

Members Academy

General Training

IELTS Preparation Planner

Hi there 🙌

This is the basic **syllabus** of the Members Academy Courses. You don't have to follow it in any specific order - do what works best for you and work on the skills that you need most.

The planner gives you daily practice with all four skills, as I believe that they all help each other (Grammar is integrated into the relevant lessons), but if you prefer to focus on one skill first e.g. Writing, then do as much as you want of the Writing Course before you move on to the other courses.

I've put the Vocabulary course at the end of the core skills courses, as you should master the core skills first, but if you're already Band 6.5 and want to make fast progress, feel free to get started on the Vocabulary course sooner.

Let me know if you need anything,

Best wishes

Fiona



Main page links [\(Home Page\)](#)

[WRITING TASK 1](#)

[WRITING TASK 2](#)

[READING*](#)

[SPEAKING AND PRONUNCIATION](#)

[LISTENING](#)

[VOCABULARY](#)

[TAKEAWAYS](#)

[MOCK TESTS](#)

[Band Score Calculator](#)

*GT Reading

There is a [GT Reading Introductory Course](#), before the main Reading Skills course.

1. Section 1 - [True, False, Not Given](#)
2. Section 1 - [Matching Headings](#)
3. Section 2 - [Text 1 Gapfill](#)
4. Section 2 - [Text 2 Matching Categories](#)
5. Section 3 - [Matching Headings](#)
6. Section 3 - [Gapfill](#)

Then move to the [full Reading Course](#).

Week 1

	Writing Task 1	Speaking Part 1	Reading TFNG	Listening Part 1
Day 1	<u>Mindset</u>	<u>Overview</u> The schwa The letter A	<u>How much do you know?</u>	<u>Overview</u>
Day 2	<u>Opening and Closing a letter</u>	<u>Your home</u> The letter B	<u>Text types and structures</u>	<u>Names</u> Spelling Practice
Day 3	<u>TONE</u>	<u>Your job/studies.</u> The letter 'C' (k/s sounds)	<u>True False Not Given (Basics)</u>	<u>Numbers</u>
Day 4	<u>Letters of complaint</u> Someone you don't know	<u>Have you ever...?</u> The letter D -ed endings (Past Tense)	<u>True False Not Given (Tricks)</u>	<u>Form-filling</u>
Day 5	<u>Complaining Part 2</u> Someone you know	<u>Past Tenses</u> The magic 'e' pet vs pat	<u>Yes No Not Given (Basics)</u>	<u>Common tricks</u>
Day 6	<u>Landlord/Landlady</u>	<u>Storytelling</u> The letter F (gh)	<u>Yes No Not Given (Tricks)</u>	<u>Practice</u> Australian accents
Day 7	<u>Review</u> Formal/Informal summary	<u>Review</u> The letter G /dʒ/ and words ending in '-age'	<u>Mock Test</u> 'Little' and 'few'	<u>Mock Test</u>

Week 2

	Writing Task 2	Speaking Part 2	Reading Gapfill	Listening Part 2
Day 8	<p>Mindset</p> <p>Basic rules</p> <p>Feedback language</p>	<p>I'd rather vs I'd prefer</p> <p>The letter H</p>	<p>Gapfill Strategies</p> <p>The former, the latter</p>	<p>Part 2 overview</p>
Day 9	<p>How to answer the question</p> <p>Essay types</p>	<p>Long turn</p> <p>Word stress</p> <p>The letter i (ship/sheep)</p>	<p>Summaries</p>	<p>Lists 1</p>
Day 10	<p>How to get and present relevant ideas</p>	<p>Contractions</p> <p>Short Answers</p>	<p>Gap Fills with answers provided</p>	<p>Tables</p>
Day 11	<p>PEEL Paragraphs</p> <p>How to extend and support your ideas</p>	<p>Vowels</p> <p>The 'ɜ:' sound (work)</p> <p>The letter K</p>	<p>Tables</p>	<p>Maps</p>
Day 12	<p>How to present a clear position throughout</p> <p>The language of opinions.</p>	<p>'used to'</p> <p>The /ɔ: / sound (walk)</p> <p>The letter L</p>	<p>Flowcharts</p>	<p>Distractors</p>
Day 13	<p>How to write the introduction</p>	<p>Past Perfect Continuous</p> <p>The /ɑ: / sound (are)</p> <p>The letters M and N</p>	<p>Labelling a diagram</p>	<p>Floor plans</p>
Day 14	<p>General Statements</p>	<p>2- minute challenge</p> <p>The letter 'N'</p> <p>Assimilation (an app/a nap)</p>	<p>Mock Test 2</p> <p>Open Questions</p>	<p>Mock Test 2</p>

