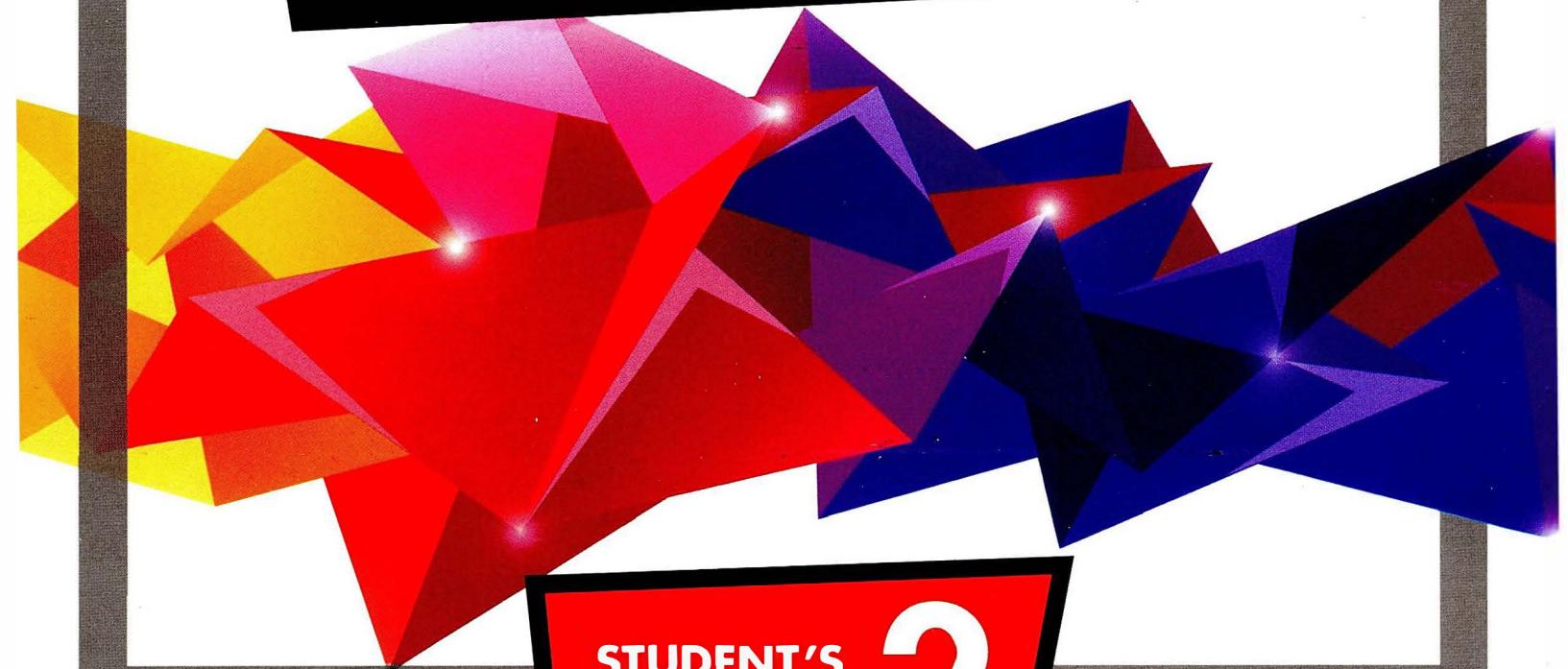


Cambridge English

MINDSET FOR IELTS



STUDENT'S
BOOK

2

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Testbank
AND ONLINE MODULES

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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.



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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.



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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-professional 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

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

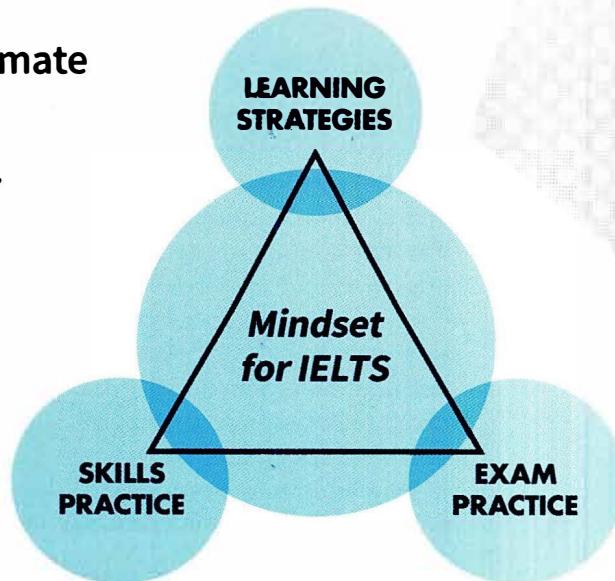
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

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

- skim a text quickly to understand the general idea
- scan a text for specific information to answer short-answer questions
- use skimming and scanning to locate the answer quickly
- understand and produce paraphrasing
- use the present continuous and present simple correctly.

