

Getting Ready For *IELTS*

Your
Name

IELTS

Introduction to Course Information;
Grammar, Reading, Writing and
Vocabulary

Summer 2024

We are delighted you have chosen to study IELTS at Worthing College.

Instructions: This pack will help you make the best possible start to studying this subject.

The tasks in this pack:

- should take you **about 4 hours to complete**.
- should be handed to your teacher when teaching starts – **from Monday 9th September** – with your name on it for assessment.
- are also available on the internet – follow the links in the document.

If you need help: The tasks are designed to get a bit more difficult as you work through them as they are preparing you for studying at a higher level and to become an effective independent learner. You should try to get as far as you can working on your own but if you do need help, please email us at gettingreadyfor@worthing.ac.uk, telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.

Skills Focus for this Getting Ready for Pack

- Note-taking
- Skimming and Scanning
- Learning new vocabulary

Challenge:

- Using new vocabulary and grammar with accuracy.

Target Grade	Type of task	Task and subject specific skill reference	Deadline
All	Course Information	<p><u>TASK 1: What's IELTS?</u></p> <p>Read the IELTS Course Handbook for information about the course and general information about some college procedures. (Attached to the back of this Getting Ready For Pack.) Read it also for a quick introduction to what the IELTS exam is, who it is for and how it is assessed. c) Watch a short clip following this link https://www.youtube.com/watch?v=2h1siL8CTyM</p> <p>(If you can't access the video via the provided link, please go to www.youtube.com/IELTSofficial and click on the video <i>IELTS in short</i>.)</p>	Week beginning 9 th September 2024
All	Grammar	<p><u>TASK 2: Grammar Diagnostic Test</u></p> <p>You are required to complete the grammar tasks on the attached pages.</p>	Week beginning 9 th September 2024
All	Reading	<p><u>TASK 3: Skimming and Scanning</u></p> <p>Study the two BBC Bitesize links on skimming and scanning. Complete at least one of the quizzes. Link 1: https://www.bbc.co.uk/teach/skillswise/skimming-and-scanning/zd39f4j Links 2: Reading tips, the purpose of texts and spotting mistakes - BBC Bitesize</p>	Week beginning 9 th September 2024
High Grades	Vocabulary for first IELTS topic: <i>Describing People</i>	<p><u>TASK 4: VOCABULARY – Describing People</u></p> <p>Study the vocabulary for <i>Describing People</i> and complete the quiz. After you finish, write one paragraph describing yourself. Make sure you use key vocabulary in your paragraph. http://www.englishvid.com/english-resource/ielts-toefl-vocabulary-adjectives/</p>	Week beginning 9 th September 2024
<p>Notes: Please turn over for the Grammar exercises.</p>			

IELTS

Grammar Diagnostic Test

8.2 Writing - Linking Words

PAPER 2

EXERCISE 1 Fill each blank with a word or phrase from the list below. Use each item once only.

although	but	so that	when
as if	if	that	which
because	just as	unfortunately	while
before	so	until	who

Several years ago some friends and I decided to go cycling together. We waited

1. the rush hour was over 2. we set off.

3. it looked 4. it was going to rain, we still decided to go

5. this was the last opportunity we would have for some time. We had

packed plastic macs 6. we wouldn't get too wet 7. there

was a shower. 8. we were riding along in single file on the outskirts of town,

Paul, 9. was bringing up the rear as usual, suddenly gave a shout.

10. we turned back to see what was wrong, we found 11.

he had swerved to avoid a dog 12. had run out in front of him.

13. he had gone into a ditch at the side of the road. The bicycle had hardly

been damaged 14. Paul was 15. bruised and shaken that

we decided to go home. 16. we arrived at my house, it started pouring with

rain. We realised that our day out would have ended badly even without the accident.

Look at the way the ideas are linked together in the passage.
Notice also the tenses that are used in this kind of writing.

Conjunctions

Complete the following sentences.

