

FROM NEW ZEALAND



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CHRISTCHURCH

AGENDA

PART ONE
REVIEW



PART TWO
GRAMMAR



PART THREE
WORKSHOP

BOOKS





PART ONE: REVIEW

REVIEW



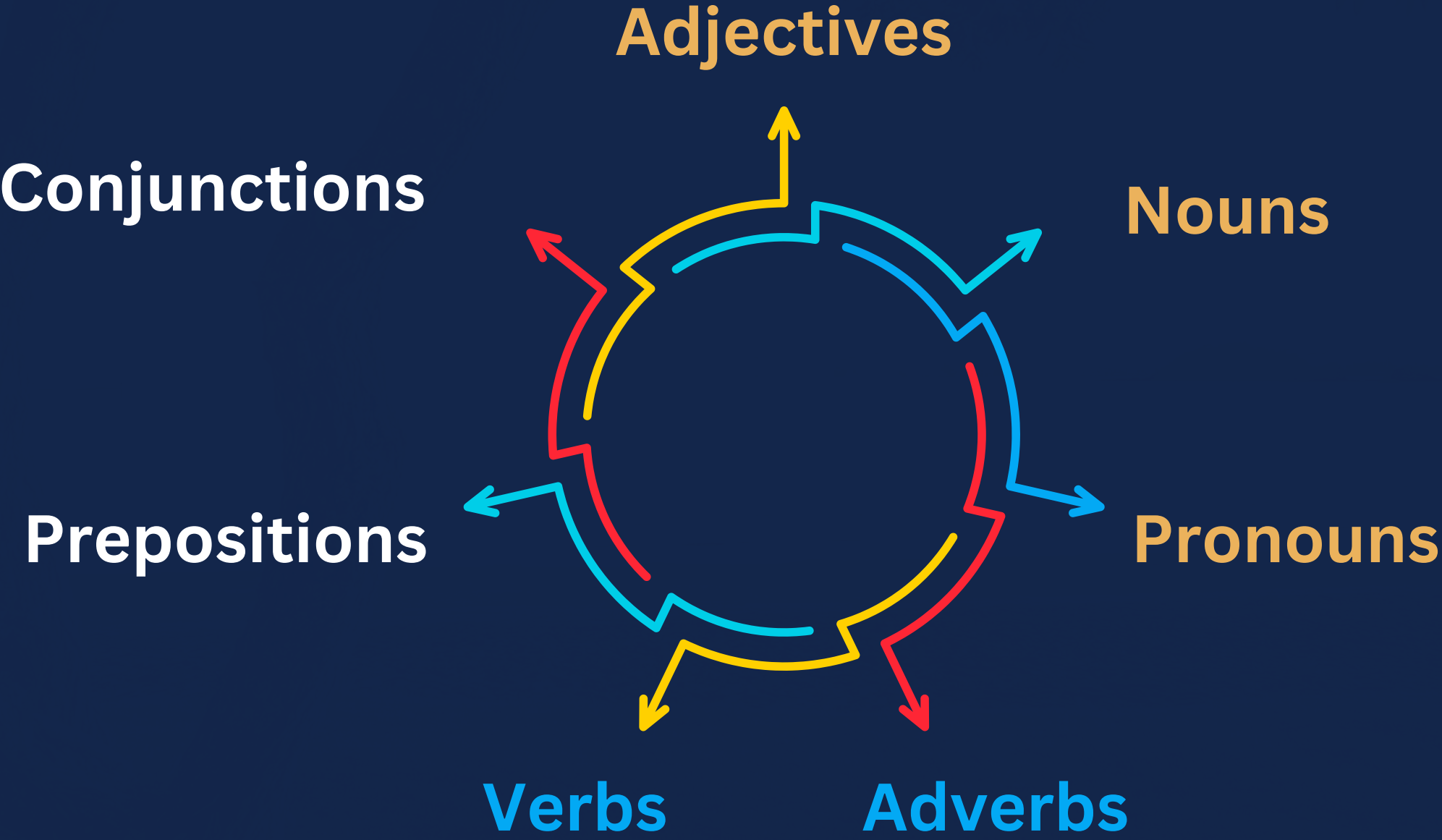
REVIEW

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.