Week 3

	Writing Task 1	Speaking Part 3	Reading Matching	Listening Part 3
Day 15	Formal Requests	Sentence stress Intonation	Matching Headings	Multiple Choice 1
Day 16	Informal Requests	Generalisations The letter O	Matching Headings 2	Gapfill in Part 3
Day 17	Request for information	Signals Dropping 'h' The letter Q	Matching Information	Lists 2
Day 18	Giving Advice	Adverbs and opinions Connected speech Problems with 'r'	Matching Categories	Lists 3
Day 19	Suggestions	Predictions The letter S Words ending '-ous'	Matching people 1	Suggestions
Day 20	Problem-solving	Comparisons Words ending '-tion' and 'ture' The 'th' sound	Matching People 2	Matching people
Day 21	Review	Intrusive sounds The letter U	Mock Test 3 Matching sentence endings	Mock Test 2

Week 4

	Writing Task 2	Speaking	Reading Choosing	Listening Part 4
Day 22	<p><u>Coherence and Cohesion</u></p> <p>How to show clear progression</p>	<p><u>Problems with 'v' and 'w'</u></p> <p>'Have to'</p> <p>Intonation</p>	<p><u>Choosing dates</u></p>	<p><u>TEST</u></p>
Day 23	<p><u>How to use a range of cohesive devices</u></p> <p>Common mistakes with 'while' 'whereas' and 'due to'</p>	<p><u>Conditionals</u></p> <p>Hedging</p> <p>Moving stress</p> <p>The letter X</p>	<p><u>Choosing from a list</u></p>	<p><u>Common word lists</u></p>
Day 24	<p><u>How to use reference words</u></p> <p>Shell nouns</p> <p>Substitution</p>	<p><u>Sentence stress</u></p> <p>The letter Y</p>	<p><u>Multiple Choice</u></p>	<p><u>Multiple Choice 2</u></p>
Day 25	<p><u>Advanced reference words</u></p> <p>Such</p> <p>The former, the latter</p>	<p><u>Phrasal verbs and nouns</u></p> <p>The letter Z</p> <p>Words ending /ʒn/ (<i>decision</i>)</p>	<p><u>Overall Purpose</u></p>	<p><u>Gapfill in Part 4</u></p> <p>Little vs a little</p>
Day 26	<p><u>How to write the conclusion</u></p>	<p><u>Developing a topic</u></p> <p>Prepositions</p> <p>Words ending in 'tious'</p>	<p><u>Computer-Delivered Test</u></p>	<p><u>Signals</u></p>
Day 27	<p><u>Concession 1</u></p> <p>'although'</p>	<p><u>Agreeing/Disagreeing</u></p> <p>Homonyms</p> <p>Odd one out</p>	<p><u>Time management</u></p>	<p><u>Reference words</u></p>
Day 28	<p><u>Problem-Solution</u></p>	<p><u>Test yourself</u></p> <p><u>Speaking Tools</u></p>	<p><u>Mock Test 4</u></p>	<p><u>Test Day Strategies</u></p>

Week 5

	Writing Task 1	Vocabulary The environment		Skills
Mon	<u>Job applications</u>	<u>Agriculture</u>	intensive farming organic pesticides monocrops biodiversity fertiliser cultivate/harvest/yield	Use the vocabulary course to keep practising these skills.
Tue	<u>Present Perfect</u>	<u>Nature</u>	invasive species threatened species ecosystems pest/predators/prey immunity/resistance flora and fauna deforestation	Reading
Wed	<u>Extreme Adjectives</u> Letter to a newspaper or magazine	<u>Wildlife/Animals</u>	bred in captivity/ in the wild carnivore/herbivore Evolution Endangered Extinct Marsupial	Listening
Thur	<u>Too much/many</u> Not enough	<u>Pollution</u>	fossil fuels single-use plastic non-biodegradable renewable energy global warming ozone layer depletion soil erosion	Speaking
Fri	<u>Polite (indirect) Questions</u>	<u>Recycling</u>	waste disposal landfill reduce, reuse, recycle groundwater hazardous waste incineration	Reading
Sat	<u>Reporting what someone said</u>	<u>Water</u>	marine pollution overfishing irrigation reservoir glacier drought/flood	Listening
Sun	<u>Reporting Verbs</u>	<u>Tourism</u>	culture shock eco-tourism sustainability carbon footprint indigenous people globalisation	Speaking

