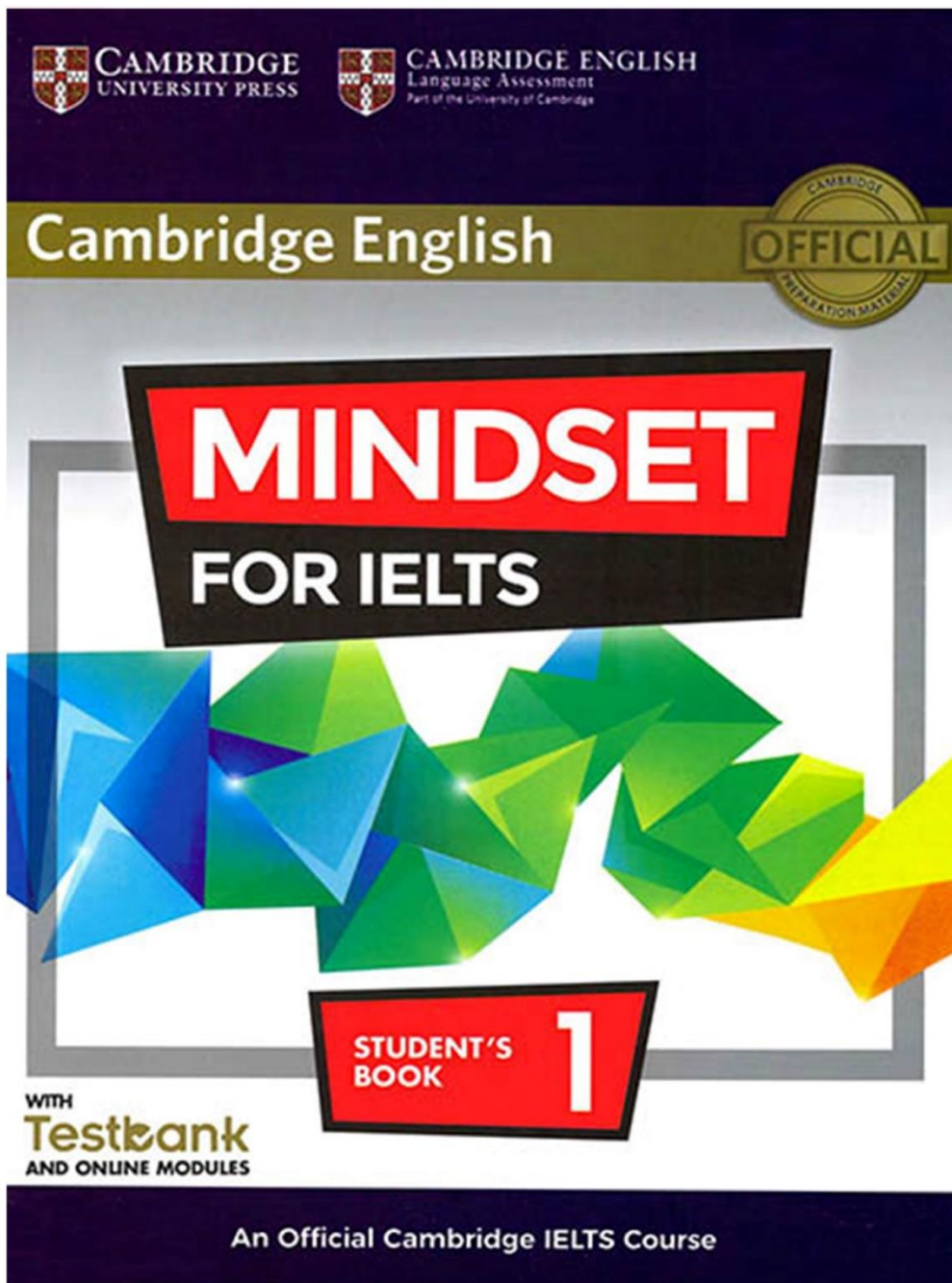


▶ A Book Review Digest of :  
**MINDSET FOR IELTS 1**



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## UNIT / 01: RELATIONSHIPS

# 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.

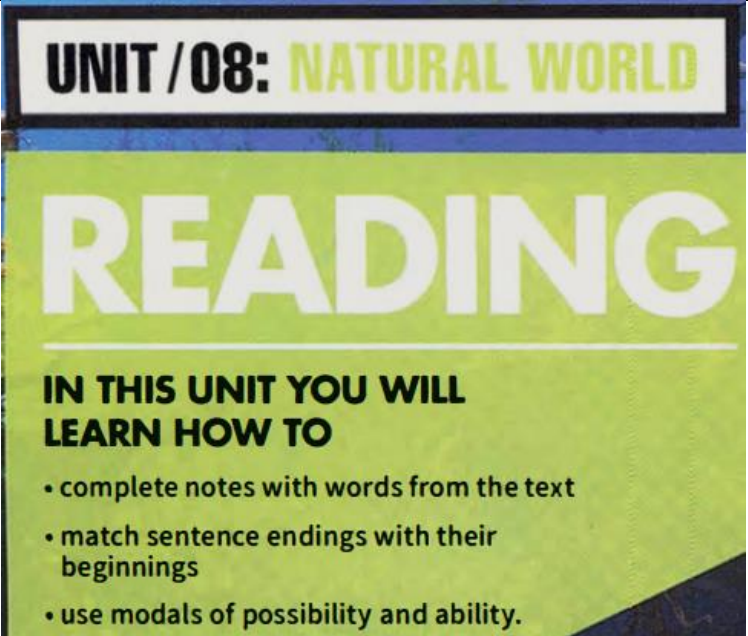
1. Don't worry if you ***don't know a word*** in the text:
  - You can often **guess the meaning** by reading the other words in the sentence.
  - And **you may not need to know the meaning** to answer the questions.
2. IDENTIFYING THE KEY WORDS IN A QUESTION:  
***Before you look for the answer to a 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?
3. 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**.

4.	<p>a) <b>Don't write more than the number of words you are given.</b>          You mustn't write full sentences.  <u>Answer 3: Living alone can be lonely.</u></p> <p>Question 4 According to the Italian proverb, who should you phone when you have a problem?</p> <p>b) <b>Make sure that you use the correct information</b> when you answer a question.          Question 1 What percentage of children in South Africa live with their extended family?  <u>Answer 1: 20%</u></p> <p>c) <b>Don't change words in the text.</b> Remember, the instructions tell you to choose words from the text.          Question 4 According to the Italian proverb, who should you phone when you have a problem?  <u>Answer 4: your gran</u></p> <p>d) <b>Be careful with spelling.</b> You can lose marks if your spelling is wrong.          Question 2 What helps children in extended families learn about the past?  <u>Answer 2: grandparents storys</u></p>
5.	<p>GRAMMAR FOCUS: <b><u>PRESENT SIMPLE</u></b>          WHEN:          a The verbs describe events which are <b><i>happening now.</i></b>          b The verbs describe things that are <b><i>generally true.</i></b>          c The verbs give the <b><i>writer's opinion.</i></b></p>
6.	<p>GRAMMAR FOCUS: ADVERBS OF FREQUENCY:          Grandparents <u>often</u> 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 <b><i>adverbs of frequency are common with the present simple tense.</i></b></p>
<b>READING 2</b>	
1.	<p>INTRODUCTION TENSES:          Introductions <u>often contain a sentence or two</u> in the <b>present perfect tense.</b> Showing how the past has affected the present is often a good way to introduce the topic.</p>
