

ONE-MONTH INTENSIVE PREPARATION

IELTS

Online Examination

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 |
|-----------|---------------|--------------|--|
| Listening | 30 minutes | 40 questions | 4 recordings, answer while listening |
| Reading | 60 minutes | 40 questions | 3 passages, academic content |
| Writing | 60 minutes | 2 tasks | Task 1: 150+ words, Task 2: 250+ words |
| Speaking | 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 |
|-----------|-------------------------|-------------|
| Reading | C1 (Advanced) | Maintenance |
| Listening | B2 (Upper-Intermediate) | Medium |
| Writing | B2 (Upper-Intermediate) | High |
| Speaking | B1 (Intermediate) | Critical |

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
-

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

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

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

2.5 Week 4: Final Preparation & Refinement

Focus: Polish skills, build confidence, exam simulation

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

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

| | |
|------------------|--|
| Duration | 30 minutes (no extra transfer time for IELTS Online) |
| Questions | 40 questions |
| Sections | 4 recordings |
| Plays | Each recording played once 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

- Multiple Choice** — Select one or more correct answers
- Matching** — Match items from two lists
- Plan/Map/Diagram Labeling** — Label locations or parts
- Form/Note/Table/Summary Completion** — Fill in gaps
- Sentence Completion** — Complete sentences with words from audio
- 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:

| 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 |

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

| | |
|------------------|---|
| Duration | 60 minutes |
| Questions | 40 questions |
| Passages | 3 long texts (2,150–2,750 words total) |
| Content | 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 invested more in education, society would benefit significantly .” |
| Third Conditional | “If the policy had been implemented earlier, we might have seen better results .” |
| Mixed Conditional | “If people had taken action sooner, the situation would be 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 increased dramatically from 100 to 500.” | “There was a dramatic increase in sales, from 100 to 500.” |
| “The figure fell sharply by 20%.” | “There was a sharp fall of 20% in the figure.” |
| “Numbers remained stable at around 50.” | “Numbers showed stability 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 may be problematic.” |
| “Everyone agrees.” | “ Many people tend to agree.” |
| “This will happen.” | “This is likely to happen.” |
| “This causes X.” | “This can contribute to 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 | 34 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. | Essential |
| The Official Cambridge Guide to IELTS | Comprehensive guide covering all 4 skills with strategies and practice. | Essential |

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 |
|---|---|
| IELTS Sample Questions | Free official sample questions for all sections |
| Write & Improve (Cambridge) | Free AI writing feedback |
| Road to IELTS | Official British Council online course |
| IELTS Liz | Free lessons, tips, and practice materials |
| IELTS Advantage | 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]

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

Add new vocabulary cards above as you learn new words.

10.2 Error Analysis

Track recurring mistakes and patterns to focus improvement efforts.

10.3 Listening Notes

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

[Space for listening annotations]

10.4 Reading Notes

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

[Space for reading annotations]

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. |
| OVERALL | 5.5 | |

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]

10.8 General Study Notes

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

[Space for general annotations]
