



WOLLONGONG COLLEGE AUSTRALIA

A College of the University of Wollongong

English for Academic Purposes

(CRICOS course code: 057142D)

IELTS Preparation

Student Course Outline

ITC Education Ltd trading as
Wollongong College Australia
CRICOS 02723D
ABN 14105312329

IELTS Preparation

Broad aims of course

This course is designed to familiarise students with the reading, writing, speaking and listening skills required for the IELTS test. It aims to help students develop and practice the strategies and skills needed to confidently and successfully undertake the IELTS test. This is achieved by concentrating on the specific language skills and techniques needed for each component of the IELTS test. In this way, students come to recognise and understand the types of questions and answers that are required in the test. While the IELTS Preparation course does not guarantee students improved band scores, it does aim to increase their chances of achieving the scores needed for future work or study.

Course structure

IELTS is a full-time, five to ten-week study program of 25 hours per week as set out in the following table.

Elective	Hours per week & cycle	Days per week	Min weeks
IELTS Preparation	20 hrs in class Total: per week 20 Total: per cycle 100	Monday-Friday	5 weeks

Attendance

Refer to the Student Handbook for attendance requirements.

Prerequisites and articulation

All students sit a WCA placement test on entering the College.

The minimum entry level to this course is intermediate or an IELTS result of 5.0, TOEFL 500, or other English results equivalent to the above. While knowledge of specific subjects is not necessary, because IELTS tests language ability not the general knowledge of candidates, higher-level ability in reading and writing is an advantage to successful progress in the course.

Course description

IELTS preparation is delivered in two five-week cycles with the possibility of a new intake of students in week six. It focuses on language development and the skills necessary to understand and satisfactorily complete the IELTS test. There are two different approaches to the two cycles. In the first cycle, the course introduces students to a step-by-step preparation for the test. In the second cycle, students engage in an intensive phase of study incorporating rigorous practice of all four skills required in the test, and may be required to do one full practice test each week.

Teachers who deliver the course need to be familiar with the IELTS Handbook and the components of each section in the IELTS test. It is important that any results of practice tests conducted in class are not converted into IELTS band scores because this could unfairly disadvantage students. Students need to be informed of all the requirements for the IELTS test, especially the stipulation that it can only be taken once every ninety days. Also, in an environment where English is used as a foreign language [EFL], all classroom instructions should be in English.

There are two modules in the IELTS test, **Academic** and **General Training**. The Academic module assesses whether a candidate is ready for studying or training in the medium of English at an undergraduate or postgraduate level. The General Training Module emphasises basic survival skills in a broad social and educational context and is suitable for candidates completing their secondary education abroad, undertaking work or study which is not at degree level or for immigration purposes.

Students are required to purchase an IELTS text for the course. The set text may be varied according to the needs of different student groups.

Core texts will be selected from the following list. Teachers will notify students during Week 1 of the text to be used in that teaching cycle.

Jakeman, V. and McDowell, C. 2001, *Insight into IELTS: the Cambridge IELTS course* Cambridge University Press, Cambridge

O'Connell, S. 2002, *Focus on IELTS*, Pearson Education Limited, Longman, London.

Besides this text, teachers will need to supplement materials with lessons designed to meet specific teaching objectives. It is suggested that a variety of resources be used because each has its own strengths and weaknesses. Lessons could also be developed from a variety of other sources, such as English newspapers, magazines, journals and the web. Students are encouraged to obtain relevant materials to improve their English and to bring items, such as pictures, short articles, reports, etc., to class for specific tasks. Assessments are mostly self-evaluative but guidance by teachers is also recommended. Teachers need to give clear feedback on students' problems and how improvements can be made.

Note: The teachers should not convert the practice test marks into IELTS bands.

Specific objectives

Writing

In Task I, at the successful completion of the course, students will be able to:

- organise and present information in a coherent way.
- edit their own work.
- complete the test task within the time limit of twenty minutes.
- use appropriate language and vocabulary.

In Task II, at the successful completion of the course, students will be able to:

- analyse essay questions.
- put forward a point of view on a given topic.
- develop an argument and support it.
- propose a solution to a given problem.
- speculate on the implications of a given issue.
- use appropriate language and vocabulary to develop arguments logically.
- use cohesive devices correctly.
- use a variety of sentence patterns with grammatical accuracy.