LEAD-IN

0 1 A common topic in the exam is 'home'. Put these words under the correct heading in the table.

apartment	beach	bungalow	castle	ceiling	cellar	remote island
city centre	countryside	dining room	floor	garage	stone	glamorous
leather	mountains	mansion	marble	modern	simple	skyscraper
spacious	staircase	traditional	wood	window	gym	

Location	Building type	Style	Rooms	Parts of a room	Materials
	apartment				

0 2 In pairs, use the vocabulary from exercise 1 to help you describe your dream home.

My dream house would be on the beach near the sea. It would be a simple bungalow with wooden floors. It would have a large dining room ...

SKIMMING AND SCANNING



Skimming and scanning are important reading techniques which are very useful in IELTS. As time is limited in the exam, skimming and scanning help you to find the answers you need quickly.

You skim a text quickly to understand the general idea.

You scan a text quickly in order to find specific information.

03 For each activity, decide whether you would use skimming or scanning.

- 1 looking up a word in the dictionary scanning
- 2 browsing the internet for the latest news stories
- 3 choosing a book from a library or bookshop
- 4 finding a particular news story in a newspaper
- 5 finding the price of a product in a catalogue
- 6 looking through a magazine for an interesting article

04 The home in the photo cost about one billion dollars to build. What do you like or dislike about the design?

05 Skim the text to understand the main ideas.

TIP 03

Try to practise these or similar activities as much as possible. The more you practise, the better you will become at each technique.

TIP 05

You are only reading for the main ideas at this stage, so remember to ignore unknown words.

A Mukesh Ambani is one of the richest men in the world, and the first man to own a private residence costing more than one billion dollars to build. The home is on Altamout Road in Mumbai, one of the most expensive addresses in the world. Named after the mythical island Antilia, the property has 27 floors.

B The interior of the home is very glamorous and each floor is made from different materials to give an individual look. Marble floors, rare wood and fine rugs are just some of the design features used to create this extravagant home. The lotus flower and the sun are common symbols used throughout. Many of the rooms have floor-to-ceiling glass windows, offering spectacular views of Mumbai and the Arabian Sea.

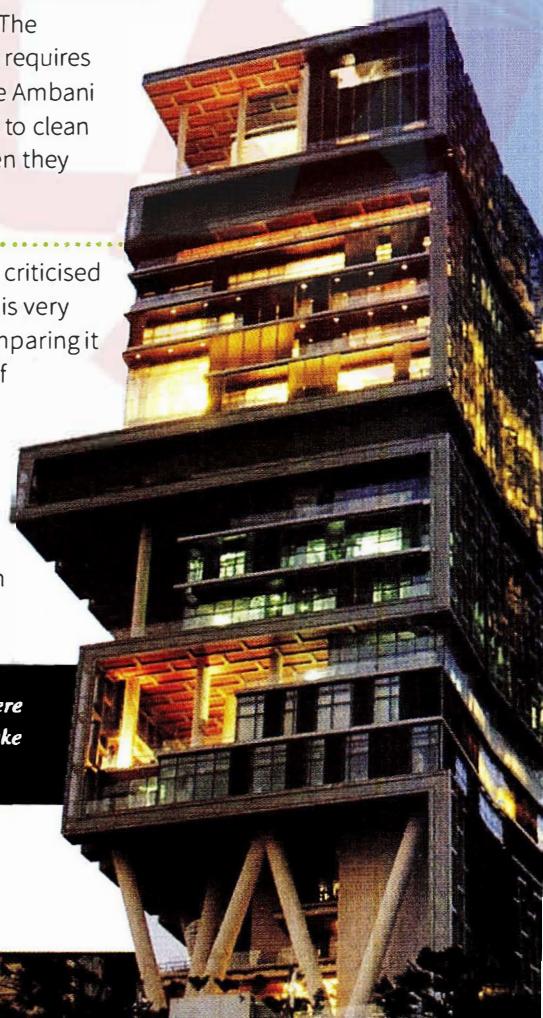
C The skyscraper has a multi-storey garage with space for 168 cars. Alternatively, there are also three helipads on the roof of the building. The lobby has numerous reception areas and nine lifts. There are also several floors for dining, vast libraries and a health spa, including a gym, several swimming pools and yoga facilities. There is even an 'ice-room' which creates man-made snow, a Hindu prayer room and several floors of gardens.

D The Ambani residence is clearly designed to entertain guests. It has a theatre which seats 50, several guest bedrooms and a grand ballroom filled with chandeliers.

E The living quarters are on the top floors, because the family wanted as much sunlight as possible. The 400,000 ft² residence requires 600 staff, but all three Ambani children are required to clean their own rooms when they are at home.

F Several experts have criticised the architecture of this very expensive home, comparing it to an 'unstable pile of books'. Mrs Ambani, however, describes her home as 'an elevated house on top of a garden' and 'a modern home with an Indian heart'.

helipad - a place where a single helicopter can take off and land



06 Answer these questions.

- 1 When you were skim reading the text, which of these types of word did you focus on: prepositions, articles, names, verbs, adjectives, numbers?
 - 2 Discuss with a partner what you remember about the text.
 - 3 What overall title would you give the text?
 - 4 Put the information in the order in which it appears in the passage.
- a where the family live
 b opinions on the house
 c the materials used for the interior
 d the cost and address of the house
 e the facilities in the house
 f the owner of the house
 g information about the theatre and ballroom

07 Now scan the text for the information to answer these questions.

- 1 Who owns the property?
- 2 How many floors does it have?
- 3 What are the floors made out of?
- 4 What are the common symbols used throughout the house?
- 5 How many cars does the garage have space for?
- 6 How many people are required to work in the home?

