

# Cambridge English



# MINDSET

## FOR IELTS

STUDENT'S  
BOOK

# 3

WITH  
**Testbank**  
AND ONLINE MODULES

An Official Cambridge IELTS Course



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Cambridge English



# MINDSET FOR IELTS

An Official Cambridge IELTS Course

STUDENT'S  
BOOK

3

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# MINDSET LEVEL 3

## 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.



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Greg Archer is an experienced, Delta-qualified teacher and teacher trainer who, after working in a number of countries, put down his teaching roots in his home city of London. He trained, qualified and began working as an IELTS Examiner in both Writing and Speaking at International House in 2012, and continued doing so after his move to Cambridge in 2013. Since then, he has been teaching at an international college, at various times managing the English department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching IELTS and English for Academic Purposes classes to students whose ambition is to enter a UK university or use English as a medium of instruction. He has a particular interest in Intercultural Rhetoric, and the way in which it impacts on writing skills.

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**Marc Loewenthal**

The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

**China, UK, Pakistan, Middle East, Republic of Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain**

# HOW DOES MINDSET FOR IELTS WORK?

## AVAILABLE AT FOUR LEVELS

**FOUNDATION  
LEVEL**

**LEVEL 1**  
Target Band 5.5

**LEVEL 2**  
Target Band 6.5

**LEVEL 3**  
Target Band 7.5

### CORE MATERIAL

- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

### ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

# TAILORED TO SUIT YOUR NEEDS

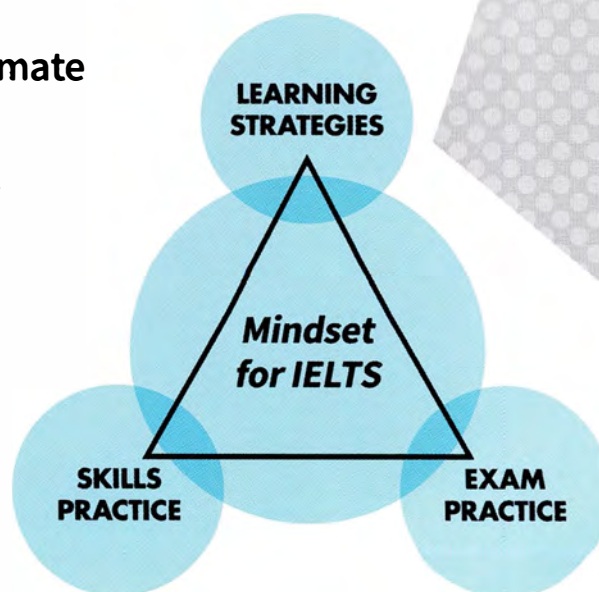
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

### GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.

### CUSTOMISATION






- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.





# COURSE CONFIGURATIONS

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

 <p><b>CORE TOPICS &amp; SKILLS</b></p>	<p><b>Student's Book (print and digital)</b> 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)</p>
 <p><b>ONLINE SKILLS MODULES</b></p>	<p><b>8 hours of practice per skill, per level:</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Reading</li> <li>• Listening</li> <li>• Grammar and Vocabulary</li> </ul>
 <p><b>ACADEMIC STUDY SKILLS</b></p>	<p><b>6 hours of practice to get ready for the challenges of studying a university-level course taught in English</b></p>
 <p><b>LANGUAGE SPECIFIC AND PLUS MODULES</b></p>	<p><b>6 hours of practice per module:</b></p> <ul style="list-style-type: none"> <li>• Pronunciation and Speaking for Chinese speakers</li> <li>• Spelling and Writing for Chinese speakers</li> <li>• Spelling and Vocabulary for Arabic speakers</li> <li>• Writing for Arabic speakers</li> <li>• Speaking Plus</li> <li>• Writing Plus</li> </ul>
 <p><b>ONLINE PRACTICE TESTS</b> <b>Testbank</b></p>	<p><b>Access to Cambridge English authentic IELTS Academic practice tests online</b></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

- successfully answer 'matching features' questions
- develop whole-text understanding to enable you to answer global multiple-choice questions
- consider the meaning and use of modals of obligation, past and present.

### LEAD-IN

**01** In pairs, discuss the similarities and differences between the pairs of words and phrases.

1 financial crash / recession

*A financial crash is when a financial system stops working. A recession is a period of economic decline.*

2 loan / mortgage

3 regulations / laws

4 go bankrupt / go bust

5 borrower / lender

6 savings / investments

**02** What do you know about the global financial crash in 2008? In pairs, talk about the causes and effects.

## MATCHING FEATURES



In this type of task you are given a list of options, or 'features' – for example, the names of people, publications, years – and you need to match them with the questions. To do this, you need to search the text to establish which part of the text correctly corresponds with the statements given in the questions. In this task type the questions will *not* appear in the same order as the answers are given in the text.

**03** Look at the reading passage on page 75. How can you identify which is:

1 the name of a writer the first time they are mentioned?

2 the name of the writer when they are next mentioned?

3 the title of a book / article / academic paper?

4 the exact words written in a book / article / academic paper?

**04** Look at the exam task and focus on the options below. Scan the passage and put a box around the names where they are mentioned in the text. Do not try to match the statements yet.

Look at the following statements and the list of people below. Match each statement with the correct person, A-C.

- 1 The plan to make a greater number of people wealthy from mortgage repayments was foolish.
- 2 The credit ratings agencies did not fulfil their essential reason for existing.
- 3 The investment banks are not solely responsible for the problems that caused the crash.
- 4 The bankers' careless way of working was essentially a form of exploitation from which they got more wealthy.
- 5 Accepting the false assurance of AAA credit ratings without question badly damaged the global economy.
- 6 Government failure to bring the problem to an end led to another profit-driven industry becoming involved.

**List of people**

- A Alicia Pillory
- B Dr Alfred Moran
- C Charles Vane

**05** Read paragraphs 1-3. The opinions below come from either Alice Pillory or Charles Vane. Discuss with a partner who is responsible for each argument, and explain where in the text you found the answer.

- 1 The plan to make a greater number of people wealthy from mortgage repayments was foolish.
- 2 The credit ratings agencies did not fulfil their essential reason for existing.
- 3 Investment banks are not solely responsible for the problems that caused the crash.

**06** Referring to paragraphs 4 and 5, decide whose opinion is being paraphrased here.

- 4 The bankers' careless way of working was essentially a form of exploitation from which they got more wealthy.
- 5 Accepting the false assurance of AAA credit ratings without question badly damaged the global economy.
- 6 Government failure to bring the problem to an end led to a new profit-driven industry becoming involved.

**07** Look again at this sentence from paragraph 6. Whose view is being given: the writer of the passage, Alicia Pillory, Charles Vane or Dr Alfred Moran?

*'... those people who borrowed money to buy a house, knowing that they could never afford to pay that money back in their entire lifetimes, must take the major share of the blame.'*

**TIP 04**

Scan the text before you read the questions, putting boxes around the options (names, etc.) given in the list. Do not simply underline them – they might later get lost as you continue to underline more and more key phrases in the passage in your search for correct answers.

**TIP 05**

By skim reading the text first, you can also form an idea of the tone of what each person says. Normally they will take one side of an argument (e.g. in favour of or against something), so thinking about which side they take can often help you decide where to look first for the answers.

**TIP 07**

Be careful. The writer of a passage does not always use 'quotation marks' to report the opinions or arguments of another person. Sometimes, reporting these views will be introduced with a phrase such as 'as writer x explains,' but it can also be less explicit than this.

