

ONE-MONTH INTENSIVE PREPARATION

# IELTS

## Online Examination

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*A comprehensive document for preparation, resources, studies, and annotations for the IELTS Online exam*

**Exam Date:** February 2026

**Format:** IELTS Online (Computer-Delivered)

**Preparation:** 4-Week Intensive Study

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# Chapter 1

## Introduction

### 1.1 About This Document

This document serves as a comprehensive reference for IELTS Online preparation, consolidating all essential resources, strategies, study materials, and annotations gathered during a one-month intensive study period leading up to the February 2026 examination.

#### Purpose

This is **not** a progress tracker, but rather a **master reference document**—a centralized source for everything needed for IELTS preparation, including:

- Study schedules and planning
- Skill-specific strategies and techniques
- Curated resources and materials
- Important vocabulary and phrases
- High-scoring language structures
- Practice test logs and reflections

### 1.2 IELTS Online: Key Information

The IELTS Online examination is a computer-delivered version of the IELTS Academic test, taken from home or another suitable location.

#### 1.2.1 Test Format Overview

Section	Duration	Questions	Description
<b>Listening</b>	30 minutes	40 questions	4 recordings, answer while listening
<b>Reading</b>	60 minutes	40 questions	3 passages, academic content
<b>Writing</b>	60 minutes	2 tasks	Task 1: 150+ words, Task 2: 250+ words
<b>Speaking</b>	11–14 minutes	3 parts	Video call with examiner

#### IELTS Online vs. Paper-Based: Key Differences

- **Listening:** No extra 10 minutes to transfer answers—responses are entered directly
- **Reading & Writing:** Typed responses, not handwritten
- **Speaking:** Conducted via video call, not face-to-face
- **Environment:** Taken at home; strict technical and room requirements
- **Proctoring:** AI-monitored with human proctor oversight

### 1.2.2 Technical Requirements

Before the exam, ensure compliance with all technical requirements:

#### Technical Checklist

- **Computer:** Windows 10+ or macOS 10.13+ (no tablets/Chromebooks)
- **Browser:** Latest Chrome or Firefox
- **Internet:** Stable connection, minimum 2 Mbps upload/download
- **Camera:** Working webcam (built-in or external)
- **Microphone:** Clear audio input
- **Room:** Private, quiet, well-lit space with clear desk
- **ID:** Valid passport or national ID card

## 1.3 Band Score System

IELTS uses a 9-band scoring system:

Band	Level	Description
9	Expert	Full operational command
8	Very Good	Fully operational, occasional inaccuracies
7	Good	Operational command, occasional errors
6	Competent	Generally effective, some inaccuracies
5	Modest	Partial command, many mistakes
4	Limited	Basic competence in familiar situations

#### Scoring Note

The overall band score is the **average** of the four skill scores, rounded to the nearest half band. Each skill is equally weighted.

## 1.4 Starting Point Assessment

Skill	Current Level	Priority
<b>Reading</b>	C1 (Advanced)	Maintenance
<b>Listening</b>	B2 (Upper-Intermediate)	Medium
<b>Writing</b>	B2 (Upper-Intermediate)	High
<b>Speaking</b>	B1 (Intermediate)	<b>Critical</b>

## 1.5 Document Navigation

This document is designed for digital use with full hyperlink navigation:

- **Table of Contents:** Click any entry to jump directly to that section
- **Cross-references:** Internal links connect related sections
- **External links:** URLs to online resources are clickable

- **PDF bookmarks:** Use the bookmark panel for quick navigation

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*“The limits of my language mean the limits of my world.”*

— Ludwig Wittgenstein

## Chapter 2

# Study Schedule

### 2.1 4-Week Intensive Plan Overview

This schedule is designed for a one-month intensive preparation period, prioritizing **Speaking** (the weakest skill) while maintaining and improving other areas.

#### Daily Time Commitment

**Recommended:** 2–3 hours of focused study per day

**Minimum:** 1.5 hours per day

**Weekend intensive sessions:** 3–4 hours

### 2.2 Week 1: Foundation & Familiarization

*Focus: Understand the test format, establish routines, take diagnostic test*



Day	Activities
Day 1	<ul style="list-style-type: none"> <li>• Complete one full diagnostic practice test (Cambridge IELTS)</li> <li>• Identify specific weaknesses in each skill</li> <li>• Set up study environment and materials</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• <b>Listening</b> Study question types and strategies</li> <li>• <b>Speaking</b> Record yourself answering 5 Part 1 questions</li> <li>• Review diagnostic test mistakes</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• <b>Reading</b> Learn skimming and scanning techniques</li> <li>• <b>Speaking</b> Practice 2-minute Part 2 monologue (record)</li> <li>• Vocabulary: Academic Word List (first 50 words)</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>• <b>Writing</b> Study Task 1 format and requirements</li> <li>• <b>Speaking</b> 15–20 min conversation practice (Linguapolis/app)</li> <li>• Listen to English podcast (30 min)</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>• <b>Writing</b> Study Task 2 essay structure</li> <li>• <b>Listening</b> Complete one full listening test</li> <li>• Review and correct all mistakes</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>• <b>Reading</b> Complete one full reading test (timed)</li> <li>• <b>Speaking</b> Record Part 2 + Part 3 practice</li> <li>• Vocabulary review</li> </ul>
Day 7	<ul style="list-style-type: none"> <li>• Weekly review: consolidate notes</li> <li>• Light practice: watch English content</li> <li>• Plan for Week 2</li> </ul>

## 2.3 Week 2: Speaking & Writing Intensive

*Focus: Intensive work on productive skills (Speaking priority)*

Day	Activities
Day 8	<ul style="list-style-type: none"> <li><b>Speaking</b> Part 1 deep dive: common topics, model answers</li> <li><b>Writing</b> Write Task 1 (graph/chart) under timed conditions</li> <li>Get feedback on writing (AI or tutor)</li> </ul>
Day 9	<ul style="list-style-type: none"> <li><b>Speaking</b> Part 2 practice: 3 different cue cards</li> <li><b>Listening</b> Practice with different accents</li> <li>Vocabulary: collocations and phrasal verbs</li> </ul>
Day 10	<ul style="list-style-type: none"> <li><b>Speaking</b> Part 3 practice: discussion and opinion</li> <li><b>Writing</b> Write Task 2 essay (timed: 40 min)</li> <li>Review band descriptors for Writing</li> </ul>
Day 11	<ul style="list-style-type: none"> <li>Full practice test (Listening + Reading only)</li> <li><b>Speaking</b> Live conversation practice (Linguapolis)</li> <li>Analyze mistakes from practice test</li> </ul>
Day 12	<ul style="list-style-type: none"> <li><b>Writing</b> Task 1 + Task 2 under full timed conditions</li> <li><b>Speaking</b> Record mock speaking test (all 3 parts)</li> <li>Self-evaluate speaking recording</li> </ul>
Day 13	<ul style="list-style-type: none"> <li><b>Reading</b> Focus on weakest question types</li> <li><b>Speaking</b> Fluency drills: speak for 2 min on random topics</li> <li>Academic vocabulary review</li> </ul>
Day 14	<ul style="list-style-type: none"> <li>Full practice test under real conditions</li> <li>Score and analyze all sections</li> <li>Weekly review and adjustment</li> </ul>

