



OISE Oxford - The Personal Competency Programme for IELTS Preparation

Course Overview for IELTS Preparation

Weekly Topics

Based on thorough research with past examinations, we have identified 10 themes which occur frequently in IELTS. Each week is based on one of these themes, allowing students to develop their vocabulary and update their notebook, which has also been designed specifically for IELTS.

Language Development

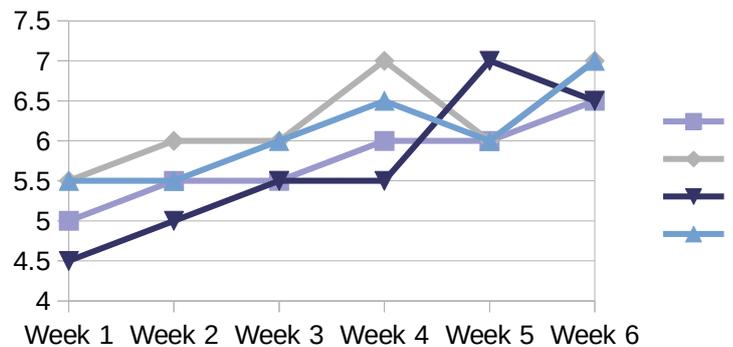
Grammar and functional language are dealt with in a very contextualised manner, always linked to a specific part of the text. Students learn, for instance, how to use Passive to describe processes in Writing Part 1, or how to use Present Perfect Continuous to talk about their recent routine in Speaking Part 1. That way they can see clearly the relevance of a given structure and understand it more easily.

Monitoring of Progress

Students take a full mock test every week, and their results are used to make a report which maps their progress.

Sample Progress Report

	Listening	Reading	Writing	Speaking
Week 1	5	5.5	4.5	5.5
Week 2	5.5	6	5	5.5
Week 3	5.5	6	5.5	6
Week 4	6	7	5.5	6.5
Week 5	6	6	7	6
Week 6	6.5	7	6.5	7



Developing Strategies

Regardless of their initial level of English, students are able to progress quickly by mastering specific strategies for each part of the test. In listening, for instance, they learn how to predict accurately, tell the difference between anchor and non-anchor words, and identify paraphrasing.

Building Student Autonomy

Using flipped classroom techniques, students do as much work as possible in their own time, freeing the lesson to focus on higher order thinking skills. Students are also led to identify their own weaknesses by editing their written work and self-correcting their oral production.

Rigour and Structure

As all students have the same aim (the highest possible score in the test), the OISE IELTS preparation course has a clearly defined structure, within which students are expected to invest a high degree of effort and time outside the classroom. Students who do not have all their homework done by the time the first lesson starts, for instance, are asked to leave the room and finish it before they are allowed back in.

Focus on the Exam

By analysing past exams and sample writings and interviews, students are able to understand what constitutes the difference between, say, a band 6 and a band 8, evidencing the need to increase their range of language.

Students are made aware of the criteria for correction, as well as given tips on how to score highly in them.