# THE FINANCIAL CRASH – WHO WAS TO BLAME?

HOME

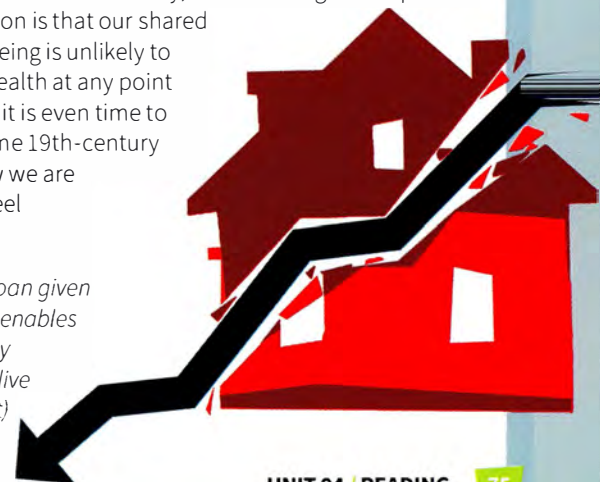
ABOUT

PHOTOS

CONTACT

- 1 There was once a widely held belief that people who were in debt, but who could not afford to pay back that debt, should be punished severely. At the end of the 19th century, those unable to repay what they owed were arrested, taken to court, and ultimately sent to 'debtors' prisons, locked away until they had worked off what they owed. To be in debt, in the eyes of society, was unacceptable. And yet, by the time we reached the first years of the 21st century, the idea that owning debt was something positive, even productive, had become commonplace in many parts of the world. So much so, that the global financial crash of 2008, in the eyes of many observers, was entirely inevitable.
- 2 At the end of the 20th century, the general financial climate was stable and healthy. Commercial banks and investment banks for a number of years had mostly functioned separately from one another. When people put their income or savings into an investment, it was often done without a great deal of risk, and they tended not to make an astonishing amount of money. But this was soon to change in a disastrous way, writes Alicia Pillory in *The Great Deception*. In the early 2000s, 'investment bankers devised an opportunity to make huge profits by buying mortgage loans from commercial banks and mortgage lenders'. She explains how the investment banks then created 'packages' of these loans and sold them to individual investors. 'The grand, misguided theory was that any repayments would have to be made to the companies or people who now owned the mortgages, and everyone would get rich.'
- 3 Huge numbers of investors brought their money to the table. They were given confidence by the fact that the packages being offered to them had apparently been assessed and passed by the credit rating agencies. The main purpose of these organisations is to evaluate in a neutral way the amount of risk an individual or company might face in a potential investment. The fundamental problem, as Charles Vane sets out in *The End of Innocence*, was that these credit rating agencies were actually paid by the investment banks themselves, and the agencies were happy to provide the first-class 'AAA' ratings which did so much to convince potential investors to part with their money: 'which is actually very far from being neutral'. It seems unthinkable now that this was the case, but it was not uncommon at the time. 'We have to take that into consideration before isolating and criticising the investment banks too harshly.'
- 4 The investment banks, now free to offer home loans to anyone, regardless of how much that person earned or was even likely to earn, began offering mortgages to new borrowers: people who were in low-paid employment, and who had no savings at all. Huge levels of debt were provided to those who, within two or three years, would have no way of meeting the monthly repayments. 'So many people were taken advantage of,' writes Pillory, and 'this irresponsible lending behaviour was never made to stop, with no ultimate consequences for the bankers, who simply became very, very rich'. She maintains that the authorities could, and should, have put a stop to it earlier. Instead, 'at this point, another industry saw the potential for profit and greedily stepped in'.
- 5 Insurance companies commonly offer protection against personal debt (for example, when somebody takes out a mortgage but wants to make sure that, if they suffer an unexpected accident and cannot work, the debt will be paid not by themselves, but by that company). However, in the early part of the 21st century, people suddenly became able to buy insurance for properties they did not even own. In other words, when a family could no longer afford the repayments on their home and had to leave, another person – who they had never met, maybe even living on the other side of the country – could claim a huge amount of money from the insurance company, simply because they had bought a policy for that particular property. In *The Crash: Reasons and Repercussions*, Dr Alfred Moran writes, 'The AAA ratings gave everyone a dishonest guarantee that the system could not collapse. Unfortunately for the world's economy, the insurance companies followed those ratings blindly.' Eventually, in 2008, the system did indeed collapse, on a devastating scale.
- 6 Despite this, he emphasises, it should not be overlooked that it was actually the investment banks who paid the ratings agencies in the first place, and so the AAA rating was essentially funded by those who would exploit it – it is they who are most to blame. Pillory contends, however, that we should vent our strongest anger towards the dangerously 'hands-off' approach of western governments at the time, while Vane avoids placing the entire blame at the feet of either the banks, or their governments and regulators. He maintains that, in the western world, the attitude towards debt is careless. 'Chinese people, for example, often put 30% of their income into saving; this sensible attitude to money is commonly seen in Asian countries. In comparison, in Europe and the US, you rarely see anyone putting aside more than 5% of their earnings. This is extremely unwise.' By extension, those people who borrowed money to buy a house, knowing that they could never afford to pay that money back in their entire lifetimes, must take the major share of the blame.
- 7 As Alicia Pillory laments, 'We are living through the worst recession for 80 years, all because a comparatively small number of people working in the financial sector could not control their greed.' Whatever the root causes of this highly devastating period in our history, the one thing that experts seem to agree on is that our shared financial wellbeing is unlikely to return to full health at any point soon. Perhaps it is even time to reconsider some 19th-century notions of how we are supposed to feel about debt.

\*mortgage – a loan given by a bank that enables someone to buy somewhere to live (e.g. house, flat)



# GLOBAL MULTIPLE-CHOICE QUESTIONS



This task asks you to reflect on or summarise the text as a whole. Typically, this task will ask you to identify the **main idea** of the passage (a sentence which summarises the writer's position), its **purpose** (why the author wrote it) or the **most suitable title** (a simple statement that summarises the content of the text for the reader).

**08** Use the hints given below the options to help you answer this question.

Choose the correct letter, A, B, C or D.

What is the writer's main idea in the Reading passage?

- A The global financial crisis would not have happened if people were still imprisoned for being in debt.
- B Certain nationalities should follow the lead of others in order to become financially stable.
- C The global financial crisis was created by a number of groups and has had only negative effects.
- D Worldwide attitudes to financial responsibility are to blame for the global crisis.

## Hints

- A Which parts of the text mention debtors' prisons? Why are they mentioned?
- B Who exactly is suggesting that certain nationalities are failing to take care of their finances adequately?
- C How many different groups of people are said to have been involved in the financial crisis? Does the writer put forward any positive effects of the crisis?
- D Which 'attitudes to financial responsibility' are described in a negative way? Are there any people in today's societies whose approach to financial responsibility is mentioned in a positive light?

**09** Look at options A–D and answer the global multiple-choice question. Check that the information in both parts of the sentence (green and orange) is correct to help you decide.

Choose the correct letter, A, B, C or D.

What is the writer's purpose in the Reading passage?

- A To compare approaches to savings and investment in the 19th and the 21st centuries
- B To summarise different interpretations of the main causes of the global financial crisis
- C To criticise investment banks' unhealthy concept of debt
- D To detail which processes caused the global financial crisis to happen

## TIP 09

For 'purpose' questions, make sure that both parts of the option are correct.

**10** Answer the question using the underlined key words to help you.

Choose the correct letter, A, B, C or D.

What is the best title for this Reading passage?

- A The History of Debt in the Modern Era
- B How the Banks created a Global Recession
- C Disasters in Finance and Investment
- D The Crash: is there anyone to blame?

## TIP 10

For 'Choose a title' questions, ask yourself:

- If I saw this title, what would I expect to read in the passage? What arguments or evidence might be given? How much does the passage differ from these predictions?
- Does the option give the main idea of the whole passage, or just a section/ paragraph from it?
- Is the option too general or abstract to be correct?

## GRAMMAR FOCUS: MODALS OF OBLIGATION – PRESENT AND PAST

**11** Do the words *in italics* refer to a present or past situation? Scan the text to locate the sentences in context and check.

- 1 We *have to take* that into consideration.
- 2 the authorities *could and should have* put a stop to it
- 3 when a family could no longer afford the repayments on their home and *had to leave*
- 4 it *should not be overlooked*
- 5 those people who borrowed money to buy a house [...] *must take* the major share of the blame
- 6 Perhaps it is even time to reconsider some 19th-century notions of how we *are supposed to feel* about debt.