## 2.4 Week 3: Balanced Skill Development

*Focus: All 4 skills with continued Speaking emphasis*

Day	Activities
Day 15	<ul style="list-style-type: none"> <li>• <b>Listening</b> Sections 3 &amp; 4 intensive (academic content)</li> <li>• <b>Speaking</b> Practice with AI examiner (full mock)</li> <li>• Review common listening traps</li> </ul>
Day 16	<ul style="list-style-type: none"> <li>• <b>Reading</b> Time management strategies</li> <li>• <b>Writing</b> Improve Task 2 introductions and conclusions</li> <li>• Vocabulary: linking words and discourse markers</li> </ul>
Day 17	<ul style="list-style-type: none"> <li>• <b>Speaking</b> Complex grammar in speaking practice</li> <li>• <b>Listening</b> Full listening test</li> <li>• Study pronunciation and intonation</li> </ul>
Day 18	<ul style="list-style-type: none"> <li>• Full practice test (all 4 skills simulated)</li> <li>• Note all errors and patterns</li> <li>• Rest evening</li> </ul>
Day 19	<ul style="list-style-type: none"> <li>• <b>Writing</b> Task 1 variety: process, map, diagram</li> <li>• <b>Speaking</b> Part 3 abstract discussion practice</li> <li>• Idioms and advanced vocabulary</li> </ul>
Day 20	<ul style="list-style-type: none"> <li>• <b>Reading</b> Full test with strict timing</li> <li>• <b>Speaking</b> Conversation practice (Linguapolis)</li> <li>• Error analysis from Week 3 practices</li> </ul>
Day 21	<ul style="list-style-type: none"> <li>• Full practice test</li> <li>• Comprehensive review</li> <li>• Plan final week strategy</li> </ul>

## 2.5 Week 4: Final Preparation & Refinement

*Focus: Polish skills, build confidence, exam simulation*

Day	Activities
Day 22	<ul style="list-style-type: none"> <li>• Focus on weakest areas identified in Week 3</li> <li>• <b>Speaking</b> Mock test with feedback</li> <li>• Light vocabulary review</li> </ul>
Day 23	<ul style="list-style-type: none"> <li>• Full practice test (simulate real exam conditions)</li> <li>• Score and brief analysis</li> <li>• Confidence-building: review improvements</li> </ul>
Day 24	<ul style="list-style-type: none"> <li>• <b>Writing</b> Final Task 1 + Task 2 practice</li> <li>• <b>Speaking</b> Record final mock speaking test</li> <li>• Review high-frequency vocabulary</li> </ul>
Day 25	<ul style="list-style-type: none"> <li>• Final full practice test</li> <li>• Review all sections</li> <li>• Prepare exam environment (technical check)</li> </ul>
Day 26	<ul style="list-style-type: none"> <li>• Light review only: notes, vocabulary, strategies</li> <li>• <b>Speaking</b> Brief conversation practice</li> <li>• Relax in the evening</li> </ul>
Day 27	<ul style="list-style-type: none"> <li>• <b>Rest day</b></li> <li>• Light English exposure (movie, podcast)</li> <li>• Early sleep, prepare mentally</li> </ul>
Day 28+	<ul style="list-style-type: none"> <li>• <b>Exam day(s)</b></li> <li>• Technical setup 30 min before</li> <li>• Stay calm, trust your preparation</li> </ul>

## 2.6 Daily Speaking Practice Checklist

Speaking requires **daily** practice. Use this as a minimum daily routine:

### Daily Speaking Minimum (15–20 minutes)

1. **Warm-up (2 min):** Read something aloud
2. **Part 1 practice (5 min):** Answer 3–5 common questions
3. **Part 2 practice (4 min):** One cue card with 1-min prep + 2-min speech
4. **Part 3 practice (5 min):** Discuss 2–3 abstract questions
5. **Review (2 min):** Note difficult words or grammar issues

### Critical Reminder

**Speaking is the skill that needs the most work.** Do not skip speaking practice on any day. Even 10 minutes is better than nothing.

# Chapter 3

## Listening

### 3.1 Test Format

<b>Duration</b>	30 minutes (no extra transfer time for IELTS Online)
<b>Questions</b>	40 questions
<b>Sections</b>	4 recordings
<b>Plays</b>	Each recording played <b>once</b> only

#### 3.1.1 Section Breakdown

Section	Context	Description	Difficulty
1	Social/Everyday	Conversation between 2 people (e.g., booking)	Easier
2	Social/Everyday	Monologue (e.g., tour guide, instructions)	Easier
3	Academic	Discussion among 2–4 people (e.g., students, tutor)	Harder
4	Academic	Monologue lecture on academic topic	Hardest

### 3.2 Question Types

1. **Multiple Choice** — Select one or more correct answers
2. **Matching** — Match items from two lists
3. **Plan/Map/Diagram Labeling** — Label locations or parts
4. **Form/Note/Table/Summary Completion** — Fill in gaps
5. **Sentence Completion** — Complete sentences with words from audio
6. **Short Answer Questions** — Write brief answers

### 3.3 Key Strategies

#### Before Each Section

- Use the preparation time (30 seconds) to read questions thoroughly
- Underline keywords and predict possible answers
- Identify what type of information you need (number, name, date, etc.)

