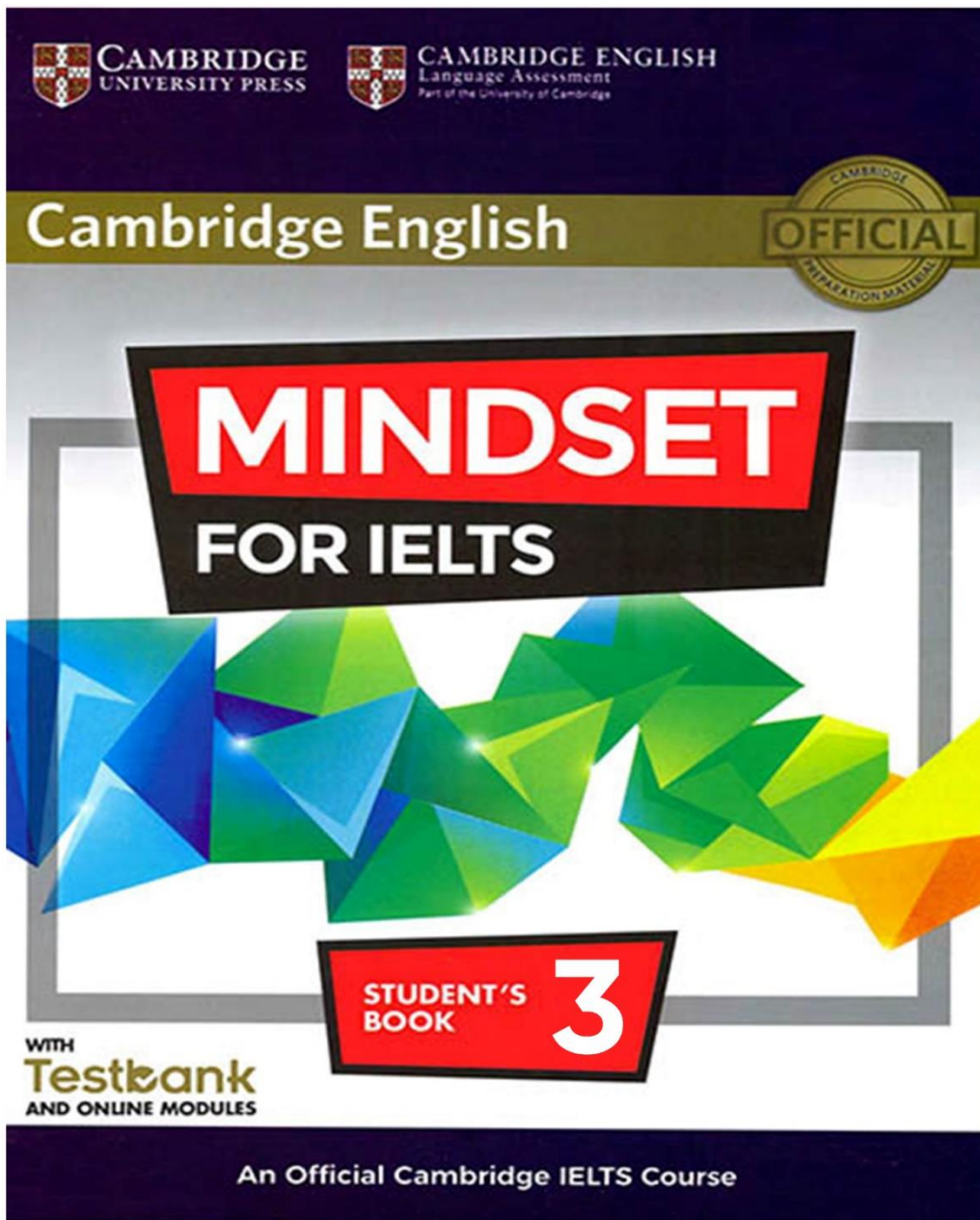
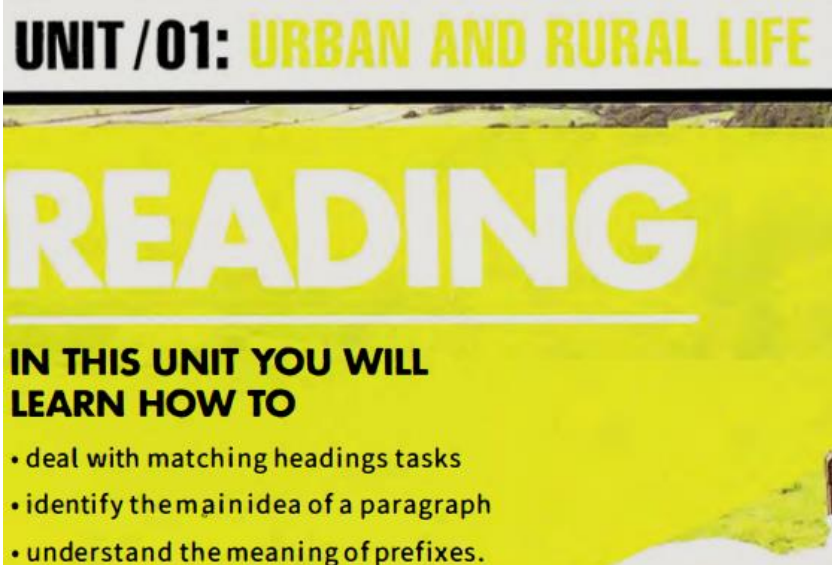


