

## Newbury Study Hall

### Exam Preparation for IELTS & Cambridge First, Advanced & Proficiency

**The programme** is exceptionally intensive with an unwavering focus on exam success. It presupposes the high ambition & commitment of students pursuing excellent results to enter leading universities. It rewards the efforts of students who thrive on challenge.

**Lessons** enliven & refine the intellect. Each day, learning activities are followed by tutored testing, feedback and self-study exam papers with model answers. Research homework prepares students for the following day's seminars, vivas & debates.



**Mornings** train students to perform with scholarly eloquence in writing and speech. They learn to navigate the broad spectrum of academic disciplines likely to appear in the exam. Lessons comprise exam-specific activities targeting distinct academic skills.

- Composition & Eloquence workshops focus on academic styles most commonly required in essays: argumentative, discursive, objective, persuasive & expository
- Interdisciplinary Subjects & Reasoning lessons analyse topical & timeless documents for structure, subject content, language, ideation & perspectives
- In speaking lessons students practise reacting spontaneously to complex questions
- Extensive reading of literature combined with intensive reading of poetry teaches students to express concepts & narratives in distinctive, atypical ways
- Arithmetic, spelling & grammar tasks ensure technical details are covered

**Afternoons** comprise full practice tests with feedback. Each afternoon focuses on two skills from listening, reading, writing & speaking, repeated at least twice each week.

**Evenings** offer further practice papers to complete, as well as preparatory research that ensures students' contributions to the following day's lessons are of the best quality.

Students may benefit from following the Scholar English programme to establish broad academic foundations before joining exam preparation classes specifically.

### Case Study 1

Josephine & Élise attended during half term. Josephine required IELTS 7.5 for university entrance. Élise sought early Cambridge C1 qualification to free up time for other subjects in her final school years.

For their particular needs, emphasis was placed on conjunctive devices, naturalisation of academic discourse, and semantic nuance - precision in expressing sophisticated ideas. Both systematically applied tutors' guidance to subsequent work, and welcomed additional feedback between lessons.

Josephine achieved IELTS 8.5. Élise passed Cambridge C1 after a further month of 1:1 online lessons.

### Case Study 2

Antonio's school did not recognise his work ethic or English level, and retained him in lessons well below his potential. A dedicated independent learner, he had grown frustrated with normal classes.

During his three weeks in Newbury, he analysed hundreds of writing samples. Individual masterclasses focused on transitioning his prose from a too-narrative style towards formally argued academic writing. As a reserved, thoughtful young man, tutors additionally built confidence in expressing ideas with the clarity and complexity the thinking behind them deserved, and regardless of others' superficiality.

Antonio achieved a C2 pass in his Cambridge Advanced C1 exam, with 100% in reading. His school consequently agreed to allow him to withdraw from English lessons to focus on other subjects.

### Case Study 3

Noah attended three consecutive summers. Two years of Scholar English established firm foundations before he joined exam preparation on his third visit. Initially arriving with marked insecurity and limited proficiency, Noah would only express himself safely and when entirely confident of correctness.

Tutors encouraged productive risk-taking. They identified an enthusiasm for literature and biology, encouraging him to express this knowledge in English to build confidence more generally. Also noting anxiety about spontaneous conversation, they prioritised controlled writing practice before he spoke.

Noah's confidence improved tenfold when he received his Cambridge First B2 certificate.

### Case Study 4

With very limited English, Ada arrived at a boarding school in England to pursue a GCSE programme. She struggled to access her subject lessons and had little hope of attaining the IELTS band 5 that was required of her in nine months' time if she wished to continue onto an A-level programme.

She was disheartened to have been accepted onto a programme that was beyond her. She came to us every half term, holiday and exeat weekend. Her programme incorporated subject lessons in maths, biology and economics, as well as intensive IELTS and individual masterclasses on specific difficulties.

At the end of the year Ada achieved a band 5.5 in her IELTS, passed her GCSE exams and entered an A-level programme knowing that her own efforts under expert guidance can yield impressive progress.