### During the Recording

- Follow along—answers come in order within each section
- Write answers immediately; don't wait
- If you miss an answer, move on—don't lose the next one
- Listen for signposting language: “firstly,” “however,” “the main point is”

### 3.3.1 Common Traps to Avoid

#### Watch Out For

- **Distractors:** Speakers often mention wrong answers before correcting themselves
- **Paraphrasing:** The audio rarely uses the exact words from the question
- **Spelling:** Even correct answers lose marks if spelled incorrectly
- **Word limits:** “No more than TWO words” means 3 words = wrong
- **Plurals:** “Book” vs “Books” matters

## 3.4 IELTS Online Specific Tips

### Computer-Delivered Listening

- **No transfer time:** Type answers directly while listening
- **Wear headphones:** Ensure clear audio; test beforehand
- **Timer on screen:** Manage your pace with the visible countdown
- **Highlight tool:** Use it to mark keywords in questions
- **Review time:** 2 minutes at the end to check answers

## 3.5 Listening Improvement Techniques

### 3.5.1 Active Listening Practice

1. **Varied Accents:** IELTS uses British, American, Australian, and other accents
  - BBC podcasts (British)
  - NPR podcasts (American)
  - ABC Radio (Australian)
2. **Speed Training:** Listen at 1.25x speed, then return to normal
3. **Dictation Practice:** Write exactly what you hear, check accuracy
4. **Note-taking:** Practice taking notes while listening to lectures

### 3.5.2 Signposting Language

Learn to recognize these transition signals:

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Signal Type	Examples
Sequence	First, then, next, finally, lastly
Contrast	However, but, on the other hand, although
Addition	Also, moreover, furthermore, in addition
Cause/Effect	Because, therefore, as a result, consequently
Emphasis	Actually, in fact, the key point is, importantly
Example	For instance, such as, for example
Summary	In conclusion, to sum up, overall

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## 3.6 Section-Specific Strategies

### 3.6.1 Sections 1 & 2 (Easier)

- Often involves **numbers, dates, names, addresses**
- Practice spelling common names
- Be ready for spelling confirmation in dialogues (“That’s B-R-O-W-N”)
- For maps: orient yourself during prep time

### 3.6.2 Sections 3 & 4 (Harder)

- **Academic vocabulary** is crucial
- Multiple speakers can be confusing—identify voices
- Section 4 has no pause—stay focused for the entire monologue
- Questions may paraphrase complex ideas

# Chapter 4

## Reading

### 4.1 Test Format

<b>Duration</b>	60 minutes
<b>Questions</b>	40 questions
<b>Passages</b>	3 long texts (2,150–2,750 words total)
<b>Content</b>	Academic topics (accessible to non-specialists)

#### Passage Characteristics

- Texts are taken from books, journals, magazines, newspapers
- Topics are of general academic interest
- At least one passage contains detailed logical argument
- Passages may include diagrams, graphs, or illustrations

### 4.2 Question Types

1. **Multiple Choice** — Select correct answer(s) from options
2. **True/False/Not Given** — Identify if statements match the text
3. **Yes/No/Not Given** — For writer's views/claims
4. **Matching Headings** — Match headings to paragraphs
5. **Matching Information** — Locate specific information in paragraphs
6. **Matching Features** — Match items to categories
7. **Matching Sentence Endings** — Complete sentences with correct endings
8. **Summary/Note/Table/Flow-chart Completion** — Fill gaps
9. **Sentence Completion** — Complete sentences with words from text
10. **Short Answer Questions** — Answer in few words



## 4.3 Time Management

### Critical: 60 Minutes for 40 Questions

You have approximately **1.5 minutes per question**. Time management is essential.

### 4.3.1 Recommended Time Allocation

Passage	Time	Note
Passage 1	15–17 minutes	Usually easiest
Passage 2	18–20 minutes	Medium difficulty
Passage 3	20–22 minutes	Often hardest
Review	3–5 minutes	Check answers

### Time Strategy

- Don't spend too long on one difficult question—move on and return
- Answer all questions (no negative marking)
- If running out of time, guess rather than leave blank

## 4.4 Key Strategies

### 4.4.1 Skimming & Scanning

- **Skimming:** Quick read to get the main idea
  - Read first and last sentences of paragraphs
  - Notice headings, subheadings, bold/italic text
  - Takes 2–3 minutes per passage
- **Scanning:** Search for specific information
  - Look for keywords, names, numbers, dates
  - Don't read every word
  - Used for locating answers quickly

### 4.4.2 Approach for Each Passage

1. **Skim the passage** (2–3 minutes) — Understand structure and main ideas
2. **Read questions** — Know what you're looking for
3. **Locate answers** — Scan for keywords, read carefully around them
4. **Verify** — Ensure answer matches question requirements

## 4.5 Question Type Strategies

### 4.5.1 True/False/Not Given

#### T/F/NG Decision Guide

- **TRUE:** The statement matches information in the text
- **FALSE:** The statement contradicts information in the text
- **NOT GIVEN:** The text doesn't provide enough information to decide

#### Common Mistakes

- Don't use your own knowledge—only what's in the text
- "Not Given" is not the same as "probably false"
- Watch for absolute words: always, never, all, none

### 4.5.2 Matching Headings

#### Strategy

- Read headings first to understand options
- Focus on the **main idea** of each paragraph, not details
- Cross out headings as you use them
- Do easier paragraphs first

### 4.5.3 Multiple Choice

- Read the question stem carefully
- Locate the relevant section in the text
- Eliminate obviously wrong options
- Be careful of answers that are true but don't answer the question

## 4.6 IELTS Online Specific Tips

#### Computer-Delivered Reading

- **Split screen:** Text on one side, questions on the other
- **Highlight tool:** Use it to mark key information in the passage
- **Notes tool:** Available for quick annotations
- **Scrolling:** Practice navigating long passages efficiently
- **Ctrl+F:** NOT available—you must scan manually

## 4.7 Vocabulary Building

For Band 7+, you need to understand:

- Academic vocabulary (see Chapter 8)
- Synonyms and paraphrasing
- Context clues for unfamiliar words

#### 4.7.1 Common Paraphrasing Patterns

Text Says	Question Uses
increase	rise, grow, go up
decrease	decline, fall, drop, reduce
significant	important, major, considerable
suggest	indicate, imply, propose
approximately	about, around, roughly
primary	main, chief, principal

# Chapter 5

## Writing

### 5.1 Test Format

Task	Time	Words	Description
Task 1	20 minutes	150+ words	Describe visual information
Task 2	40 minutes	250+ words	Essay (argument/discussion)

#### Scoring Weight

Task 2 contributes **twice as much** to your Writing score as Task 1. If time is short, prioritize Task 2.

