on point

IELTS Preparation

For Bands 7.0 and above | The comprehensive resource for **IELTS** Success

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Introduction

About the Book

Welcome to **On Point – IELTS**, your comprehensive guide to achieving a higher score on the IELTS exam. This book is meticulously crafted for candidates currently at a band 6.0 level who aspire to elevate their scores to 7.0 and beyond. Whether you are preparing for the Academic or General Training module, this resource is designed to meet your specific needs and help you excel in all four skills tested: Speaking, Listening, Reading, and Writing.

Structured to be covered within 60 hours of focused teaching, **On Point – IELTS** serves as a robust foundation for your studies. However, I emphasize the importance of self-study and practice at home to maximize your success. The journey to achieving your desired score requires dedication, and this book provides the tools and strategies necessary for you to thrive.

One of the standout features of this book is its comprehensive nature; it is designed to be a standalone resource, eliminating the need for additional study materials. Every chapter is filled with authentic and updated test materials that reflect the current standards of the IELTS exam, ensuring that you are well-prepared for what lies ahead.

To further enhance your learning experience, we have included a companion Telegram channel that offers sample answers for the Speaking section. This interactive platform allows you to engage with the material in a dynamic way, reinforcing your understanding and boosting your confidence as you prepare for the test.

In **On Point – IELTS**, you will find a wealth of resources tailored to help you navigate the complexities of the IELTS exam. With dedication and the right tools at your disposal, you are well on your way to achieving your desired score.
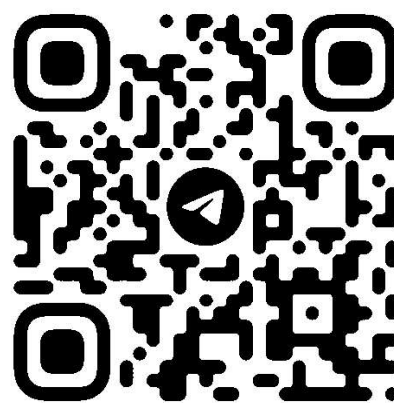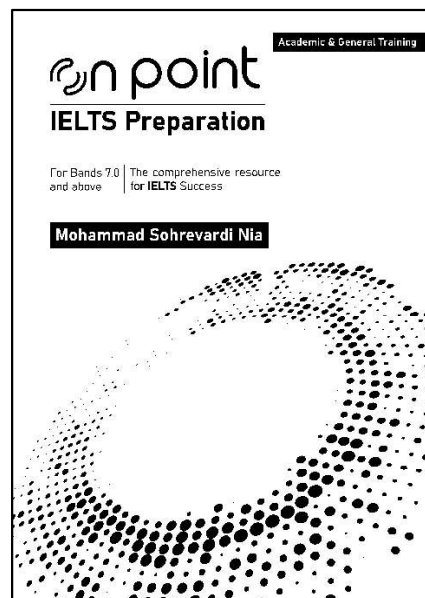
The following sources were consulted and cited throughout the preparation of this book:

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As you embark on your IELTS preparation journey with **On Point – IELTS**, I encourage you to take full advantage of my dedicated YouTube channel. Here, you'll find a wealth of writing samples and valuable insights that can help you refine your skills and boost your confidence. Simply scan the QR code to access the channel, and don't forget to subscribe! Engaging with the content will provide you with additional support and resources, making your learning experience even more enriching.

Let's make your IELTS aspirations a reality and achieve success together!

