This is an exam preparation course that focuses on the skills that are needed to get the best possible result for your level in the IELTS exam. You will learn techniques for each part of the exam, including essay writing, listening and reading strategies, and strategies for success in the speaking test. Although there is a language focus throughout the course, it is not intended to substantially improve your level of general English.

Although you will not receive a predicted band score, you will be given feedback throughout the course on your speaking and writing skills, as well as your performance in reading and listening tasks. There are writing assignments throughout the course, and speaking, reading and listening mock tests towards the end of the course.

Each lesson is devoted to one of the four papers in the examination and trains participants in application of the appropriate sub-skills and exam techniques:

- *Speaking*
- *Listening*
- *Reading*
- *Writing*

For more information about the exam, please visit: http://takeielts.britishcouncil.org/
www.ielts.org/

The tables below detail the content and learning aims of each lesson.

Module	Topic areas	Language aims	I can…
Speaking	A range of familiar topics, including: • Travel • Films • Flowers • Driving • Your home town • Education • The environment • Nature • Food • Music • Numbers • Bags • Shopping • Technology • Buildings • City/town planning • History	Using the past, present and future to talk about yourself. Linking words and phrases to develop your answers. Phrases to express your opinion, agree, disagree, express doubts, make suggestions etc.	• Give full answers to personal questions. • Brainstorm ideas for my Part 2 talk. • Speak for up to 2 minutes without lengthy pauses or repetition. • Explore the Part 2 topic in a more abstract way. • Give both sides of an issue. • Speculate as to why something may be true

Listening	Typical for parts 1 & 2: • Bookings and reservations Typical for part 2: • Maps • diagrams and charts to identify places in a town or parts of a building . Typical for part 3: • Academic discussions between a tutor / lecturer and two students Typical for part 4: • Education • the arts • places of interest • language acquisition • wildlife	Question words, e.g. *Who?*, *When?*, *Where?*, *How?*, etc. Numbers and figures Places in a town, e.g. café, college, hotel etc. Vocabulary related to topics such as healthcare, education, crime and the arts. Vocabulary connected with education, e.g. composition, thesis, grade, referencing etc. Signpost words, e.g. *Firstly*, *Then*, *In addition*, *Now I'd like to talk about…*	• Predict the situation and context of a recording. • Predict the information needed to answer a question. • Follow directions on a map. • Identify the main ideas in a talk or discussion. • Follow the stages in a talk by listening for signpost words.

Reading *Academic*	A range of topics, including: • Air travel • Pearls • Underwater sounds • Online shopping • Wind farming • Insects • Magazine advertising • Biodiversity	Titles and sub-headings Words with similar meanings	• Form an overview of the text. • Summarise the writer's main purpose. • Identify the topic of a paragraph. • Complete a sentence or statement correctly. • Answer YES, NO and NOT GIVEN, or TRUE, FALSE and NOT GIVEN to a series of statements

Reading *General Training*	Topics including but not limited to: • Museums • Tourism • Entertainment • Education	Titles and sub-headings Words with similar meanings	• Skim for gist • Scan for specific details • Answer questions that require short answers • Answer questions with YES, NO or NOT GIVEN, or TRUE, FALSE or NOT GIVEN. • Choose the correct answer from a list of options. • Match titles and sub-headings to paragraphs

Writing *Academic training*	Anything that might be shown on a bar chart, for example: • sales figures • surveys • visitor numbers Common Task 2 topics are: • employment • travel • the environment • the elderly • crime • health • education	Using appropriate vocabulary to describe trends and figures: • decline • rocket • plummet • soar • remain steady	• Identify and interpret the key information from a range of visual stimuli. • Write an overview based on the visual information or data. • State my position on a topic clearly and coherently. • Provide both sides of an argument. • Provide solutions to a problem outlined in a task.

Writing *General training*	A letter – which may be formal, neutral, or informal. Common Task 2 topics are: • family • society • television • the environment • communication • travel • education	Using appropriate opening and closing greetings Selecting a suitable register	• ensure the aim is clear. • cover all task points. • state position clearly and coherently on a topic • provide both sides of an argument. • provide solutions to a problem outlined in the task