

NEW ZEALAND COLLEGE OF HIGHER EDUCATION
INSPIRING CREATIVE MINDS



Thinkin Cafe
CAFE FOR ACADEMICS



IELTS



FROM NEW ZEALAND



IELTS



WELLINGTON





TODAY'S AGENDA

PART ONE

Review

PART TWO

Basic Grammar

PART THREE

Workshop for
IELTS Reading



PART ONE: REVIEW

- Test Content
- Question types

REVIEW: TEST CONTENT

IELTS Reading has 3 passages

The total time is 60 minutes

Increasing difficulty

General & Academic English

Skimming and scanning are the main techniques

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idp IELTS Kru. Jaem

Academic

IELTS
Live! Online!

IELTS

Student Sheets for Wellington

IELTS Reading
พร้อม Quick Vocabulary

Kru. Jaem
From Auckland, New Zealand

REVIEW: QUESTION TYPES

1. Matching Information
2. Sentence Completion
3. Summary Completion
4. Short Answer Questions/Multiple Choice
5. True, False, Not Given
6. Note Completion
7. Matching Headings
8. Diagram/Flow Chart
9. Identifying Information
10. Matching Features

Questions 1–4

Reading Passage 1 has eight sections, A–H.

Which section contains the following information?

Write the correct letter, A–H, in boxes 1–4 on your answer sheet.

- 1 an explanation of the industrial processes that create potential raw materials for concrete
- 2 a reference to the various locations where high-rise wooden buildings can be found
- 3 an indication of how widely available the raw materials of concrete are
- 4 the belief that more high-rise wooden buildings are needed before wood can be regarded as a viable construction material

Questions 5–8

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 5–8 on your answer sheet.

Making buildings with wood

Wood is a traditional building material, but current environmental concerns are encouraging 5 to use wood in modern construction projects. Using wood, however, has its challenges. For example, as 6 in the atmosphere enters wood, it increases in size. In addition, wood is prone to pests and the risk of fire is greater. However, wood can be turned into a better construction material if it is treated and combined with other materials. In one process, 7 of solid wood are glued together to create building blocks. These blocks are lighter than concrete and steel but equal them in strength. Experts say that wooden buildings are an improvement on those made of concrete and steel in terms of the 8 with which they can be constructed and how much noise is generated by the process.

BASIC GRAMMAR: ARTICLES

Articles (a, an, the) are used to indicate whether a noun refers to something specific or non-specific.

Definite Article "the":

- Used before a specific noun that is known to the reader/listener.

Example: "I saw the cat on the roof." (referring to a particular cat and a specific roof)

Indefinite Articles "a" and "an":

- "A" is used before words that begin with a consonant sound.
- "An" is used before words that begin with a vowel sound.

Example: "I saw a cat beside an elephant." (referring to any cat, not a specific one)

"An" is used when the next word begins with a vowel SOUND, not necessarily a vowel letter. For example, "an hour" (pronounced as 'ow-er').

BASIC GRAMMAR: NOUNS (NOUN คำนาม ใช้เรียก คน สัตว์ สิ่งของ สถานที่ ทุกสิ่ง ทุกอย่าง ในโลก)

Countable Nouns:

- These are nouns that can be counted as individual units.
 - Examples: book, cat, chair, table, student, car.
- You can use numbers (one, two, three, etc.) and the plural form to express countable nouns.
 - Example sentences:
 - "I have two books."
 - "There are five students in the class."

BASIC GRAMMAR: NOUNS (NOUN คำนาม ใช้เรียก คน สัตว์ สิ่งของ สถานที่ ทุกสิ่ง ทุกอย่าง ในโลก)

Uncountable Nouns:

- These are nouns that cannot be counted as separate units or entities because they represent a mass, substance, or abstract concept.
 - Examples: water, sugar, information, furniture, advice.
- You usually don't use the plural form with uncountable nouns.
 - Example sentences:
 - "I need some water."
 - "Can you give me advice?"

BASIC GRAMMAR: PRESENT ACTIVE VERBS (VERB คำกริยาใช้บอกการกระทำของคำนาม)

Present simple: Subject + Verb 1 + Object

- There are several calculations.

Present Perfect: Subject + has/have + Verb 3 + Object

- Scientists have started innovating with other materials.

Present Continuous: Subject + is/am/are + V~ing + Object

- These technologies are promising ideas.

Present Perfect Continuous: Subject + has/have been + V~ing + Object

- Finland has been leading the way

BASIC GRAMMAR: PRESENT PASSIVE VERBS (VERB คำกริยาใช้บอกการกระทำของคำนาม)

Present simple: Subject + is/am/are + Verb 3 + Object

- Several calculations are needed.

Present Perfect: Subject + has/have been + Verb 3 + Object

- Other materials have been innovated by scientists.