On Point – IELTS Syllabus

	PART 1	PART 2	BREAK	PART 3	
1	Induction	Speaking: understanding the test format		Part 2 Speaking: describing people and places	
2	Hot Seat	Writing Task 2: opinion essays		Writing Task 2: evaluation essays	
3	Hot Seat	Reading: sentence and table completion		Reading: short answer questions and labelling a diagram	
4	EW Quiz	Part 1 Listening: note/form/table completion		Part 3 Speaking: making comparisons	
5	Hot Seat	Writing Task 2: advantage-disadvantage essays		Writing Task 2: advantage-disadvantage essays	
6	Hot Seat	Part 2 Speaking: describing objects		Reading: T/F/NG, Y/N/NG, and multiple-choices	
7	R Quiz	Writing Task 2: cause-solution essays		Writing Task 2: cause-effect essays	
8	EW Quiz	Part 3 Speaking: making predictions		Reading: summaries, notes, and matching	
9	Hot Seat	AC Writing Task 1: line graphs and bar charts		AC Writing Task 1: pie charts and tables	
10	WT1 Quiz	Part 2 Speaking: describing sports and activities		Part 2 Listening: labeling a diagram	Mock Test 1
11	R Quiz	Parts 2 & 3 Listening: multiple-choice questions		Part 3 Speaking: discussing problems	Mock Test 2
12	EW Quiz	AC Writing Task 1: maps		AC Writing Task 1: maps	Mock Test 3
13	WT1 Quiz	Part 3 Speaking: providing solutions		Part 4 Listening: note completion	Mock Test 4
14	Hot Seat	Reading: finding information in paragraphs		Reading: matching headings	Mock Test 5
15	R Quiz	GT Writing Task 1: letters		Part 3 Speaking: giving reasons	Mock Test 6
16	EW Quiz	AC Writing Task 1: processes		Part 2 Speaking: describing events	Mock Test 7
17	Writing Task 2 Test	Reading Test		Listening Test	Mock Test 8	Round-off

About the Writer

Mohammad Sohrevardi Nia is a dedicated educator and materials developer who started teaching General English courses in 2010. He has significant experience in preparing students for Cambridge exams, including FCE, CAE, and CPE, and has specialized in IELTS preparation courses since 2013. In addition to his teaching roles, he has managed teacher recruitment and evaluation at various institutes and served as a mock examiner for IELTS Speaking and Writing.

Academically, Mohammad initially majored in Software Engineering. However, after graduation, he decided to follow his passion for linguistics and education. Following a gap year, he pursued a master's degree in Teaching English as a Foreign Language (TEFL) at Kharazmi University of Tehran.

Currently, Mohammad is serving as a supervisor at Afarinesh IELTS House, guiding the development and delivery of IELTS preparation programs. He has coached hundreds of IELTS candidates in Writing Task 1 and Task 2 workshops, helping them achieve Band 7.0 scores and higher. He also contributed to developing the *Pathway to IELTS* and *IELTS Journey* series, which have been used as core textbooks at the institute.

His academic interests center on the concept of learner autonomy, which is crucial for empowering students to take charge of their own learning processes. In addition, he is passionate about developing effective writing strategies that not only improve students' proficiency but also inspire creativity and critical thinking. Last but not least, he is deeply invested in the professional development of educators. By sharing insights and resources, he aims to support fellow teachers in refining their skills and maximizing their impact on student learning.

In his leisure time, Mohammad enjoys immersing himself in books, watching movies, and exploring new technologies. These interests not only enrich his personal life but also inspire his professional pursuits in education and materials development.

Scan the QR codes to follow Mohammad Sohrevardi Nia on Instagram and LinkedIn. You can learn more about his classes, and also see his students' results.

Acknowledgements

I would like to take a moment to express my heartfelt gratitude to those who have supported me throughout this journey.

First and foremost, I want to extend my deepest appreciation to my wife. Your unwavering patience and understanding have been my anchor during the countless days and hours I dedicated to designing this material. Thank you for tolerating my absences and for always believing in my vision. Your love and encouragement have been invaluable, and I am forever grateful to have you by my side.

I would also like to acknowledge my colleagues and students, whose encouragement has inspired me to continually strive for improvement. Your insights, questions, and enthusiasm have not only enriched my work but have also motivated me to push the boundaries of my own understanding. Thank you for challenging me and for being a source of support throughout the years.