TIP 07

In many of the IELTS reading tasks, the answers appear in the same order as the text.

PARAPHRASING

08 These statements paraphrase each of the paragraphs in the text. Match each statement, 1–6, with the correct paragraph, A–F.

- 1 The house has many desirable facilities and outside spaces. Guests can either drive or fly to the home.
- 2 The family live on the top floor because they want exposure to sunlight.
- 3 Mrs Ambani and the architecture experts have different opinions about the house.
- 4 Antilia is situated in Mumbai and owned by Mukesh Ambani.
- 5 The appearance inside the house is very extravagant and expensive materials have been used. The house also has magnificent views of the city.
- 6 The home is fully equipped to make visitors feel welcome.



'Paraphrasing' is another important technique to understand and use in the exam. Paraphrasing is when you repeat something using different words, often in a simpler and shorter form that makes the original meaning clearer.



09 The key to paraphrasing is understanding synonyms and words or phrases with a similar meaning. Match these words and expressions.

- | | |
|--|--------------------------------|
| 1 desirable facilities | a guests |
| 2 outside spaces | b Mumbai |
| 3 inside | c expensive |
| 4 extravagant | d rare wood and fine rugs |
| 5 city | e health spa and libraries |
| 6 visitors | f gardens |
| 7 equipped to make visitors feel welcome | g interior |
| 8 expensive materials | h designed to entertain guests |

SHORT-ANSWER QUESTIONS]



Questions which require an answer of just a few words, like those in exercise 7, are a common feature of the exam. These are known as *short-answer* questions and they ask about factual details.

10

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

- 1 How many lifts does the home have?
- 2 What can you find in the ice-room?
- 3 What do the Ambani children have to do when at home?

TIP**10-11**

The answers for short-answer questions come in the same order as they appear in the text.

COMPLETING SENTENCES]

11

Complete the sentences. Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

- 1 The name Antilia comes from a _____.
- 2 There are many facilities to accommodate a large number of _____.
- 3 Opinions on the _____ of the house vary.

TIP**10-11**

Remember to check that your sentences are grammatically correct when you have chosen an answer.



A similar type of task, which also requires an answer of only a few words, is the 'sentence completion task'. The sentences paraphrase words and ideas from the text.

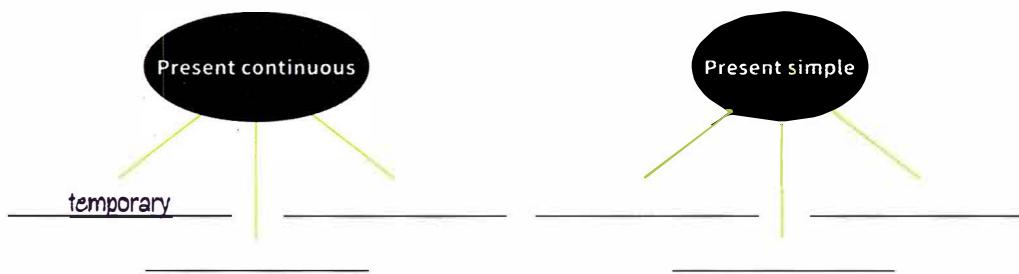
GRAMMAR FOCUS: PRESENT SIMPLE/PRESENT CONTINUOUS

12

A 'mindmap' is a type of diagram with lines and circles for organising information so that it is easier to remember. Put these words and phrases with the appropriate tense in the mindmap.

temporary repeated actions
an action which is not complete

general facts opinions
happening at the time of speaking

**13**

Using the rules in the mindmap, correct these sentences where necessary.

- 1 Mukesh Ambani is living in Mumbai.
- 2 Mrs Ambani is believing that her home has an Indian heart.
- 3 The family live on the top floor because they want as much exposure to sunlight as possible.
- 4 When the children are at home, they are cleaning their own rooms.
- 5 Mrs. Zafar Ali Khan is reading books about guests in the ballroom at the moment.

1 4 Complete the sentences using the word in brackets and the correct form of the present continuous or the present simple.

- 1 Currently, my mum _____ (work) in the study.
- 2 I _____ (rent) in the city centre for now.
- 3 I _____ (think) that buying a new house now would be a very good idea.
- 4 What is that going to be? They _____ (build) a new accommodation block for students.
- 5 Every day his mum _____ (clean) the house.

EXAM SKILLS]

1 5 Using the approach below, read the text and answer the questions which follow.

Locating the answer: one approach

- Read the questions first, so they are in your mind when you read the text.
- Make sure you have understood the question correctly – underlining key words could help.
- Skim read the text for the main ideas. This will help you to have a rough idea of where to locate your answers on a second read-through.

TIP 15

Time yourself: try to do this task as quickly as possible to practise locating information quickly for the exam.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

- 1 What job did William Hearst do?
- 2 Who helped Hearst design the Castle?
- 3 How much did Hearst spend on art during his lifetime?
- 4 How many times was the Neptune pool rebuilt before Hearst was happy with it?
- 5 What were visitors to the Castle required to do every evening?
- 6 Who owns the mansion now?

