

# Fatima College of Health Sciences

## COURSE OUTLINE

---

### IELTS Training 2

Academic Organization:	School of Nursing
Faculty:	Fatima College of Health Sciences
Credit Hours:	0
Course Level:	Undergraduate
Campus/Location/Instruction Mode:	Abu Dhabi / Al Ain - UAE/on campus
Convenor/s:	TBC
This document was last updated:	06 April 2009
Course approved by	Academic & Assessment Committee

#### **BRIEF COURSE DESCRIPTION**

---

This Intermediate level course provides students with the post-foundation language skills needed to achieve the requisite IELTS Academic band 6.0. The course is designed to strengthen student skills in listening, speaking, reading and writing as well as develop the students' repertoire of learning strategies in each of the four skill areas. This course provides students with specific training on how to adequately meet the task demands presented in each of the four modules of the IELTS exam.

#### **SECTION A - TEACHING, LEARNING AND ASSESSMENT**

#### **COURSE AIMS**

---

Intensive IELTS Preparation provides students with the skills and test-taking strategies required to achieve Academic IELTS band 6.0.

#### **LEARNING OUTCOMES**

---

At the completion of the course students will be able to:

1. Use a variety of sub-skills in listening, as outlined below, and flexibly apply these according to varying purposes and task demands, commensurate with Band 6.0 Academic IELTS
  - Listening for gist
  - Prediction of content
  - Listening for specific information
  - Identifying detail
  - Following signpost and referencing words
  - Using prosodic features to aid comprehension

- Inferring underlying meaning
2. Achieve spoken fluency and accuracy at the Band 6.0 Academic IELTS level by demonstrating an ability to
    - talk at length using a range of spoken discourse markers, connectives and cohesive features;
    - use a variety of lexical resources sufficient to talk about a variety of familiar and unfamiliar topics produce a mix of short and complex sentence forms and a variety of structures with some degree of flexibility
    - produces the features of spoken English (intonation, stress, prosodic features) well enough to be understood throughout
  3. Use a variety of sub-skills in reading, as outlined below, and flexibly apply these according to varying purposes and task demands, commensurate with Band 6.0 Academic IELTS
    - Skimming for general meaning
    - Prediction
    - Scanning for specific meaning
    - Intensive reading
    - Deducing meaning of lexis
    - Inferring meaning
  4. Achieve written fluency and accuracy at the Band 6.0 Academic IELTS level by demonstrating an ability to
    - adequately address and cover all the requirements of a task or assignment
    - present ideas and information coherently with clear overall progression evident
    - use a variety of discourse markers, connectives and cohesive features to insure a clear overall progression throughout the body of paragraphs, reports and five paragraph essays.
    - use a mix of simple and complex sentence forms with some degree of flexibility whereby errors in grammar and punctuation rarely impede communication.

## **CONTENT, ORGANIZATION AND TEACHING STRATEGIES**

---

IELTS Training 2 utilizes the Focus on IELTS series of resources, including student book, workbook (i.e., Focus on Academic Skills for IELTS) and on-line support materials. One module is covered every two weeks, which is a sufficient amount of time to allow the teacher to support and extend lesson content with a variety of activities that support other courses within the CORE Program. Enrichment activities include journal writing, project-based learning, IT sessions, self-access learning and library sessions.

In addition to inculcating the language skills required for meeting the task demands of the IELTS, Intensive IELTS Preparation also seeks to expand each student's repertoire of learning strategies through critical reflection, teacher demonstration, group discussion and active experimentation.

On-going assessment and continuous feedback to students will be provided on a bi-weekly basis through module quizzes, Learning Cycle exams (every 6 weeks) and end-of-semester exams, all of which will be structured as closely as possible to realistic IELTS exam conditions. Although grades are awarded to students at the end of each semester, the grades are only intended as feedback to students. As a non-credit course, students will receive a pass or fail based solely on their performance in the externally based IELTS exam.

## **CONTENT SUMMARY**

---

A summary of course content is provided below on a bi-weekly basis according to the language content covered within the Focus on IELTS texts.

### **Required Texts:**

O'Connell, Sue. Focus on IELTS (Harlow: Pearson Longman, 2002)

O'Connell, Sue, Focus on IELTS Teacher's Book (Harlow: Pearson Longman, 2002)

Terry, Morgan & Wilson, Judith. Wilson. Focus on Academic Skills for IELTS (Harlow: Pearson Longman, 2004)

Interactive materials are available on the <http://www.pearsonlongman.com/exams/ielts/> website to supplement and enhance the main texts learning for each module:

**Learning Cycle 1 (Weeks 1 to 6)**

**Weeks 1 & 2 -- Module 1**

**Reading:** General reading strategies; Summary completion, T/F/NG

**Speaking:** Talking about personal interests; Comparing and contrasting)

**Vocabulary:** Word partners

**Weeks 3 & 4 -- Module 2**

**Writing:** Interpreting graphic data; Paragraphing & cohesion

**Listening:** Section 1 w. multiple choice; Section 2 w. note completion

**Speaking:** Eating habits

**Vocabulary:** Spot the error

**Weeks 5 & 6 -- Module 3**

**Reading:** Matching sentence completion

**Speaking:** Urban problems; Describing places

**Vocabulary:** Spot the error

**LC Exam****Learning Cycle 2 (Weeks 7 to 12)****Weeks 7 & 8 Module 4**

**Writing:** Interpreting charts & tables; Paragraphing

**Listening:** Labeling a diagram; Table completion; Short answers; Note completion

**Vocabulary:** Error hit list

**Weeks 9 & 10 -- Module 5**

**General Strategies:** Time management

**Reading:** Headings; multiple choice; Summary completion

**Speaking:** Priorities

**Weeks 11 & 12 -- Module 6**

**Writing:** Structuring an argument; Analyzing the question; Providing evidence & supporting points; Argument-led approach