### 5.2 Assessment Criteria

Both tasks are assessed on four criteria (equally weighted):

Criterion	What Examiners Look For
Task Achievement/Response	Addressing all parts of the task; clear position
Coherence & Cohesion	Logical organization; paragraphing; linking words
Lexical Resource	Vocabulary range, accuracy, appropriateness
Grammatical Range & Accuracy	Variety of structures; error frequency

### 5.3 Task 1: Visual Data Description

#### 5.3.1 Types of Visual Data

- **Line graphs** — Changes over time
- **Bar charts** — Comparisons between categories
- **Pie charts** — Proportions of a whole
- **Tables** — Detailed numerical data
- **Processes/Diagrams** — How something works/is made
- **Maps** — Changes to a place over time
- **Multiple charts** — Combined visual types

### 5.3.2 Task 1 Structure

#### Recommended Structure

1. **Introduction (1–2 sentences):** Paraphrase the question
  2. **Overview (2–3 sentences):** Main trends/features (ESSENTIAL)
  3. **Body 1:** Describe first set of key features with data
  4. **Body 2:** Describe second set of key features with data
- No conclusion needed for Task 1.*

### 5.3.3 Key Language for Task 1

#### Describing trends:

- Increase: rose, grew, increased, climbed, soared
- Decrease: fell, dropped, declined, decreased, plummeted
- Stability: remained stable, stayed constant, leveled off
- Fluctuation: fluctuated, varied, oscillated

#### Adverbs of degree:

- Significant: dramatically, significantly, sharply, substantially
- Moderate: moderately, gradually, steadily
- Small: slightly, marginally, minimally

#### Example Sentence

*“The number of students enrolled in university courses **rose dramatically** from 2,000 in 2010 to 8,500 in 2020, representing a **fourfold increase**.”*

### 5.3.4 Task 1 Common Mistakes

#### Avoid These

- Missing the overview (costs Band 5)
- Including personal opinions or speculation
- Describing every single data point
- Not making comparisons
- Using informal language

## 5.4 Task 2: Essay Writing

### 5.4.1 Essay Types

Type	What's Required
Opinion (Agree/Disagree)	Give your opinion and support it
Discussion + Opinion	Discuss both views, then give your opinion
Advantages & Disadvantages	Examine pros and cons (with or without opinion)
Problem & Solution	Identify causes and propose solutions
Two-Part Question	Answer two related questions

### 5.4.2 Task 2 Structure

#### Standard Essay Structure

1. **Introduction (2–3 sentences)**
  - Background/paraphrase the topic
  - Thesis statement (your position or what you'll discuss)
2. **Body Paragraph 1 (5–7 sentences)**
  - Topic sentence
  - Explanation
  - Example/evidence
  - Link back to thesis
3. **Body Paragraph 2 (5–7 sentences)**
  - Same structure as Body 1
4. **Conclusion (2–3 sentences)**
  - Restate your position
  - Summarize main points (no new ideas)

### 5.4.3 Linking Words & Phrases

Function	Examples
Adding	Furthermore, moreover, in addition, additionally
Contrasting	However, nevertheless, on the other hand, whereas
Cause/Effect	Therefore, consequently, as a result, thus
Giving examples	For instance, for example, such as, to illustrate
Concluding	In conclusion, to sum up, overall, in summary
Sequencing	Firstly, secondly, finally, subsequently

#### Linking Word Advice

Don't overuse linking words. Use them purposefully to connect ideas, not to fill space. Examiners notice artificial overuse.

### 5.4.4 Task 2 Common Mistakes

#### Avoid These

- Not addressing all parts of the question
- Unclear or missing thesis statement
- Underdeveloped paragraphs (lacks examples/explanation)
- New ideas in conclusion
- Under word count (automatic Band 5 ceiling)
- Memorized phrases that don't fit the topic

## 5.5 IELTS Online Writing Tips

#### Computer-Delivered Writing

- **Word count:** Displayed automatically—no need to count manually
- **Typing speed:** Practice typing; aim for 40+ WPM
- **Cut, copy, paste:** Available for reorganizing text
- **Spell check:** NOT available—proofread carefully
- **Timer:** Visible on screen; manage your time

## 5.6 Band 7 Writing Requirements

To achieve Band 7 in Writing:

#### Band 7 Checklist

- Address **all parts** of the task fully
- Present a **clear position** throughout (Task 2)
- Use **a range of vocabulary** with some flexibility
- Make only **occasional errors** in word choice
- Use **a variety of complex sentence structures**
- Produce **frequent error-free sentences**
- Organize ideas **logically** with clear progression

# Chapter 6

## Speaking

### Priority Skill

Speaking is currently at B1 level and requires the most intensive preparation. Daily practice is essential.

### 6.1 Test Format

Part	Duration	Name	Description
Part 1	4–5 minutes	Introduction & Interview	Familiar topics
Part 2	3–4 minutes	Long Turn	Cue card monologue
Part 3	4–5 minutes	Discussion	Abstract questions

Total duration: **11–14 minutes**

### 6.2 Assessment Criteria

Criterion	What Examiners Look For
Fluency & Coherence	Speaking at length; logical flow; minimal hesitation
Lexical Resource	Vocabulary range; paraphrasing; appropriate usage
Grammatical Range & Accuracy	Variety of structures; error frequency
Pronunciation	Clear speech; natural intonation; word stress

### 6.3 Part 1: Introduction & Interview

#### 6.3.1 What to Expect

- Questions about **familiar topics**: work, studies, hometown, hobbies, daily routine
- Usually **3 topic areas** with 3–4 questions each
- Questions are **personal**—about you, your life, your opinions
- Answers should be **2–4 sentences** (not too short, not too long)



### 6.3.2 Common Part 1 Topics

Category	Topics
Personal	Home, family, hometown, neighborhood
Work/Study	Job, studies, daily routine, future plans
Leisure	Hobbies, sports, music, reading, films
Technology	Phones, internet, social media
Daily Life	Food, cooking, shopping, transport

### 6.3.3 Part 1 Strategy

#### Answer Formula

##### Direct Answer + Extension

1. Answer the question directly
2. Add a reason, example, or detail
3. (Optional) Add another related point

#### Example

**Q:** Do you like cooking?

**Weak answer:** “Yes, I do.”

**Strong answer:** “Yes, I really enjoy cooking, especially on weekends. I find it relaxing after a busy week, and I like experimenting with different cuisines—lately I’ve been trying Brazilian recipes.”