Complete the sentences. Write NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

- 7 As a child, Hearst enjoyed his holidays to _____.
- 8 Hearst inherited the land from his _____.
- 9 Builders spent _____ creating the magnificent Neptune Pool.
- 10 Hearst took animals from _____ for his private zoo.
- 11 Although the zoo is now closed, _____ still walk about the hillside.
- 12 The family donated the property because of _____.

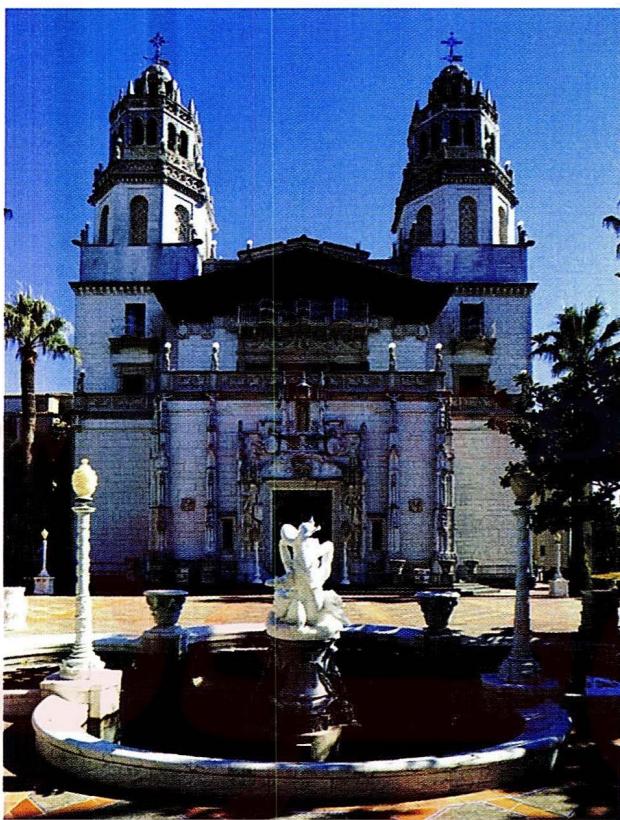
HEARST CASTLE

HOME

ABOUT

PHOTOS

BOOKING



A William Randolph Hearst was a successful American newspaper publisher who received over 1,000 km² of land when his mother died in 1919. Initially, he had planned to build just a small bungalow, so he hired Julia Morgan, the first female architect in California. Together, however, they designed a magnificent castle which cost 10 million dollars and took 28 years to build. The property, named *La Cuesta Encantada* (The Enchanted Mountain), has 56 bedrooms, 61 bathrooms, 19 sitting rooms and about 52,000 m² of garden.

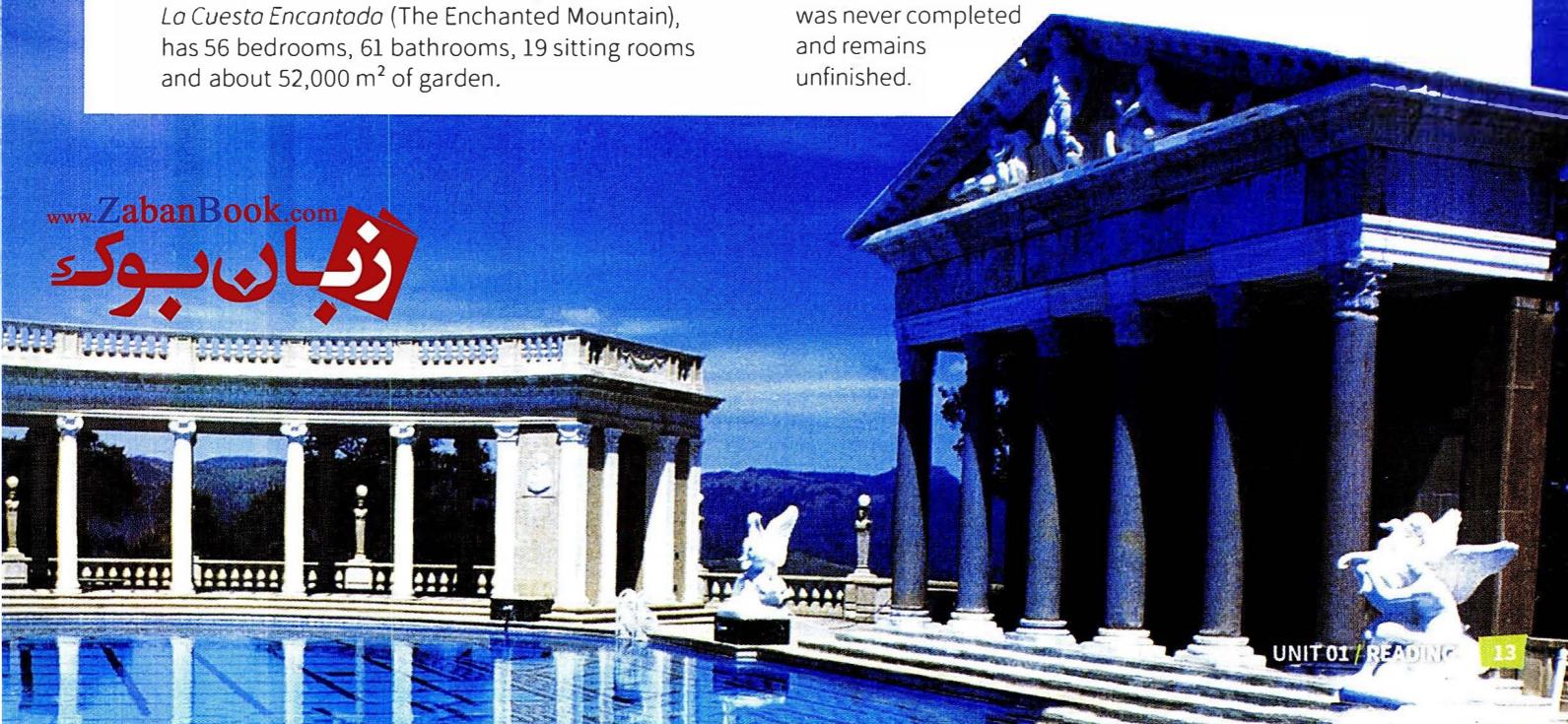
B Hearst loved travelling to Europe when he was a child and we can see this in the overall design of the house. He even included cathedral ceilings and Roman columns in his home. Hearst was also a keen art collector and, during his lifetime, spent \$3.5 million on his collection, which is displayed in the rooms at Hearst Castle. Today, his collection is worth much more, with one piece alone valued at \$10 million.

