

NEW ZEALAND COLLEGE OF HIGHER EDUCATION
INSPIRING CREATIVE MINDS



Thinkin Cafe
CAFE FOR ACADEMICS



IELTS

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FROM NEW ZEALAND
IELTS



CHRISTCHURCH



AGENDA

PART ONE

Review
Grammar

PART TWO

Today's
Grammar

PART THREE

Reading
Workshop

STUDENT SHEETS





PART ONE: REVIEW & GRAMMAR

- Review: Reading Format
- Review: Basic Grammar

REVIEW: READING FORMAT

Format of the IELTS Academic Reading

- It consists of three passages, each with a series of questions. Test-takers are required to read the passages and answer a variety of question types, including multiple-choice, matching information, True/False/Not Given, and more.
- The test evaluates a candidate's ability to comprehend and extract information from complex academic texts, as well as their ability to understand the writer's opinions, attitudes, and purposes.
- It lasts for 60 minutes and is divided into 40 questions, making time management crucial for success.
- It is recommended that learners spend no more than 18-20 minutes on each passage.

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



REVIEW: 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.
- If there is no auxiliary, use a 'dummy' auxiliary do/does/did.

Countable and Uncountable Nouns:

- Countable nouns are nouns which can be counted. They have both a singular and plural form.

Quantifiers:

- A/An/A few/Many/Some for countable nouns
- Some/Any/All + uncountable nouns

Parts of Speech: Adjectives and Nouns:

- 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.



PART TWO: TODAY'S GRAMMAR

- Basic Grammar
- Verbal Phrases
- Collocations
- An American Proverb

BASIC GRAMMAR: SUBJECT VERB AGREEMENT

The subject of a sentence often begins with a quantifier - which we looked at in our last lesson. In spite of this, when a quantifier goes before a noun or adjective as the subject, the verb must be suitable for that quantifier.

Follow these strategies:

- All
- Both
- Many + Plural Verb + O
- Several
- Some
- A lot of

- Every
- Each
- No one + Singular Verb + O
- Either/neither
- Another

- All advice
- Some oil + Singular Verb + O
- A lot of water



BASIC GRAMMAR: PRESENT SIMPLE VS PRESENT CONTINUOUS

Present Simple: S + V1 + O

We use the present simple to describe (1) factual, (2) habitual, (3) opinionated, (4) emotional information. Have a look at the differences between these two sentences:

Present Continuous: S + is/am/are + V~ing + O

We use the present continuous tense to describe or explain situations that are happening at the time of speaking (right now). To put it simply, the action (verb) is happening right now!

What are the differences between these two sentences?

- The sun rises in the east.
- The sun is rising in the east.



BASIC GRAMMAR: COLLOCATIONS

Collocations

These are often a collection of words used together.

- **Healthcare system:** Referring to the overall network or structure that provides medical care.
- **Economic growth:** Signifying an increase in a country's economic activities or wealth.
- **Climate change:** Referring to alterations in the Earth's climate patterns.
- **Job market:** Describing the overall conditions for employment opportunities in a specific industry or area.
- **Traffic congestion:** Referring to a situation of heavy traffic and blocked roadways.
- **Financial support:** Signifying assistance or aid in monetary terms.
- **Customer satisfaction:** Referring to the contentment or happiness of customers with a product or service.
- **Childhood education:** Describing the phase of education specific to young children.
- **Global warming:** Referring to the gradual increase in the Earth's temperature.
- **Labor force:** Signifying the number of people available for work within an economy.



VERBAL PHRASES

1. **Look after:** To take care of or be responsible for someone or something.

- Example: She looks after her younger sister.

2. **Run into:** To unexpectedly meet or encounter someone.

- Example: I ran into my old friend at the grocery store.

3. **Think about:** To consider or contemplate something.

- Example: He is thinking about his future career.

4. **Believe in:** To have faith or trust in something or someone.

- Example: She believes in the power of positivity.

5. **Talk to:** To have a conversation with someone.

- Example: I need to talk to my supervisor about the project.



COLLOCATIONS

- **Nurture our friendship:** To be proactive and improve your friendship with someone.
- **Professional relationships:** The relationships that we have at work.
- **Relationship problems:** Difficulties with people that we know.
- **Share a common background:** A similar heritage or culture to another person.
- **Share the same ideas as:** Having similar opinions and views with someone else or a group of people.



AN AMERICAN PROVERB

“Look before you leap”

Meaning - to consider all aspects of a situation before you take any action



PART THREE: READING WORKSHOP

- Introduction to IELTS Questions
 - Note Completion
 - True, False, Not Given
- Reading Techniques
 - Skimming and Scanning
- Reading Strategies



GENERAL READING STRATEGY

- **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 facts.
- **Pay attention to distractors:** Some answer choices might seem correct at first glance but could be designed to mislead you. Be critical and choose the option that is best supported by the passage.

UNIQUENESS OF: NOTE COMPLETION

Predict the missing information: Before looking for the answer, try to predict what information might fill the gap based on the context. This can guide your search in the passage.

Use the surrounding information: Look at the information before and after the gap. Sometimes, the context around the blank space provides clues to the missing information.

