 Olga \_\_\_\_\_ (go) jogging most evenings after work.
- 6 Tom's wife cooks and Tom \_\_\_\_\_ (do) the washing up.
- 7 Anna \_\_\_\_\_ (catch) the 253 bus to college each morning.
- 8 Nadia \_\_\_\_\_ (relax) by doing yoga.
- 9 I think our teacher \_\_\_\_\_ (give) us far too much homework.
- 10 My brother \_\_\_\_\_ (switch off) his light at about midnight.

**06** Read the sentences and underline the correct answer.

- 1 My brother **works** / **work** for a computer company in the city.
- 2 My friends and I often **play** / **plays** basketball together at the weekends.
- 3 I go to a college where everyone **study** / **studies** different languages.
- 4 My grandparents **come** / **comes** from a small village in Germany.
- 5 In Britain, most school students **wear** / **wears** a uniform.
- 6 In the evenings, I **like** / **likes** to chat to my friends online.
- 7 In my family, only my sister **gets up** / **get up** before 6am.
- 8 I **have** / **has** a dance class every Wednesday evening.
- 9 My friend is good at baking and **make** / **makes** amazing cakes.
- 10 My lunch break **begin** / **begins** at 12pm and **finish** / **finishes** at 12:45pm.

**07** Reorder the words to make correct sentences.

1 the / my / room / friend / tidies

\_\_\_\_\_

2 play / I / the / football / weekend / at

\_\_\_\_\_

3 a / to / lunch / I / sandwich / for / take / college

\_\_\_\_\_

4 six / past / up / wake / I / at / half

\_\_\_\_\_

5 every / his / my / checks / minutes / brother / phone / five

\_\_\_\_\_

6 in / I / a / have / evening / shower / the

\_\_\_\_\_

7 try / 9pm / to / I / studying / before / stop

\_\_\_\_\_

8 every / go / to / months / I / the / dentist / six

\_\_\_\_\_

9 my / the / housework / of / does / father / most

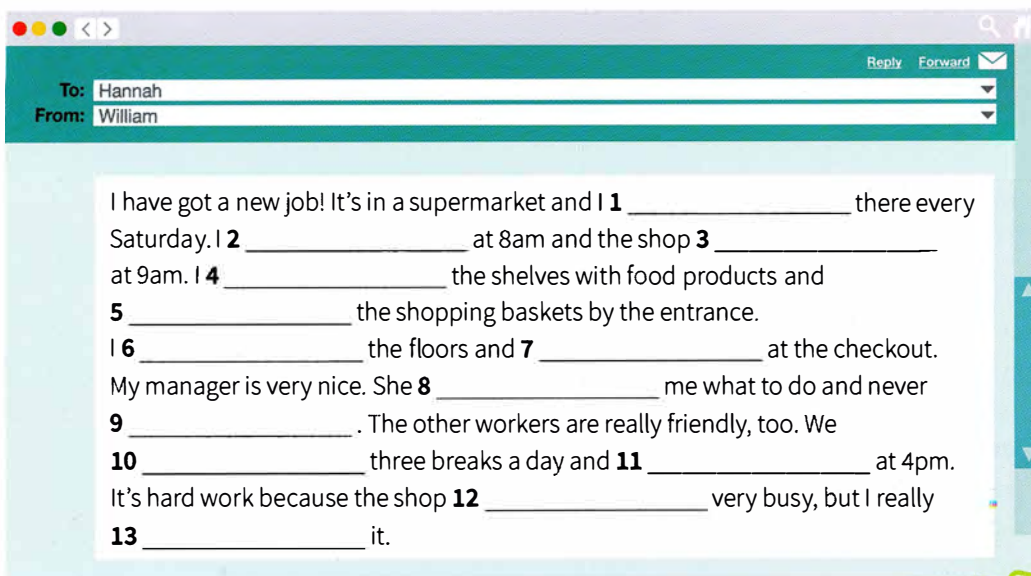
\_\_\_\_\_

10 visit / at / I / my / the / family / weekends

\_\_\_\_\_

**08** Complete the email using the words in the box.

shouts work opens work enjoy start  
fill clean take tidy tells finish gets



To: Hannah  
From: William

I have got a new job! It's in a supermarket and I **1** \_\_\_\_\_ there every Saturday. I **2** \_\_\_\_\_ at 8am and the shop **3** \_\_\_\_\_ at 9am. I **4** \_\_\_\_\_ the shelves with food products and **5** \_\_\_\_\_ the shopping baskets by the entrance. I **6** \_\_\_\_\_ the floors and **7** \_\_\_\_\_ at the checkout. My manager is very nice. She **8** \_\_\_\_\_ me what to do and never **9** \_\_\_\_\_. The other workers are really friendly, too. We **10** \_\_\_\_\_ three breaks a day and **11** \_\_\_\_\_ at 4pm. It's hard work because the shop **12** \_\_\_\_\_ very busy, but I really **13** \_\_\_\_\_ it.



# UNIT /02: HOUSE AND HOME

## IN THIS UNIT YOU WILL LEARN HOW TO

- identify rooms in a house and items in a home
- use the verb to be, present simple positive, negative and questions
- use adverbs
- speak about choosing accommodation
- write an email



### LEAD-IN

**01** Look at the pictures of rooms in a house. What rooms are they? Complete the words with the missing letters.



b \_ \_ \_ \_ \_

b \_ \_ \_ \_ \_

k \_ \_ \_ \_ \_

l \_ \_ \_ \_ \_  
r \_ \_ \_ \_ \_

**02** Look at some other places that you find in and around a house. Then, match the names in the box to the pictures.

garden hall hallway basement attic garage study



## SPEAKING: ITEMS IN A HOME

**03** In pairs, you are going to talk together about some pictures. Read and do the task.

- Student A, look at the pictures – do you know what they show?
- Student B, tell Student A if their answers are correct.