2.	<p><b>a to introduce the opposite view:</b>          On the other hand, ..  <b>b to introduce a main point:</b>          It is clear that ..</p>

	<p><b>c to begin your final paragraph:</b> To conclude, ..</p> <p><b>d to introduce an opinion:</b> In my view, ...</p> <p><b>e to introduce an example:</b> For instance, ..</p> <p><b>f to explain your plan:</b> In this essay I will ...</p> <p><b>g to introduce a similar point:</b> Another reason for ..</p>
3.	<p>Make sure your answers to two-part questions are balanced. <b>Don't spend too much time on one part</b> so that you don't develop the other.</p>
4.	<p><b>TWO PARTS QUESTIONS:</b> Some questions have two parts to them. Your essay must answer <b>both parts</b>. <u>Your <b>two main paragraphs</b> should answer one part of the question each.</u></p> <p style="text-align: center;"><i>Many wild animals have become endangered. Why has this happened? What can governments do to stop this from continuing to happen?</i></p>
5.	<p><b>TWO PARTS QUESTIONS:</b> "Global warming is one of the biggest threats to our environment. What causes global warming? What solutions are there to this problem? Give reasons for your answer and include any relevant examples from your own knowledge or experience." <b>Read a student's plan for this essay.</b></p> <div style="border: 1px solid black; padding: 10px;"> <p><b>Paragraph 1 - Introduction</b></p> <ul style="list-style-type: none"> <li>• Definition of global warming: increasing temperatures due to air pollution (climate change)</li> <li>• Plan of essay: causes/solutions</li> </ul> <p><b>Paragraph 2 - Causes</b></p> <ul style="list-style-type: none"> <li>• Cutting down trees (e.g. due to population growth)</li> <li>• Burning fossil fuels (cars, power stations, factories)</li> <li>• Using too much electricity (computers, TV, lights)</li> </ul> <p><b>Paragraph 2 - Solutions</b></p> <ul style="list-style-type: none"> <li>• Renewable energy (solar, wind)</li> <li>• Manage the rainforests (less cutting, more planting)</li> <li>• Transport solutions (share cars, use public transport)</li> </ul> <p><b>Paragraph 4 - Conclusion</b></p> <ul style="list-style-type: none"> <li>• Summarise causes and solutions</li> <li>• Recommendation: we can all try to be more 'green'</li> </ul> </div>
<b>Listening 1</b>	