C One of the highlights of the estate is the Neptune Pool. It took 15 years to build and includes the front of an ancient Roman temple. It is on top of a hill and has wonderful views of the mountains, ocean and main house. The pool was rebuilt three times until he was satisfied.

D Although the inside of the house is very European, the outside is very Californian, with palm trees and water. Hearst loved trees and 70,000 were planted on the property during his lifetime. The castle was also home to the world's largest private zoo, holding animals from every continent. Although the zoo is now closed, zebras can still be seen on the hillside.

E As well as the *Casa Grande* (the main house), there are also three guest houses on the property: *Casa Del Monte*, *Casa Del Sol* and *Casa Del Mar*. Hearst entertained a great number of Hollywood stars and political leaders at the castle and many used his private airfield. Guests had to attend formal dinners every evening, but were free to do what they liked during the day. They were invited to stay as long as they wanted, but the longer they stayed, the further away they sat from Hearst at the dinner table.

F When Hearst died in 1951, his family learnt how expensive maintenance would be, and the mansion was donated to the State of California. Since then, it has been open for public tours and the site attracts millions of tourists every year. However, the Hearst family is still allowed to use it when they wish. The castle was never completed and remains unfinished.



WRITING

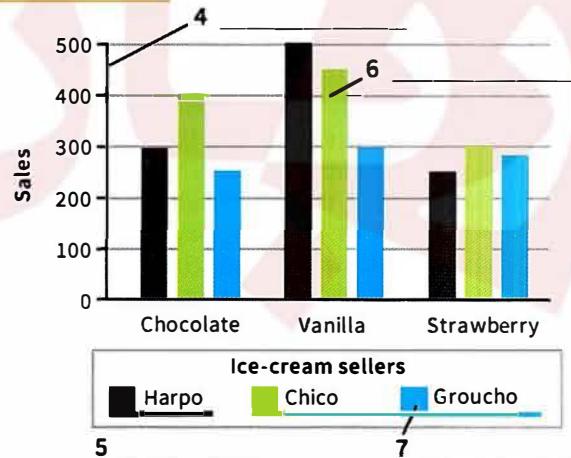
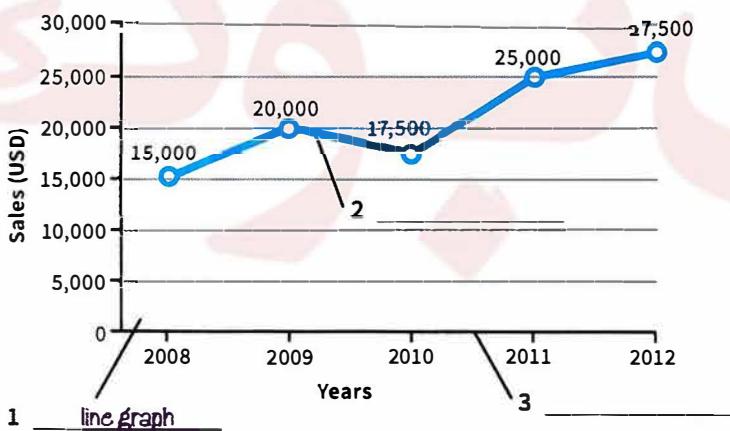
**IN THIS UNIT YOU WILL
LEARN HOW TO**

- select key features of different types of graph, chart and table in order to describe them accurately
- use suitable verbs, adjectives and adverbs to describe trends in different ways
- compare different graphs or information in the same graph and write a summary of the main features.