Present Continuous: Subject + is/am/are being + Verb 3 + Object

- These technologies are being promised.

~~**Present Perfect Continuous: Subject + has/have been + being + Verb 3 + Object**~~

- ~~• The country has been being developed.~~

BASIC GRAMMAR: TRANSITIVE AND INTRANSITIVE VERBS

- **Transitive Verbs:**

- Definition: A transitive verb is a verb that requires an object to complete its meaning. In other words, it needs a direct object to receive the action of the verb.
 - Example: "She read a book." In this sentence, "read" is a transitive verb, and "a book" is the direct object that receives the action of reading.

- **Intransitive Verbs:**

- Definition: An intransitive verb is a verb that does not require a direct object to complete its meaning. It can stand alone in a sentence without needing an object.
 - Example: "He slept." In this sentence, "slept" is an intransitive verb. There is no direct object, and the verb conveys a complete thought on its own.



PART TWO: BASIC GRAMMAR

- Transitive Verbs
- Intransitive Verbs

BASIC GRAMMAR: TRANSITIVE VERBS

- A transitive verb is a type of verb that must have one or more objects in a sentence to complete its meaning. An object is a noun or pronoun that typically receives the action of the verb. In other words, a transitive verb expresses an action that is done to someone or something.
 - Here's a simple breakdown:
 - Transitive Verb: Requires one or more objects to complete its meaning.
- **Transitive Verb:**
 - The cat chased the mouse.
 - In this sentence, "chased" is a transitive verb, and "mouse" is the object. The action of chasing is directed toward the mouse.

BASIC GRAMMAR: INTRANSITIVE VERBS

- Intransitive Verb: Does not require an object to complete its meaning.
- **Intransitive Verb:**
 - The cat **slept**.
 - In this sentence, "slept" is an intransitive verb. There's no direct object because the action is complete without something or someone receiving the action.

BASIC GRAMMAR: DIRECT AND INDIRECT OBJECT

- **Direct Object:**

- The direct object is the noun or pronoun that receives the direct action of the verb. It answers the question "what" or "whom" after the action verb.
 - Example:
 - She ate the cake.
- In this sentence, "the cake" is the direct object because it is the thing that was eaten.

- **Indirect Object:**

- The indirect object is the noun or pronoun that receives the direct object. It answers the question "to whom" or "for whom" an action is done.
 - Example:
 - He gave her a book.
 - In this sentence, "her" is the indirect object because she is the one receiving the direct object, "a book."



PART THREE: WORKSHOP

- Strategies
- Techniques for:
 - Matching Information
 - Summary Completion/Sentence Completion
 - Short Answer Question



WORKSHOP: READING STRATEGIES

Read the note completion task instructions carefully: Understand what type of information you're required to fill in. It could be a summary, a chart, a table, or notes that need completion. Pay attention to word limits and the kind of responses needed (words, phrases, or numbers).

Identify keywords: Reading the questions and look for keywords or phrases in the questions or notes that correspond to the information in the passage. This will guide you to the specific section that contains the answers.

Paraphrase and synonyms: Answers might not be directly stated in the passage using the same words as in the notes. Look for synonyms or paraphrased versions of the keywords provided in the questions.

Scan for answers: Scan the passage for the relevant information. Read actively and look for matching words or synonyms. Be attentive to details, especially dates, names, and specific

READING

READING PASSAGE 1

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

Materials to take us beyond concrete

Concrete is everywhere, but it's bad for the planet, generating large amounts of carbon dioxide – alternatives are being developed

- A** Concrete is the second most used substance in the global economy, after water – and one of the world's biggest single sources of greenhouse gas emissions. The chemical process by which cement, the key ingredient of concrete, is created results in large quantities of carbon dioxide. The UN estimates that there will be 9.8 billion people living on the planet by mid-century. They will need somewhere to live. If concrete is the only answer to the construction of new cities, then carbon emissions will soar, aggravating global warming. And so scientists have started innovating with other materials, in a scramble for alternatives to a universal commodity that has underpinned our modern life for many years.
- B** The problem with replacing concrete is that it is so very good at what it does. Chris Cheeseman, an engineering professor at Imperial College London, says the key thing to consider is the extent to which concrete is used around the world, and is likely to continue to be used. 'Concrete is not a high-carbon product. Cement is high carbon, but concrete is not. But it is the scale on which it is used that makes it high carbon. The sheer scale of manufacture is so huge, that is the issue.'
- C** Not only are the ingredients of concrete relatively cheap and found in abundance in most places around the globe, the stuff itself has marvellous properties: Portland cement, the vital component of concrete, is mouldable and pourable, but quickly sets hard. Cheeseman also notes another advantage: concrete and steel have similar thermal expansion properties, so steel can be used to reinforce concrete, making it far stronger and more flexible as a building material than it could be on its own. According to Cheeseman, all these factors together make concrete hard to beat. 'Concrete is amazing stuff. Making anything with similar properties is going to be very difficult.'
- D** A possible alternative to concrete is wood. Making buildings from wood may seem like a rather medieval idea, but climate change is driving architects to turn to treated timber as a possible resource. Recent years have seen the emergence of tall buildings constructed almost entirely from timber. Vancouver, Vienna and Brumunddal in Norway are all home to constructed tall, wooden buildings.