This book is a reflection of the collective efforts and influences of those around me, and I am truly thankful for each of you.

About the Learner

You must make a commitment to study for IELTS, and sign a contract with yourself.

I, ……………………………………, commit to my IELTS preparation journey with the understanding that discipline is the key to achieving my goals. I recognize that success does not come from striving for perfection but from taking small, consistent steps toward my desired band score.

My Goals:

- I aim to achieve a band score of …… on the IELTS exam.
- I will dedicate …… hours each day to studying for the IELTS.
- I will create a study schedule and stick to it, ensuring that I allocate time for each of the four skills: Listening, Reading, Writing, and Speaking.
- I will review and adjust my schedule as necessary to ensure optimal learning and progress.
- I will practice regularly, using the exercises and sample questions provided in this book.
- I will seek feedback on my writing and speaking tasks to identify areas for improvement.
- I will maintain a positive mindset, reminding myself that <u>progress takes time and effort</u>.

I understand that mistakes are a natural part of the learning process. Instead of feeling disappointed by them, I will embrace my errors as valuable opportunities for growth and improvement. Each mistake will be a stepping stone on my path to success.

I commit to fully engaging with **On Point – IELTS** and utilizing it as my primary resource. I acknowledge that studying multiple sources can lead to confusion and overwhelm, detracting from my focus and progress. Therefore, I will concentrate on the materials provided in this book and resist the temptation to seek information from too many external sources.

By signing this contract, I affirm my commitment to this program and my determination to achieve my desired IELTS score. I understand that my dedication, discipline, and willingness to learn from my experiences will pave the way for my success.

Signature:

Date:

Let this contract serve as a reminder of my goals and commitments as I embark on this important journey toward IELTS success!

Portfolio

A key component of your learning experience is the completion of the portfolio included in this book. This portfolio serves as a valuable reference for you in the future, allowing you to evaluate your own learning and track your progress over time. I encourage you to pause after each unit, take time for reflection, and document what you have learned, how you have felt during the activities, and the challenges you faced.

Long-Term Goal:

- Achieve a Band score of …… in IELTS by …………………….

Assignment Checklist:

Please check the parts you have covered.

Session	Assignment 1	✔	Assignment 2	✔	Assignment 3	✔
1	Speaking Part 2		Essential Words P1		Grammar	
2	Writing Task 2		Essential Words P2		Grammar	
3	Reading		Essential Words P3			
4	Listening		Speaking Part 3			
5	Writing Task 2		Essential Words P4			
6	Speaking Part 2		Reading		Essential Words P5	
7	Writing Task 2		Essential Words P6			
8	Speaking Part 3		Reading			
9	Writing Task 1		Essential Words P7		Grammar	
10	Speaking Part 2		Listening		Essential Words P8	
11	Listening		Speaking P3			
12	Writing Task 1		Essential Words P9		Grammar	
13	Speaking Part 3		Listening			
14	Reading		Essential Words P10			
15	Writing Task 1		Speaking Part 3			
16	Writing Task 1		Speaking Part 2		Grammar	

Progress Check:

Listening			
Type	**Assignment**	**Score**	**Spelling errors or distractors**
Note, form and table completion	C18-T1-P1		
	C18-T2-P1		
	C18-T3-P1		
	C18-T4-P1		
Labeling a diagram	C16-T1-P2		
	C15-T2-P2		
	C15-T4-P2		
	C14-T2-P2		
	C13-T1-P2		
	C12-T4-P2		
	C11-T2-P2		
Multiple-choice with a monolog	C19-T3-P2		
	C14-T4-P2		
	C18-T1-P2		
	C18-T3-P2		
Multiple-choice with a dialog	C19-T3-P3		
	C19-T4-P3		
	C18-T1-P3		
	C18-T2-P3		
Note completion	C19-T3-P4		
	C19-T4-P4		
	C18-T1-P4		
	C18-T2-P4		