## 6.4 Part 2: Long Turn (Cue Card)

### 6.4.1 What to Expect

- You receive a **cue card** with a topic and bullet points
- **1 minute** to prepare (use the paper and pencil provided)
- Speak for **1–2 minutes** (examiner will stop you at 2 minutes)
- Examiner may ask 1–2 follow-up questions

### 6.4.2 Cue Card Structure

A typical cue card looks like:

#### Sample Cue Card

**Describe a book you have read recently.**

You should say:

- what the book was about
- why you decided to read it
- how long it took you to read it

and explain whether you would recommend it to others.

### 6.4.3 Part 2 Strategy

#### 1-Minute Preparation

1. **Choose your topic** quickly (something real or easy to elaborate on)
2. **Write keywords** for each bullet point (not full sentences)
3. **Think of details:** names, places, times, feelings
4. **Plan your ending** (the “explain” part is often forgotten)

#### During Your Monologue

- Cover **all bullet points**
- Use **linking words** to transition between points
- Add **personal details and feelings**
- Keep talking—don’t stop early
- It’s okay to glance at your notes

### 6.4.4 Time Management in Part 2

Section	Approximate Time
Introduction (set the scene)	10–15 seconds
Bullet point 1	20–30 seconds
Bullet point 2	20–30 seconds
Bullet point 3	20–30 seconds
Final explanation	20–30 seconds

## 6.5 Part 3: Discussion

### 6.5.1 What to Expect

- **Abstract questions** related to Part 2 topic
- Questions about **society, trends, opinions**
- More challenging—requires **analytical thinking**
- Answers should be **longer and more developed**

### 6.5.2 Types of Part 3 Questions

Type	Example
Opinion	What do you think about...? Do you believe...?
Compare	How has X changed compared to the past?
Advantages/Disadvantages	What are the benefits of...?
Causes/Effects	Why do you think...? What might happen if...?
Speculation	How might X change in the future?

### 6.5.3 Part 3 Strategy

#### PEEL Structure for Longer Answers

- **Point** — State your main point/opinion
- **Explanation** — Explain why you think this
- **Example** — Give a concrete example
- **Link** — Connect back to the question or add nuance

#### Example Part 3 Answer

**Q:** Do you think reading habits have changed in recent years?

**Answer:** “Definitely, I think reading habits have changed significantly in recent years, mainly due to technology. **(Point)** Many people now prefer reading on their phones or e-readers rather than physical books because it’s more convenient—you can carry hundreds of books in your pocket. **(Explanation)** For instance, I know many people who read articles and ebooks during their commute, which wasn’t possible before smartphones. **(Example)** That said, I’ve also noticed a trend of people returning to physical books because they find screens tiring, so it’s perhaps becoming more diverse rather than just digital. **(Link)**”

## 6.6 IELTS Online Speaking (Video Call)

#### Video Call Format

- Conducted via **video conferencing** with a real examiner
- May be on a **different day** from other sections
- **Technical requirements:** Stable internet, working webcam and microphone
- **Environment:** Quiet room, good lighting, neutral background

#### Video Call Tips

- **Look at the camera** (not the screen) for eye contact
- **Test your equipment** before the exam
- **Speak clearly**—audio quality matters
- **Use hand gestures** naturally (shows engagement)
- Have **water nearby** (but ask permission to drink)

## 6.7 Common Speaking Mistakes

### Avoid These

- **Memorized answers:** Examiners detect this immediately
- **One-word answers:** Always extend your responses
- **Going off-topic:** Stay relevant to the question
- **Long pauses:** Use fillers if needed (“Well,” “Let me think...”)
- **Repeating the question:** Wastes time and sounds unnatural
- **Speaking too fast:** Clarity over speed

## 6.8 Daily Practice Routine

### 15–20 Minutes Daily

1. **Warm-up (2 min):** Read something aloud
2. **Part 1 (5 min):** Answer 5 questions, record yourself
3. **Part 2 (5 min):** One cue card with prep time
4. **Part 3 (5 min):** 3 discussion questions
5. **Review (3 min):** Listen back, note errors

## 6.9 Useful Speaking Phrases

### 6.9.1 Buying Time / Fillers

- “That’s an interesting question...”
- “Let me think about that for a moment...”
- “Well, I suppose...”
- “I haven’t really thought about this before, but...”

### 6.9.2 Giving Opinions

- “In my opinion / view...”
- “I would say that...”
- “From my perspective...”
- “I firmly believe that...”

### 6.9.3 Adding Examples

- “For instance / For example...”
- “A good example of this is...”
- “To illustrate this point...”

- “In my own experience...”

# Chapter 7

## Useful Structures

### Note on This Chapter

This chapter presents **high-scoring language patterns**—not templates to memorize verbatim, but flexible structures that demonstrate grammatical range and sophistication. Understand the patterns and adapt them naturally to your responses.

### 7.1 Complex Sentence Structures

Band 7+ requires demonstrating a range of complex grammatical structures. Here are patterns that examiners value:

#### 7.1.1 Conditional Structures

Type	Example
Second Conditional	“If governments <b>invested</b> more in education, society <b>would benefit</b> significantly.”
Third Conditional	“If the policy <b>had been</b> implemented earlier, we <b>might have seen</b> better results.”
Mixed Conditional	“If people <b>had taken</b> action sooner, the situation <b>would be</b> different today.”

#### 7.1.2 Relative Clauses

- **Defining:** “People **who live** in cities tend to have busier lifestyles.”
- **Non-defining:** “Technology, **which has advanced rapidly**, has transformed education.”
- **Reduced:** “Students **struggling with** the workload often seek help.”

#### 7.1.3 Participle Clauses

- **Present participle:** “**Having considered** all the factors, I believe the benefits outweigh the drawbacks.”
- **Past participle:** “**Faced with** such challenges, many people choose to adapt.”
- **Perfect participle:** “**Having been** raised in a multicultural environment, I appreciate diversity.”

#### 7.1.4 Cleft Sentences

Used for emphasis:

- “**It is** the government **that** should take responsibility.”
- “**What concerns** me most **is** the impact on young people.”
- “**The reason why** this matters **is that** it affects everyone.”

### 7.1.5 Inversion

- “**Not only does** technology improve efficiency, **but it also** creates new opportunities.”
- “**Rarely do** we see such rapid changes in society.”
- “**Only by** taking action **can** we solve this problem.”