1. I left early because _____.
2. It was very expensive, but _____.
3. They never come on time, so _____.
4. There was a train strike, so _____.
5. I'll do it when _____.
6. I'd love to help, and _____.
7. I'm learning Japanese, but _____.
8. I hate beach holidays, so _____.
9. It didn't look very good, so _____.
10. I'll tell her if _____.
11. The phone rang while _____.
12. I felt sick, so _____.
13. It's snowing, but _____.
14. I needed help, but _____.
15. I called her a number of times, but _____.
16. I wanted to speak to them while _____.
17. It's a very expensive restaurant, and _____.
18. It's open late, so _____.

Improve your writing

Abbreviations on application forms (*Mr, Mrs, Dr, n/a*)

12 a Write the abbreviations for these words.

- 1 Mister _____
- 2 January _____
- 3 Doctor _____
- 4 October _____
- 5 not applicable _____
- 6 December _____
- Number _____
- 8 September _____
- 9 *et cetera* (= and the others) _____

b Here are some other abbreviations you see on application forms.

Match the words on the right to the correct abbreviations.

- | | |
|----------------------|---------------------------------------|
| 1 Ave | Street |
| 2 e.g. | Avenue |
| 3 kg | kilometres |
| 4 km | North, South, East, West |
| 5 Mon/Tues/Wed/Thurs | <i>exempli gratia</i> (= for example) |
| 6 N/S/E/W | Park |
| 7 Pk | Road |
| 8 Rd | kilograms |
| 9 St | United States of America |
| 10 tel | United Kingdom |
| 11 UK | telephone |
| 12 USA | Monday, Tuesday, Wednesday, Thursday |

c Rewrite the following with abbreviations.

- 1 Mister James Hewson
Mr James Hewson

- 2 2 kilograms

- 3 63 Stamford Street

- 4 irregular verbs, for example
bring and buy

- 5 Queen's Park Road

- 6 London South-West 7

- 7 10 kilometres

- 8 arrived in the United Kingdom
from the United States

- 9 telephone number: 020 7939
3671

- 10 classes are on Tuesday and
Thursday

- 11 January-March and
April-September

Spelling: Confusing words worksheet 1

- 1 Choose the correct word for each sentence.
You can do this by crossing out the word you think is wrong.

1. Please turn (of / off) the CD player.
2. (They're / Their) waiting for us.
3. Don't lose (your / you're) bag.
4. (It's / its) been awful recently.
5. I think I know (who's / whose) it is.
6. I haven't (quite / quiet) finished.
7. He (bought / brought) his brother along.
8. Do you think this knot is too (lose / loose)?
9. The police made a (through / thorough) search of the house.
10. His (advice / advise) is usually very good.

- 2 Cross out the incorrect spelling in each pair of words.

accident / acident

beutiful / beautiful

mune / money

Febuary / February

aply / apply

Britain / Britin

ketchup / kechup

intresting / interesting

amung / among

different / diffrent

frend / friend

tommorrow / tomorrow

Tuesday / Tuseday

business / bisness

larch / laugh

Wensday / Wednesday

chocolate / choclate

notise / notice

appology / apology

come / cume

U2 Audrey Hepburn

Read through the following and fill in the numbered blanks with a suitable preposition.

Audrey Hepburn was born in 1930 (1) in Belgium. (2) _____ the age of seventeen, she won a scholarship to study ballet in London. Not very long (3) _____ that, she found herself playing small parts (4) _____ English screen comedies. Her performance in a movie called *Monte Carlo Baby* brought her (5) _____ the attention of director William Wyler, who had no doubt (6) _____ her talent. Thanks (7) _____ him, she was an instant success; when she was only twenty-four, she won an Oscar (8) _____ her first starring role.

For the next fifteen years, she worked (9) _____ Hollywood's most famous directors such as William Wyler and Billy Wilder. She played (10) _____ giants of the screen like Humphrey Bogart, Henry Fonda and Fred Astaire in many movies, (11) _____ which *My Fair Lady* and *Breakfast at Tiffany's* are perhaps the best known.

She stayed away (12) _____ the cameras for nine years (13) _____ order to raise her two sons. In 1976, she returned (14) _____ the silver screen and worked in two films before making her final appearance as an angel in Steven Spielberg's *Always*.