**12** Correct the modal verb mistakes in bold in these sentences.

- 1 I realise that the meeting is due to finish now, but I **had to** say something before we leave.
- 2 It is sad that his company has just gone bust, but he really **should have** taken out such a big loan.
- 3 A vital element of a successful business is communication: there absolutely **must to be** honesty and openness between the management and the rest of the staff.
- 4 I had to give a presentation at work first thing this morning, but I was too tired to do a good job. I really **ought to get** more sleep last night.
- 5 When you arrive at work, you **are supposed to have signed** in at reception. I forgot to do that this morning.

## EXAM SKILLS

**13** Read the passage and answer questions 1–7.

### Questions 1–7

Look at the following statements and the list of studies below. Match each statement with the correct study, A–C.

- 1 Unlike in previous years, a willingness to experiment with a wide range of possible roles is visible in all groups of job-seekers.
- 2 Younger people are being denied the chance to develop the social skills necessary for the *modern office environment*.
- 3 Many modern positions can be more easily terminated than ever before.
- 4 Claims of economic expansion are demonstrably incorrect.
- 5 An unforeseen problem has led to an increase in the number of people available to work.
- 6 Much of today's workforce do not feel constrained by a lack of familiarity with a new position.
- 7 Refusal to conform to traditional behaviour models at work is a positive step.

### List of studies

- A *Employment as a Myth*
- B *Unfair Returns*
- C *How the Market Adjusts to Opportunity*

### Question 8

What is the best title for this passage?

- A The Conflict between Young and Old in the Workplace
- B Modern Employment: the Need for Adaptability
- C The Changing Face of Working Life
- D What Today's Workforce Really Wants

The accepted concept of a career path followed a similar pattern for decades. After completing their education, people would enter the adult world of work, settling down to a job in which they would likely remain from that point onward. Not only would this occupation provide their income for their entire working life, it would also allow them a healthy pension when they retired and moved into old age. Over the past twenty years, however, the relationship between a wage earner and their chosen profession has changed enormously. Today, the idea of a 'job-for-life' has all but disappeared, to be replaced by an unforgiving world of unstable employment. Some observers even argue that current society appears to pit old against young in a constant battle to find work of some description, all against a backdrop of increasing debt and economic difficulties.

At the same time, the government regularly releases figures that suggest that the economy is prospering, evidencing this claim with the fact that the unemployment rate continues to fall annually. Given this claim, logic would seem to dictate that, since there are fewer people out of work, an increasing number of people are enjoying a regular income. To dispute this, Frank Thomas's 2016 study on the nature of work, *Employment as a Myth*, revealed an interesting and contradictory interpretation. There are indeed more jobs available. However, a huge number of these are casual, temporary or short-term positions, all of which are low-paid and create little in the way of tax income for the government. This has a number of debilitating long-term effects, not least because this assurance of a growing economy is based more in myth than fact. Thomas explains, 'Without tax income, the economy cannot grow; if the economy stays weak, new jobs will not be created.'

He also illustrates how, around the world, increases in life expectancy have created a problem for a huge number of retired workers, who are starting to find that the sum of money they have saved for their retirement does not stretch far enough to provide the financial security that they had expected. As a result, there has been a widespread return of these workers to the job market, very often in search of the type of casual employment that was once the preserve of people in their late teens and early 20s. Lois Lawrence expands on this view in *Unfair Returns*: 'Older people are taking opportunities away from their grandchildren. Post-education, those new to the world of work are not able to earn any sort of living wage, nor are they getting the opportunity to develop the 'soft skills', e.g. social intelligence, that will enable them to flourish in the job market.'

For Lawrence, the days of the salaried worker – comfortable, assured, financially secure – are coming to an end, and are being replaced by a new model: the exploited worker. Instead, these are

the days of the 'zero-hours' contract, where an employee is told by an employer to be *available* for work, but is not necessarily given any, and so earns nothing for their time simply spent waiting. She argues that this is causing even more inequality in the employment market, as business leaders realise that they have no obligation to provide their staff with a full- or part-time contract, and can therefore avoid additional expenditure. The 'zero-hours' worker receives no holiday or sick pay, and is considered to be self-employed, so has to pay their own taxes. They also have no hope of stability, and can be instantly dismissed without any hope of recourse. Employment laws, written decades ago at a time when the vast majority of the country's workforce benefitted from permanent positions, do not protect the new breed of worker from being unfairly dismissed at a moment's notice by their manager.

Less pessimistic interpretations of today's employment market do exist elsewhere. A 2015 study by William Haroldson, *How the Market Adjusts to Opportunity*, advocated a definition of a new type of multi-skilled worker: the model employee who not only refuses to age, but also does not want to work in the same office every day, or even to be an employee in the first place. In such a progressive, forward-looking environment, young and old are supposed to collaborate extensively, sharing the benefits of each other's talents and prior knowledge. Furthermore, although younger people are traditionally thought to be more willing to try any number of routes into work before deciding on an industry in which they want to develop, such an approach to employment no longer excludes workers of a more advanced age. Thomas agrees: 'Most of today's self-starters believe that the job market offers a vast array of potential opportunities from which they can learn and gain experience. Whether they have a wide range of existing experience, or none at all, is irrelevant to them.'

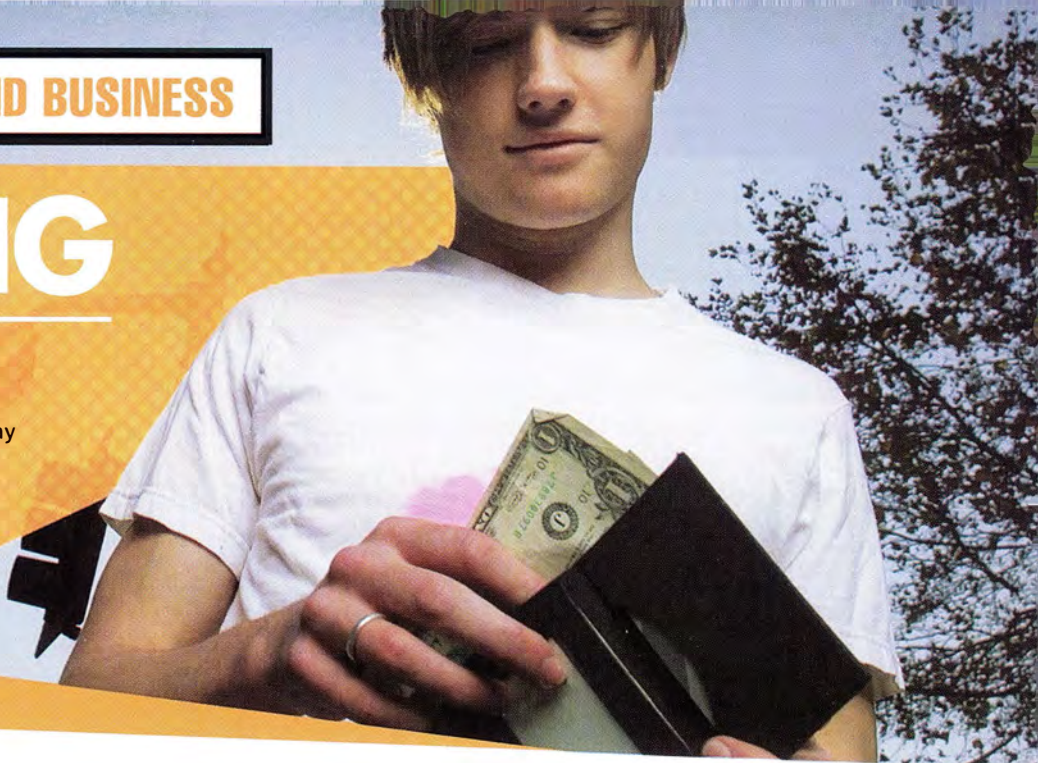
Moving from job to job is no longer seen in a negative way, he goes on to argue. In the past, anyone with a series of short-term positions on their CV was seen as unreliable or disloyal. Most of today's self-starters, however, approach the job market as a vast source of possibilities, while employers themselves are more likely to be entrepreneurs who are willing to accept job mobility without question, and less likely to punish potential staff for doing so. One positive result of this development is that 'soft skills' such as social intelligence can therefore be learnt in a new way, and through a greater number of person-to-person encounters than used to be available. This has been made possible through the fact that so much of human contact today now takes place in one enormous meeting room – the internet. Even if it means that the people in contact are not actually present together in the same room, the encounter still happens.