▶ A Book Review Digest of :
MINDSET FOR IELTS 3



COLLECTED BY:

Saeed Vadi

row	READING 1
	
	<p>Use 'the' for:</p> <ul style="list-style-type: none"> • groups of islands: <i>the Balearic Islands</i> • coastal areas: <i>the Valencian Coast</i> • oceans and seas: <i>the Mediterranean Sea, the Persian Gulf</i> • nationalities: <i>the Spanish, the Oman is, the Chinese</i> • countries which are Republics, Kingdoms or Unions: <i>the Republic of China, the United Kingdom (the UK), the United States of America (the USA)</i> • mountain ranges: <i>the Tramuntanas, the Himalayas</i> • geographical areas: <i>the northeast, the southwest</i> <p>Other geographical features:</p> <ul style="list-style-type: none"> • lakes: no article, usually begins with the word Lake (<i>Lake Windermere</i>) • rivers: definite article before name of river. Capitalise the word 'river' or it can be omitted (<i>the Thames, the River Thames</i>).
	<p>MATCHING HEADINGS: This type of task requires you to choose a heading which correctly <u>summarises the whole paragraph.</u></p> <p>Often, it is possible <u>to find one sentence in a paragraph</u> which conveys the main idea - this is known as <u>the topic sentence.</u></p> <p>Underline the main topic sentence in the paragraph.</p> <p>The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end.</p>

Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

04 Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.

- A The reason why attempts to create the perfect city always fail
- B An urban ideal designed for an imperfect world
- C A conflict between reality and imitation

4 Heading B seems to fit best, as it contains paraphrases of the sentence: designed = planned and built
 an imperfect world = today's world of conflict, greed and constant struggles for power
 an urban ideal = the ultimate model of unity, peace and harmony

MATCHING HEADINGS:

The heading you want will probably not use the same words as those which appear in the paragraph, but **will paraphrase the ideas.**

MATCHING HEADINGS:

Be careful:

sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out (به اشتباه نیفت) – you still need to check by reading the whole paragraph.

MATCHING HEADINGS:

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

10 Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

READING 2

UNIT / 02: HEALTH

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- review skimming and scanning skills
- correctly answer flow-chart and table completion questions
- understand and correctly use quantifiers
- use paraphrase to help you answer sentence completion questions.

SKIMMING:

Skim reading a text before you look at the questions

not only helps you with:

- tasks that require you to identify the general idea of paragraphs,
- but also, with more detailed reading tasks.

This is because your skim read can help you to form a '**mental map**' of the text, which will help you to identify the correct areas to look for answers in.

SKIMMING , BLANK OUT-CONCENTRATING

03▶ Look at two versions of a sentence. In each, different words have been blanked out. Which version shows the kinds of words you should be focusing on when you skim read? Give reasons.