PARTS OF SPEECH





PART TWO: GRAMMAR

- **BASIC GRAMMAR**
- **FORMING QUESTIONS**
- **COUNTABLE AND UNCOUNTABLE NOUNS**
- **QUANTIFIERS**



BASIC GRAMMAR

Forming Questions

- If there is an auxiliary verb *be/have* or a *modal verb*, reverse the order of the subject and the auxiliary verb.
 - I can drive a vehicle.
 - Can you drive a vehicle?
- If there is no auxiliary, use a 'dummy' auxiliary *do/does/did*.
 - I am from New Zealand
 - Where do you come from?

Countable and Uncountable Nouns

- Countable nouns are nouns which can be counted. They have both a singular and plural form.
 - One pupil = Two pupils
 - A man = Two men
 - A woman = Two women
 - A child = Two children



BASIC GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS

Countable Nouns:

1. Apple (countable: one apple, two apples)
2. Car (countable: one car, two cars)
3. Book (countable: one book, two books)
4. Dog (countable: one dog, two dogs)
5. Student (countable: one student, two students)
6. Table (countable: one table, two tables)
7. Pen (countable: one pen, two pens)
8. House (countable: one house, two houses)
9. Cup (countable: one cup, two cups)
10. Chair (countable: one chair, two chairs)

Uncountable Nouns:

- Water (uncountable: not two waters)
- Love (uncountable: not two loves)
- Information (uncountable: not two informations)
- Music (uncountable: not two musics)
- Time (uncountable: not two times)
- Money (uncountable: not two monies)
- Advice (uncountable: not two advices)
- Knowledge (uncountable: not two knowledges)
- Furniture (uncountable: not two furnitures)
- Traffic (uncountable: not two traffics)



BASIC GRAMMAR

QUANTIFIERS

Countable Nouns:

1. Few - Few students attended the lecture.
2. Many - Many books are available in the library.
3. Several - Several people arrived late for the meeting.
4. A few - " have a few pens in my bag.
5. A lot of - She has a lot of friends in the city.
6. Numerical quantifiers - Two cars, five apples, three books.

Uncountable Nouns:

1. Little - There's little milk left in the fridge.
2. Much - She doesn't have much patience.
3. A little - Add a little sugar to the recipe.
4. A lot of (can be used for both countable and uncountable) - There's a lot of traffic on the roads.
5. Some - I need some information about the project.



BASIC GRAMMAR

PARTS OF SPEECH: NOUNS AND ADJECTIVES

In IELTS Reading, adjectives and nouns are our best friend! These types of words have rules. These rules help us to find the correct answer. Adjectives and nouns can help you. Look at the following clue-words that go before either nouns or adjectives.

Examples:

- A: It can take some time to adjust to a environment.
- An: A submarine is an submersible.
- The: Our country has experienced ... best employment rate in history.
- More: There are more ... in Thailand than New Zealand.

We can do the same with adverbs and verbs.



PART THREE: READING WORKSHOP

- **BASIC READING STRATEGY**
- **NOTE COMPLETION**
- **TRUE, FALSE, NOT GIVEN**



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 NOTE COMPLETION TASK

Note Completion tasks are typically the first question-type that you'll encounter in the reading section. It can be fun, but there are some obstacles to overcome.

- 1. **Use the Basic Reading Strategy**, and then...
- 2. **Use the themes (above each part in this task) and keywords to scan** the passage for the relevant area. Do not read the entire passage. After you have identified the relevant area, then skim read it.
- 3. **What is the relevant area?** It is the location in the passsage that has the highest number of similar themes or keywords that you've selected from the question.
- 4. **Answer the question** using the same word.

Reading

Questions 1–8

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

Stonehenge

Construction

Stage 1:

- the ditch and henge were dug, possibly using tools made from 1
- 2 may have been arranged in deep pits inside the circle

Stage 2:

- bluestones from the Preseli Hills were placed in standing position
- theories about the transportation of the bluestones:
 - archaeological:
 - builders used 3 to make sledges and rollers
 - 4 pulled them on giant baskets
 - geological:
 - they were brought from Wales by 5

Stage 3:

- sandstone slabs were arranged into an outer crescent or ring

Builders

- a theory arose in the 17th century that its builders were Celtic 6

Purpose

- many experts agree it has been used as a 7 site
- in the 1960s, it was suggested that it worked as a kind of 8

41

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.

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IELTS BY KRU. JAEM
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