

FROM NEW ZEALAND



IELTS LIVE! ONLINE!
CHRISTCHURCH

AGENDA

PART ONE
REVIEW



PART TWO
GRAMMAR



PART THREE
WORKSHOP

BOOKS





PART ONE: REVIEW

- **REVIEW**



REVIEW

Format of the IELTS Academic Reading

- **Structure:** Three passages with various question types (e.g., multiple-choice, matching, True/False/Not Given).
- **Skills Tested:** Comprehension of complex texts, extracting key information, and understanding the writer's opinions and purpose.
- **Duration:** 60 minutes, with 40 questions.
- **Time Management:** Aim to spend 18-20 minutes per passage for optimal performance.

True, False, Not Given; Yes, No, Not Given responses do need to be completely spelled out.



PART TWO: GRAMMAR

- **SUBJECT VERB AGREEMENT**
- **PRESENT SIMPLE VS CONTINUOUS**
- **COLLOCATIONS**
- **ARTICLES AND PLURAL NOUNS**



SUBJECT VERB AGREEMENT

Main Content:

 Rule: The subject and verb must agree in number (singular or plural).

Examples:

✓ She likes ice cream. (Singular subject → Singular verb)

✓ They like ice cream. (Plural subject → Plural verb)

Common Mistaks:

✗ She like ice cream. (Wrong! "She" is singular, so the verb must be "likes.")

◆ Quick Tip: Ignore extra words between the subject and the verb!

✓ The bag of apples is on the table. (The subject is "bag," not "apples.")



PRESENT SIMPLE VS CONTINUOUS

📌 **Present Simple** is used for facts, habits, and routines.

✅ She works every day.

📌 **Present Continuous** is used for actions happening now.

✅ She is working right now.

⚠️ **Common Mistake:**

❌ She is working every day. (Wrong! "Every day" means it's a routine, so use Present Simple.)



PRESENT SIMPLE VS CONTINUOUS

📌 Present Simple (Beyond Basics)

- Future timetables & schedules → The train leaves at 6 PM.
- Stative verbs (thoughts, emotions, senses) → I understand your point.
- Headlines & storytelling → The hero enters the room and sees the treasure.

📌 Present Continuous (Beyond Basics)

- Temporary situations → She is living in Paris for a few months.
- Changing trends → The world is becoming more digital.
- Annoying habits (with 'always') → He is always forgetting his keys!



COLLOCATIONS

◆ Excavation & Discovery

- Conduct an excavation
- Uncover ancient ruins
- Discover artifacts
- Unearth buried remains
- Find a lost civilization

◆ Research & Analysis

- Study archaeological evidence
- Analyze pottery fragments
- Examine historical relics
- Date an ancient manuscript
- Preserve cultural heritage

◆ Sites & Structures

- Explore an archaeological site
- Restore historical monuments
- Protect a heritage site
- Map out underground ruins

◆ Historians & Research

- Interpret historical documents
- Provide a historical perspective
- Challenge a historical narrative
- Analyze primary sources
- Investigate ancient civilizations



ARTICLES AND PLURAL NOUNS

📌 General Rule for Articles

- A / An: Used with singular nouns to refer to something non-specific.
 - Example: I saw a dog in the park.
- The: Used with both singular and plural nouns when referring to specific things.
 - Example: The dogs in the park were playing.

📌 With Plural Nouns

- **No article: Do not use an article when talking about general ideas or things in a general sense.**
 - Example: I love dogs.
 - (Here, "dogs" refers to dogs in general, not specific dogs.)
- **The: Use 'the' for specific plural nouns.**
 - Example: I saw the dogs in the park.
 - (This refers to specific dogs that the speaker and listener both know about.)

🚀 Quick Tip:

- Use 'the' with plural nouns when both the speaker and listener know which things you are talking about.
- Don't use 'a' or 'an' with plural nouns.



PART TWO: READING WORKSHOP

- **INTRODUCTION TO IELTS QUESTIONS**
 - **TRUE, FALSE, NOT GIVEN**
- **READING TECHNIQUES**
 - **SKIMMING AND SCANNING**



BASIC READING STRATEGY

1. **Read the task instructions carefully:** Understand what type of information you're required to fill in. Pay attention to word limits and the kind of responses needed (words, phrases, or numbers).



2. **Identify keywords:** Read the questions and look for keywords or phrases in the questions. These would include adverbs and verbs or adjectives and nouns. Keywords always include proper nouns that correspond to the information in the passage. This will guide you to the specific section that contains the answers.



3. **Consider Paraphrases and synonyms:** Answers might not be directly stated in the passage using the same words as in the notes. So, look for synonyms, paraphrased versions, or examples of the keywords provided in the questions.



4. **Scan and Skim for answers:** Scan the passage for the relevant information. After locating the appropriate area with various similar themes or keywords, then skim read it.

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

Stonehenge

For centuries, historians and archaeologists have puzzled over the many mysteries of Stonehenge, a prehistoric monument that took an estimated 1,500 years to erect. Located on Salisbury Plain in southern England, it is comprised of roughly 100 massive upright stones placed in a circular layout.

