



*Hi, I'm Fiona!*

I'm an **IELTS Specialist** and I help busy people like you get 7+ in the IELTS Test.



*Where do I start?*

With so much information on the Internet, it's difficult to know **who to trust** and how to make sure you've covered **everything you need**.

I've been an **IELTS Teacher and Examiner** for so long that I know the test inside out. I know what problems it causes and how to solve them.

If you've never taken IELTS before, or if you need **more time and support**, join the **90- Day study programme in The Members Academy**.

The lessons in the Academy take you **step by step** through the planner, with daily videos, worksheets, model answers, a private Facebook group and access to me. It will save you time and money because you'll get **everything you need in one place!**

*The 28-Day Planner will help you...*

- get **organised** and feel **confident** about the test
- learn the essential **vocabulary** you'll need for every part of the test
- practise **all 4 skills** and learn **strategies** to get a higher score
- stay **motivated** with **daily tasks and tips**

The IELTS test will never be easy – it is **carefully designed** to assess your English ability up to Band 9 so it has to be difficult in places.

But it is also a test of your **general English**, so anything that you do in the next 28 days leading up to the exam will help improve your score.

*Good Luck!*

Copyright © 2019 by Fiona Wattam of IELTS Exam Training Course. All Rights Reserved

You are welcome to print this for personal use only. Besides that, no part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. Requests to the author and publisher for permission should be addressed to the following email: [fjwattam@gmail.com](mailto:fjwattam@gmail.com)



# Welcome to your **Academic IELTS 28-Day Planner**

There's a lot to do here. **Don't worry** if you don't finish everything. Just do **as much as you can**.

## Writing

Writing is a **SKILL** and all skills improve with **practice**. Just writing *something every day* will make you write more easily. Looking at **models** will give you plenty of ideas and help focus you on what the examiner expects.

## Speaking

Practice speaking **every day**. Speak for 2 minutes, record yourself and listen to yourself. You will gain confidence and fluency by doing this.

## Reading/Listening

It's important that you use reliable tests. I've used the tests here from the **British Council** website. There are lots on my [website](#) too, with clear explanations and answers.

<http://takeielts.britishcouncil.org/prepare-test/free-practice-tests>

**\*\*\*Please note\*\*\*** General Training Reading **Section 3** is the same as Academic Reading **Section 1**, so don't worry if some of the links give you advice based on Academic Reading.

## Vocabulary

Check out my [28 tips to help you learn vocabulary for IELTS](#).

Follow me on [YouTube](#), [Facebook](#), [Twitter](#), [Instagram](#) and [Pinterest](#) to get lots more advice, or get in touch by email if you have any questions: [fjwattam@gmail.com](mailto:fjwattam@gmail.com)

Best of luck!

**Fiona**

**P.S.** The 28-Day planner is an outline of the **syllabus** in my 90-day Study Programme in the [Members Academy](#). These online courses will support you through your preparation, with videos, worksheets, practice exercises, live lessons, a supportive, sharing community in a closed Facebook group, and a fantastic teacher (me!).