# WRITING

## IN THIS UNIT YOU WILL LEARN HOW TO

- produce a balanced 'agree/disagree' essay
- write an introduction and conclusion for this type of essay
- use a range of discourse markers to help sequence your ideas logically
- understand exactly what the essay question is asking you to write.



### LEAD-IN

- 01** With a partner, discuss what you understand by the term 'financial responsibility'.
- 02** Discuss the following statements with a partner. Make a list of points that support or oppose the ideas given. Think about the following: examples, reasons/explanations, causes/effects.
- 1 People today are more concerned with owning material possessions than with developing friendships and family relationships.
  - 2 Levels of consumer debt are increasing across the world. To address this, a new subject should be introduced in secondary schools: how to manage personal finances.

## AGREE/DISAGREE ESSAYS

- 03** With a partner, discuss how the *italicised* words in each B statement might change your approach to the question when compared to the A statement.

- 1 A People today are more concerned with owning material possessions than with developing friendships and family relationships.  
B People today are *only* concerned with material possessions, *even if it has negative effects on* friendships and family relationships.
- 2 A Levels of consumer debt are increasing across the world. To address this, a new subject should be introduced in secondary schools: how to manage personal finances.  
B Levels of consumer debt are increasing *dramatically* across the world. To address this, a new *compulsory* subject *must* be introduced in *all* secondary schools: how to manage personal finances.

### TIP 03

Make sure you consider every word in the rubric; try to analyse closely what the question is asking you to do – it may be different to the idea you initially think is being presented.



This task asks you to say to what extent you agree or disagree with a statement on a certain topic. You can do this in different ways. For example:

- present objectively both sides of the argument to give a balanced view, before explaining in your conclusion which side of the argument you favour
- agree/disagree entirely with the statement given, and produce an essay that clearly argues in favour of one side.

It is recommended that even if you entirely favour one side of the argument, you mention any opposing arguments to show the examiner you have considered your position.



## WRITING AN INTRODUCTION

**04** Read the exam task and the introductions (1–4). Match each one with the teacher's comments about them (a–d).

*People today are more concerned with owning material possessions than with developing friendships and family relationships.*

*To what extent do you agree with this statement?*

- 1 It has been argued that in today's world, everybody spends more of their time preoccupied with what they buy and less concerned with maintaining close ties with the people around them.
  - 2 It is said that people today are more concerned with owning material possessions than with developing friendships and family relationships. In this essay I will explain the extent to which I agree with this idea.
  - 3 I agree with the statement and in this essay I will explain why.
  - 4 It has been suggested that these days we tend to prioritise the accumulation of possessions over the development of relationships with those closest to us. Whilst there is some truth in the assertion that the world has become more materialistic, it is not necessarily true that this is at the cost of our loved ones.
- A *You have explained your position on the statement but have failed to include any information relating to the statement in your introduction.*
- B *Your introduction is clear, but you should paraphrase the question statement in your own words.*
- C *This is a good introduction that paraphrases the question and clearly explains the line of argument you will take in the body of your essay.*
- D *You have paraphrased the question statement well, but have failed to explain how you will answer it.*

**05** Look at the following plans for three essays for the task in exercise 4 (main body only, introduction and conclusion missing). Discuss with a partner how each essay differs in its overall approach to answering the question.

Essay Type 1	Essay Type 2	Essay Type 3
<p><u>Paragraph 1: 'Agree'</u></p> <ul style="list-style-type: none"> <li>– Sales of gadgets / luxury items at highest point ever</li> <li>– Gadgets allow you to create social media profiles = encourage people to create false image of material success</li> </ul>	<p><u>Paragraph 1: 'Agree'</u></p> <ul style="list-style-type: none"> <li>– Today's world = more materialistic than ever; economy relies on debt and consumer spending</li> <li>– Popularity of luxury goods is increasing, friends competitive about owning the most exclusive brands</li> </ul>	<p><u>Paragraph 1: 'Disagree'</u></p> <ul style="list-style-type: none"> <li>– Most people understand that material possessions are less important than human relationships</li> <li>– Owning material possessions does not = greed; today's world is run on expensive technology – people need this to function in society</li> </ul>
<p><u>Paragraph 2: 'Disagree'</u></p> <ul style="list-style-type: none"> <li>– People have always needed human contact and always will</li> <li>– Material possessions actually allow more contact with friends and family around the world (e.g. smartphones = social media)</li> </ul>	<p><u>Paragraph 2: 'Agree'</u></p> <ul style="list-style-type: none"> <li>– Methods of communication less personal as a result of expensive technology (e.g. people speak less on the phone, use instant messaging apps instead)</li> </ul>	<p><u>Paragraph 2: 'Agree/Disagree'</u></p> <ul style="list-style-type: none"> <li>– Some people point to popularity of TV shows about being rich = materialistic society</li> <li>– Other people argue that greed/selfishness is rewarded with money/status</li> </ul>
	<p><u>Paragraph 3: 'Disagree'</u></p> <ul style="list-style-type: none"> <li>– Not everyone is materialistic, depends on personality, upbringing, friendship groups</li> <li>– Some cultures still maintain family unit as strongly as ever</li> </ul>	<ul style="list-style-type: none"> <li>– BUT there have always been materialistic people obsessed with status</li> <li>– Not necessarily 'people today' – it is just more visible with modern media</li> </ul>

There are a number of ways to write an introduction for an essay like this. However, all introductions should clarify what the question is asking you to discuss, and should explain how you plan to answer it. As with all IELTS Writing introductions, you will score higher if you paraphrase the question in your own words.

### TIP 04

It is good practice to make your position (to what extent you agree) clear in the introduction in case you run out of time in the exam and don't finish your essay. This will prevent you losing too many marks on Task Response.

**TIP 06**

One strategy for this kind of essay is to write the body of the essay first (the main arguments for and against) and then write the introduction when you can clearly see what your arguments are. That way your introduction will relate better to what follows it.

**06** For this next Agree/Disagree question, read the arguments that a candidate has written for their essay. For each argument, put a tick (✓) if the argument is in favour of the statement, and a cross (X) if the argument is against it. Ignore the numbered gaps for now.

*Levels of consumer debt are increasing across the world. To address this, a new compulsory subject should be introduced in secondary schools: how to manage personal finances. To what extent do you agree or disagree?*

- 1 \_\_\_\_\_, given the growing amount of individual debt around the world, there is no better time to learn about the negative effects of personal debt than at school. Students would be less likely to borrow what they could not afford, and more likely to stay in credit when they reach adulthood.
- 2 \_\_\_\_\_, I believe that teaching teenagers how to manage their money within the school curriculum would be vital in allowing them to become financially independent, even before the age of 18. They would feel more confident in being able to control their daily or monthly expenditure, and less reliant entirely on their parents for support or 'top-up' money.
- 3 \_\_\_\_\_, some would argue that teenagers are often too immature to become truly financially responsible, and so the classes would be a waste of teaching time.
- 4 Others point out that teaching the concept of financial responsibility as a new subject would unfairly favour those students who are good at maths, and even that it would be just another way for them to get the best grades.
- 5 \_\_\_\_\_, in my experience, neither of these last two points are particularly valid. Most teenagers are keen to become financially independent as soon as they possibly can, while even the best mathematicians can experience difficulties with money at some point.

**07** Read the arguments in exercise 6 again and discuss the questions. Note that there is no introduction or conclusion for this essay yet.