Week 6

	Writing Task 2	Vocabulary The man-made environment		Skills
Mon	<u>How to be formal</u> Nominalisation (noun forms) Academic Word List	<u>Housing</u>	construct/construction demolition renovation residents/residential citizens/inhabitants close-knit community affordable housing	Use the vocabulary course to keep practising these skills.
Tue	<u>How to show range and flexibility</u> Word Formation	<u>Buildings</u>	modern architecture feats of engineering sustainable materials environmentally-friendly building materials preservation historical buildings	Reading
Wed	<u>How to show and awareness of style and collocation</u>	<u>Cities</u>	urban sprawl infrastructure facilities/amenities poor housing housing shortage rural deprivation high-rise flats	Listening
Thur	<u>Advantages - Disadvantages</u>	<u>Development</u>	sustainable developing countries the digital divide poverty reduce inequalities economic growth	Speaking
Fri	<u>Academic Vocabulary</u>	<u>Civilisation</u>	aboriginal people indigenous tribes the Maori native Americans/Inuit adventurers/explorers colonisers/settlers migration	Reading
Sat	<u>Concession 2</u> In spite of/Despite	<u>Transport</u>	Congestion Alternative fuels Road safety Cycle lanes Car-share schemes pedestrians	Listening
Sun	<u>Critical Thinking</u>	<u>Crime</u>	crime prevention deterrents punishment the justice/legal system the role of prisons rehabilitation	Speaking

Week 7

	Writing Task 1	Vocabulary Society		Skills
Mon	<u>Review Day</u>	<u>Family</u>	nature/nurture genes/genetic environmental factors identical twins bring up/grow up to inherit	Use the vocabulary course to keep practising these skills.
Tue	<u>How to apologise</u>	<u>Personality</u>	inherited/innate vs learned behaviour biological makeup innate characteristics peer influence	Reading
Wed	<u>Expressing regret</u>	<u>Gender</u>	equality roles/stereotypes bias/discrimination the pay gap under-representation equal opportunities	Listening
Thur	<u>Storytelling</u> Past Tenses Past Perfect	<u>Happiness</u>	mental health well-being the rat race wealth/possessions basic survival needs optimistic/pessimistic	Speaking
Fri	<u>Phrasal Verbs</u> Colloquial Expressions	<u>Health</u>	obese/obesity diabetes sedentary jobs to subsidise gyms life-expectancy the NHS crisis alternative medicine	Reading
Sat	<u>'-ing' verbs vs infinitive</u>	<u>Time</u>	life-expectancy biological clock ageing populations care for the elderly loss of traditional skills	Listening
Sun	<u>What next?</u>	<u>Finance</u>	consumerism greed economics cashless society advertising sponsorship celebrity endorsement	Speaking

Week 8

	Writing Task 2	Vocabulary Learning		Skills
Mon	<u>How to HEDGE</u>	<u>Education</u>	public vs private curriculum choices assessment/evaluation degrees/qualifications technology distance learning single-sex education	Use the vocabulary course to keep practising these skills.
Tue	<u>Adding emphasis</u> Inversion Not only but also Adverbs	<u>Languages</u>	mother tongue language acquisition linguistics literacy rates minority languages age factors bilingual benefits	Reading
Wed	<u>Articles</u> a, the, zero	<u>The Arts</u>	culture/cultural creation/creative imagination/imaginative fiction/fictional art/artistic poetry/poetic music/musical drama/dramatic	Listening
Thur	<u>Functions</u> Could vs would Will vs would	<u>Technology</u>	the digital divide a technophobe artificial intelligence cyber-crime digital literacy labour-saving devices	Speaking
Fri	<u>Unless</u>	<u>Research</u>	evidence experiment evaluation hypothesis/theory placebo effect volunteer respondent to carry out a survey	Reading
Sat	<u>Punctuation</u>	<u>Inventions</u>	inventor/invention innovation discovery to pioneer/a pioneer a breakthrough to coin a phrase	Listening
Sun	<u>Proofreading</u> <u>Common mistakes</u>	<u>The future</u>	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	Speaking

WEEKS 9 - 12

I don't expect you to cover everything in the first 8 weeks - if you did, that's amazing!

Use Weeks 9 - 12 to tie up loose ends:

- Review difficult grammar points
- Look at your Writing Feedback notes
- Do the Conditional Grammar Bootcamp
- Do the Perfect Grammar Bootcamp
- Go through the [Friday Takeaways](#)
- Use the [Mock Tests](#)
- Catch up on [Speaking Flipgrids](#)
- Choose some of the examples from the [All Webinars Friday Feedback](#) sessions and write your own versions
- Make notes on Task 2 topics, and write skeleton essays
- Do extra Reading and Listening texts (there are bonus ones in the Bootcamps)

Your NOTES