## Week 1 – Let's get started

	Vocabulary	Reading	Listening	Speaking	Writing
	<b>Week 1:</b> <b>The Natural World</b>  Get a notebook, check all words for meaning, form and pron.	The skills and strategies you need	<a href="#">Click here</a> for Listening Questions and <a href="#">Answers</a> . Record your score using my <a href="#">calculator</a>	<b>Part 1</b> <a href="#">Watch this video</a>  Record and listen to yourself for ONE MINUTE each day.	Check the <a href="#">band descriptors</a> for Writing Task 1.
<b>Day 1</b>	<b>Agriculture</b> intensive farming organic pesticides monocrops biodiversity fertiliser cultivate/harvest/yield <a href="#">Review quiz here</a>	<b>Overview</b> How much do you already know?	<b>Do Section 1</b> Q 1 – 10  <b>Dialogue</b> Completing a form Everyday information  <a href="#">Click here</a> for audio	<b>Part 1</b>  <i>Do you work or are you a student?</i>  Practise speaking about your <b>job</b> or <b>your studies</b>	<b>Task 1</b>  <b>Task Achievement:</b> Learn the <a href="#">basic requirements</a> of a Task 1
<b>Day 2</b>	<b>Nature</b> invasive species threatened species ecosystems pest/predators/prey immunity/resistance flora and fauna deforestation	<b>Types of text -</b> <b>Descriptive</b> (based on facts)  <b>Discursive</b> (based on research)	<b>Practise spelling names</b>  e.g. <i>Jon/John</i>	<b>Part 1</b>  <i>Do you live in a house or apartment?</i>  Practise speaking about your <b>home and hometown</b>	<b>Task 1</b>  <b>Task Achievement:</b> learn how to find <b>key features</b> and organise into paragraphs
<b>Day 3</b>	<b>Wildlife/Animals</b> bred in captivity/ in the wild carnivore/herbivore Evolution Endangered Extinct Marsupial	<b>True/False/Not Given</b>  Basic strategies	<b>Practise numbers</b>  e.g. <i>14/40</i>	<b>Part 1</b>  Practise 'Have you ever?' questions  e.g. <i>Have you ever been to a zoo?</i>	<b>Task 1</b>  <b>Grammar:</b> learn how to <b>paraphrase</b> the Introduction
<b>Day 4</b>	<b>Pollution</b> fossil fuels single-use plastic non-biodegradable renewable energy global warming ozone layer depletion soil erosion	<b>True/False/Not Given</b>  Using quantifiers	<b>Watch out for distractors</b>  e.g. <i>Did you say fourteen? No forty.</i>	<b>Part 1</b>  Practise 'Which do you prefer?' questions  e.g. a paper or electronic dictionary	<b>Task 1</b>  <b>Vocabulary:</b> learn how to describe <b>changes</b>
<b>Day 5</b>	<b>Recycling</b> waste disposal landfill reduce, reuse, recycle groundwater hazardous waste incineration	<b>Yes/No/Not Given</b>  An example	<b>Identify your weak points</b>  eg. <i>j/g, i/e</i>	<b>Part 1</b>  Practise talking about trends/habits in your country	<b>Task 1</b>  <b>Grammar:</b> learn how to choose the correct <b>tense</b>
<b>Day 6</b>	<b>Water</b> marine pollution over-fishing irrigation reservoir glacier drought/flood	<b>Yes/No/Not Given</b>  in Part 3 (difficult)	<b>Make guesses</b>  e.g. do you need a noun/verb/plural?	<b>Part 1</b> Practise giving your <b>opinion</b> and <b>discussing the pros and cons</b> e.g. buying things online	<b>Task 1</b>  <b>Vocabulary:</b> learn how use prepositions
<b>Day 7</b>	<b>Tourism</b> Culture shock Eco-tourism Sustainability Carbon footprint Indigenous people Globalisation	<b>Have a break!</b>		<b>Record yourself each day, write down any mistakes and learn from them.</b>	<b>Task 1</b>  <b>Task achievement:</b> learn how to write an <b>overview</b>