Reading

At the successful completion of the course, students will be able to:

- recognise the different types of questions asked in the IELTS test.
- identify the main ideas in the readings and summarise them.
- recognise and paraphrase the ideas in readings, including the recognition of synonyms.
- understand the logical relationships between sentences and paragraphs.
- recognise the organisation of paragraphs.
- predict from titles and any visual aids in texts.
- determine the meaning of unknown words from the context.
- use grammatical knowledge to understand sentence structures in texts.
- recognise a writer's views or claims and their implications.
- develop strategies to build up vocabulary on different topics.
- incorporate skimming and scanning skills to read for general and specific information.

Listening

At the successful completion of the course, students will be able to:

- recognise the question patterns in an IELTS listening test.
- identify the main ideas of a conversation or monologue.
- identify specific information.
- identify speaker's roles.
- identify relationships between ideas or pieces of information, for example, cause and effect, order of events, comparison and contrast.
- follow directions and instructions.
- identify correctly numbers, dates, time, letters, etc.
- understand the implications of information provided in conversations or monologues.
- accurately transfer information within the time limit.

Speaking

At the successful completion of the course, the students will be able to:

- recognise the three parts in the speaking module.
- introduce themselves and converse confidently on a topic, for example, family, hobbies, or work.
- conduct a talk based on personal topics.
- give an opinion and justify it.
- discuss and speculate about general topics.
- answer questions fluently and with a degree of clarity in pronunciation.
- use appropriate stress and intonation patterns in their conversation.
- use the appropriate vocabulary to express their ideas.

Course outline for Cycle 1 Week 1

Objectives	Skills
to introduce the course and give an overview of the IELTS test components	to locate information in the IELTS handbook
to raise awareness of the time for each test component	to identify oneself or another
to identify the reading components, eg. the types of questions; the number of questions	to be able to answer cloze and True/False/Not Given exercises
to identify what the writing components are	to understand the requirements of Task I writing
to identify reading skills, eg. predict; skim and scan	to know what skills are required in the speaking test, eg. giving personal information, initiating a conversation, exchanging opinions, extending a conversation
determine the meaning of unknown words to familiarise students with cloze and True/False/Not Given format to introduce Task I	to listen and be able to answer multiple choice questions and complete a cloze
to familiarise students with the format of the speaking test	to predict the main idea based on the title of a reading
to highlight the skills required for the speaking test	to read and search for key information in titles
to focus on using prediction when reading	to search for key words
to teach students to make comparisons and contrasts in spoken texts	to recognise key information in diagrams
to introduce Task II writing	to locate topic sentences
to look for main ideas through topic sentences	to write cohesive paragraphs with emphasis on topic sentences
to introduce cohesive devices used in texts	to talk about cultural differences on a specific topic eg. cuisine
to introduce cultural differences	

Course outline for Cycle 1 Week 2

Objectives	Skills
to develop logical and lexical cohesion	to understand the format of a Task I writing
to write a Task I answer with suitable structure	to understand the format of a reading test
to familiarise students with the types of questions in a reading test	to familiarise students with the types of questions in the listening test
to introduce exam skills for listening	to manage time under test conditions
to understand the importance of text structure	to transfer information from the booklet to the answer sheet
to facilitate reading comprehension	to find specific information in readings
to describe, analyse and make suggestions in speaking	to describe one's home town, identify problems and suggest solutions
to use a news report	to be able to use a news report, discuss an abstract topic or current issue more fluently
to discuss current issues	to present information effectively by using certain language expressions
to consolidate the language features required for Task I	to use the correct tenses
to use skimming and scanning	to obtain an overview of a reading
to introduce the concept of word families and word structure	to identify vocabulary that shows logical relationships
to recognise different types of essay questions with emphasis on instruction words	to determine the meaning of unknown words in texts
to recognise paragraph structure in Task II	to analyse essay questions
to improve reading skills, speed and vocabulary	to introduce paragraph structure in Task II writing
to write a Task I writing answer	to be able to read a book and write or present a response to it
to introduce peer evaluation and editing	to practice writing task I
to enhance listening skills	to learn editing skills
to improve awareness and develop vocabulary and fluency	to rewrite correctly
	to listen for specific information

There will be a practice listening test and a practice reading test during Week 2.