Version 1

It is _____ to _____ how _____ has _____, given that the _____ in the _____ its _____ a mere _____.

Version 2

_____ astonishing _____ contemplate _____ popular junk food _____ become, _____ first fast food restaurant _____ US only opened _____ doors _____ century ago.

The second sentence mimics the technique you should aim to use while skim reading. Aim to '**blank out**' the *grammar* words (**conjunctions, prepositions, auxiliaries, determiners**) and **concentrate** on noticing the *content* words (**nouns, verbs, adjectives**).

SCANNING:

You will need to use different scanning skills in the Reading test.

- Sometimes, you will be looking for a name, number or title, for example. This is the least difficult task to do successfully, as you will be able to use capital letters,

numbers, and *italicised* words. Long, technical words such as 'cardiovascular' are also easier to find.

- Candidates aiming at a higher score should be able to scan a passage for synonyms or full paraphrases of the key words or ideas in a question. It could be that you need to find a single Word.
- but the more difficult questions require you to search for a phrase, or a sentence, that corresponds with those key words or ideas. This requires a greater range of vocabulary and understanding of meaning and suggestion.

SCANNING:

the following looking techniques will help you to find specific information when you scan a passage.

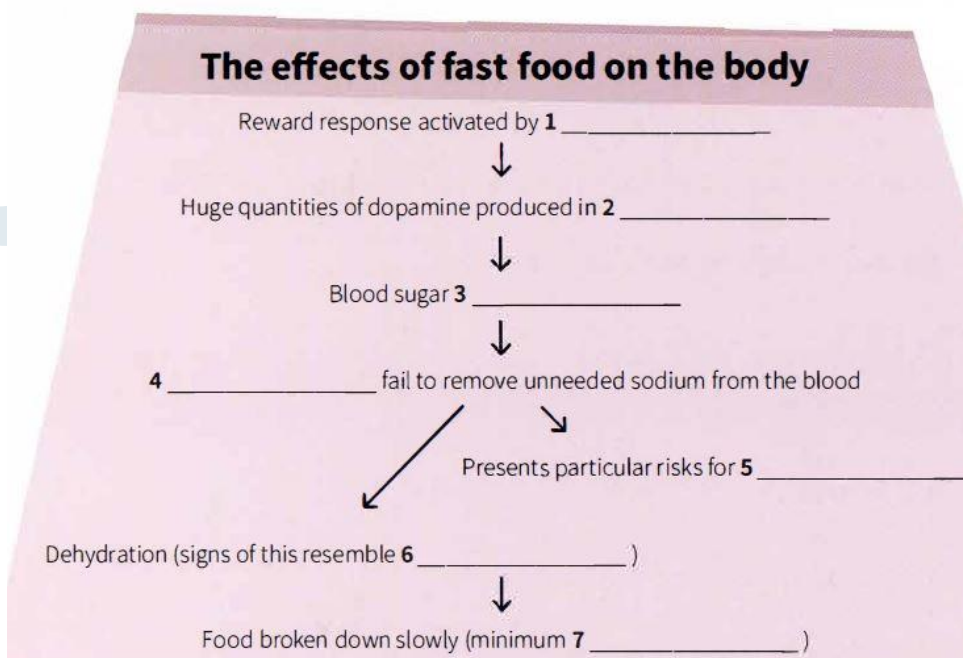
- Moving **from the bottom of the page to the top**, quickly moving your eyes left and right.
- Breaking** a paragraph into **four sections** (top right, top left, bottom right, bottom left) and moving your eyes around each one.
- Moving your eyes in a '**zig-zag**' pattern from top to bottom, or bottom to top, of the passage.

COMPLETING FLOW-CHARTS, TABLES, NOTES:

These exam tasks require you to complete the gaps in a flow-chart, table or set of notes using a specified number of words.