## 7.2 Writing Task 2: Paragraph Structures

### 7.2.1 Introduction Patterns

#### Pattern 1: Background + Thesis

*In recent years, there has been considerable debate about [topic]. While some argue that [view 1], others maintain that [view 2]. This essay will discuss both perspectives and argue that [your position].*

#### Pattern 2: General to Specific

*[Topic] has become an increasingly important issue in contemporary society. This essay will examine [what you'll discuss] and suggest that [your main argument].*

#### Avoid

- “In this modern era...” (overused cliché)
- “Since the dawn of time...” (irrelevant)
- Copying the question word-for-word (paraphrase instead)

### 7.2.2 Body Paragraph Patterns

#### Topic Sentence + Explanation + Example + Result

***One significant advantage of** remote work **is** increased flexibility. **This means that** employees can manage their schedules according to personal needs, which often leads to better work-life balance. **For instance**, a parent working from home can attend to family responsibilities without sacrificing productivity. **As a result**, employee satisfaction and retention rates tend to improve.*

### 7.2.3 Conclusion Patterns

#### Summary + Final Thought

***In conclusion**, while [acknowledge counterargument], the evidence suggests that [your position]. **Ultimately**, [final statement about implications/recommendation].*

## 7.3 Writing Task 1: Describing Data

### 7.3.1 Introduction Patterns

#### Paraphrase Pattern

The [chart/graph/table] **illustrates/shows/compares** [what] in [where/when].

**Original:** “The bar chart shows the percentage of people using public transport in five cities in 2020.”

**Paraphrased:** “The bar chart compares the proportion of public transport users across five urban areas in 2020.”

### 7.3.2 Overview Patterns

#### Overview Starters

- “**Overall**, it is clear that...”
- “**In general**, the most noticeable trend is...”
- “**Looking at the data overall**, we can see that...”

### 7.3.3 Describing Changes

Verb Form	Noun Form
“Sales <b>increased dramatically</b> from 100 to 500.”	“There was a <b>dramatic increase</b> in sales, from 100 to 500.”
“The figure <b>fell sharply</b> by 20%.”	“There was a <b>sharp fall</b> of 20% in the figure.”
“Numbers <b>remained stable</b> at around 50.”	“Numbers <b>showed stability</b> at approximately 50.”

## 7.4 Speaking: Extending Responses

### 7.4.1 Adding Reasons

- “The main reason for this is that...”
- “This is largely because...”
- “I think this is due to the fact that...”

### 7.4.2 Adding Examples

- “A good example of this would be...”
- “To give you an example, in my country...”



- “I can think of [someone/something] who/that...”

### 7.4.3 Adding Contrast

- “Having said that,...”
- “On the other hand,...”
- “That being said, I also think...”

### 7.4.4 Speculating

- “I would imagine that...”
- “It’s quite likely that...”
- “I suppose it could be argued that...”

## 7.5 Hedging Language

Academic writing and speaking require appropriate hedging—avoiding overly absolute statements:

Too Absolute	Appropriately Hedged
“This is wrong.”	“This <b>may be</b> problematic.”
“Everyone agrees.”	“ <b>Many people tend to</b> agree.”
“This will happen.”	“This <b>is likely to</b> happen.”
“This causes X.”	“This <b>can contribute to</b> X.”

### 7.5.1 Useful Hedging Expressions

- **Modal verbs:** may, might, could, can
- **Adverbs:** perhaps, possibly, probably, generally, often
- **Phrases:** tend to, appear to, seem to, it is likely that
- **Quantifiers:** some, many, most (instead of “all”)

## Chapter 8

# Vocabulary Collection

### 8.1 Academic Word List (AWL) - Essential Words

The Academic Word List contains 570 word families frequently used in academic texts. These appear constantly in IELTS Reading and are valuable for Writing.

## 8.1.1 High-Frequency AWL Words

Word	Part of Speech	Common Collocations
analyse	verb	analyse data, critically analyse
approach	noun/verb	different approach, approach a problem
assess	verb	assess the impact, accurately assess
benefit	noun/verb	significant benefit, benefit from
concept	noun	key concept, abstract concept
consist	verb	consist of, mainly consist
constitute	verb	constitute a threat, constitute evidence
context	noun	social context, in this context
contract	noun/verb	sign a contract, contract a disease
contribute	verb	contribute to, significantly contribute
create	verb	create opportunities, create problems
data	noun	collect data, analyse data
define	verb	clearly define, define a term
derive	verb	derive from, derive benefit
distribute	verb	evenly distribute, widely distributed
economy	noun	global economy, boost the economy
environment	noun	natural environment, work environment
establish	verb	establish a relationship, firmly established
estimate	verb/noun	rough estimate, estimate costs
evidence	noun	strong evidence, provide evidence
export	verb/noun	export goods, major export
factor	noun	key factor, contributing factor
finance	noun/verb	personal finance, finance a project
formula	noun	mathematical formula, winning formula
function	noun/verb	main function, function properly
identify	verb	identify problems, easily identified
income	noun	annual income, low income
indicate	verb	clearly indicate, results indicate
individual	noun/adj	individual needs, each individual
interpret	verb	interpret data, widely interpreted
involve	verb	involve risk, actively involved
issue	noun	key issue, address an issue
labour	noun	labour market, manual labour
legal	adjective	legal system, legal action
legislate	verb	legislate against, newly legislated
major	adjective	major factor, major concern
method	noun	research method, effective method
occur	verb	frequently occur, naturally occurring
percent	noun	high percent, percent increase
period	noun	time period, extended period
policy	noun	government policy, implement policy
principle	noun	basic principle, guiding principle
proceed	verb	proceed with, proceed to
process	noun/verb	learning process, process information
require	verb	require attention, legally required
research	noun/verb	conduct research, research findings
respond	verb	respond to, quickly respond
role	noun	play a role, key role
section	noun	main section, final section
sector	noun	private sector, public sector
significant	adjective	significant impact, statistically significant
similar	adjective	similar to, broadly similar
source	noun	main source, reliable source

## 8.2 Topic-Specific Vocabulary

### 8.2.1 Education

Word/Phrase	Meaning/Usage
curriculum	the subjects in a course of study
tertiary education	university-level education
vocational training	job-specific training
lifelong learning	continuing education throughout life
academic achievement	success in educational studies
distance learning	studying remotely
literacy rate	percentage who can read and write

### 8.2.2 Technology

Word/Phrase	Meaning/Usage
artificial intelligence	AI, machine learning systems
automation	use of machines to do tasks
digital divide	gap between tech haves and have-nots
innovation	new ideas, methods, or products
obsolete	no longer used or useful
cutting-edge	most advanced
revolutionize	change dramatically