Course outline for Cycle 1 Week 3

Objectives	Skills
to answer the Task II writing question relevantly	to analyse Task II writing topics with emphasis on key topic words
to further develop reading skills	to provide supporting evidence
to prioritise and justify opinions when speaking	to write an introduction and a conclusion
to evaluate information in a written text	to paraphrase information
to use effective language expressions to present arguments	to skim and scan reading texts to match information
to introduce strategies for maintaining conversation	to give personal priorities and support them with reasons
to use a news report to improve awareness and develop vocabulary and fluency	to distinguish fact from opinion
to discuss current issues	to locate accurate information from readings
to develop brainstorming techniques useful for writing	to develop an argument in Task II writing by using examples and evidence as support
to further practise development of arguments	to use modality in both writing and speaking
to further practise listening skills	to be able to use a news report
to continue speaking practise	to discuss an abstract topic or current issue more fluently
to practise writing Task I and Task II	to brainstorm a plan for Task II writing
to learn how to present information accurately	to write a plan for Task II writing
to improve listening skills and strategies	to listen for specific answers
to develop skills for error correction	to transcribe words
to improve reading skills, speed and vocabulary	to describe people in speaking
to present grammar lessons based on students' needs	to identify errors
to practise speaking skills	to be able to write Task I and II answers within the specific time frame
to further improve listening skills	to be able to read a book and write or present a response to it
to raise awareness of the importance of pronunciation	to identify and correct grammatical errors
	to enhance fluency and coherence in speaking
	to listen for detailed information eg a mini lecture or dictogloss
	to practise pronunciation

There will be a practice reading test, a practice listening test and a Task I and Task II writing test during Week 3.

Course outline for Cycle 1 Week 4

Objectives	Skills
to develop an awareness of verb structure, form, and tense	to use various tenses and verb forms correctly
to further develop editing skills	to speak about personal tastes eg music
to continue to practise speaking	to practise True/False/Not Given reading exercises
to further develop reading skills	to use modality appropriately
to develop the use of modality in order to express	to build up argument tentatively
to practise editing	to express oneself to an appropriate degree
to improve listening for directions or instructions	to identify the grammatical errors in writing
to use a news report to improve awareness and develop vocabulary and fluency	to convey and follow directions and instructions
to discuss current issues	to be able to use a news report to discuss an abstract topic or current issue more fluently
to present Task I writing efficiently and effectively	to present information clearly by using the correct sentence structure in Task I writing
to present and justify an argument in Task II writing	to combine sentences to build more complex sentence structures
to improve students' ability to use more complex sentence structures	to write a Task I exercise
to practise parts 2 and 3 of the speaking test	to write a Task II exercise
to discuss and develop an awareness of the differences between spoken and written English within a cross cultural context	to talk on a topic and discuss abstract issues
to improve reading skills, speed and vocabulary	to continue to practise listening especially for specific information
to prepare students for an authentic reading, listening and writing test	to continue to practise speaking and to express an opinion
to practise completing the tests within the time limit	to be able to read a book and write or present a response to it
to practise focussing on the tasks for 3 hours	to edit for grammatical accuracy, analyse errors, and make corrections
	to complete the tests within their time limits
	to be able to focus on the tasks for 3 hours

There will be a practice Task I and Task II writing test, a reading test and a listening test during Week 4.

Course outline for Cycle 1 Week 5

Objectives	Skills
to practise listening to dialogues and monologues	to be able to follow a speaker's pace in conversational lectures
to practise part 3 of the speaking test, speculating and making suggestions	to be able to speculate and make suggestions
to improve grammar and spelling	to answer spoken questions correctly
to practise giving a presentation	to be able to avoid common spelling and grammar errors
to further practise skimming and scanning	to be able to give a class presentation
to write a Task II writing exercise	to improve skimming and scanning techniques
to check the structure and content of Task I answers	to identify whether the question has been answered correctly
to promote self editing	to be able to express an argument effectively
to present noun groups	to be able to finish tasks within the time limits
to use a news report to improve awareness and develop vocabulary and fluency	to be able to recognise and use adjectives in noun groups
to discuss current issues	to be able to use a news report to discuss an abstract topic or current issue more fluently
to enable students to analyse writing errors and develop strategies to avoid them	to be able to recognise and prevent grammatical errors
to write a Task I answer	to understand why one answer is better than another
to practise a reading test and discuss reasons for correct or incorrect answers	to be able to listen for overall meaning and for details
to give a lecture or dictogloss	to be able to give a class presentation
to practise giving a presentation	to successfully complete a listening test
to further practise listening skills	to be able to express an opinion and justify it
to practise parts 2 and 3 of the speaking test	to be able to express degrees of probability
to familiarise students with the procedures of the test	to use signal words to indicate sequence
to practise giving a presentation	to be able to give a class presentation
to improve reading skills, speed and vocabulary	to be able to read a book and write or present a response to it
to prepare students for an authentic reading, listening and writing test	to edit for grammatical accuracy, analyse errors, and make corrections
to practise completing the tests within the time limit	to complete the tests within their time limits
to practise focussing on the tasks for 3 hours	to be able to focus on the tasks for 3 hours
to practise giving a presentation	to be able to give a class presentation

There will be a practice Task I and Task II writing test, a reading test and a listening test during Week 5.