## Week 2 - keep up the good work

	Vocabulary	Reading	Listening	Speaking	Writing
	<b>WEEK 2:</b> <b>THE MAN-MADE ENVIRONMENT</b>	The skills and strategies you need: click on the links to see some examples	<a href="#">Click here</a> for Listening Questions and <a href="#">Answers</a> and Tapescript (scroll down)	<a href="#">Part 2: Watch this video.</a>  Record and listen to yourself for <b>TWO MINUTES</b> each day.	Check out the <a href="#">Band Descriptors</a> for Task 2  Look at <a href="#">models</a>
<b>Day 8</b>	<b>Housing</b> construct/construction demolition renovation residents/residential citizens/inhabitants close-knit community affordable housing	<a href="#">Gap fill</a>	<b>Section 2</b> <b>Q11 – 20</b>  Monologue: Match names Complete gaps in table  <a href="#">Click here</a> for audio	<b>Part 2</b>  <b>Objects</b> A gift you gave/got A thing you bought An important gadget A piece of art A photo	<b>Task 2</b>  Learn the <a href="#">basic requirements</a> of a <b>Task 2</b>
<b>Day 9</b>	<b>Buildings</b> modern architecture feats of engineering sustainable materials environmentally-friendly building materials preservation historical buildings	<a href="#">Gap fill with answers</a>	<a href="#">Multiple choice/Matching Information</a>	<b>Part 2</b> <b>People</b> Someone you admire A neighbour A celebrity A family member Someone you met An old person A kind person	<b>Task 2</b>  Learn how to <b>generate ideas</b> .
<b>Day 10</b>	<b>Cities</b> urban sprawl infrastructure facilities/amenities poor housing housing shortage rural deprivation high-rise flats	<a href="#">Completing a table</a>	<a href="#">Choosing from a list</a>	<b>Part 2</b> <b>Experiences</b> A film/book A concert/sports event A day out A prize you won A holiday/difficult journey Good news you had	<b>Task 2</b>  Learn how to <b>structure</b> your answer into clear paragraphs
<b>Day 11</b>	<b>Development</b> sustainable developing countries the digital divide poverty reduce inequalities economic growth	<a href="#">Labelling a diagram</a>	<a href="#">Completing a table</a>	<b>Part 2</b> <b>Imaginary situations</b> A business A country A car A language A skill/sport A job	<b>Task 2</b>  Learn how to write an <b>introduction</b>
<b>Day 12</b>	<b>Civilisation</b> aboriginal people indigenous tribes the Maori native Americans/Inuit adventurers/explorers colonisers/settlers migration	<b>Flow charts</b>	<a href="#">Labelling a map</a>	<b>Part 2</b>  <b>Things you like</b> A sport/exercise A website A song	<b>Task 2</b>  Learn how to write a <b>general statement</b>
<b>Day 13</b>	<b>Transport</b> Congestion Alternative fuels Road safety Cycle lanes Car-share schemes pedestrians	<a href="#">Open questions</a>	<a href="#">Labelling a floor plan</a>	<b>Part 2:</b> <b>Places</b> A building A shop A museum A restaurant/café A tourist attraction A sports centre	<b>Task 2</b>  Learn how to <b>link</b> your ideas together.
<b>Day 14</b>	<b>Crime</b> crime prevention deterrents punishment the justice/legal system the role of prisons rehabilitation	<b>Have a break!</b>		<b>Record yourself each day, write down any mistakes and learn from them.</b>	<b>Task 2</b>  Learn how to write a <b>conclusion</b>



## Week 3 - half-way through

	Vocabulary	Reading	Listening	Speaking	Writing
	<b>WEEK 3:</b> <b>Life and Society</b>	<b>The skills and strategies you need</b>	<a href="#">Click here</a> for Listening Questions and <a href="#">Answers</a> .	<b>What are the issues? What happened? What can be done? How will it change?</b>	<b>Compare with the model. Re-write.</b>
<b>Day 15</b>	<b>Family</b> nature/nurture genes/genetic environmental factors identical twins bring up/grow up to inherit	<a href="#">Matching Headings</a>  Using the whole meaning of the paragraph	<b>Section 3</b> Q 21 – 30  <b>Dialogue:</b> Complete gaps  <a href="#">Click here</a> for audio	<b>Part 3:</b> The environment Water Tourism Global Issues Animals <i>Use your vocabulary lists in full sentences.</i>	<b>Task 1</b>  Learn how to make <b>comparisons</b>
<b>Day 16</b>	<b>Personality</b> inherited/innate vs learned behaviour biological makeup innate characteristics peer influence	<a href="#">Matching Headings</a>  Using the 1st line	<a href="#">Listening to an expert</a>	<b>Part 3</b> Cities Crime Police/Security Transport Housing <i>Repeat phrases from radio debates</i>	<b>Task 1</b>  Describe changes to a <b>town/building</b>
<b>Day 17</b>	<b>Gender</b> equality roles/stereotypes bias/discrimination the pay gap under-representation equal opportunities	<a href="#">Matching Information</a>	<a href="#">Gap fill</a>	<b>Part 3</b> Family Friendship Personality Sport and Leisure Health <i>Try to sound enthusiastic!</i>	<b>Task 1</b>  Grammar: <b>Present Perfect Passives</b>
<b>Day 18</b>	<b>Happiness</b> mental health well-being the rat race wealth/possessions basic survival needs optimistic/pessimistic	<a href="#">Matching People</a>  Who said what?	<a href="#">Choosing from a list</a>	<b>Part 3</b> Money Work Education  <i>Practise dis/agreeing</i>	<b>Task 1</b>  Describe a <b>cycle</b>
<b>Day 19</b>	<b>Health</b> obese/obesity diabetes sedentary jobs to subsidise gyms life-expectancy the NHS crisis alternative medicine	<a href="#">Matching People</a>  One, both or none?	<b>Matching from a list</b>	<b>Part 3</b> Technology TV/Internet Advertising <i>Practise making comparisons</i>	<b>Task 1</b>  <a href="#">Describe a process</a>
<b>Day 20</b>	<b>Free time &amp; time</b> life-expectancy biological clock ageing populations care for the elderly loss of traditional skills	<a href="#">Matching People</a>  In Passage 3	<b>Listening for suggestions</b>	<b>Part 3</b> Education Language Traditional/Modern Past/Present <i>Practise making predictions</i>	<b>Task 1</b>  Review <b>articles and quantifiers</b>
<b>Day 21</b>	<b>Finance</b> Consumerism Greed Economics Cashless society Advertising Sponsorship Celebrity endorsement	<b>Have a break!</b>	<b>Matching who does what</b>	<b>Watch BBC 4 Radio News for opinions and discussions</b>	<b>Task 1</b>  <b>Multiple</b> graphs and charts