- 1 How many arguments agree with the essay question and how many disagree?
- 2 Are the arguments in a logical order or would you reorder them?
- 3 How would you group the arguments in paragraphs?
- 4 Look again at the three essay plans in exercise 5. Which essay type is this: 1, 2 or 3?
- 5 How do you think the candidate will summarise their position in their conclusion?
  - a They will strongly agree with the statement in the question.
  - b They will strongly disagree with the statement.
  - c There are arguments on both sides but overall they will agree.
  - d There are arguments on both sides but overall they will disagree.

### SEQUENCING IDEAS



For this kind of essay, think carefully about the discourse markers you will use to form a logical essay structure and to present arguments within your paragraphs:

- sequence markers (*Firstly, Secondly, etc.*) to present different arguments in order
- addition markers (*In addition, Furthermore, Moreover, etc.*) to extend or develop the ideas in your arguments
- contrast markers (*However, Despite this, On the other hand, etc.*) to introduce points on the other side of an argument.

**08** Look at the arguments in exercise 6 and the numbered gaps. Which of the discourse markers in each group of three does NOT work in the corresponding gaps? Why?

- 1 First / Primarily / To begin with
- 2 Secondly / Following / Next
- 3 That said / On the other hand / Alternatively
- 5 Despite of this / In spite of this / Despite this

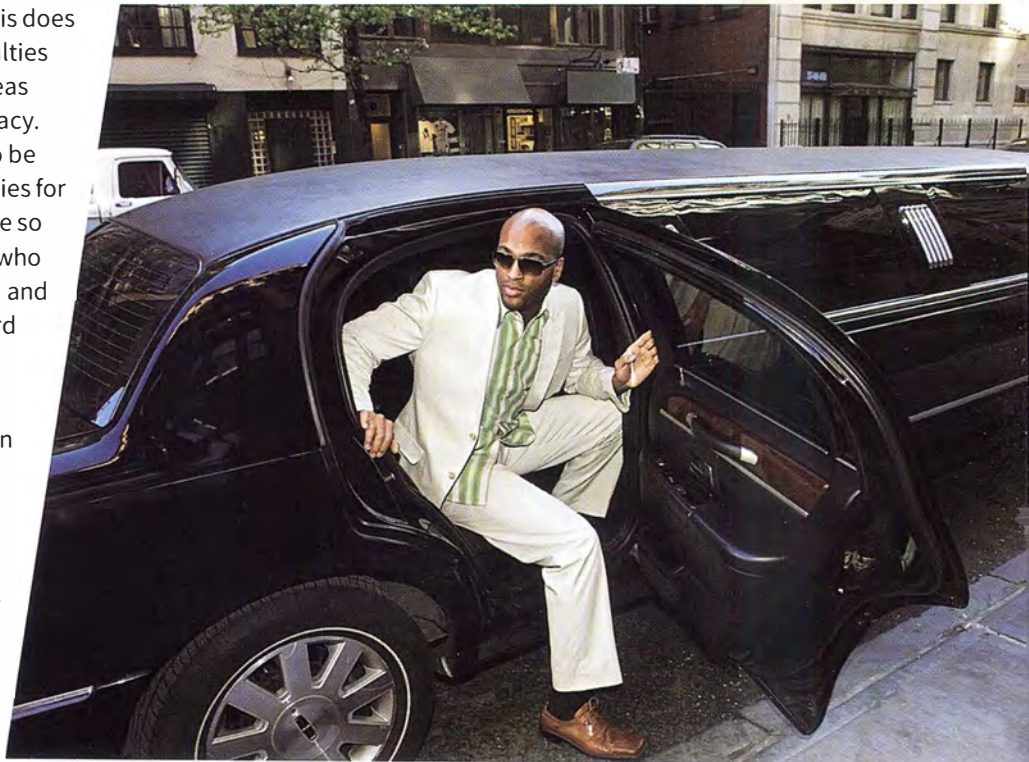
**09** Both paragraphs A and B would lose credit in the way they answer the Task 2 question here. Why?

*It is unacceptable that people who work in certain professions, e.g. finance, media, entertainment and sport, are paid such high salaries while others, who do more important jobs in society, are underpaid.*

*To what extent do you agree or disagree?*

**A** While the financial rewards in some professions are considerable, this does not always cancel out the difficulties that people working in these areas encounter, such as a loss of privacy. Furthermore, they often need to be away from home and their families for long periods. That said, there are so many people around the world who would love to be famous or rich, and it requires a huge amount of hard work and dedication.

**B** Undoubtedly, those working in high-profile professions can earn astonishing amounts of money. However, this often comes at a price, whether that involves the loss of privacy for celebrities, or long working days in the case of financiers. Other people may believe the opposite, but in my eyes they are mistaken.



**TIP** 09

Make sure that you are clear and explicit in your ideas and arguments as you develop them. The examiner will not try to 'read between the lines' to establish what you are trying to say if it is not apparent.

**10** Rewrite the end of paragraph A from the previous exercise starting at the point shown, so that it finishes with a logical counter-argument.

While the financial rewards in some professions are considerable, this does not always cancel out the difficulties that people working in these areas encounter, such as a loss of privacy. Furthermore, they often need to be away from home and their families for long periods.

*That said, there is an argument ...*

## WRITING A CONCLUSION

- 11** Look at these notes from a candidate's answer (this is an example of an Essay Type 1 approach). Then decide which of the sentences (1–4) below correspond to the gaps (a–c) to create a logical conclusion. There is one sentence that you do not need.

### DISAGREE

- Worth the money – create entertainment, role models
- High-profile people lose privacy / family suffers

### AGREE

- Often excessive earnings, even though talented
- More people want to be celebrities, not interested in becoming teachers, doctors, etc.

In conclusion, (a) \_\_\_\_\_.

Granted, (b) \_\_\_\_\_.

(c) \_\_\_\_\_.

- 1 these high-earners create happiness and act as role models for younger people, often while their own privacy and well-being suffers
- 2 I can see no reason why people in high profile positions should not be paid as well as they usually are
- 3 it is important to consider that a lot of doctors and surgeons also get paid a huge amount of money
- 4 others in society often earn too little for the important work they do, but it shouldn't mean that these talented individuals are paid less

- 12** Which of the discourse markers in the box are appropriate for beginning the conclusion to a Task 2 Agree/Disagree essay?

To conclude	To sum up	On the whole	Basically
Summarising	The point is	In summary	CONCLUSION:

- 13** Following on from the main body of the essay you worked with in exercise 6, and using the conclusion template from exercise 11, write a suitable conclusion for the full essay.

## EXAM SKILLS

- 14** Answer the Writing Task 2 below. You should spend about 40 minutes on this task. *The most important consideration when choosing any career or job is having a high income. To what extent do you agree or disagree?* Write at least 250 words.



A strong conclusion for a Task 2 essay should aim to:

- briefly restate the main ideas/arguments covered in the essay
- avoid adding any extra ideas
- make completely clear your position on the topic given in the question.



# LISTENING

## IN THIS UNIT YOU WILL LEARN HOW TO

- use the questions to help you follow a talk
- successfully complete short-answer questions
- correctly answer diagram-labelling tasks.

### LEAD-IN

01 ▶ Discuss these questions with a partner.

- 1 What was the last thing you bought that you could describe as good value for money?
- 2 Describe something expensive that you had to save up to buy.
- 3 Why do some people prefer physical money to debit or credit cards?
- 4 Do you think that in the future we will live without physical money?
- 5 What is the safest way to protect your money?

## SHORT-ANSWER QUESTIONS

### USING THE QUESTIONS TO HELP YOU FOLLOW A TALK

02 ▶ Look at the 'short-answer questions'. What do the questions tell you about the content and organisation of the lecturer's talk?

- 1 What were used as an ancient type of currency for trade?
- 2 What were the first coins made in Greece a natural mixture of?
- 3 Which material did the Chinese use in the seventh century BC to make coins?
- 4 What did most early Chinese coins resemble?
- 5 What distinguished the coins of the first emperor of China, Shi Huangdi, apart from being circular?
- 6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were based on?
- 7 Which aspect of previous Chinese coins was not kept for Shi Huangdi's coins?
- 8 Which industrial process can Shi Huangdi's coin-making be seen as a primitive example of?