### 8.2.3 Environment

Word/Phrase	Meaning/Usage
sustainable	able to continue long-term
renewable energy	energy from natural sources
carbon footprint	CO2 emissions from activities
biodiversity	variety of life in an ecosystem
deforestation	clearing of forests
conservation	protection of natural resources
ecosystem	community of living organisms

### 8.2.4 Health

Word/Phrase	Meaning/Usage
sedentary lifestyle	inactive way of living
epidemic	widespread disease
life expectancy	average lifespan
mental health	psychological well-being
healthcare system	medical services infrastructure
preventive measures	actions to prevent illness
well-being	state of being healthy and happy

### 8.2.5 Society & Culture

Word/Phrase	Meaning/Usage
globalization	worldwide integration
cultural heritage	traditions passed down
social cohesion	unity in society
inequality	unequal distribution
demographic	relating to population statistics
urbanization	growth of cities
multicultural	including many cultures

## 8.3 Useful Collocations

### 8.3.1 Verb + Noun Collocations

Collocation	Example
make progress	“Significant progress has been made.”
reach a conclusion	“The study reached an interesting conclusion.”
raise awareness	“Campaigns raise awareness about...”
pose a threat	“Climate change poses a serious threat.”
conduct research	“Scientists conduct research into...”
draw a comparison	“We can draw a comparison between...”
take measures	“Governments should take measures to...”
address an issue	“We need to address this issue urgently.”

### 8.3.2 Adjective + Noun Collocations

Collocation	Example
significant impact	“This has a significant impact on...”
growing concern	“There is growing concern about...”
widespread belief	“There is a widespread belief that...”
strong argument	“This is a strong argument for...”
major factor	“A major factor in this is...”
common misconception	“A common misconception is that...”

## 8.4 Synonyms for Common Words

Common Word	Alternatives
important	significant, crucial, vital, essential, key
increase	rise, grow, climb, surge, escalate
decrease	decline, fall, drop, diminish, reduce
show	demonstrate, illustrate, indicate, reveal
think	believe, consider, argue, maintain, contend
good	beneficial, advantageous, positive, favorable
bad	detrimental, harmful, negative, adverse
big	significant, substantial, considerable, major
problem	issue, challenge, difficulty, concern
change	transformation, shift, alteration, modification

# Chapter 9

## Resources

### 9.1 Essential Books

#### 9.1.1 Official Practice Tests

Title	Description	Priority
Cambridge IELTS 17–19	Latest official past papers with answers. Authentic test experience.	<b>Essential</b>
The Official Cambridge Guide to IELTS	Comprehensive guide covering all 4 skills with strategies and practice.	<b>Essential</b>

#### 9.1.2 Skill-Specific Books

Title	Description	Priority
Collins Speaking for IELTS	Focused strategies and model answers for all speaking parts.	High
IELTS Advantage: Writing Skills	Structured approach to Task 1 & 2 with band score breakdowns.	High
English Grammar in Use (Intermediate)	<i>Currently studying.</i> Essential grammar reference.	Ongoing

### 9.2 Online Resources

#### 9.2.1 Official Websites

- **IELTS Official** — <https://www.ielts.org>
  - Test format information
  - Free practice tests
  - Registration and results
- **British Council IELTS** — <https://takeielts.britishcouncil.org>
  - Free preparation materials
  - Practice tests
  - Webinars and tips
- **IDP IELTS** — <https://www.idp.com/ielts>
  - Test booking

- Preparation resources
- IELTS Online information

### 9.2.2 Practice Websites

Website	Features
<a href="#">IELTS Sample Questions</a>	Free official sample questions for all sections
<a href="#">Write &amp; Improve (Cambridge)</a>	Free AI writing feedback
<a href="#">Road to IELTS</a>	Official British Council online course
<a href="#">IELTS Liz</a>	Free lessons, tips, and practice materials
<a href="#">IELTS Advantage</a>	Strategies, sample answers, courses

## 9.3 YouTube Channels

Channel	Best For
IELTS Liz	Clear explanations, strategies for all sections
E2 IELTS	Structured lessons, live classes
IELTS Advantage	Writing strategies, band 9 samples
English Speaking Success	Speaking practice, pronunciation
BBC Learning English	General English, vocabulary

### 9.3.1 Recommended Videos & Playlists

Videos and playlists that proved particularly helpful during preparation:

#### Must-Watch Videos

- **Test Format Overview**
  - [Understand the IELTS test format: The ultimate guide](#) (TakeIELTS) — Comprehensive overview of all test sections
- **Preparation Strategy**
  - [IELTS Tips: How to Prepare for IELTS](#) (TakeIELTS Playlist) — Full preparation tips series

## 9.4 Apps

App	Purpose	Platform
IELTS Prep (British Council)	Full practice tests, tips	iOS, Android
ELSA Speak	Pronunciation practice	iOS, Android
Cambly	Live English tutors	iOS, Android, Web
Anki	Vocabulary flashcards	All platforms
Grammarly	Writing correction	Web, Desktop

## 9.5 Listening Practice Materials

### 9.5.1 Podcasts

Podcast	Accent	Description
BBC 6 Minute English	British	Short episodes on varied topics
TED Talks Daily	Various	Academic-style presentations
All Ears English	American	Natural conversation, IELTS tips
ABC Radio National	Australian	News and features
NPR Up First	American	Daily news summary

## 9.6 Current Study Resources

### Ongoing Resources

- **Book:** English Grammar in Use (Intermediate) — In Progress
- **Course:** Linguapolis Online Conversation Practice (C1+) — Ongoing
- **AI Tools:** ChatGPT, Claude, GitHub Copilot

## 9.7 IELTS Online Specific Resources

- **IELTS Online Practice Test** — <https://www.ielts.org/for-test-takers/ielts-online>
  - Familiarize with the computer-delivered interface
  - Understand technical requirements
  - Practice with the timer and tools
- **System Requirements Check** — Run before exam day
- **Preparation Checklist:**
  - Stable internet connection (test speed)
  - Quiet, private room
  - Valid ID ready
  - Whiteboard for Speaking notes (if allowed)

## 9.8 Personal Resource Notes

*Add notes about resources you find particularly helpful or want to explore.*

*[Space for annotations]*



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# Chapter 10

## Notes & Annotations

*This chapter serves as a centralized location for all personal notes, annotations, vocabulary, error tracking, and study observations gathered throughout the IELTS preparation process.*

### 10.1 Personal Vocabulary Log

*Record new vocabulary from practice tests, reading, and study materials.*

#### booklet

**NOUN**

A small book, usually with a paper cover, containing information about something.