(15) _____ addition (16) _____ her success on screen, she tirelessly devoted herself (17) _____ her work as an ambassador for UNICEF. Her trip (18) _____ Somalia helped focus the world's attention (19) _____ that tragic land. Her dedication (20) _____ the cause of suffering children came (21) _____ personal experience: during the Second World War, as a young teenager in the Nazi-occupied Netherlands, Hepburn and her mother had survived (22) _____ eating tulip bulbs.

In January 1993, she died (23) _____ cancer (24) _____ her home (25) _____ Switzerland.



10 Fill the gaps 1

Complete the sentences below with one of the following nouns plus a preposition.

basis campaign choice control cruelty excuse fall freedom
genius anger knowledge objection ~~opposite~~ strain problem

1. What is the opposite of 'timid'? Is it 'bold' or 'brave'?

2. The _____ chewing gum is that it loses its flavour too quickly.

3. If you had a _____ marrying for love or marrying for money, which would you do?

4. I know you have a cold, but that's no _____ not doing your homework.

5. If you have to deal with overseas clients, a _____ foreign languages is very useful.

6. Do you have any _____ my parking my car in front of your house?

7. Since the salmonella scare there has been a considerable _____ the consumption of eggs.

8. Perhaps the three most important human rights are _____ hunger, fear and persecution.

9. Einstein hated school and often missed classes, but he was a real _____ mathematics.

10 In the dispute between the union and the management, new proposals have been put forward which should at least provide a _____ discussion.

11 In our class, we can do as we like; our teacher has no _____ us at all.

12 The RSPCA is the Royal Society for the Prevention of _____ Animals.

13 Overweight people should not jog because it puts a great _____ their hearts.

14 The African elephant will be extinct within twenty years if an international _____ the ivory trade is not started immediately.



15 Vandalising public property is the only way some youngsters can express their _____ society.



SPELLINGS - Spell these correctly and you're above average!

1. absence
2. accidentally
3. accommodate
4. achieved
5. acknowledge
6. acquainted
7. addresses
8. aerial
9. aggravate
10. aggregate
11. agreeable
12. amateur
13. among
14. analyse (Z) USA
15. analysis
16. anxiety
17. apparent
18. appearance
19. appropriate
20. argument
21. arrangements
22. athletic
23. automation
24. awful
25. bachelor
26. beginning
27. believed
28. benefited
29. beneficial
30. breathe
31. budgeted
32. business
33. catalogue
34. ceiling
35. certain
36. choice
37. clothes
38. college
39. colleagues
40. coming
41. committee
42. comparative
43. competent
44. completely
45. conscientious
46. conscious
47. consistent
48. convenience
49. courteous
50. courtesy
51. criticism
52. deceive
53. decision
54. definite
55. desirable
56. desperate
57. disappeared
58. disappointed
59. disastrous
60. discipline
61. dissatisfied
62. efficiency
63. eighth
64. eliminated
65. embarrassed
66. emphasise (Z)USA
67. enthusiasm
68. equipped
69. especially
70. essential
71. exaggerated
72. excellent
73. exercise
74. exhausted
75. existence
76. expenses
77. experience
78. extremely
79. familiar
80. February
81. financial
82. foreign
83. forty
84. friend
85. fulfil
86. fulfilled
87. gauge
88. genius
89. government
90. grammar
91. grievance
92. guard
93. guardian
94. handkerchief
95. height
96. heroes
97. honorary
98. humorous
99. hungry
100. hurriedly
101. hypocrisy
102. imagination
103. immediately
104. immigrate
105. incidentally
106. independent
107. indispensable
108. influential
109. intelligence
110. irresistible
111. knowledge
112. liaison
113. literature
114. livelihood
115. lose
116. losing
117. lying
118. mortgage
119. maintenance
120. marriage
121. medicine
122. Mediterranean
123. miniature
124. minutes
125. mischievous
126. murmur
127. necessary
128. negotiate
129. niece
130. noticeable
131. occasional
132. occasionally
133. occurred
134. occurrence
135. omitted
136. omission
137. opinion
138. originally
139. parallel
140. parliament
141. pastime
142. permanent
143. permissible
144. perseverance
145. personnel
146. physical
147. planning
148. pleasant
149. possesses
150. preceding
151. preference
152. prejudice
153. preliminary
154. prestige
155. privilege
156. procedure
157. proceeds
158. professional
159. professor
160. pronunciation
161. proprietary
162. psychology
163. quiet
164. really
165. received
166. recognise (Z)USA
167. recommended
168. referred
169. relieved
170. repetition
171. restaurant
172. rhythm
173. schedule
174. scarcely
175. secretaries
176. seize
177. sentence
178. separate
179. severely
180. shining
181. similar
182. sincerely
183. statutory
184. successful
185. suppression
186. surprising
187. tendency
188. tragedy
189. transferred
190. twelfth
191. unconscious
192. undoubtedly
193. unnecessary
194. until
195. usually
196. valuable
197. view
198. Wednesday
199. woollen
200. warehouse