This task asks you to answer *Wh-* questions using a given word limit. The questions will be in the order in which they are referred to in the recording and must be answered using the exact words from the recording.

### TIP 02

As the questions follow the order of the information in the recording, read them through before you begin, as this will help you understand the structure of the recording.

**03** Look at the first four questions from the exam task. What do the underlined words tell you about the answer you will need to listen for?

- 1 What were used as an ancient type of currency for trade?
- 2 What were the first coins made in Greece a natural mixture of?
- 3 Which material did the Chinese use in the seventh century BC to make coins?
- 4 What did most early Chinese coins resemble?

**04** With a partner, think of possible answers you might hear in the recording for these questions.

- 1 What were used as an ancient type of currency for trade?  
*feathers, cows or sheep, crops, beads, etc.*
- 2 What were the first coins made in Greece a natural mixture of?
- 3 Which material did the Chinese use in the seventh century BC to make coins?
- 4 What did most early Chinese coins resemble?

**05** Using your ideas for 1–4 above, for each question write a possible sentence that you might hear in the recording that gives the answer and paraphrases the words in the question. The first one has been done for you.

- 1 What were used as an ancient type of currency for trade?  
*Thousands of years ago, feathers were used as a means of payment.*
- 2 What were the first coins made in Greece a natural mixture of?
- 3 Which material did the Chinese use in the seventh century BC to make coins?
- 4 What did most early Chinese coins resemble?

**06** Listen to the first part of the lecture and answer questions 1–4 above. Use **NO MORE THAN THREE WORDS** for each answer.



**07** Look at the rest of the short-answer questions for this section. With a partner, discuss ways of expressing the underlined words.

- 5 What distinguished the coins of first Chinese emperor, Shi Huangdi, apart from being round in form?
- 6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were based on?
- 7 Which aspect of previous Chinese coins was not kept for Shi Huangdi's coins?
- 8 Which industrial process can Shi Huangdi's coin-making be seen as a primitive example of?

**08** Listen to the second part of the lecture and answer questions 5–8 above. Use **NO MORE THAN TWO WORDS** for each answer.

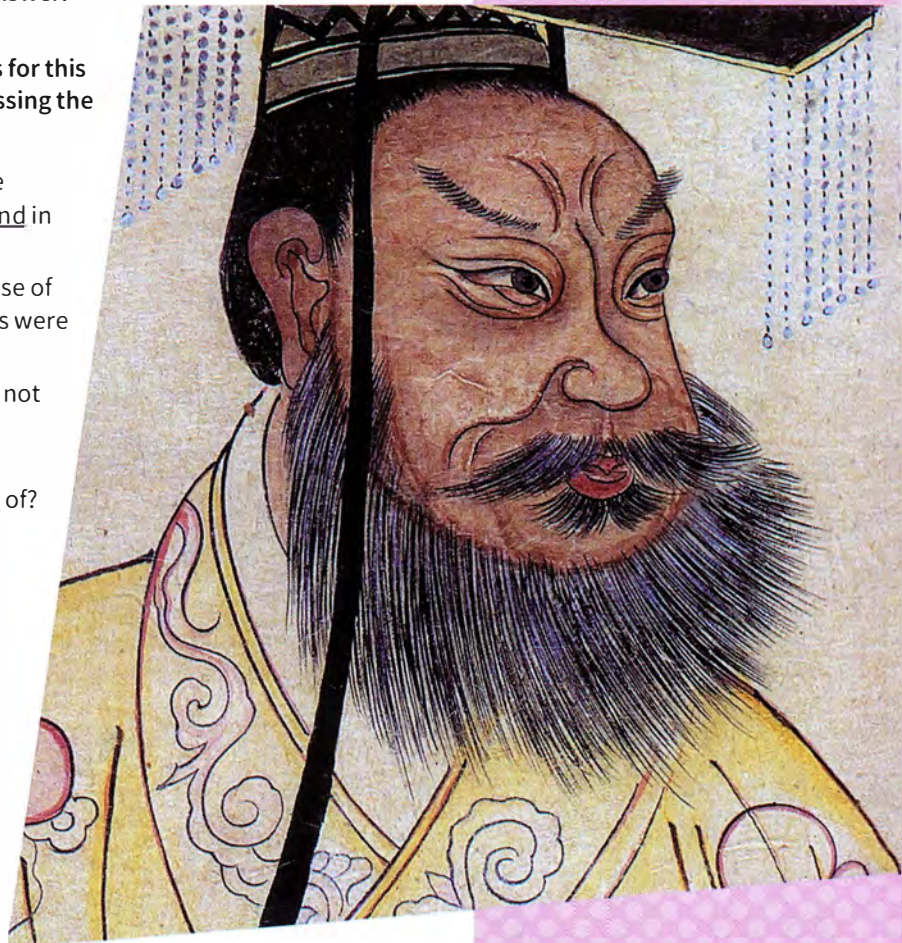


**TIP 04**

It can be helpful to try to predict what the answers will be, but remember that your answer must use the same words that you hear on the recording.

**TIP 05**

The questions use words that paraphrase what is said in the recording, so it can help if you think of other ways the questions could be worded.



# DIAGRAM LABELLING ]

**0** This task requires you to listen and complete the labels on a diagram, either by choosing from a list or, as in sentence completion tasks, by keeping to a word limit, normally a maximum of two words. In this section we will practise the latter. Use similar strategies to those for short-answer questions.

## TIP 09

You will only be expected to complete and correctly spell a label with a technical term if the word(s) is/are similar to a recognisable homograph, i.e. a word with the same spelling but a different meaning.

**09** Look at the diagram and try to predict what kind of word is missing from each gap.

Label the diagram below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

The diagram shows a £5 polymer banknote with several features highlighted by red arrows and labels:

- Label 1:** Points to the top edge of the note. Text: "Polymer note is 1 \_\_\_\_\_ smaller than previous one."
- Label 2:** Points to the central window area. Text: "2 \_\_\_\_\_ with three images"
- Label 3:** Points to the bottom edge of the note. Text: "3 \_\_\_\_\_ containing a hologram"
- Label 4:** Points to the crown emblem at the top. Text: "3D crown gives 4 \_\_\_\_\_ when tilted"
- Label 5:** Points to the number '5' on the right side. Text: "Number 5 revealed by 5 \_\_\_\_\_ light"

**10** Listen to this new part of the lecture on the same topic and answer questions 1–5.

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**11** Look at a candidate's answers to questions 1–5. Why would each one be marked incorrect?

- 1 15
- 2 see through window
- 3 sliver patch
- 4 effect
- 5 UV ultra-violet light

## TIP 10

Make sure you are clear on how to express numbers in all forms as they can come up in this task. Also remember that words connected by a hyphen (-) count as one word and that you will lose the mark if you make a spelling mistake.

# EXAM SKILLS

**12** Listen and answer questions 1–10.

30

**Questions 1–5**

Answer the questions below.