1



2



3



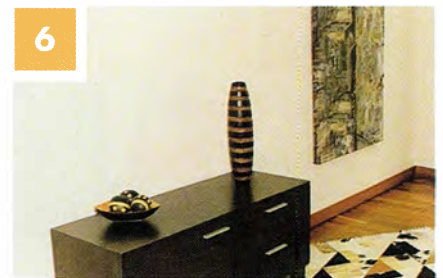
4



5



6



- Student B, look at the pictures – do you know what they show?
- Student A, tell Student B if their answers are correct.

1



2



3



4



5



6



**04** Now, label the items in Exercise 3.

**05** What other items can you find in a home? In pairs, make a list of the items.

## SPEAKING AND VOCABULARY

**06** In pairs, discuss the differences between the items or places. You can use a dictionary to help you.

- 1 A house and an apartment / flat.
- 2 Curtains and blinds.
- 3 A fridge and a freezer.
- 4 A study and a living room.
- 5 A bath and a sink.

## LISTENING 1: PICTURE DESCRIPTION

**07** You are going to listen to a student, Giorgio, describing his bedroom. Listen and decide which picture is Giorgio's bedroom.

03



**TIP 07**

During the exam, listen carefully to all the information before choosing your answer.

**08** Now, cover the pictures in Exercise 7 with a piece of paper and listen again. Then, answer the question using **TWO** or **THREE** words.

03

- 1 How does Giorgio describe his bed? \_\_\_\_\_
- 2 What can he see outside of his window? \_\_\_\_\_
- 3 Why does he play games on his phone? \_\_\_\_\_
- 4 Where is the bathroom? \_\_\_\_\_
- 5 What does he always do before he goes to college every morning?  
\_\_\_\_\_
- 6 What is at the window? \_\_\_\_\_



In tests and exams, you may be asked to write one, two or three words. Do not write more or less than you are asked to write.

**READING: NOTE TAKING****TIP 09**

Make sure you compare the information in the email to what you can see in the advert.

**09** In Listening 1, Giorgio spoke about going to university. Before he goes, he needs to organise his accommodation. He emails his friend Gavin for help and advice. Read the advert and the email. Then, complete Giorgio's notes.

**Taylor**

**Prime Location Agency**

We find accommodation for university students coming to the UK.

**Andrew Taylor**

We are based in our office in London, but we have flats and rooms in locations all over the country.

020 7219 4386

andrewtaylor@uniaccom.com

To: Giorgio  
From: Gavin

Hi Giorgio,

Here is the information you need. Mr Taylor is the best agent in the UK for helping you with your future accommodation. He can definitely find you somewhere nice to live. He only works in the office from Monday to Saturday, but you can contact him any time you want by email. Oh, one more thing – the advert has a mistake. His email address finishes with *.co.uk* and not *.com*.

Gavin

**Giorgio's notes:**

- Name of person to contact: **1** \_\_\_\_\_
- Name of Company: **2** \_\_\_\_\_
- Office location: **3** \_\_\_\_\_
- Email: **4** \_\_\_\_\_
- Contact: Monday to Saturday – in the office. Sunday – **5** \_\_\_\_\_

- 10** Look at the table and read the questions and statements. Giorgio decides to make a phone call to Andrew Taylor. What might they ask or say to each other? Put a tick ✓ next to the question or statement each one might ask or say.

|   | Giorgio | Andrew Taylor |
|---|---------|---------------|
| 1 Are you a student?                    |         |               |
| 2 I am a student.                       |         |               |
| 3 What do you want to study?            |         |               |
| 4 I live with my parents at the moment. |         |               |
| 5 Can you speak English?                |         |               |
| 6 Where is the accommodation?           |         |               |

### GRAMMAR: SIMPLE PRESENT POSITIVE, NEGATIVE AND QUESTIONS

- 11** Look at the words in bold in the table in Exercise 10. Then, complete the positive '+' and negative '-' statements and questions '?' in the chart.

|                      | Statements and Yes/No questions with the verb <i>to be</i> | Statements and Yes/No questions with other verbs                                   | Statements and Yes/No questions with <i>can</i> | Questions with question words + the verb <i>to be</i> OR other verbs   |
|----------------------|--|--|---|--|
| <b>Positive (+)</b>  | I am a student.  | I <b>2</b> _____ with my parents.  | I <b>5</b> _____ speak English very well.       |  |
| <b>Negative (-)</b>  | I <b>1</b> _____ a student.                                | I do not/don't live with my parents. He/She <b>3</b> _____ with his/her parents.   | I can not/cannot/can't speak English very well. |  |
| <b>Questions (?)</b> | Are you a student?   | Do you live with your parents?<br><b>4</b> _____ he/she live with his/her parents? | <b>6</b> _____ he/she _____ English?            | Where is the accommodation?<br>What do <b>7</b> _____ to study?<br>Why <b>8</b> _____ he/she want to live in the UK? |

- 12** Complete the sentences using the correct words.

- The car is in the garage. (+)
- The car \_\_\_\_\_ in the garage. (-)
  - \_\_\_\_\_ in the garage? (?)
  - Where \_\_\_\_\_ the car? (?)
- I play games on my phone in my bedroom.
- \_\_\_\_\_ games on my phone in my bedroom. (-)
  - \_\_\_\_\_ games on your phone in your bedroom? (?)
  - What games \_\_\_\_\_ on your phone? (?)
  - Can \_\_\_\_\_ a game on my phone later? (?)