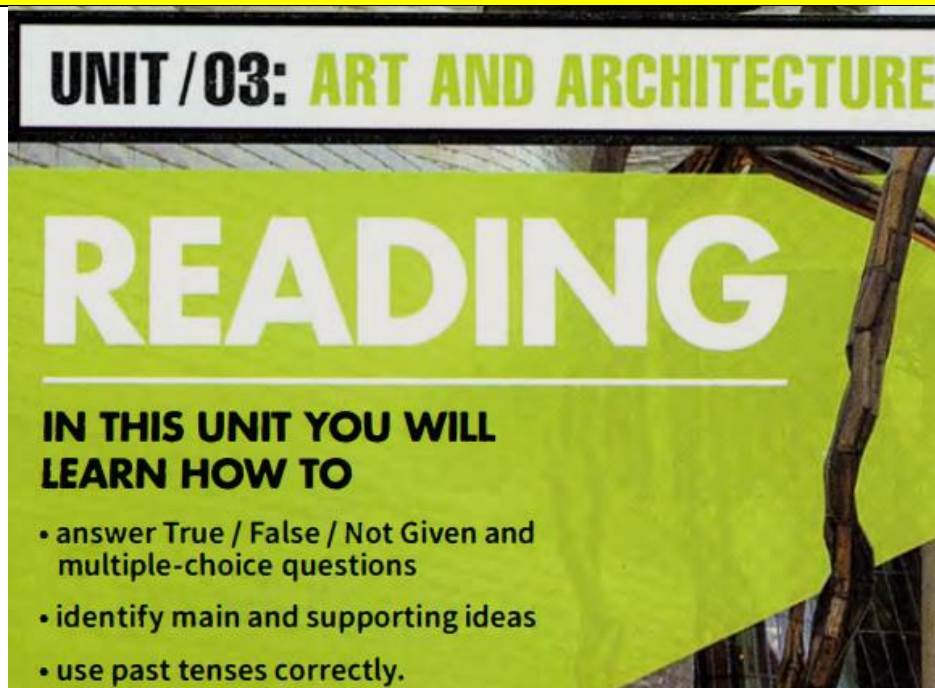
- Usually, the answers will be located in one part of the text only but sometimes you will need to look at the **text as a whole**.
- Answers are usually but not always - in the same order as in the text, and are usually fairly close together. The words you **need will be in the text in the same form**.

08 Use the words of the flow-chart to help you decide in which part or parts of the text the answers can be found.



	Paragraphs C-E talk about the effects of fast food on the body.
	<p>COMPLETING FLOW-CHARTS, TABLES, NOTES:</p> <p>Once you have identified the parts of the text where the answers will be found,</p> <ul style="list-style-type: none"> • <u>predict what kind of information is missing</u> in each gap (<u>name, numerical information, adjective, etc.</u>). • Then read in detail to find it.
	<p>SENTENCE COMPLETION:</p> <p>These tasks use many of the skills you need for completing a flow-chart, notes or table. However, <u>the questions will be in the order</u> in which they appear in the text and it is more likely that you will need to find the answers <u>from two or three sections of the text or even the text as a whole.</u></p>

READING 3



UNIT / 03: ART AND ARCHITECTURE

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- answer True / False / Not Given and multiple-choice questions
- identify main and supporting ideas
- use past tenses correctly.

02 Match a word from box A with a synonym or near-synonym from box B.

Unit 3 ART AND ARCHITECTURE

READING

2 installations – exhibitions

materials – media

concepts – ideas

groundbreaking – innovative

abstract – conceptual

sculpture – figure

experiment – innovate

techniques – methods

cast – mould

TRUE, FALSE, NOT GIVEN:

This task type asks you to look at statements and decide if they agree with the information in the text or not.

