



## ULE - IELTS A Syllabus

- Course Hours:** 76.5 hours for Morning Intensive  
72 hours for Afternoon/Evening Intensive and Semi-Intensive Programs  
36 hours for Saturday Program
- CEFR C1/C2:** IELTS content is mapped to the Common European Framework of Reference
- C1** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- C2** - Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
- Course Goal:** To prepare ESL/EFL students to take and/or improve their scores on the IELTS exam
- Objectives:** Familiarize ESL/EFL students with the IELTS format, testing process, and scoring  
Ensure an understanding of the format of the IELTS test and test tasks by taking and reviewing practice tests in a test environment  
Reinforce students' grammar base with particular attention to grammar and sentence correction activities  
Improve listening, speaking, reading, vocabulary and writing skills for the appropriate sections of the IELTS  
Integrate language and critical thinking skills for successful completion of the IELTS tasks  
Integrate language and critical thinking skills for successful completion of the IELTS tasks.
- Textbooks:** IELTS International English Language Testing System, Fourth Edition, Dr. Lin Lougheed, Barrons, 2016.



**Other Material:** Additional practice from free online resources

**Assessment:** Grades are recorded as percentage grades that correlate to letter grades in Axess. Successful completion: Criteria that determine successful completion of a course are:

- Satisfactory attendance – students may not miss more than three days per session
- Up to 10% satisfactory class participation documented in the Class Participation Rubric
- Up to 10% satisfactory completion of homework assignments documented in the Homework Rubric
- Up to 40% score on mid-term assessments calculated in AXESS;
- Up to 40% score on final assessments calculated in AXESS, and
- At least an overall grade of 70% to pass.

| <b>Grade Components</b>   |             |
|---------------------------|-------------|
| Homework                  | 10%         |
| Class Participation       | 10%         |
| Mid-session Assessment    | 40%         |
| End-of-session assessment | 40%         |
| <b>Total</b>              | <b>100%</b> |

**Weekly Outline and Objectives:**

The IELTS course is designed to be an introduction to the IELTS, and to expose students to the different skills and sub-skills (though extensive practice) which will be tested. It is understood that not all sub-skills and integrated skills tested will be covered in IELTS A; students will continue their preparation for the test in the IELTS B course. This syllabus is structured on a week-by-week basis; each week includes practice with sub-skills in each of the four skill areas (reading, writing, listening and speaking). Teachers are given the flexibility to spend more or less time on the various sub-skills, based on the needs of their students, and to plan each week as best appropriate for their students. The week-by-week outline below is a suggested guideline for how the material should be distributed to allow for practice in each of the four skill areas; adjustments may be necessary due to student needs and progress.



*Note:* Teachers at the IELTS level often are required to manage uneven language preparation among their students and differing time frames and objectives for taking the IELTS. While the teachers should adjust to the particular requirements of the students, a common need should be established to improve students' scores and help them learn language skills within the context of the test and as appropriate within the syllabus of the course. Progress should be monitored through periodic testing that will provide students with a realistic record of scoring capability.

### **Week 1**

Introduction to the IELTS: components and scoring procedure.

Overview

Listening: Pre-Test, Skills

### **Week 2**

Reading: Skills

### **Mid-Session assessment – average of grades from following:**

Student progress in the course will be measured based on Listening and Score(s)

### **Week 3**

Writing: Skills

### **Week 4**

Speaking: Skills

**End-of-session assessment – grades from:** Academic Test