**Listening:** Note completion

**Speaking:** Leisure activities

**Vocabulary:** Describing people; Spot the error: Error hit list

**LC Exam****Weeks 13 & 14 -- Module 7**

**Reading:** T/F/NG; Sentence completion; Matching

**Speaking:** Expressing personal tastes; Describing an object

**Vocabulary:** Dealing with unknown vocabulary; linking expressions; compound words

**Weeks 15 & 16 -- Module 8**

**Writing:** Task 1: Describing tables; Interpreting statistics; Organizing & presenting data. Task 2: Presenting & justifying an opinion; Expressing disagreement; Discussing implications

**Listening:** Multiple choice; Table completion; Short answers; labeling a diagram

**Speaking:** Describing cultural attractions; Describing an event

**Vocabulary:** Spot the error; Error hit list

**Review & Consolidation****Course Evaluation****End of Semester Exam**

## **ASSESSMENT**

---

The assessment protocol detailed below is merely for student feedback purposes in order to give students an idea about how they will probably perform on the actual IELTS exam. Students will receive a P/F based solely on whether they receive a band 6.0 on the actual, external exam.

Classwork & Self-Study including journal and workbook assignments = 10%  
Compiled at the end of each six-week learning cycle

Bi-weekly Quizzes = 20%  
Compiled at the end of each six-week learning cycle

Learning Cycle Exams = 30%  
Compiled at the end of each six-week learning cycle

End-of-Semester Exam = 40%  
Week 16

## **TEACHING TEAM**

---

### *Course Convenors*

<b>Convenor Details</b>	
Campus Convenor	TBC
Email	
Phone	
Office Hours	Sunday - Thursday: 0700 - 0300 pm

## **COURSE COMMUNICATIONS**

---

Students may contact the convener and teaching staff during scheduled student consultation times. Alternatively, another time may be organized to suit both parties. Email and phone contact are other alternative means of contact. Students are expected to regularly check the course's announcements notice board at least weekly, as this will be the primary means for communication other than classes.

## **SUPPORTING MATERIALS**

---

Cunningham, Sarah & Moor, Peter. New Cutting Edge: Intermediate: Student's Book: Pre-intermediate with Mini-dictionary and Self-Study CD-ROM. (Longman Pearson, 2008)

Cunningham, Sarah & Moor, Peter. New Cutting Edge Intermediate: Workbook (Longman Pearson, 2008)

Interactive materials are available on the <http://www.pearsonlongman.com/newcuttingedge/intermediate> website to supplement and enhance the main texts learning for each module:

## **SECTION B - ADDITIONAL COURSE INFORMATION**

Please refer to FCHS policy manual for additional information.

Important Policies:

- FCHS Assessment Policy
- Assessment and academic misconduct policy.

### **Academic misconduct – Plagiarism**

- Plagiarism is taking someone's thoughts, ideas or work and claiming it as your own. It is an offence against the Moral Rights section of the Copyright Act to use material from any source without indicating the true author or creator of the content. Taking material from the Internet is very easily detected, and could result in disciplinary action. You must sign the Declaration on the Assignment Cover sheet before submission. FCHS has very clear policies in relation to plagiarism see the 'Assessment and academic misconduct policy' which can be found in the [Policy Library](#).
- The School may also undertake a random audit of student's work using plagiarism-checking software. Therefore in addition to a paper copy, students can be required to submit an electronic copy (on a floppy disc) of written assignments. Discs should only contain the final copy of the work submitted. Students are advised to retain an electronic copy of all their written assignments for this purpose.
- A percentage of assessments submitted may be selected for 'Referencing and Source Audit' where an audit of references cited and the originality of the work be conducted. If selected you must provide an electronic copy of your assignment, and a hard and/or electronic copy of all references cited in your assignment to the Examiner for inspection.

## **SECTION C- KEY COLLEGE INFORMATION**

### **ACADEMIC MISCONDUCT**

---

Students must conduct their studies at the College honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct, for which the FCHS may penalize a student. Specifically it is academic misconduct for a student to: present copied, falsified or improperly obtained data as if it were the result of laboratory work, fieldtrips or other investigatory work; include in the student's individual work material that is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work; assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work; cheat; (Cheating is dishonest conduct in assessment); Plagiarize (Plagiarism is knowingly presenting the work or property of another person as if it were their own. Visit the FCHS Policy on Academic Misconduct for further details.

### **PLAGIARISM DETECTION SOFTWARE**

The FCCHS is piloting the use of plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this course is included in the pilot your Course Convenor will provide more detailed information about how the detection software will be used.

## **KEY STUDENT-RELATED POLICIES**

---

All FCCHS policy documents are accessible to students via the College's Policy Library: Policies you may find helpful are in the Student Handbook, which is mentioned below:

[Student Charter](#)

[Admissions](#)

[Admission Policy](#)

[Admission Requirements](#)

[Student Administration](#)

[Student Records](#)

[Rules and Regulations](#)

[On Campus Behaviour and Academic Performance](#)

[Process of dealing with misconduct](#)

[Privacy and Confidentiality](#)

## **COLLEGE SUPPORT RESOURCES**

---

The FCCHS provides many facilities and support services to assist students in their studies. Links to information about College support resources available to students are included below for easy reference:

- Student Welfare Officer
- Student counselor
- Web based resources

Additional academic skill training including; computing skills; library skills; and academic skills. The study skills resources on the website include self-help\tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.