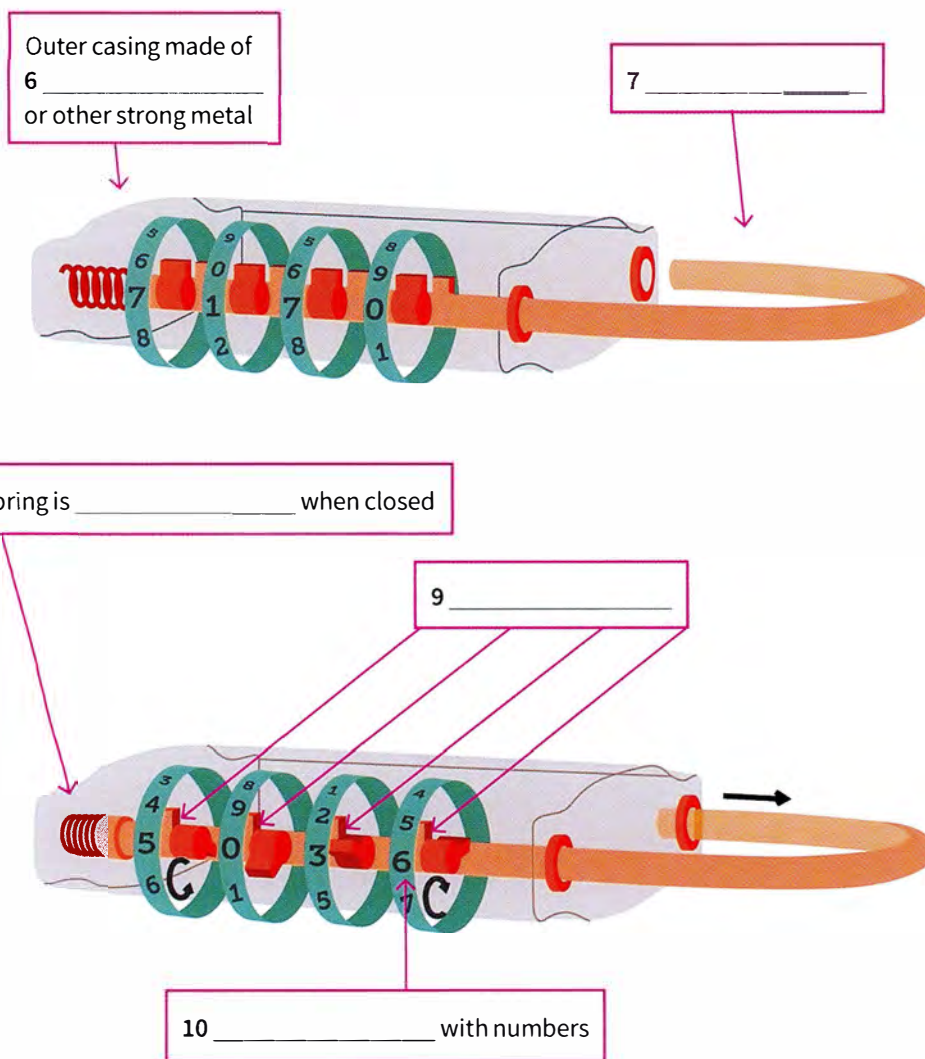
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 1 Which type of people are particularly attracted to wealth that can be easily transported?
- 2 What did the ancient Egyptians invent in order to protect their wealth?
- 3 After which year was the dead bolt lock created?
- 4 What did the Romans add to Egyptian lock designs?
- 5 What made Roman locks more difficult to break open than Egyptian locks?

**Questions 6–10**

Label the diagram below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.





# SPEAKING

## IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Lexical Resource
- use a range of expressions for introducing opinions
- correctly use discourse markers to help justify your arguments
- review correct grammar and pronunciation of modals of obligation.

### LEAD-IN

**01**▶ With a partner, decide which word in each pair is the correct collocation on the topic of business.

- 1 market research / investigation
- 2 product development / progression
- 3 launch / trigger a new product
- 4 business chance / opportunity
- 5 have / make a profit
- 6 objective / target market
- 7 customer happiness / satisfaction
- 8 time management / organisation
- 9 sales amounts / figures
- 10 shut / close the deal
- 11 apply / claim for a loan
- 12 ask for / file for bankruptcy

**02**▶ Listen to a candidate answering a Part 3 question. As you listen, check your answers to exercise 1.

31

**03**▶ Write a definition for each collocation in exercise 1. Use the listening script on page 213 to help you if necessary.

Example

market research *when you speak to your customers and/or look at similar products to help you design a new product*

### TIP 01

Using collocations correctly will help you to achieve a higher score in the Speaking test, particularly if they are less common. For example, for the underlined phrase in the sentence 'before you go into business with a new product, you always need to do a plan', the correct collocation is *make a plan*. Less common collocations like *come up with a plan* or *devise a plan* would gain you even more credit.

## LEXICAL RESOURCE



To get a high score in the Speaking test, look for ways to show that you have a wide and varied vocabulary, so try to avoid using the same phrases again and again. For example, instead of saying 'I think shopping is boring,' you could use a less common, more complex phrase, such as 'I find shopping can get quite tedious', or an idiom such as 'Shopping bores me stupid / to tears / to death'.

**04** Read this transcript of a candidate's answer to a Part 3 question. Match the underlined phrases (1–8) to their more complex alternatives (a–h). Then listen and check.

32

**Examiner** Why has online shopping become so popular with so many people?

**Candidate** To be honest, I understand why people like it, but I'm not sure why (1) people like it so much. I suppose the main reason must be that it's so easy and convenient. You can just relax at home, at work, (2) anywhere, and do your shopping. Plus, (3) there is so much you can buy on the internet and, (4) most importantly, once you've paid, it quickly gets delivered to your door (5) without having the problem of going to a busy high street. So there are plenty of (6) advantages to online shopping. But, for me, (7) the best way to shop is always by going to the store itself and having a look at whatever it is you're thinking of buying. Also, you have the sales assistants to talk to, and they can (8) help and give you good advice.

- a point you in the right direction
- b there's very little you can't buy
- c real plus points
- d above all else
- e it holds so much appeal
- f there's no substitute for heading to
- g wherever you are
- h without having to deal with the hassle of

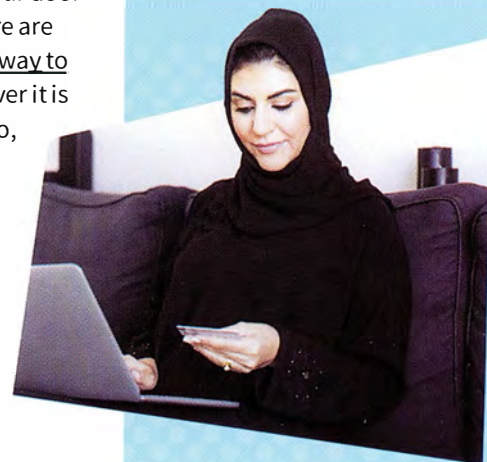
**05** Look at an examiner's question and its answer. With a partner, discuss how you could change the phrases in italics to improve the candidate's score for Lexical Resource. Use the expressions in exercise 4 to help you.

**Examiner** Why do some people have problems managing their personal finances?

**Candidate** I suspect it might be because it has become so easy to get credit from banks: credit cards, overdrafts, *anything you think you need*. Of course, there are a number of *advantages* to this – you can buy whatever you want more quickly, and you don't have to pay the loan off until later, so I do see why *people like it so much*. And online banking has actually made it easier to do this *without having the problem of going into the branch* and standing in a queue for ever. *There's so much you can do* through your online account. For example, you can apply for a loan *anywhere you are*, and most of the time you'll be given the money. But, for me, there's no substitute for speaking face-to-face, where a bank advisor can *help and give you good advice*, as far as savings or debt is concerned. *Most of all*, they won't allow you to get into debt that you can't pay back.

**06** Listen and compare the recording with your suggestions. Use the listening script if necessary.

33



### TIP 05

You don't need the same level of formality in the Speaking test as you would in the Writing test. For example, *real plus points* may feel a little informal, but would be likely to gain more credit from the examiner than *advantages*, which is a much more common word.

## EXPRESSING AND JUSTIFYING OPINIONS

**07** Look at the following phrases and decide if they mean *I think it's (very) important* (write I) or *I don't think it's (very) important* (write N).

- 1 It's not a matter of life or death.
- 2 It's pretty inconsequential.
- 3 It's an absolute necessity.
- 4 It's neither here nor there.
- 5 It's a must.
- 6 It's far from being essential.
- 7 It is absolutely crucial/vital.

**08** Complete the answers to the Part 3 style questions using your own ideas, reasons and/or examples to expand your answer.