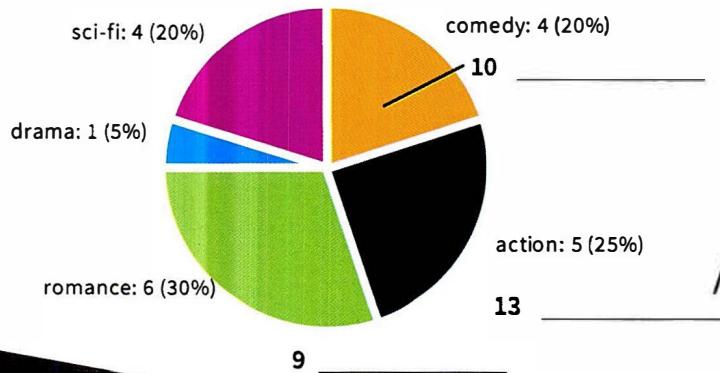
LEAD-IN

01 Look at these examples of the types of diagram you might encounter in the IELTS exam. Then label the diagrams with words from the box.

row bar	line graph	bar chart	column chart	horizontal axis	key line	title
pie chart	segment	table	vertical axis			



8 _____ Favourite type of movie



Keyword	Visits	Avg. Time on Site	% New Visits	Bounce Rate
1 idealist	33,103	00:10:05	19.84%	12.73%
2 idealist.org	27,105	00:11:07	21.26%	12.26%
3 volunteer	12,908	00:03:35	84.76%	53.31%
4 volunteer work	6,721	00:02:42	90.55%	59.75%
5 volunteering.org	5,363	00:03:20	86.41%	61.78%
6 non profit jobs	5,203	00:09:04	47.01%	18.68%
7 www.idealst.org	4,733	00:10:45	15.63%	12.57%
8 volunteering	3,645	00:03:15	87.46%	56.24%
9 idealist.com	3,341	00:10:39	31.94%	14.43%
10 nonprofit jobs	2,865	00:08:35	37.38%	15.78%

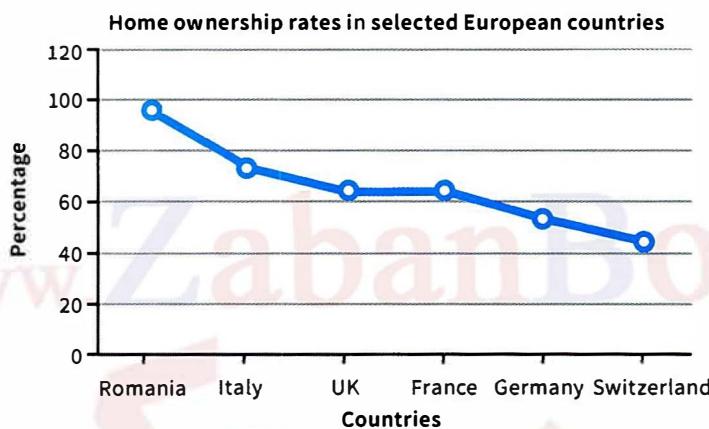
11 _____

12 _____

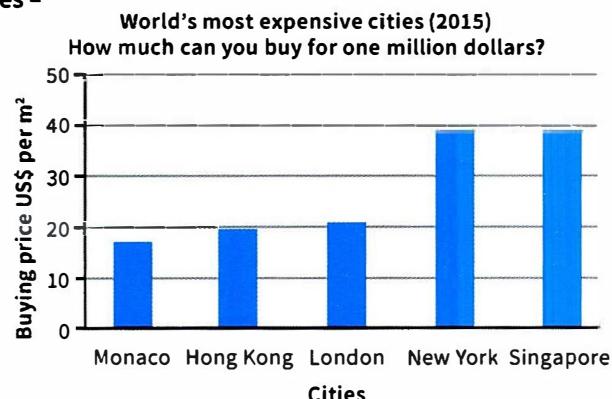
SELECTING KEY FEATURES

0.2 Study these graphs and make notes about their main features – use questions 1–12 to help you.

- 1 What does the title say the graph is about?
- 2 What does the vertical axis describe?
- 3 What does the horizontal axis describe?
- 4 What do the columns/bars represent?
- 5 Which is the tallest and shortest bar?
- 6 How do the bars compare to one another?

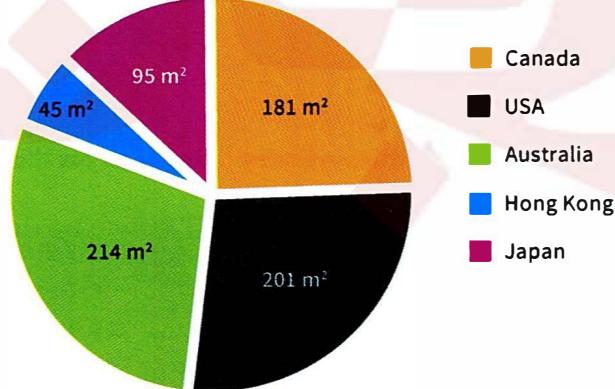


- 13 What does the title say the graph is about?
- 14 What do the segments represent?
- 15 Which is the largest/smallest segment?
- 16 Are some segments similar in size?