	<p><b>IN THIS UNIT YOU WILL LEARN HOW TO</b></p> <ul style="list-style-type: none"> <li>• identify the speakers in a conversation.</li> <li>• listen for numbers</li> <li>• answer multiple-choice questions.</li> </ul>
1.	<p>IDENTIFYING THE SPEAKERS:          In <u>Section 1</u> of the Listening test you will <b>hear two speakers</b>.          In <u>Section 3</u>, there will be <b>two or three speakers</b>. In each case the speakers' voices will sound different from each other to help you easily identify who is speaking. The answers could be given by any of the speakers. In Section 1, there is normally one person who has to find out information from the other.</p>
2.	<p>LISTENING FOR NUMBERS:          In <b>Section 1</b> of the Listening test you need to listen for specific details. These <b>details often include numbers</b>.</p>
3.	<p>LISTENING FOR NUMBERS:          You will usually hear all the numbers given in the options but only one will be correct. <b>It is important to listen carefully for key phrases</b>, so that you can choose the correct one.</p>
4.	<p>MULTIPLE-CHOICE QUESTIONS:          There are <b>two types of multiple-choice</b> question:          a) a question followed by three possible options          b) an unfinished statement followed by three possible endings</p>
5.	<p>MULTIPLE-CHOICE QUESTIONS:          The words in the questions and options (A, B, C) may not be the same as the words you hear on the recording.          You need to listen for words with a similar meaning. It can sometimes help to <b>rephrase the question in your own words</b> before you listen.</p>
Listening 2	
	<p><b>IN THIS UNIT YOU WILL LEARN HOW TO</b></p> <ul style="list-style-type: none"> <li>• answer short-answer questions</li> <li>• spell names correctly.</li> </ul>
6.	<p>NOTE COMPLETION:  <b>Notes often do not follow grammatical rules or layout</b>. For example, there may be auxiliary verbs or articles missing. The notes may also be lists with bullet points.</p>
7.	<p>'SIGNPOSTING' WORDS:  <b>'Signposting'</b> words are words and phrases that speakers use to help their listeners follow their talk.          Examples:</p>

	<p>1 So, now I'm going to talk a little about ... .</p> <p>2 Let's have a look at two reasons why ...</p> <p>3 So, I'll move on to talk about ...</p> <p>5 I'd like to conclude by talking about...</p> <p>6 In other words ...</p>
8.	<p>NOTE COMPLETION:</p> <p><b>The speaker will mention some possible answers but only one is correct in each case.</b> It is important to listen carefully for the information you need for each space. <b>Use the <u>headings</u> and the <u>notes</u> to help you.</b></p>
9.	<p>NOTE COMPLETION:</p> <p>It can be useful to <b>rephrase the notes to form a question in your own words.</b> This will help you know what kind of information to listen for.</p>
Speaking 1	
	<ul style="list-style-type: none"> <li>• use simple adjective-noun collocations relating to family</li> <li>• answer simple questions about your family</li> <li>• give full answers to Part 1 questions.</li> </ul>
1.	<p>Many words in English often 'go together' with other words. This is called '<b>collocation</b>'.</p> <p>For example, we say a fast car, but we don't say a quick car.</p>
2.	<p>It is a good idea to <b>use collocations in the Speaking test.</b> This shows the examiner that you have a good vocabulary.</p>
3.	<p>It is a good idea to <b>make a list of useful words</b> and add to the list as you meet new words when you read and listen, and also to write down words which go together. You may want to group words under headings to help you remember them</p>
4.	<p><b>In Part 1 of the Speaking test</b> the examiner will ask you a few questions <b>about yourself</b>, for example about your family, your likes and dislikes, where you live.</p> <p><b>Examples:</b></p> <p><b>1 asks you about your likes and dislikes?</b></p> <p><b>2 asks you about your personal preferences?</b></p> <p><b>3 asks you how regularly you do something?</b></p> <p><b>4 asks you to talk about who you are like in your family?</b></p>
5.	<p>PART 1 OF THE SPEAKING:</p> <p><b>a Are you more similar to your mother or your father?</b></p> <p><b>b How often do you go out with your family?</b></p> <p><b>c What do you enjoy doing with your family?</b></p> <p><b>d Do you prefer spending time with your family or your friends?</b></p>
6.	<p>It is important to <b>listen carefully to the questions</b> that the examiner uses. Make sure you answer the question that is asked.</p>
7.	<p>In Speaking Part I:</p> <ul style="list-style-type: none"> <li>• <b>keep to the topic</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>extend your answers</b></li> <li>• <b>don't speak too much</b></li> <li>• <b>do not try to memorise answers to questions.</b></li> </ul>
8.	In Part 1 you need to give full answers to the questions, but don't talk for too long. <b>Three sentences are plenty.</b> You have chances to speak for longer in Parts 2 and 3.
9.	<p>You <b>can add information to your answer by adding a reason, extra details or combining information:</b></p> <ul style="list-style-type: none"> <li>▪ I don't see my grandparents very <u>often</u> because they live in the north of the country</li> <li>▪ I don't see my family very often <u>but I miss them very much.</u></li> <li>▪ I have a twin brother, <u>so I am very close to him.</u></li> </ul>
Speaking 2	
	