- TRUE means the information matches what the text says,
- FALSE that the information is contradicted by the text,

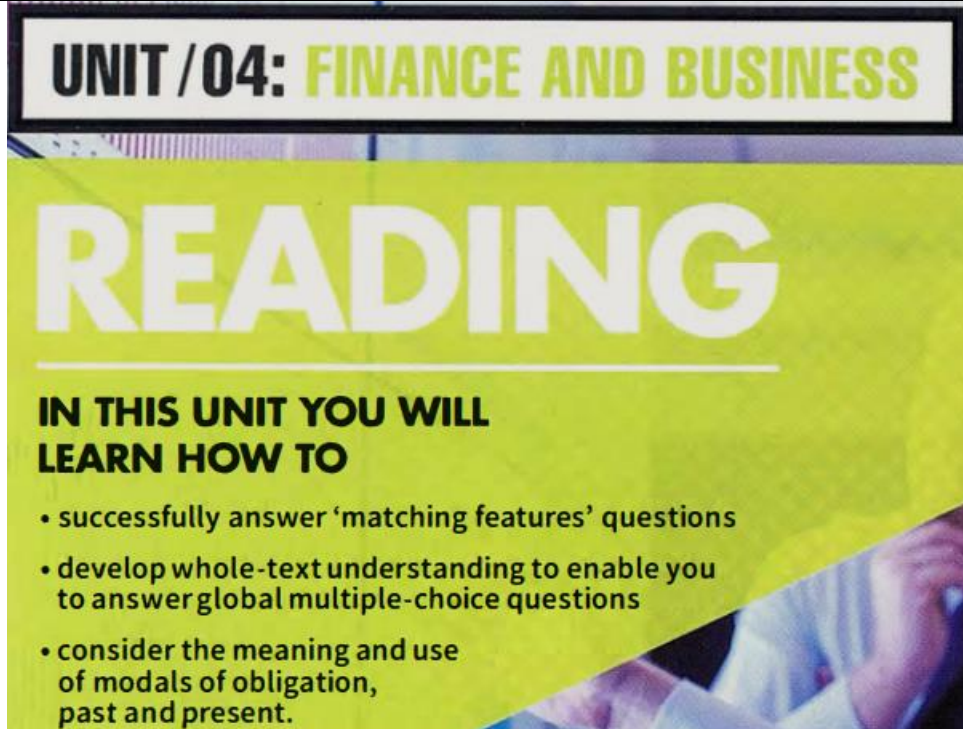
	<ul style="list-style-type: none"> • and NOT GIVEN means that the statement is neither confirmed nor contradicted. NOT GIVEN statements often refer to ideas that are mentioned but not enough information is given for you to say if it is TRUE or FALSE.
	<p>Skimming:</p> <p>Skim read the text quickly before looking at the questions. This will give you a general idea of the structure of the text which will help you locate information quickly and avoid wasting time looking in the wrong part of the text.</p>
	<p>Not Given statements:</p> <p>Not Given statements are often <u>based on information you might expect to be in the text</u> but isn't, and often use words that do appear in the text itself.</p> <p><u>Read each statement very carefully</u> (and the relevant part of the text) before deciding whether the ideas are given or not. Make sure you are clear who is being referred to in the text.</p>
	<p>Not Given statements:</p> <p>The reasons something is "NOT GIVEN":</p> <p>a This information is given but about a <u>different person.</u></p> <p>b Some of the words are used in the text.</p> <p>c We might expect this to be true, given the focus on these two artists in the text.</p>
	<p>MULTIPLE-CHOICE QUESTIONS:</p> <p>The multiple-choice task type consists of a mix of questions and sentences to complete. In both cases, there are four options to choose from.</p> <ul style="list-style-type: none"> • Some sets of questions will focus on one paragraph or part of the text. • Others will focus on the text as a whole. <p>The questions follow the order of the text.</p>
	<p>MULTIPLE-CHOICE QUESTIONS:</p> <p>A useful strategy is to use the key words in the question stem - or synonyms of them – to help you identify the correct part of the text.</p> <p><u>Read the sentence</u> or sentences carefully. Think of your own answer to the question and see which of the options matches it the closest.</p>
	<p>MULTIPLE-CHOICE QUESTIONS:</p> <p>Remember that all the options will be mentioned in the text in some way but <u>only one will completely</u> answer the question.</p>
	<p>IDENTIFYING MAIN AND SUPPORTING IDEAS:</p> <p>Some multiple-choice questions test your ability to identify the main idea of a paragraph as opposed to the supporting ideas.</p> <ul style="list-style-type: none"> • The main idea is <u>the message</u> the writer wants to communicate with the paragraph. • And the supporting ideas are <u>facts, examples</u>, etc. which back up the main idea.
	<p>IDENTIFYING MAIN AND SUPPORTING IDEAS:</p> <p>Typically the main idea is <u>at the start of a paragraph</u> in the opening sentences,</p>

but this is not always the case, so **skim read the whole** paragraph to form an opinion of the general message it is trying to communicate,

and **then look at the options** to see which one paraphrases your opinion.