Reading				
Type	**Assignment**	**Score**	**Time**	**Blocking words**
Instant questions	C19-T1-S2			
	C19-T2-S2			
	C18-T1-S2			
	C11-T1-P2			
	C18-T3-S2			
	C17-T1-S1			
	C16-T3-S2			
Quick questions	C19-T4-S1			
	C19-T4-S2			
	C19-T3-S3			
	C18-T4-P2			
	C17-T1-P3			
Moderate questions	C19-T3-S2			
	C19-T4-S3			
	C19-T2-P1			
	C19-T2-P3			
	C18-T2-P3			
Time-consuming questions	C19-T1-S3			
	C18-T1-S3			
	C17-T3-P2			
	C17-T4-P3			
	C16-T1-S3			
	C16-T1-P2			

Study Tracker:

	Actual study hours								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Speaking									
Listening									
Reading									
Writing									
Vocabulary									
Grammar									
Pronunciation									
	Weekly reflection log								
What were my strengths this week?									
What areas do I need to improve?									
Goals for next week									

About the Test

IELTS is a secure English-language test that is accepted by more than 12,000 organizations across the globe, from education institutions to employers, as well as government and professional bodies.

IELTS assesses your English-language proficiency across four skills: listening, reading, writing and speaking in either an academic, higher education or practical, everyday setting.

There are different test types you can take including: IELTS Academic test, IELTS General Training test and Life Skills (A1, A2 or B1) test. The test type you need to take will depend on your intent. If you want to study in higher education in an English-speaking country, you need to take the IELTS Academic test.

If you take your IELTS on computer, you will do the Reading, Listening, and Writing parts of the test using a computer. All answers will be typed on the screen. You will also be able to write notes on a notes sheet during the Listening test. The IELTS Speaking will be a face-to-face interview with an examiner and it will be completed either just before, or just after the Reading, Listening, and Writing test parts.

If you take IELTS on paper, you will complete the Reading, Listening and Writing parts on paper. You can use a pen or HB-pencil to complete your Writing test, but you must use an HB-pencil to write your Listening and Reading answers on the answer sheet. In the IELTS on paper test, the Writing, Reading, and Listening tests are all completed on the same day with no breaks between each test. The Speaking test is completed in a face-to-face interview with an IELTS examiner, and this can be done one week before or after your test date.

Speaking

This test consists of an interview with a trained examiner. The interview is recorded and has three separate parts.

Part	Format	Timing
Introduction and interview	The examiner introduces him/herself and asks questions about familiar topics, for example, your home, family, job and interests.	4-5 min
Individual long turn	The examiner gives you a card, which contains a topic and some prompts, and asks you to speak for 1-2 minutes on the topic. The examiner also asks one or two questions to round off the long turn.	3-4 min
Two-way discussion	The examiner invites you to take part in a discussion of a more abstract nature, based on questions thematically linked to the Part 2 topic.	4-5 min

There are nine bands and four criteria: Fluency and Coherence; Lexical Resource; Grammatical Range and Accuracy; and Pronunciation.

Fluency and Coherence refers to the ability to talk with normal levels of continuity, rate and effort, and to link ideas and language together to form coherent, connected speech.

Key indicators of fluency are:

- speech rate: ideally, not too slow (hard to keep links between words/propositions in mind)
- speech continuity: ideally, flow of speech will not be excessively interrupted by false starts, backtracking, functionless repetitions of words and phrases, and/or pausing during which the test taker searches for words.

Key indicators of coherence are:

- logical sequencing of 'spoken sentences'
- clear marking (with appropriate use of pausing, and spoken discourse markers and fillers) of stages in a discussion, narration or argument
- relevance of spoken sentences to the general purpose of a turn
- use of cohesive devices within and between spoken sentences (e.g. logical connectors, pronouns and conjunctions).