- Take note of the Headings/Main Ideas
- Use the basic grammar to predict answers

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

UNIQUENESS OF: TRUE, FALSE, NOT GIVEN

Every single word is equally important in the True, False, and Not Given question type. This type of question refers to **factual information** presented to you in the passage. The best technique, however, is to:

- Identify all the main themes (there are usually 2 or more)
- Words like "all," "some," "many," and other quantifiers can significantly impact the truthfulness of a statement. Ensure the degree of accuracy aligns with the statement. Take careful note of modal verbs and quantifiers.
- If the information is not explicitly stated in the passage, or if it's unclear, mark the answer as 'Not Given.'

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.

UNIQUENESS OF: MULTIPLE CHOICE

- **Themes:** Like the true, false, and not given questions; you should identify all the same themes in order for that option to be a possible candidate.
- **Read the task instructions carefully:** How many options can you choose? One or Two?
- **Eliminate incorrect answers:** After reading the question and the answer choices, eliminate any options that are clearly incorrect. This narrows down your choices and increases your chances of selecting the correct answer.
- **Be aware of distractors:** IELTS questions often include answer choices that are designed to confuse you. These are known as distractors. Stay alert and avoid falling for them.
- **Pay attention to negatives:** Be cautious with questions that include negatives like "not," "except," or "opposite." Missing these terms can lead to incorrect answers.

Reading

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.

UNIQUENESS OF: YES, NO, NOT GIVEN

- Every single word is equally important in the Yes, Not, and Not Given question type. This type of question refers to **opinions and views** that have been presented to you in the passage. The best technique, however, is to:
- Identify all the main themes (there are usually 2 or more)
- Look for the same advanced grammar patterns, keywords and compare the statement to the passage. Take careful note of modal verbs and quantifiers.
- If the information is not explicitly stated in the passage, or if it's unclear, mark the answer as 'Not Given.'

Test 2

Questions 20–23

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 20–23 on your answer sheet, write

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 20 Machines with the ability to make moral decisions may prevent us from promoting the interests of our communities.
- 21 Silicon police would need to exist in large numbers in order to be effective.
- 22 Many people are comfortable with the prospect of their independence being restricted by machines.
- 23 If we want to ensure that machines act in our best interests, we all need to work together.



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GRAMMAR

Students can complete the “Grammar Check” activities anytime, and submit for feedback by emailing it to thinkincafekk@gmail.com with your Student ID Number in the email heading.

CHECK

GRAMMAR CHECK

Exercise:

Read the following article, and circle all the quantifiers and nouns.

A Day at the Market

At the bustling market, people browsed through various stalls, examining the diverse array of goods available. The vendors displayed many fruits and vegetables, offering several choices to the customers. There were a lot of apples, oranges, and bananas neatly arranged in crates. Some buyers bought a few apples while others picked up a lot of oranges for their families.

At the adjacent stand, a young artist was selling handmade crafts. She had several beautifully crafted wooden chairs and a few unique tables. People showed interest in her work, and many admired the intricate designs on the furniture.

Further down the market, there was a dairy section where fresh products were on display. Customers purchased a lot of milk but found that there was little cheese available. Despite the little cheese, there was a lot of interest in the artisanal yogurt.

While walking through the market, visitors noticed a lot of activity and movement. It seemed that many individuals were enjoying their day shopping and exploring the various goods on offer.



GRAMMAR CHECK

Exercise:

Can you remember all the quantifiers for countable and uncountable nouns? Fill in the blanks with the appropriate quantifiers or nouns to complete the sentences correctly:

1. She bought ____ chairs at the market.
2. There was ____ cheese left in the dairy section.
3. They purchased ____ bananas for the week.
4. The artist had ____ tables for sale.
5. Visitors noticed ____ activity at the market.
6. I have ____ patience for waiting in long lines.
7. We need ____ books for the school project.
8. ____ people arrived late for the event.
9. She has ____ friends in the city.
10. I need ____ information about the assignment.



GRAMMAR CHECK

Exercise:

Subject Verb Agreement with Quantifiers: Choose the correct form of the verb to match the subject and the quantifier provided in the sentence.

1. All of the information (is/are) available online.
2. Many of the students (study/studies) hard for the upcoming exam.
3. Both of the options (seem/seems) viable for our project.
4. All the money (was/were) missing from the safe.
5. Some of the cake (tastes/taste) delicious.



GRAMMAR CHECK

Exercise:

Fill in the blanks with the appropriate form of the verb, either in the present simple or present continuous tense.

1. She usually _____ to the gym, but today she _____ at home.
2. I _____ that he _____ TV every evening at this time.
3. The birds _____ in the garden while I _____ on my assignment.
4. She always (complain) about the traffic, but today she (seem) oddly relaxed.
5. He (not / usually / work) on weekends, but this time he (complete) an important project.



GRAMMAR CHECK

Exercise:

Complete the sentences by choosing the appropriate collocation for each blank.

1. The company is known for its exceptional _____.
2. He is trying to _____ a solution to the problem.
3. This book provides a wide _____ of information.
4. She has a deep _____ for literature and poetry.
5. The committee is trying to _____ a compromise between the conflicting parties.