The incorrect options are **often** mentioned in the paragraph as supporting ideas.

READING 4



UNIT / 04: FINANCE AND BUSINESS

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.

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.

MATCHING FEATURES: (person's ideas)

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?

Their full name is given.

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

Usually just a **surname** is given.

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

It is in **italics**. Sometimes titles may appear in **'quotation marks'**.

	<p>4 the exact words <u>written in a book/ article/ academic paper?</u> The exact words written appear in 'quotation marks'.</p>
	<p>Scanning: (person's ideas) 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.</p>
	<p>Skimming: (person's ideas) 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 <u>help you decide where to look first for the answers</u>.</p>
	<p>Tips: (person's ideas) 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 '<u>as writer x explains,</u>' but it can also be less explicit than this.</p>
	<p>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:</p> <ul style="list-style-type: none"> ● The main idea of the passage (a sentence which summarises the writer's position), <i>What is the writer's main idea in the Reading passage?</i> <ul style="list-style-type: none"> 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. ● its purpose (why the author wrote it. To compare, To summarise, To criticize, To detail) <i>What is the writer's purpose in the Reading passage?</i> <ul style="list-style-type: none"> 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 ● Or the most suitable title (a simple statement that summarises the content of the text for the reader).

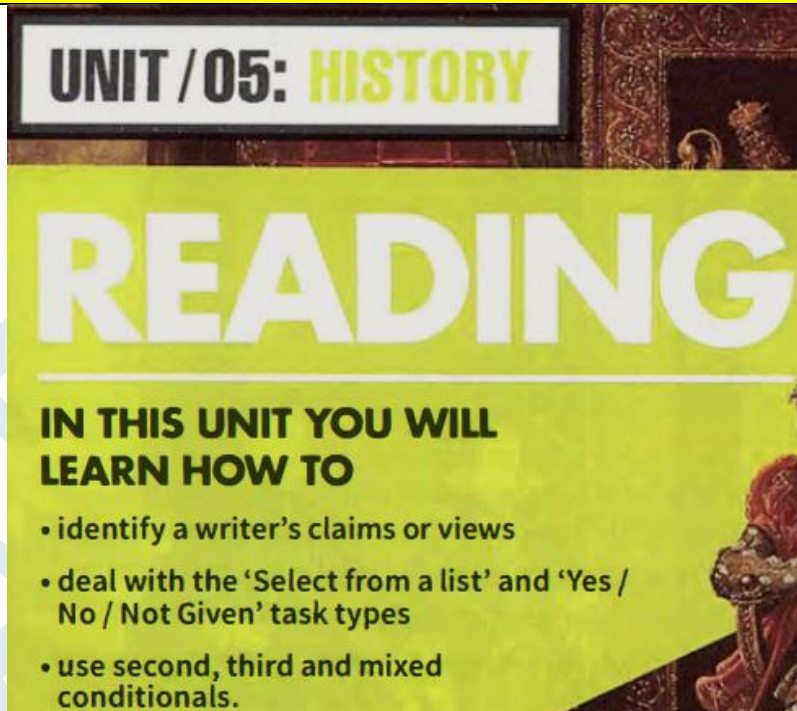
- Choose the correct letter, **A, B, C** or **D**.
- What is the best title for this Reading passage?
- A** The History of Debt in the Modern Era
- B** How the Banks created a Global Recession
- C** Disasters in Finance and Investment
- D** The Crash: is there anyone to blame?

GLOBAL MULTIPLE-CHOICE QUESTIONS:

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**?

READING 5



UNIT / 05: HISTORY

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify a writer's claims or views
- deal with the 'Select from a list' and 'Yes / No / Not Given' task types
- use second, third and mixed conditionals.