A 'spoken sentence' is the unit of speech which most closely corresponds to a written sentence. It is usually the same as a simple or complex written sentence, but may also include verbless structures, sometimes involving ellipsis, which perform a sentence-like function but lack elements which would be found in acceptable writing. Such units will usually be further distinguished by a pause at the end, which may be very brief, and 'final' intonation, typically a pitch fall.

Lexical Resource refers to the range of vocabulary at the test taker's disposal, which will influence the range of topics which they can discuss, and the precision with which meanings are expressed and attitudes conveyed.

Key indicators of lexical resource are:

- variety of words used
- adequacy and appropriacy of vocabulary in relation to the requirements of:
  - o referential meaning (the correct labelling of things and concepts)
  - o style (formal/informal)
  - o collocation (including idiomatic expressions)
  - o indicating the speaker's attitude to content (whether favorable, neutral or unfavorable)
- ability to use paraphrase (getting round a vocabulary gap by using other words), with or without noticeable hesitation.

Grammatical Range and Accuracy refers to the accurate and appropriate use of syntactic forms in order to meet Speaking test requirements, and to the test taker's range of grammatical resources, a feature which will help to determine the complexity of propositions which can be expressed.

Key indicators of range are:

- the length of spoken sentences
- appropriate use of subordinate clauses within clauses and phrases
- complexity of the verb phrase (correct use of auxiliaries in continuous/perfect aspect, modality and passive voice)
- complexity of other phrases (use of pre- and post-modification: items before and after the head noun/adjective, etc.)
- range of sentence structures, especially to move elements around for information focus.

Key indicators of accuracy are:

- error density (the number of grammatical errors in a given amount of speech)
- the communicative effect of error (its effect on intelligibility and precision or expression).

Pronunciation refers to the accurate and sustained use of a range of phonological features to convey meaningful messages.

Key indicators of pronunciation are:

- the ability to divide speech into meaningful utterances or chunks within spoken sentences
- the appropriate use of rhythm and stress timing, and the linking of sounds, using features such as elision to produce connected speech
- the use of stress (e.g. emphatic/contrastive) and intonation to enhance meaning
- the production of sounds at the word and phoneme level (e.g. word stress, vowel and consonant production), and the degree of effort required of the listener to understand these the overall effect of accent on intelligibility.

In the following, you can see a detailed description of different Band levels (the public version of IELTS Speaking Band Descriptors), as published by the British Council, IDP IELTS, and Cambridge University in May 2023.

	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
1	Essentially none. Speech is totally incoherent.	No resource bar a few isolated words. No communication possible.	No ratable language unless memorized. Unintelligible.	Can produce occasional individual words and phonemes that are recognizable, but no overall meaning is conveyed. Unintelligible.
2	Lengthy pauses before nearly every word. Isolated words may be recognizable but speech is of virtually no communicative significance.	Very limited resource. Utterances consist of isolated words or memorized utterances. Little communication possible without the support of mime or gesture.	No evidence of basic sentence forms.	Uses few acceptable phonological features (possibly because sample is insufficient). Overall problems with delivery impair attempts at connected speech. Individual words and phonemes are mainly mispronounced and little meaning is conveyed. Often unintelligible.
3	Frequent, sometimes long, pauses occur while candidate searches for words. Limited ability to link simple sentences and go beyond simple responses to questions. Frequently unable to convey basic message.	Resource limited to simple vocabulary used primarily to convey personal information. Vocabulary inadequate for unfamiliar topics.	Basic sentence forms are attempted but grammatical errors are numerous except in apparently memorized utterances.	Displays some features of band 2, and some, but not all, of the positive features of band 4.
4	Unable to keep going without noticeable pauses. Speech may be slow with frequent repetition. Often self-corrects. Can link simple sentences but often with repetitious use of connectives. Some breakdowns in coherence.	Resource sufficient for familiar topics but only basic meaning can be conveyed on unfamiliar topics. Frequent inappropriacies and errors in word choice. Rarely attempts paraphrase.	Can produce basic sentence forms and some short utterances are error-free. Subordinate clauses are rare and, overall, turns are short, structures are repetitive and errors are frequent.	Uses some acceptable phonological features, but the range is limited. Produces some acceptable chunking, but there are frequent lapses in overall rhythm. Attempts to use intonation and stress, but control is limited. Individual words or phonemes are frequently mispronounced, causing lack of clarity. Understanding requires some effort and there may be patches of speech that cannot be understood.