- 1 How important is it to stay out of debt?  
*For me, it's a must. ...*  
*For an increasing number of people these days, it's not a matter of life or death. ...*
- 2 Why are so many people today concerned with owning the newest versions or updates of technology?  
*I'm not sure. It's pretty inconsequential to my life, but ...*  
*Perhaps they just think that it's an absolute necessity, and ...*
- 3 Why do you think that many people place so much value on money and wealth?  
*It's hard to say. Personally, I don't really think it matters, but ...*  
*For some people, it's absolutely essential because ...*

**09** Match sentences 1–5 with the discourse markers in the box. Use all the discourse markers.

clearly	apparently	by and large	arguably
conceivably	for the most part	undoubtedly	feasibly
supposedly	from where I stand	as far as I'm concerned	

- 1 This may be true, I read/heard it somewhere.
- 2 I am sure this is true (objectively).
- 3 I can't say for definite, but in some way it may be true.
- 4 As a general rule it is true.
- 5 This is my personal opinion.

### TIP 07

Some questions in Part 3 ask you to evaluate how important something is, so make sure you can express your opinions in a variety of ways. Questions that do this often contain phrases like:

- How important is it ...?
- Which is more important to people ...?
- Why is ... seen as important?

### TIP 09

Particularly in some Part 3 questions, you might need to explain why you believe something to be true, or to express to what extent you feel your words to be true.

**10** Read the statements and make notes on how you would respond to them, using words and phrases from exercise 9. Then, with a partner, take turns to respond.

- 1 Some people believe that it is far better to be self-employed, as anyone who works for a company is doing nothing more than earning money for somebody else.  
A *Arguably that is true, but at the same time, not everybody wants to be self-employed. I think that, by and large, people are happy to work for companies.*  
B *Undoubtedly the part of the statement about earning money for somebody else is true, but an employee is also earning a salary and often has job security from working with a company, so I'm not sure I agree with the statement.*
- 2 Banks should not be allowed to issue credit cards to anyone under the age of 21.
- 3 Technology has made it easier to pay for everything. However, without paper money, people don't realise how much they are spending and this is creating more debt.
- 4 If you want to become a successful businessperson, you absolutely have to take Business Studies at university.
- 5 The world would be a better place if it was run by business people rather than politicians.
- 6 In life, it is more important to save than to spend.

### GRAMMAR FOCUS: MODALS OF OBLIGATION

**11** Which of the options here are correct? Why? / Why not? Sometimes more than one is correct.

According to some people, in order to become a success in business you (1) **had to / have to / have got to** concentrate on your studies in school. Well, my father would certainly disagree. When he left school, he knew that you (2) **mustn't / don't have to / didn't have to** be ultra-qualified to succeed. He certainly didn't get the best grades in his class when he was there. When he left school, he felt that he could eventually become more of a success than his classmates, but knew that he (3) **had to / would have to / needed to** use his natural business acumen to get ahead. He (4) **must work / should have worked / had to work** long hours during the whole time he was setting up his business. Although, not everything he did was perfect. He had failures as well as successes. Once, he lost everything! I remember my mother being upset and saying to him, 'If you didn't want to lose all of our family savings, you (5) **didn't have to / shouldn't have / needn't have** made such a risky investment!' But my father is such a good businessman that she (6) **didn't have to / mustn't have to / hadn't to** wait long before we were pretty wealthy again, and going to the best restaurants once more.



## PRONUNCIATION OF HAVE



The word *have* can be spoken either as a 'strong' *have* (/hæv/), or a 'weak' *have* (/əv/), depending on how it is used in a sentence. The strong form tends to be used when *have* is a main verb, and the weaker pronunciation comes when *have* has a more grammatical function.

**12▶** Read this Part 3 question and answer. For each underlined *have*, decide if it is a strong /hæv/ or a weak /əv/. Then listen and check.

34

**Examiner** Should school children (1) have lessons on financial responsibility?

**Candidate** Yes, for me, it is absolutely essential. I didn't (2) have lessons like these at school, but I think they would (3) have benefitted me a great deal. For example, when I got my first credit card, I now know I should (4) have paid more attention to the implications of using it. I found I was spending too much, and often forgot to make the repayments, so I got into debt very quickly. Perhaps if I'd understood them better, I might (5) have avoided this.

## EXAM SKILLS

**13▶** Do this Part 2 task with a partner. Try to talk for two minutes.

Describe something expensive you have bought for yourself.

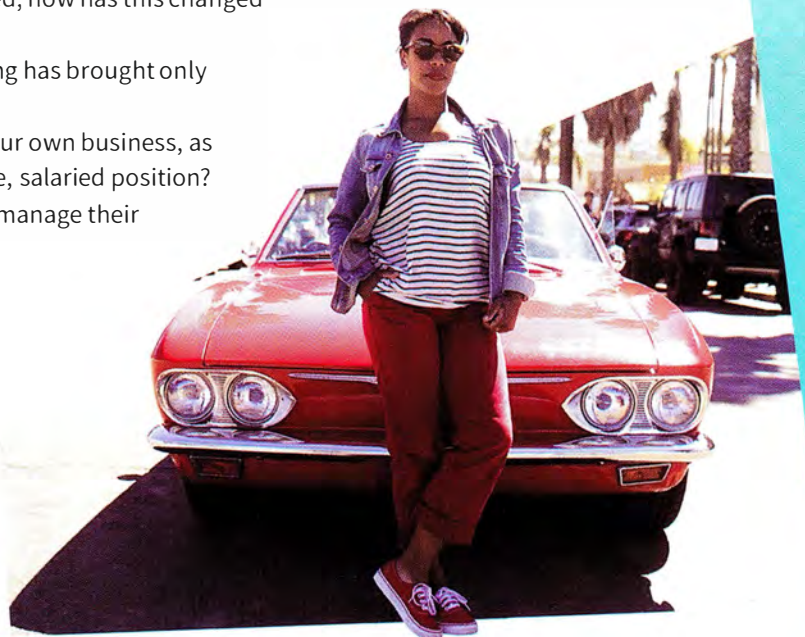
You should say:

- where you bought it
- why you bought it
- how often you use it

and explain how you felt when you bought it.

**14▶** With a partner, ask and answer these Part 3 questions.

- 1 In what way are people's attitudes to money different to previous generations'?
- 2 Now that paper money is hardly ever used, how has this changed our relationship with money in general?
- 3 Some people believe that online shopping has brought only benefits to our lives. Would you agree?
- 4 What are the risks involved in starting your own business, as opposed to being employed in a full-time, salaried position?
- 5 How important is it that people learn to manage their finances better?

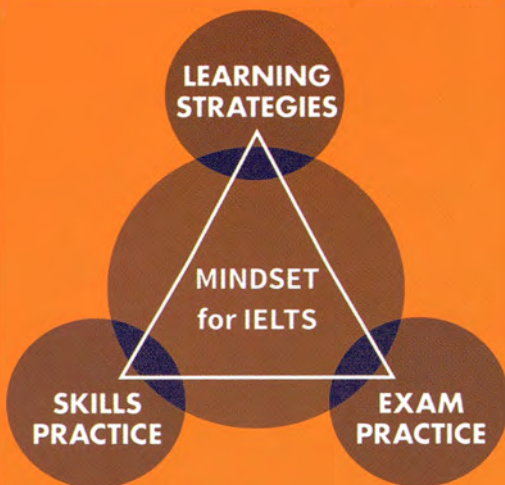


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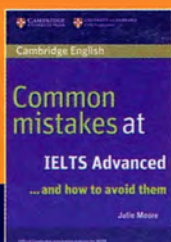
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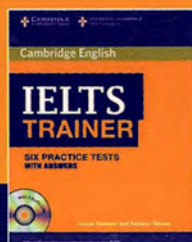
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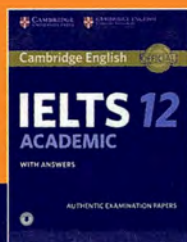
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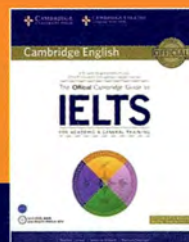
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