## Week 4 - almost done

	Vocabulary	Reading	Listening	Speaking	Writing
	<b>WEEK 4: RESEARCH AND TECHNOLOGY</b>	<b>The skills and strategies you need</b>	<a href="#">Click here</a> for Listening Questions and <a href="#">Answers</a>	Develop your pronunciation	<b>This week, focus on the section you need more practice on.</b> (These follow <b>Task 2</b> lessons in the Members Academy)
<b>Day 22</b>	<b>Education</b> public vs private curriculum choices assessment/evaluation degrees/qualifications technology distance learning single-sex education	<a href="#">Complete sentences</a>	<b>Part 4</b> Q 31 – 40 <b>A lecture</b> Complete gaps Multiple choice  <a href="#">Click here</a> for audio	<a href="#">Learn about the key features of natural pronunciation</a>	<b>Task 2</b>  <a href="#">Learn how to make your language more formal</a>
<b>Day 23</b>	<b>Languages</b> mother tongue language acquisition linguistics literacy rates minority languages age factors bilingual benefits	<a href="#">Choose from a list</a>	Make a list of <b>common answers</b> in Part 4  (or get my list in the Academy)  <i>e.g. 'th' or 'v'</i>	<b>Find out which individual sounds are difficult for you</b>  <i>e.g. 'th' or 'v'</i>	<b>Task 2</b>  Learn how to <b>'hedge'</b> effectively
<b>Day 24</b>	<b>The Arts</b> culture/cultural creation/creative imagination/imaginative fiction/fictional art/artistic poetry/poetic music/musical drama/dramatic	<a href="#">Choose a time period</a>	<a href="#">Multiple Choice in Part 4</a>	<b>Learn how words stress and syllables work</b>    bə' nɑ: nə	<b>Task 2</b>  Learn the language of <b>cause and effect</b>
<b>Day 25</b>	<b>Technology</b> the digital divide a technophobe artificial intelligence cyber-crime digital literacy labour-saving devices	<a href="#">Multiple choice</a>	<a href="#">Gap fill in Part 4</a>	<b>Learn all about weak sounds (the schwa)</b>    bə' nɑ: nə	<b>Task 2</b>  <a href="#">Learn advanced linking words</a>
<b>Day 26</b>	<b>Research</b> evidence experiment evaluation hypothesis/theory placebo effect volunteer respondent to carry out a survey	<a href="#">Open questions</a>	<a href="#">Signal Words</a>  e.g. <i>Well! So!</i>	<b>Practise using contractions</b>  e.g. <i>I'll, We're, I've, It's</i>	<b>Task 2</b>  Learn how to express your <b>opinion</b> strongly
<b>Day 27</b>	<b>Inventions</b> inventor/invention innovation discovery to pioneer/a pioneer a breakthrough to coin a phrase	<a href="#">Question 40</a>  <a href="#">Question about overall purpose</a>	<b>Transferring your answers:</b>  <a href="#">How not to lose points</a>	<b>Practise natural structures to talk about the future</b>  e.g. <i>I'm gonna (yes!)</i>	<b>Task 2</b>  Learn how to use <b>advanced collocations</b>
<b>Day 28</b>  <b>You did it! Well done!</b>	<b>Vocab Day 28: The future</b> Space tourism/ mission/ ship/ station/ shuttle/ travel/ exploration nuclear technology/ alternative energy/ genetic engineering bio-tech industry/ GM crops/ scientific advances potential dangers/ environmental change			<b>Do a full 15-minute practice test with a friend!</b>	<b>Task 2</b>  Learn how to develop your opinion