7.	<p>NOTES COMPLETION: The <b>notes usually only relate to one part</b> of the passage. <b><u>Find the correct part and read it in detail.</u></b></p> <p>The information in the <b>notes may not be in the same order</b> as in the passage. Complete the notes below. Write <b>NO MORE THAN THREE WORDS</b> from the passage.</p> <p>Orcas were trying to catch and hurt a <b>group of 1</b> _____ who were travelling from one place to another. The migrating whales were <b>helped by 2</b> _____. The whole incident <b>lasted more than 3</b> _____.</p> <p>Beluga whales helped a diver who couldn't get to the surface. <b>Because of the icy waters</b> she was unable to <b>4</b> _____. One of the whales <b>saved her life by taking hold of her 5</b> _____ and giving her a push upwards.</p>
8.	<p>NOTES COMPLETION: <b>Don't be tricked by endings that have words and phrases from the text in them.</b> It doesn't mean the ending is correct.</p>
9.	<p>NOTES COMPLETION: • <b>Read the instructions carefully.</b> Check <u>how many words</u> you can use. Do the words need to <b>come from the passage</b> or <b>from a box of words</b> that you are given?</p>

- **Read the notes carefully.**
- Think of **similar words to the key words** in the notes.
- **Decide what kind of word is needed** in the gap. Use clues like prepositions (in, from) and articles (a, an, the).
- **Find the relevant part of the passage.** Look out for the similar words you noted earlier.
- **Find a word** or words that seem to fit.
- **Read the notes carefully with your words added.**
- **Make sure** that the completed notes **match the meaning** of the passage and that your words
- **match the grammar of the sentences**

Example  
Look at the gapped sentence and read paragraph F.

Stories of      whales      assisting      were first      in      \_\_\_\_\_  
                         and dolphins      people      heard of

                         ↓                           ↓                           ↓                           ↓

                         = marine mammals      = helping humans      = date back to      'in' tells us the  
                                                                                                                                 answer is likely to  
                                                                                                                                 be a year or a place

The answer is Ancient Greece.

WRITING 1

**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.

6. DESCRIBING A PROCESS:  
Don't worry if you **don't know about the topic**. The notes and pictures give you the ideas and vocabulary you need.



7. DESCRIBING A PROCESS:  
We use the present simple passive to describe a process:

We make them with rice. → They are made with rice.  
You mix it with water. → It is mixed with water.

8. DESCRIBING A PROCESS:

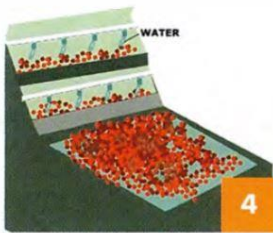


When **describing the stages** in a process, it is important to use **sequencing expressions**, for example first, then, next, to clearly show the order of the stages.

After    Finally    First    Next    The next stage    Then

9. DESCRIBING A PROCESS:  
In Writing Task 1 your answer should include an introduction and an overview.
- **The introduction** is usually the task question rewritten in your own words.
  - **The overview** is a summary of the process.
- Example:  
The diagram demonstrates the process of preparing string hoppers, a kind of noodle dish. (introduction)  
There are six stages in the process: beginning with grinding the rice and making a dough and ending with using a steamer. (overview)

10. DESCRIBING A PROCESS:  
Use the **words on the pictures** and diagrams in your answer. They are given to help you.



Describe the process.

Remember to:

- include an introduction and an overview
- use the present simple passive
- use sequencing expressions
- write 150 words

## WRITING 2

### IN THIS UNIT YOU WILL LEARN HOW TO

- describe changes over time as shown on a map
- use prepositions to explain location
- use past tense verb forms (active and passive) to describe change.

11. **1-The introductory sentence:**  
A description of what the data shows.
- 2-The overview:**  
A summary of the main points

**3-The concluding sentence:**

Writing the most important points again in different words.

12.

**PREPOSITIONS:**

Prepositions are important in any task including maps. It is important to say exactly where things are located in relation to other places.

between in next to of of on opposite to

between in front of in the top right-hand corner  
next to on the left opposite

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