	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
5	Usually able to keep going, but relies on repetition and self-correction to do so and/or on slow speech. Hesitations are often associated with mid-sentence searches for fairly basic lexis and grammar. Overuse of certain discourse markers, connectives and other cohesive features. More complex speech usually causes disfluency but simpler language may be produced fluently.	Resource sufficient to discuss familiar and unfamiliar topics but there is limited flexibility. Attempts paraphrase but not always with success.	Basic sentence forms are fairly well controlled for accuracy. Complex structures are attempted but these are limited in range, nearly always contain errors and may lead to the need for reformulation.	Displays all the positive features of band 4, and some, but not all, of the positive features of band 6.
6	Able to keep going and demonstrates a willingness to produce long turns. Coherence may be lost at times as a result of hesitation, repetition and/or self-correction. Uses a range of spoken discourse markers, connectives and cohesive features though not always appropriately.	Resource sufficient to discuss topics at length. Vocabulary use may be inappropriate but meaning is clear. Generally able to paraphrase successfully.	Produces a mix of short and complex sentence forms and a variety of structures with limited flexibility. Though errors frequently occur in complex structures, these rarely impede communication.	Uses a range of phonological features, but control is variable. Chunking is generally appropriate, but rhythm may be affected by a lack of stress-timing and/or a rapid speech rate. Some effective use of intonation and stress, but this is not sustained. Individual words or phonemes may be mispronounced but this causes only occasional lack of clarity. Can generally be understood throughout without much effort.

	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
7	Able to keep going and readily produce long turns without noticeable effort. Some hesitation, repetition and/or self-correction may occur, often mid-sentence and indicate problems with accessing appropriate language. However, these will not affect coherence. Flexible use of spoken discourse markers, connectives and cohesive features.	Resource flexibly used to discuss a variety of topics. Some ability to use less common and idiomatic items and an awareness of style and collocation is evident though inappropriacies occur. Effective use of paraphrase as required.	A range of structures flexibly used. Error-free sentences are frequent. Both simple and complex sentences are used effectively despite some errors. A few basic errors persist.	Displays all the positive features of band 6, and some, but not all, of the positive features of band 8.
8	Fluent with only very occasional repetition or self-correction. Hesitation may occasionally be used to find words or grammar, but most will be content related. Topic development is coherent, appropriate and relevant.	Wide resource, readily and flexibly used to discuss all topics and convey precise meaning. Skillful use of less common and idiomatic items despite occasional inaccuracies in word choice and collocation. Effective use of paraphrase as required.	Wide range of structures, flexibly used. The majority of sentences are error free. Occasional inappropriacies and non-systematic errors occur. A few basic errors may persist.	Uses a wide range of phonological features to convey precise and/or subtle meaning. Can sustain appropriate rhythm. Flexible use of stress and intonation across long utterances, despite occasional lapses. Can be easily understood throughout. Accent has minimal effect on intelligibility.
9	Fluent with only very occasional repetition or self-correction. Any hesitation that occurs is used only to prepare the content of the next utterance and not to find words or grammar. Speech is situationally appropriate and cohesive features are fully acceptable. Topic development is fully coherent and appropriately extended.	Total flexibility and precise use in all contexts. Sustained use of accurate and idiomatic language.	Structures are precise and accurate at all times, apart from 'mistakes' characteristic of native speaker speech.	Uses a full range of phonological features to convey precise and/or subtle meaning. Flexible use of features of connected speech is sustained throughout. Can be effortlessly understood throughout. Accent has no effect on intelligibility.