Course outline for Cycle 2 Week 1

Objectives	Skills
to familiarise new students with the IELTS format	to know the format of the IELTS test
to revise the IELTS format for continuing students	to be able to give personal information
to revise introductions	to be able to complete personal details on a form
to improve listening and speaking skills	to give an opinion and justify it
to continue speaking practice	to narrate a recount
to prepare students to narrate a recount	to write a Task II writing answer
to practise answering the question for Task II writing	to be able to answer True/False/Not Given, multiple choice, cloze and matching exercises in a reading test
to practise reading test skills and strategies	to be able to speculate orally on future events
to practise speaking	to complete a diagram from a lecture
to revise listening skills	to write a Task I writing answer
to revise Task I writing	to be able to skim and scan for general and specific information
to practise a reading test and analyse the skills and strategies used	to complete a reading test within the time limit
to introduce / revise Task II structure	to be able to write a Task II writing plan
to reintroduce the concept of brainstorming Task II writing topics	to write a Task II answer
to improve reading skills, speed and vocabulary	to discuss part 3 speaking topics
to practise the listening test and analyse strategies and answers	to be able to read a book and write or present a response to it
to practise part 2 of the speaking test	to be able to complete a listening test successfully
to practise editing and to build an awareness of the importance of rewriting	to be able to speak on a given topic for 2 minutes
	to edit and rewrite a Task II answer

There will be a practice reading test and listening test during Week 1.

Course outline for Cycle 2 Week 2

Objectives	Skills
to practise comparison and contrast in spoken English	to have a clear structure in Task I writing
to practise pronunciation	to be able to compare and contrast orally
to practise listening skills and strategies	to recognise words with silent letters
to practise reading skills and strategies	to be able to complete multiple choice, cloze, and diagram completion exercises by listening
to practise part 3 of the speaking test	to skim and scan reading texts
to use a news report to improve awareness and develop vocabulary and fluency to discuss current issues	to be able to complete True/False/Not Given exercises
to make students aware of Task II paragraph structure	to be able to identify the main point or topic of a text
to prepare students to deliver a 2 minute talk	to recognise logical relationships in a text
to practise a Task II writing exercise	to be able to use a news report discuss an abstract topic or current issue more fluently
to prepare a short talk based on a given topic	to structure body paragraphs on Task II
to practise a reading test	to write an introduction and a conclusion
to provide feedback on a reading test	to write a Task II answer in the time limit
to further practise listening	to prepare and deliver a 2 minute talk based on a given topic
to continue to practise speaking	to be able to complete a reading test in the time limit
to improve reading skills, speed and vocabulary	to develop strategies to answer reading questions
to practise a listening test	to compare and contrast cultural events eg festivals and celebrations
to highlight the importance of connective devices in language	to listen for specific details
to provide feedback from a Task II writing exercise	to be able to read a book and write or present a response to it
to continue to practise listening and speaking skills	to edit and analyse Task II writing
	to successfully complete a listening test within the specified time
	to make predictions, draw conclusions, and discuss general topics

There will be a practice reading test and listening test during Week 2.

Course outline for Cycle 2 Week 3

Objectives	Skills
to practise a reading test within the time limit	to complete a reading test within the time limit
to practise answering several types of reading questions	to be able to answer various reading tasks including True/False/Not Given, multiple choice and matching exercises
to further develop speaking skills and practise discussions	to practise speaking for parts 2 and 3 of the speaking test
to practise speaking about the future eg space	to participate in discussions about general topics
to practise listening for gist	to be able to use appropriate language for prediction
to have students write a Task I and Task II writing exercise	to be able to understand the general meaning of a talk
to have students edit their own writing	to complete a Task I and Task II in one hour
to practise answering True/False/Not Given, multiple choice and cloze in reading	to be able to recognise and correct writing errors
to use a news report to improve awareness and develop vocabulary and fluency to discuss current issues	to be able to read a text and answer True/False/Not Given, multiple choice and cloze questions
to practise a listening test	to be able to use a news report to discuss an abstract topic or current issue more fluently
to further develop vocabulary for the IELTS test, i.e. collocations	to complete a listening test and transcribe answers correctly
to practise speaking about the future eg communications	to recognise the connection between parts of speech eg adjective and nouns
to practise listening for specific information	to use suitable structures to speak about the future
to practise speaking eg beginning a conversation, introducing oneself, discussing a general issue	to listen for specific information
to raise awareness of the importance of answering the question in the writing tasks	to give and justifying and opinion
to improve reading skills, speed and vocabulary	to speculate about the future
to prepare students to talk about their future	to be able to analyse a writing question
to improve students' grammatical competency by recognising and using correct parts of speech	to be able to read a book and write or present a response to it
to use words correctly	to talk about the future by discussing personal plans, preferences, and wishes
	to recognise and use correct parts of speech
	to build and use vocabulary

There will be a practice reading, listening and writing test Tasks I & II during Week 3.