ENGLISH WORDS MOST COMMONLY MISSPELT

achieve achievement	describe description	humour humorous	occurred occurrence
address	develop development	immediate immediately	parallel paralleled
appoint	except	independent dependent dependant	preliminary
argue arguing argument	existence existent	knowledge	proceed procedure
author Arthur	forty four	knowledgeable	professor profession
begin beginning	grammar grammatical	leisure library	
benefit benefited	grief grievous	maintain maintenance	repetition repeat
business	height	managerial manageable	succeed success
changeable		necessary necessarity	true truly
commit committee		occur occurring	
definitely committing			

Easily confused words, etc.

Choose the correct word or phrase to complete the sentences.

1. If you aren't sure of a word, check its/it's meaning in your dictionary.
2. I'm not sure if they're/ there coming.
3. She's done well, isn't/hasn't she?
4. It can not/cannot be ready on time.
5. I did hardly/hard any work yesterday.
6. It was a rush, but we just managed to get there in/on time.
7. You really should/ought to help more often.
8. I had less/fewer time than I needed.
9. It was cancelled because/because of the bad weather.
10. She's away on a business journey/trip.
11. Thieves stole/robbed my office last night.
12. I'll see her while/during the summer.
13. If/Unless you don't stop smoking, you'll be seriously ill.
14. I met them on holiday/holidays.
15. She'll be back soon; she's been/gone to the bank.
16. I want it ready until/by five o'clock.
17. I must pay/pay for my phone bill this week.
18. What time does your train get/reach to the station?
19. I must return the books I lent/borrowed from the library.
20. I arrived home late, so I lost/missed the film on TV.



27 It - impersonal subject (continued)

- C Complete the sentences by using one of the introductory phrases in the box. Each phrase may only be used once.

It's awful	It was decided	It's difficult	It's fascinating	It was fun
It's not nice	It's a pity	It's ridiculous	It's risky	It's silly

- 1 _____ she didn't come to the party.
- 2 _____ doing this job when the director's away.
- 3 _____ he should get the prize.
- 4 _____ not knowing who got the job.
- 5 _____ to go on holiday with Sarah and Jane.
- 6 _____ to plan things a long way ahead.
- 7 _____ to invest a lot of money in that hotel chain.
- 8 _____ having to wait an hour in the rain, you know.
- 9 _____ to see the advances taking place in medicine.
- 10 _____ spending so much money on a coat.

- D See how many sentences you can make using the phrases in the table below.

_____	sensible	going to see them every week.
_____	firing	to get the tickets in advance.
_____	possible	to meet the Prime Minister.
is	necessary	living in Tokyo.
_____ could be	difficult	to tell him what we were planning.
It will be	easy	owning a restaurant.
was	easier	to let them know where we were going.
wasn't	fun	to get there on time.
_____	expensive	to see the Deputy Prime Minister.
_____	clever	to arrange an appointment for next week.

When do I need to use an apostrophe?

1 Tick the correct sentence in each pair.

- I am sorry but I wont be able to come to your party on Saturday.
 - I am sorry but I won't be able to come to your party on Saturday.
- Children's toys are much more sophisticated now than in the past.
 - Childrens foys are much more sophisticated now than in the past.