## Tips and Advice

### Reading Tips

- The questions always come in the **same order** as they appear in the text **apart from** Matching Headings, Matching Information and Matching People
- **Timing** is crucial. If you can't find an answer **MOVE ON**. You have about 1.5 mins for each question
- With gap-fills, copy the words exactly as they are in the text. Check spelling on your answer sheet.
- Correct answers are usually **synonyms** or paraphrased versions of sentences in the text: this is why vocabulary is SO important.
- Skim the text quickly before you start. Focus on:
  - Title/subtitle
  - First lines of each paragraph
  - Capital Letters - people, places, organisations
  - Numbers
  - Words in *italics* or 'inverted commas'

### Listening Tips

- **Wrong spelling** loses marks. Check your answer sheet carefully, and double check for plural forms.
- It's OK to **write short forms of dates** – it's better to write Wed 31 than to mis-spell it and lose the point
- Always **check the word limit** e.g. if you are only allowed one word in the gap, keep the one that fits the gap best
- Try to **predict** or guess what might come in the gaps – you can often guess answers without listening!
- Practise **the alphabet** for Part 1, especially letters which are similar e.g. e/i/y, g/j, b/p
- **Underline key words** in the time they give you to read through the questions
- Make sure your **handwriting** is clear – or use capital letters



## Speaking Tips

- Don't wait for the examiner to say 'Why?' in Part 1 – show the examiner that you can speak fluently **without help**.
- Whatever you do, **don't stop talking**, especially in Part 2.
- Always use the **1 minute prep** to write a brief plan and to jot down some less common phrases and adjectives you can use.
- In the 1 min prep, write down all **PAST Tenses** you will need, especially irregular ones.
- Be natural and honest – tell the examiner exactly what's going through your head.  
**There's no right answer** in the Speaking Test.
- Don't be afraid to say **negative** things – e.g. a film you DIDN'T like. This can help you show a wider range of vocabulary.
- **Read widely** on a wide range of issues so that you can argue your viewpoint with plenty of examples in Part 3.

## Academic Writing Tips

- Always write a clear **OVERVIEW** in Task 1. Start the sentence with '**Overall....**'
- Write **AT LEAST** the minimum number of words in both Task 1 and Task 2.
- Organise Task 2 into clear **paragraphs** – leave a space between each paragraph.
- Make sure your **opinion** is clearly stated **throughout** Task 2
- Finish the Task 2 conclusion with a final **thought, recommendation or consequence**
- **Don't memorise long chunks, but do memorise short chunks e.g. 'It's high time that the government took action to tackle (global warming).'**

## Before the exam:

- Go to bed early and get a good night's sleep
- Plan your journey
- Have a good breakfast/ take snacks so you don't get hungry
- Leave valuables at home so you don't stress about handing them in
- Relax! You've done everything you can. You'll be fine
- Let me know how you got on!



## You made it - yay!

I hope you found the 28 Day IELTS Planner useful and I hope it will help you get the score you need in the IELTS Test.

Studying alone is never easy, especially when you're not sure if you're doing the right thing. So what's the alternative?

The [Members Academy](#) is a **3-month Study Programme** with **everything you need in one place**.

This is what one of my new members said recently:

*'I previously took a course from Magoosh last year. Magoosh is also great. But their video lessons make the students feel sleepy. I liked the colour of your site. It just encourages me to watch more and more.'*

I do everything I can to make IELTS interesting and memorable so that you actually WANT to study, you remember more, and you learn faster.

When I started making courses a year ago, I saw that there are already hundreds online.

So why is mine different? My courses are:

- **bite-sized** (all the key information is packed into nice, short, 10-minute videos)
- **step by step** (All courses move from Day 1 - 28 and follow a logical progression)
- **clear and easy to follow** (colour-coded and relevant)
- **visually appealing and lively** (with well-chosen images and short YouTube clips)
- **flexible** (you can speed up or slow down the videos, and work at your own pace)
- **suitable for different types of learners** (you can print off, write on and keep all of the practice materials)
- **supported** (I don't just abandon you - I post in the Facebook group every day and I'm there to motivate you with the live lessons)
- **reliable and accurate** (I've been teaching IELTS at an IELTS Test Centre for 15 years with 5 other IELTS specialists including active examiners and trainers. I have also been a Test-Day Administrator and clerical marker for the Reading and Listening Test).

If you have any questions about the Academy please [click here](#) or email me at [fjwattam@gmail.com](mailto:fjwattam@gmail.com).

Thank you for your interest and keep up the good work!

Best wishes

**Fiona**