Archaeologists believe England's most iconic prehistoric ruin was built in several stages, with the earliest constructed 5,000 or more years ago. First, Neolithic* Britons used primitive tools, which may have been fashioned out of deer antlers, to dig a massive circular ditch and bank, or henge. Deep pits dating back to that era and located within the circle may have once held a ring of timber posts, according to some scholars.

Several hundred years later, it is thought, Stonehenge's builders hoisted an estimated 80 bluestones, 43 of which remain today, into standing positions and placed them in either a horseshoe or circular formation. These stones have been traced all the way to the Preseli Hills in Wales, some 300 kilometres from Stonehenge. How, then, did prehistoric builders without sophisticated tools or engineering haul these boulders, which weigh up to four tons, over such a great distance?

According to one long-standing theory among archaeologists, Stonehenge's builders fashioned sledges and rollers out of tree trunks to lug the bluestones from the Preseli Hills. They then transferred the boulders onto rafts and floated them first along the Welsh coast and then up the River Avon toward Salisbury Plain; alternatively, they may have towed each stone with a fleet of vessels. More recent archaeological hypotheses have them transporting the bluestones with supersized wicker baskets on a combination of ball bearings and long grooved planks, hauled by oxen.

As early as the 1970s, geologists have been adding their voices to the debate over how Stonehenge came into being. Challenging the classic image of industrious builders pushing, carting, rolling or hauling giant stones from faraway Wales, some scientists have suggested that it was glaciers, not humans, that carried the bluestones to Salisbury Plain. Most archaeologists have remained sceptical about this theory, however, wondering how the forces of nature could possibly have delivered the exact number of stones needed to complete the circle.

* Neolithic – The era, also known as the New Stone Age, which began around 12,000 years ago and ended around 3500 BCE



COMPLETING THE TRUE, FALSE, NOT GIVEN TASK

◆ In this question-type, each word is equally important. But, I'm going to explain the meaning of each of the options True, False, and Not Given and then we'll discuss the technique to selecting the correct answer.

1. **Use the Basic Reading Strategy**, and then...
2. Compare your keywords to the text by scanning it. **Does it have the same themes?** If yes, then skim read it and answer whether it is True, False, or Not Given.

◆ **You must write the full answer:** True *not* T, False *not* F, and Not Given *not* NG.

Test 2

Questions 9–13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9–13 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 9 During the third phase of construction, sandstone slabs were placed in both the outer areas and the middle of the Stonehenge site.
- 10 There is scientific proof that the bluestones stood in the same spot until approximately 1600 BCE.
- 11 John Aubrey's claim about Stonehenge was supported by 20th-century findings.
- 12 Objects discovered at Stonehenge seem to indicate that it was constructed by a number of different groups of people.
- 13 Criticism of Gerald Hawkins' theory about Stonehenge has come mainly from other astronomers.



COMPLETING THE MULTIPLE CHOICE TASK

◆ In this question-type, each word is again equally important.

1. **Use the Basic Reading Strategy**, and then...
2. Compare your keywords from the question (not the options) to the passage by scanning it. **Does it have the same themes or keywords?** If yes, then skim read it and select the option.



Hint:

The option which is correct has the highest number of keywords or themes in the same part of the passage.

You must write the full answer: True *not* T, False *not* F, and Not Given *not* NG.

Questions 14–19

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

Write the correct letter in boxes 14–19 on your answer sheet.

- 14 What point does the writer make about AI in the first paragraph?
- A It is difficult to predict how quickly AI will progress.
 - B Much can be learned about the use of AI in chess machines.
 - C The future is unlikely to see limitations on the capabilities of AI.
 - D Experts disagree on which specialised tasks AI will be able to perform.
- 15 What is the writer doing in the second paragraph?
- A explaining why machines will be able to outperform humans
 - B describing the characteristics that humans and machines share
 - C giving information about the development of machine intelligence
 - D indicating which aspects of humans are the most advanced
- 16 Why does the writer mention the story of King Midas?
- A to compare different visions of progress
 - B to illustrate that poorly defined objectives can go wrong
 - C to emphasise the need for cooperation
 - D to point out the financial advantages of a course of action
- 17 What challenge does the writer refer to in the fourth paragraph?
- A encouraging humans to behave in a more principled way
 - B deciding which values we want AI to share with us
 - C creating a better world for all creatures on the planet
 - D ensuring AI is more human-friendly than we are ourselves
- 18 What does the writer suggest about the future of AI in the fifth paragraph?
- A The safety of machines will become a key issue.
 - B It is hard to know what impact machines will have on the world.
 - C Machines will be superior to humans in certain respects.
 - D Many humans will oppose machines having a wider role.
- 19 Which of the following best summarises the writer's argument in the sixth paragraph?
- A More intelligent machines will result in greater abuses of power.
 - B Machine learning will share very few features with human learning.
 - C There are a limited number of people with the knowledge to program machines.
 - D Human shortcomings will make creating the machines we need more difficult.

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