We use apostrophes

- to shorten words and show that some letters have been left out:
cannot → *can't*; *could not* → *couldn't*; *do not* → *don't*; *he will* → *he'll*;
will not → *won't*; *she would* → *she'd*.

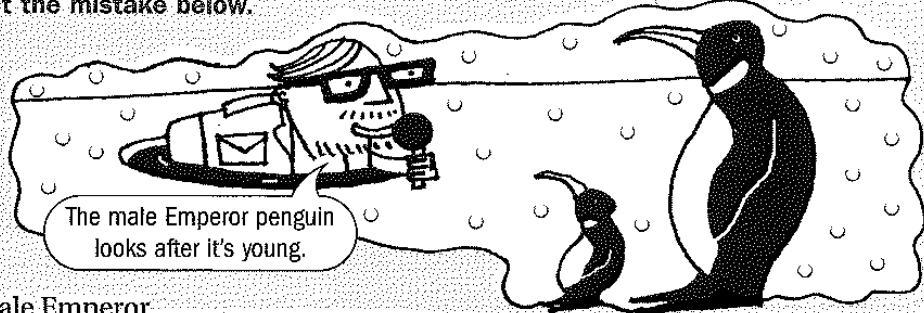
These contractions are mostly used in spoken or informal language:
I can't find Peter anywhere – he isn't in the staffroom or in his office.

- after people or animals to show possession: *Mary's hat*, *the cat's food dish*

We do not use an apostrophe

- with possessive pronouns, such as *its*, *ours*, *theirs*, *yours*:
The caterpillar stays in its cocoon until metamorphosis is complete. (not *it's cocoon*)
- when we add *s* to a singular noun to make it plural, even if we are using a commonly abbreviated word: *CDs*, *TVs* (not: ~~*CD's*~~, ~~*TV's*~~)
- to show possession with things. Instead, we use *of the*: *the leg of the chair* (not ~~*the chair's leg*~~)

2 Correct the mistake below.



The male Emperor

3 Correct the mistakes in the sentences below. Some sentences may have more than one mistake, some may be correct.

- I put Jack coat on a hanger in the cupboard.
- I cant understand why older people dont like modern music.
- I bought three new CD's this week.
- The dog wagged it's tail when it saw the children.
- Fresh avocado's on sale today!
- Which one is mine and which one is her's?
- Can you put this in the car's boot for me?
- It's about time you fixed that car of yours.

IELTS Handbook

Contents:

- **THE STAFF TEACHING IELTS:**
 - How to contact us
 - Where to find us
 - Contacting you

- **THE COURSE:**
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- **THE CARE PRINCIPLE: OUR EXPECTATIONS OF YOU**

HELLO AND WELCOME TO THE IELTS COURSE

This handbook provides you with general information about the IELTS course in years 1 and 2.

- **THE STAFF teaching IELTS – How to contact us**

Desiree Manitiuss-Purnell	Teacher	IELTS	Room G91
Julie Maure	Teacher	IELTS	Room G91

You will have **three sessions (classes) each week**. Two will last 90 minutes and one will last an hour.

Languages are generally taught on the College's ground and first floor. You will find staff in this area always ready to help you (Room 141 is the language lab).

Contacting you: The teacher will see you in lessons but will also contact you via e-mail at your college address, or Teams.

Urgent messages will be posted on the college monitor system. You can also contact the teacher by email using the college address above.

- **AIMS OF THE COURSE**

The IELTS Academic English course is designed to **prepare you for study at Higher Education and University entrance**. To reach the appropriate level required for university entrance, you will normally attend IELTS Preparation classes in Year 12 and Year 13.

Unless you have already taken an IELTS test, **we will expect you to sit the examination at the end of Year 12** to give you official confirmation of the level you are working at.

If you are **applying to university, you will need to have an IELTS test result** when you fill in UCAS form in September / October.

Homework is a compulsory part of the course and must be handed in on time. We also expect you to spend time working on your English outside lessons in addition to your homework. Please read the section on 'How to improve your own learning'.

WHAT IS IELTS?