- 7 What does the title say the graph is about?
- 8 What does the vertical axis describe?
- 9 What does the horizontal axis describe?
- 10 What do the highest/lowest points of the line show?
- 11 What is the general trend of the line?
- 12 Are there any sharp decreases or increases?

Average house size in selected countries



Average house size in selected European countries

Country	Size
United Kingdom	76 m ²
France	112 m ²
Denmark	137 m ²
Germany	109 m ²
Italy	61 m ²
Spain	97 m ²
Greece	126 m ²

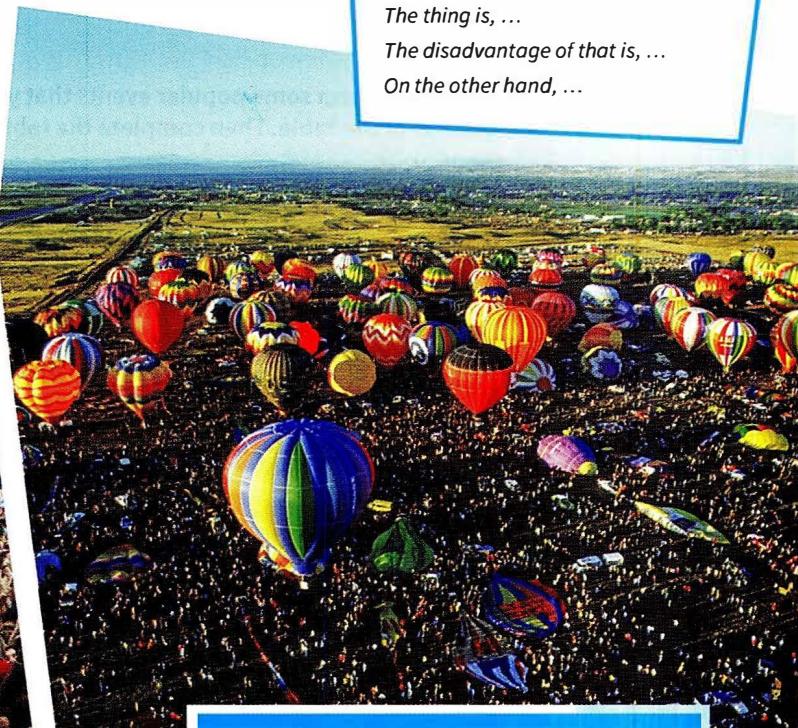
- 17 What does the title say about the table?
- 18 How many columns are there? What do they represent?
- 19 Which country has the biggest average house size?
- 20 Which country has the smallest average house size?
- 21 Which countries have a similar average house size?

05 With a partner, consider one positive and one negative statement about a festival you have attended. Then make a positive and negative statement about a festival you would like to attend. Make a balanced argument using a concession for each one. Use the pictures on page 163 and those here to help you.

Although the Battle of the Oranges gets very messy, it's such a colourful experience.



Glastonbury Music Festival



Albuquerque International Balloon Fiesta

TIP 05

You can also make concessions with sentence openers such as:
The problem is, ...
The trouble is, ...
The thing is, ...
The disadvantage of that is, ...
On the other hand, ...

DISCUSSING SIMILARITIES AND DIFFERENCES

06 We can make categories for ideas about similarities and differences. Using the festivals you chose in exercise 4, complete this table.

Event	Season	Location	Procedure	Meaning
Rio Carnavale	Spring	Brazil	Street dancing and performance	Celebration of different cultures

07 Using the information in the table, talk about how these festivals are similar and different with a partner. Can you think of any other categories to describe the festivals?

TIP 07

Another useful way of comparing things is to focus directly on the differences. For example:

The main difference between Chinese New Year and new year celebrations in my country is ...

ADJECTIVES FOR CELEBRATIONS

08 ► Using the adjectives in the box (as well as your own ideas), compare and contrast the four festivals with a partner.

astonishing	colourful	dramatic	emotional	entertaining	exhausting
impressive	incredible	memorable	mysterious	peaceful	serious

TIP 08

When we compare, we focus on the similarities.
When we contrast, we focus on the differences.

PRONUNCIATION: CONTRASTIVE STRESS

09 ► Often we can emphasise differences by stressing key words. Listen to the sentences and underline the words which the speakers stress.

74

- I prefer spending time with my family on my birthday rather than spending time with them at New Year.
- This holiday is much more exciting than that holiday.
- These ideas might be better for a celebration than those ideas.
- Some people don't enjoy public holidays as much as other people I know.

10 ► Write THREE sentences comparing different things with your own ideas. Say them to a partner, stressing the key words to show contrast.

[EXAM SKILLS]

11 ► Ask and answer these Speaking Part 1 questions with a partner.

- Do you have any special festivals in your country?
- What kind of festival is most popular in your country?
- Are there any international festivals that you would like to attend?
- Are there any festivals or celebrations you don't enjoy?

12 ► Answer the prompts in this Speaking Part 2 task. Try to talk for TWO full minutes.

Describe a public holiday in your country.

You should say:

- what the holiday is celebrating
- when the holiday occurs
- what people do on that holiday

and explain why you like / dislike that holiday.