WORKSHOP: READING STRATEGIES

Skim the passage: Quickly skim through the entire passage to understand the main idea and the structure. Note the headings, subheadings, and any highlighted or bolded text, as these often provide valuable clues.

Scan for answers: Scan the passage for the relevant information. Read actively and look for matching words or synonyms. Be attentive to details, especially dates, names, and specific facts.

Questions 1–4

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Questions 5–8

Complete the summary below.

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WORKSHOP: READING TECHNIQUES

Matching Information - check the **context** :

- Make sure the information you choose fits the context of the statement. Sometimes, a detail might match, but it may not be the correct answer because it doesn't fit the overall meaning.

Summary Completion - Consider **paraphrasing**:

- Be prepared for paraphrasing. The passage may express the same idea using different words. Look for synonyms or alternative expressions.

Questions 1–4

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WORKSHOP: READING TECHNIQUES

Matching Headings/Paragraph Information:

- You are given a list of statements.
- You need to match each statement to the appropriate person in the reading passage.

Strategy:

- Skim the passage quickly to understand the main ideas.
- Identify keywords or key phrases in the statements and the passage that can help you make connections.
- Pay attention to details such as names, dates, locations, or specific information that can be used to match the statements.
- Be cautious about paraphrasing – the statements and the information in the passage may not be expressed in exactly the same words.

Questions 9–13

Look at the following statements (Questions 9–13) and the list of people below.

Match each statement with the correct person, **A, B, C** or **D**.

Write the correct letter, **A, B, C** or **D**, in boxes 9–13 on your answer sheet.

NB You may use any letter more than once.

- 9 The environmental advantage of cement alternatives may not be as great as initially assumed.
- 10 It would be hard to create a construction alternative to concrete that offers so many comparable benefits.
- 11 Worries about the environment have led to increased interest in wood as a construction material.
- 12 Expense has been a factor in the negative response to the development of new cements.
- 13 The environmental damage caused by concrete is due to it being produced in large quantities.

List of People

- A Chris Cheeseman
- B Markus Mannström
- C Anna Surgenor
- D Felix Preston and Johanna Lehne

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END





GRAMMAR CHECK

Students can complete this grammar homework and submit via email to thinkincafekk@gmail.com provided you have your Student ID in the email heading.

Complete the following sentences by filling in the blanks with the appropriate articles (a, an, the), countable or uncountable nouns, and the correct form of the verb in the active or passive voice. Be mindful of the tenses (present simple, present perfect, present continuous).

1. Yesterday, I bought _____ new book and read it in _____ hour.
2. There is _____ milk in _____ fridge. Could you please get _____ glass for me?
3. The experiment _____ by the students last week was _____ success.
4. The teacher _____ impressed by _____ students' progress in _____ last month.
5. _____ apple a day keeps _____ doctor away, or so _____ saying goes.
6. English _____ language that _____ students find challenging, but with practice, it becomes _____ valuable skill.
7. The assignment _____ already _____ completed by _____ group of diligent students.
8. The new sports complex _____ built on _____ outskirts of _____ city is _____ example of modern architecture.
9. While we _____ lunch, _____ interesting idea _____ by one of _____ colleagues.
10. _____ article about _____ importance of recycling _____ in _____ newspaper yesterday.



Indicate whether the given verb is transitive (T) or intransitive (I).

1. She _____ her friend a letter.
2. The flowers _____ beautifully in the garden.
3. They _____ the new movie last night.
4. He _____ his dinner quickly.
5. The cat _____ on the windowsill.
6. We _____ to the music all night.
7. I _____ my keys on the table.
8. The sun _____ brightly in the sky.
9. The children _____ their homework after school.
10. The idea _____ to him suddenly.



Instructions: Fill in each blank with the correct transitive or intransitive verb, and write what the direct and indirect objects are using the blank space below each sentence.

1. The chef _____ a delicious meal for the guests.

○ Direct Object: _____

○ Indirect Object: _____

2. The children _____ happily in the park.

○ Direct Object: _____

○ Indirect Object: _____

3. Maria _____ a letter to her friend yesterday.

○ Direct Object: _____

○ Indirect Object: _____

4. The teacher _____ the lesson to the students.

○ Direct Object: _____

○ Indirect Object: _____

5. The cat _____ on the windowsill.

○ Direct Object: _____

○ Indirect Object: _____