

## IELTS Four-week course - Learning Outcomes

By the end of the course, students will be able to:

<b>CORE Skills</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>— develop reading strategies for multiple-choice / matching / summary questions</li> <li>— demonstrate reading sub-skills (scanning, skimming, reading for detail)</li> <li>— familiarise themselves with task types (Matching features; Table completion; Flow-chart completion; Identifying information; Matching headings; Matching sentence endings; Multiple choice (more than one answer); Multiple choice (one answer); Note completion task; Sentence completion task; Summary completion; Summary completion (selecting words from the text)).</li> </ul>
	<b>Writing</b> <ul style="list-style-type: none"> <li>— demonstrate pre-writing skills of analysing questions / task types, planning, and organizing data and ideas</li> <li>— analyse data; structure, and organize reports including introduction, overview and main body.</li> <li>— plan an essay by generating and organising ideas developing an argument, writing introductions and conclusions.</li> <li>— structuring arguments using coherent paragraphs that support the argument, and cohesive devices</li> </ul>
	<b>Listening</b> <ul style="list-style-type: none"> <li>— develop strategies for predictive skills, note-taking, multiple-choice;</li> <li>— identify keywords and signpost words</li> <li>— familiarise themselves with task types (Form completion; Multiple Choice; Short Answers; Sentence Completion; Matching; Plan/Map/Diagram Labelling; Note Completion)</li> </ul>
	<b>Speaking</b> <ul style="list-style-type: none"> <li>— discuss familiar issues and customs</li> <li>— use appropriate language and to organise ideas coherently</li> <li>— express and justify opinions and to analyse, discuss and speculate about issues.</li> </ul>

Grammar	Vocabulary	Functions
<ul style="list-style-type: none"> <li>— making comparisons</li> <li>— conditionals</li> <li>— passive voice</li> </ul>	<ul style="list-style-type: none"> <li>— Topic vocabulary related to: education, the environment, the family</li> <li>— Academic vocabulary: the academic wordlist (AWL)</li> <li>— Describing trends</li> </ul>	<ul style="list-style-type: none"> <li>— Writing: hedging phrases; discourse markers</li> <li>— Speaking: giving opinions, agreeing disagreeing; giving reasons</li> <li>— Listening: signpost language</li> </ul>