Course outline for Cycle 2 Week 4

Objectives	Skills
to have students participate in a discussion on an issue	to complete a mini lecture or dictogloss
to use academic language when speaking	to take part in a discussion using academic or more formal language
to complete a Task I and Task II writing	to edit for grammatical accuracy, analyse errors, and make corrections
to encourage self editing	to be able to take notes from a mini lecture or dictogloss and rewrite as a summary
to continue listening practice	to complete a reading test successfully
to complete a practice reading test	to identify and correct grammatical errors in writing
to give feedback on students' practice tests	to be able to make comparisons
to develop awareness of the language of comparison	to be able to write summarising sentences
to develop skills for summarising	to be able to use a news report discuss an abstract topic or current issue more fluently
to use a news report to improve awareness and develop vocabulary and fluency to discuss current issues	to be able to locate information in a text
to develop the skill of locating information in a text	to make the correct word choices
to practise identifying and correcting grammatical errors	to use collocation
to identify and discuss problems in completing the reading tasks	to identify means of improving reading skills and strategies for answering questions
to practise listening	to listen to a talk and answer specific questions about it
to practise a Task II writing	to be able to present solutions to problems in a Task II writing exercise
to practise giving solutions to problems	to edit and correct grammatical errors
to identify and correct grammatical errors	to talk about places and tourism
to practise speaking	to be able to read a book and write or present a response to it
to improve reading skills, speed and vocabulary	to complete a listening practice test successfully
to practise a listening test to listen to specific meaning	to predict in listening and listen for specific meaning
to practise collocation	to use correct grammar
to extend a conversation and express an opinion	to build vocabulary

There will be a practice reading, listening and writing test Tasks I & II during Week 4.

Course outline for Cycle 2 Week 5

Objectives	Skills
to have students participate in a discussion on an issue	to complete both writing tasks in the required time
to encourage self editing	to take part in a discussion using academic or more formal language
to practise pronunciation	to edit for grammatical accuracy, analyse errors, and make corrections
to complete a practice reading test	to pronounce words clearly so as not to impede meaning
to give feedback on students' practice tests	to complete a reading test successfully
to develop awareness of word families	to identify and correct grammatical errors in writing
to talk about personal preferences	to develop vocabulary through word families
to use a news report to improve awareness and develop vocabulary and fluency to discuss current issues	to be able to state personal preferences and give reasons
to further practise skimming and scanning skills for reading	to be able to use a news report discuss an abstract topic or current issue more fluently
to practise identifying and correcting grammatical errors	to skim and scan for general and specific information
to identify and discuss problems in completing the reading tasks	to identify and correct grammatical errors
to practise speaking skills for the test	to identify means of improving reading skills and strategies for answering questions
to practise listening and completing a diagram	to participate in speaking situations, describing people and places and giving reasons for opinions
to practise a Task II writing	to listen to a talk and complete a diagram or table
to practise giving solutions to problems	to be able to present solutions to problems in a Task II writing exercise
to identify and use prepositions correctly	to use prepositions correctly
to practise pronunciation	to pronounce words and phrases with clarity
to improve reading skills, speed and vocabulary	to be able to read a book and write or present a response to it
to practise a listening test	to complete a listening practice test successfully
to practise recording answers to the listening test	to complete tables or flow charts and record answers when listening
to practise reading for details	to use correct grammar
to raise awareness of the importance of cohesive features in writing	to use cohesive features in writing

There will be a practice reading, listening and writing test Tasks I & II during Week 5.

Assessment

Due to the fact that this course is to prepare candidates for the formal IELTS test, the assessment tasks are self-evaluative. Candidates are required to continue their study after their timetabled class hours. Students usually register to sit for the IELTS test on completion of this course.

Students will be required to complete nonassessable tasks throughout the course. Teachers will not give marks or grades to students for class work or homework but will provide feedback and suggest ways to improve.

Note: Teachers will not convert practice test marks into IELTS bands.