13 ► Listen to a student answering these questions. Then practise asking and answering them with a partner.

75

- What is the difference between how people celebrate special events today compared with the past?
- Should we learn about the special events of other countries in school?
- What will special events be like in the future?
- Do we spend too much money on special events like Valentine's Day or birthdays?

Dr Saunders: I don't think we could manage that, at least not yet.

High-quality tablets and screens would be too expensive, especially with the number we'd have to buy, so it's not an option for next year because of the high cost.

Dr Reynolds: OK... as for the accommodation and the catering, they felt that we could use the holiday park that's being built nearby, and we should encourage students to take a greater part in cooking and helping with the catering.

Dr Saunders: Well, first, I know for a fact that the new holiday park is not likely to be completed by festival time next year as they've run into trouble with the building, but we could certainly think about it in the future. I do like the idea of the students having a greater role in the catering and cooking, as it will clearly be helpful for their all-round development.

Dr Reynolds: OK. The next thing is the professional organisers. They felt that the standard was quite low and that the volunteers didn't experience good leadership from them. They think it would be better to ask former students to work as organisers, as they'd be more familiar with the university and more committed, too.

Dr Saunders: I appreciate that, but unfortunately that wouldn't work. It'd be too much trouble trying to find them and get them employed. However, I think we should review the organisers that we used this year and have a much better selection system in place for the next festival.

Dr Reynolds: Now the last two points are about security and finance. As far as security goes, they think we should do more to encourage the students to take it seriously.

Dr Saunders: I agree. If we can encourage students to be more aware of security, not just during the festival, it'd really help to increase trust among all our students because they'll be looking out for each other.

Dr Reynolds: As for finance, they thought that, first, we could encourage students to help raise money throughout the year, and, secondly, we could encourage businesses to sponsor the events and advertise more, though it needs to be handled with care.

Dr Saunders: Well, regarding sponsorship and advertising, the committee is already looking at the possibilities as it will encourage more interest in the activities that we do and also help our reputation generally. Unfortunately, I don't think asking the students to raise more money during the year is a good idea as we already have a programme in place for that, and if the students are involved any more, they'll spend less time on their studies and I don't want anything to disrupt those.

SPEAKING

9 74

- 1 I prefer spending time with my family on my birthday rather than spending time with them at New Year.
- 2 This holiday is much more exciting than that holiday.
- 3 These ideas might be better for a celebration than those ideas.
- 4 Some people don't enjoy public holidays as much as other people I know.

13 75

Examiner: What is the difference between how people celebrate special events today compared with the past?

Student: Well, I think that in the past people would spend a long time preparing food or going shopping for presents, but now people tend to eat out and order their presents online. While this might seem more convenient, perhaps making an effort is part of what makes the festivals so important. I think we're losing that now.

Examiner: Should we learn about the special events of other countries in school?

Student: I certainly think we should find out as much as possible about how people in other countries live. However, I'm not sure we need to introduce all international festivals into our calendar, as people might think less of our own important festivals and culture.

Examiner: What will special events be like in the future?

Student: I think as people are getting busier, fewer events will continue to be celebrated, as people just don't have the time to celebrate all of them. On the other hand, we might also see an increase in online-only events, where family members don't travel to their parents' house but instead wish them Happy New Year or something over webchat software. That way, although people might live far away from each other, they can still celebrate over video chat.

Examiner: Do we spend too much money on special events like Valentine's Day or birthdays?

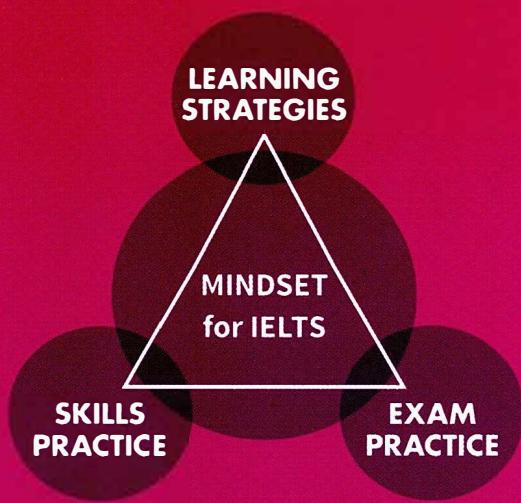
Student: I'm not so sure about that. I think we've always spent lots of money on those things, although obviously some people do like to spend more than others. Anyway, I don't think it's the money, but the thought that counts.

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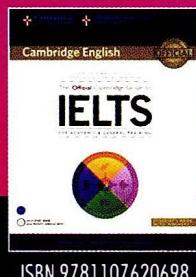
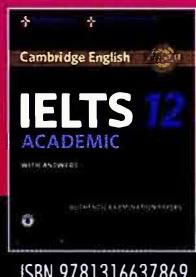
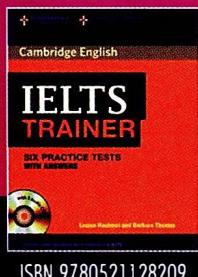
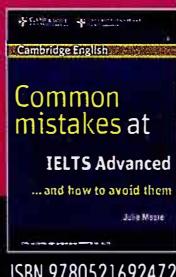
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