This stands for the *International English Language Testing System*

What and who is it for?

It is for the development of Academic and General English Skills for those who wish to study and move on to university or use English in the workplace where English is used as the medium of communication.

At Worthing College, we prepare students for the Academic IELTS test.

When you take the IELTS Test, you will achieve a score, called a BAND, from 0 – 9 for each skill (i.e., reading, writing, speaking, and listening) and an overall band. Generally, universities in the U.K. require a minimum of 6.0 overall to start an undergraduate course.

The universities may also require a specific band in particular skill areas.

For example:

- **A student wishing to study Hospitality at Oxford Brookes University will need an overall Band 6.0 with a minimum of Band 6.0 in reading and Band 6.0 in writing.**
- **For all courses at the University of Kent, an average Band 6.5 is required overall with a minimum of 6.0 in all 4 skills.**

What is studied?

All four skills – listening, reading, writing, and speaking:



A discussion piece, formal reports, summaries, describing graphs and diagrams.



For specific information, reading more quickly for information (skimming and scanning) and looking at inferring information and general comprehension.



For specific information, note taking and general communication.



In a variety of situations, gaining confidence and improving pronunciation.

The IELTS examination takes place in Brighton at the end of April / beginning of May.

4

• **EXTERNAL EXAMINATIONS**

3 Sections. 40 questions. 60 minutes

Multiple choice
Short answer questions
Notes, summary, diagram, table completion
True/False
Matching lists or phrases

ACADEMIC READING

4 Sections. 40 questions. 30 minutes

Multiple choice - short answer
Completing forms/diagrams
Labelling a diagram -
Matching.

LISTENING

Task 1: 20 minutes. 150 words +
Describe information in the form of a diagram or a table

Task 2: 40 minutes. 250 words +
Discursive essay – discuss and issue/give an opinion,
make a recommendation.

ACADEMIC WRITING

11- 14 minutes

Part 1: 4- 5 minutes- General familiar topics: home, family,
etc.

Part 2: 3-4 minutes – Talk for one or two minutes on topic.

Part 3: 4-5 minutes -- Conversation linked to Part Two.

SPEAKING

• HOW IS IT ASSESSED?

Through '**Bands**'. There are NINE bands.

BAND 9	Expert User Full command of the language; the speaker is fluent and accurate.
BAND 8	Very Good User Full command of the language with only a few inaccuracies and some misunderstandings in unfamiliar situations.
BAND 7	Good User Command of the language but with some inaccuracies and inappropriate use. Some misunderstandings. Can use and handle complex structures.
BAND 6	Competent User General command of the language, but with some inaccuracies, inappropriate use and misunderstandings. Some complex structures are used, but in more familiar situations.
BAND 5	Modest User Has some command of the language but is likely to make mistakes. Basic communication is achieved in familiar situations.
BAND 4	Limited User Basic communication is achieved when dealing with familiar situations only. Has many problems in understanding and expression. Is not able to use complex language.
BAND 3	Very limited User Only general meaning is conveyed in very familiar situations. Breakdown in communication is frequent.
BAND 2-0	No real communication is possible, maybe only a few words or basic information in isolated words. Great difficulty in understanding spoken and written English, or no English skills at all. Too low for any college use.

• MARKING POLICY

Students' assessments will take one of the following forms:

- Oral feedback
- Written comments (with individual targets)
- Numerical marks
- IELTS bands as in the official examination

All practice papers will be marked according to the IELTS banding system.

We strive to return all submitted work within 10 days, provided students hand in their assignments on time.

• INFORMATION AND LEARNING TECHNOLOGIES

The **TEAMS page** is the college virtual learning environment. You can access it via your opening screen once you log on to the College network. You can also access it from home.

You must register on the IELTS course on **TEAMS** to access its content. You will find:

- Schemes of work
- Copy of Handbook
- Learning Plans
- Additional materials to help you with your work.

Internet: There will be an induction session in September to allow you to check out all the wonderful resources that the internet offers to language students. The main ones are listed on **TEAMS**.