*“The university sent me an information booklet about the courses.”*

**Related:** pamphlet, brochure, leaflet

#### tad

**ADVERB** (informal)

A little bit; slightly.

*“The coffee is a tad too sweet for my taste.”*

**Related:** a bit, slightly, somewhat

#### upbringing

**NOUN**

The process of caring for and teaching someone as they grow up; childhood education and environment.

*“Her strict upbringing taught her the value of hard work.”*

**Related:** childhood, rearing, raising

**bulk****NOUN**

The main part or most of something; the majority.

*"The bulk of students prefer online learning to traditional classes."*

**Related:** majority, most, mass

**devise****VERB**

To think up, plan, or invent something.

*"Scientists are trying to devise a new method to reduce pollution."*

**Related:** create, invent, formulate

**shelf****NOUN**

A flat piece of wood or metal attached to a wall or in furniture for holding things.

*"I couldn't find the book I needed on the shelf in the library."*

**Related:** ledge, rack, bookshelf

**upholstered****ADJECTIVE**

(of furniture) Covered with soft padding and fabric.

*"The restaurant had comfortable upholstered chairs for the guests."*

**Related:** padded, cushioned, stuffed

**pitfall****NOUN**

A hidden or unsuspected danger or difficulty; a trap or hazard.

*"Avoid the common pitfall of using the wrong tense in reported speech."*

**Related:** trap, hazard, snare, danger

**venue****NOUN**

A place where an event or meeting is held; a location for performances or gatherings.

*"We left the venue after the concert had ended."*

**Related:** location, place, site, facility

**muddy****ADJECTIVE**

Covered with or consisting of mud; soft, wet, and dirty.

*"The ground was muddy because it had been raining all night."*

**Related:** dirty, wet, soggy, mucky

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*Add new vocabulary cards above as you learn new words.*

## 10.2 Error Analysis

*Track recurring mistakes and patterns to focus improvement efforts.*

Skill	Error Type	Example / Correction	Fixed?

### 10.3 Listening Notes

*Personal notes, difficult vocabulary from listening practice, and observations.*

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*[Space for listening annotations]*

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## 10.4 Reading Notes

*Personal notes, difficult vocabulary, and reading strategies that work for you.*

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*[Space for reading annotations]*

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## 10.5 Writing Practice Log

*Document your writing practice, track scores, and record feedback for improvement.*

### Writing Task #1 — Task 2 (Opinion Essay)

**Date:** February 2, 2026

**Time Spent:** Untimed (Practice)

**Prompt:**

*“Many customs and traditional ways of behavior are no longer relevant to modern life and not worth keeping. Do you agree or disagree?”*

**My Response**

Modern society tend to think that ancient knowledge in general is not functional for nowadays life. At first glance, many people agree based on the fact that most of this old content looks outdated, which makes it supposed to don't apply for most contexts of our life.

However, we can deny this wrong assumption through a solid example that still work until

the present: the stoicism philosophy, which is a ancient philosophy school of knowledge and thoughts that gives us teachings that seems to fit surprisingly contemporary routine. This philosophy, specifically, teaches about dealing with life on the basis of it is in our reach to change and act. By this logic, what is not in our reach to be altered is not supposed to disturb our peace of mind. At first glance, this mindset can be quite difficult to be embedded, but many people who did so relate they were able to get a more realistic view of things and life and, the most important, peace of mind in a modern society which usually cause distress on people's life.

In conclusion, we can see through Stoicism that, in fact, many customs and traditional ways of behaviour and knowledge still worth to be studied and incorporated in actuality. This philosophy is one single proof of it.

#### Band Score Breakdown

Criterion	Score	Justification
Task Response	5.5	Clear position (disagree), but only ONE example used. Stoicism is philosophy, not “customs/traditions” as the prompt specifies.
Coherence & Cohesion	5.5	Basic structure present. Flow is sometimes abrupt; “At first glance” repeated twice.
Lexical Resource	5.5	Some academic vocabulary attempted, but repetition (“philosophy” ×4). Unnatural choices (“actuality”).
Grammar Range & Accuracy	5.0	Frequent errors: subject-verb agreement, incorrect infinitives, awkward phrasing throughout.
<b>OVERALL</b>	<b>5.5</b>	

#### Key Corrections

- Original:** “Modern society tend to think...”  
**Issue:** Subject-verb agreement (“society” is singular)  
**Correction:** “Modern society **tends** to think...”
- Original:** “...supposed to don't apply for most contexts”  
**Issue:** Incorrect infinitive construction  
**Correction:** “...**seem inapplicable to** most contexts”
- Original:** “...a ancient philosophy school”  
**Issue:** Wrong article before vowel sound  
**Correction:** “...**an** ancient school of thought”
- Original:** “...still worth to be studied”  
**Issue:** “Worth” requires gerund, not infinitive  
**Correction:** “...**are still worth studying**”

#### Model Paragraph (Band 8.5+)

*Weakest paragraph rewritten:*

At its core, Stoicism teaches practitioners to distinguish between what lies within their control and what does not. According to this philosophy, we should direct our energy solely toward aspects of life we can influence, while accepting external circumstances with equanimity. Although this mindset may initially seem challenging to adopt, countless individuals who have embraced it report experiencing a more grounded perspective on life and, most importantly, a profound sense of inner peace—a valuable asset in today's fast-paced society,

which frequently subjects people to overwhelming stress and anxiety.

#### Homework Assigned

- ❑ **Exercise 1:** Write 10 sentences using collective nouns (society, government, research, evidence) as subjects—remember they are SINGULAR.
- ❑ **Exercise 2:** For next 3 prompts, spend 5 minutes identifying: exact topic, task type, and 2-3 examples that DIRECTLY match keywords.

*Add new writing task entries above using the same format.*

## 10.6 Speaking Notes

*Speaking feedback, difficult topics, and phrases to practice.*

*[Space for speaking annotations]*

## 10.7 Useful Structures Notes

*Structures that work well for you, or variations you've developed.*

*[Space for structure annotations]*



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## 10.8 General Study Notes

*Add any other study observations, insights, or materials here.*

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*[Space for general annotations]*

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