• TYPICAL WAYS OF WORKING

- Individual work
- Group work
- Pair work
- Regular use of the language lab
- Working on computers/laptops
- Using authentic texts from radio, TV, press or the web
- Regular learning of vocabulary and grammar
- Keeping a record of study

• RESOURCES

Textbooks are used in class, and you can buy your own copy. **Grammar books and other relevant materials will be available for use in the classroom.** Bilingual and monolingual **dictionaries** are also available in the classroom and the library. You are strongly advised to **buy your own paper dictionary and grammar manual with exercises and answers** in addition to those available in college.

LIBRARY:

In addition to **daily newspapers**, there are **books** (fiction and non-fiction) graded according to difficulty, some of them have accompanying audio tapes or CDs. There are also general information books for research purposes. Make a habit of reading every week and noting and learning the vocabulary. This will also give you an insight into current issues.

We also have available a copy of current **textbooks and grammar books**. A selection of **specialised vocabulary books** will help you with some of your AS level subjects. The library also stocks some of the best **films**.

Listening practice: You will have at least one language laboratory session per week to develop your listening skills.

- **ABSENCE AND TEACHING COVER ARRANGEMENTS**

Staff Absence:

In case of planned absence, the work will be set in advance and posted on TEAMS. If the absence is unexpected, your work will be put on TEAMS.

Student absence:

Absent students are expected to collect materials from the teacher. You are expected to catch up on the work you have missed because of absence, including homework. It is your responsibility to find out what you have missed. You **MUST** inform the college if you are not coming in.

Absence Line

24-hour answerphone

01903 275722

AllAbsenceCalls@worthing.ac.uk

Ring or email before 9:30am

Speak clearly and slowly.

Leave your full name and reason for absence.

For planned absences, please complete an Absence Form.

These are also available from Student Services on the Ground Floor, near the Main Entrance

- **TRIPS**

Trips to London, Portsmouth and other places are usually offered by an external provider. Many students, however, prefer to organise their own days out which will help foster independence and improved language use.

BAND 6 or 6.5 is required by most universities but it could be 7. For some courses, universities will specify a minimum writing band (usually 6) or a minimum band across the 4 skills (overall 6.5 with a minimum of 6 in all skills)

Further information can be found on www.ielts.org

• **HOW TO IMPROVE YOUR OWN LEARNING? (General information for all your subjects)**

BE ORGANISED	Get a Lever Arch Folder and a set of dividers . This will enable you to separate your work into sections such as topic work, grammar, and vocabulary. This will help you revise later.
BE READY	Regular learning of vocabulary is essential. The easiest way to do this is to try and reuse each unfamiliar word or expression as soon as you can after meeting it for the first time.
BE AWARE	A considerable amount of time and effort outside scheduled lessons will be essential if you want to achieve the best result you can. For a first-year student attending all lessons we expect an additional 3-4 hours of independent study.
BE CONSCIENTIOUS	What do you do with your returned written work ? Writing it is only half the task! You need to be prepared to spend time reading it through and correcting it . If you make a list of your common mistakes with the correct version and read it before writing the next piece of work, you will improve your weak points.
BE PRO-ACTIVE	All the extra practice you put in will pay off; watch films, read books, newspapers, and magazines, listen to the radio, take every opportunity to speak the language.

THE CARE PRINCIPLE: MEETING EXPECTATIONS

HOW TO IMPROVE YOUR OWN LEARNING? (General information for all your subjects)

Commitment	<ul style="list-style-type: none">• Record set homework in planners• Have a subject folder with dividers• Participate orally in class• Complete homework on time
Attendance	<ul style="list-style-type: none">• Attend ALL sessions• Always be punctual• Bring folder and materials to ALL sessions
Respect	<ul style="list-style-type: none">• Be attentive to teacher• Listen to others' contributions• Work collaboratively in groups• Respect diversity of cultures and nationalities
Expectations	<ul style="list-style-type: none">• Go through class notes after each session• Keep records of regular independent learning in table provided

Your work and progress will be assessed at various points each term and may be reported to your parents or guardians. If you do not reach the expected standard, you will be interviewed by YOUR TUTOR and may be put on an action plan.