

Five books. One method. Built for the Chinese candidate.

A prospectus for the IELTS Series by Deen Cox — a fully integrated, examiner-reviewed system for Speaking and Writing, purpose-built around how Chinese learners actually fail the test, and how they actually pass it.

5

PUBLISHED TITLES

1,022

COMBINED PAGES

31

CHINESE LEARNER INSIGHT
PANELS

10

FULL MOCK TESTS IN WORKBOOK

Deen Cox

IELTS Specialist and Author · Beijing, China

Read in manuscript by Mike Wattie, a former IELTS Examiner

deencoielts.com
info@deencoielts.com

One classroom-tested method, five purpose-built books

Why this series exists, and what it offers a distributor, platform, or institutional partner.

For over a decade, Deen Cox has watched the same pattern repeat in Beijing classrooms: capable, hard-working candidates plateau at Band 6–6.5, not for lack of English, but for lack of structure. The Chinese IELTS market’s dominant response to that problem — banks of memorised template answers — is the very thing modern examiners are trained to detect and penalise. The IELTS Series by Deen Cox was built as the alternative: a set of generative, proprietary frameworks, anchored line by line to the official Band Descriptors, and read in manuscript by a former IELTS Examiner.

Every title in the series is written specifically for — not merely translated for — the Chinese learner: naming the exact L1-transfer errors Mandarin and Cantonese speakers make, and building the fix directly into the page rather than leaving it to the teacher to improvise.

2	3	14
SKILLS COVERED (SPEAKING & WRITING)	FORMAT LAYERS (STUDY • PRACTICE • TEACH)	PROPRIETARY FRAMEWORKS

THE FIVE TITLES

I. IELTS Speaking Mastery: The Complete Band 7+ Guide	298 pp • 20 ch.
Chinese Learner Insight Edition	
II. IELTS Speaking: The Teacher’s Guide	104 pp • 4 parts
Chinese Learner Insight Edition • licensed, not sold	
III. IELTS Speaking: The Practice Workbook	252 pp • 8 sections
Chinese Learner Insight Edition	
IV. IELTS Academic Writing: Complete Band 7+ Guide	228 pp • 33 ch.
V. IELTS Writing: Complete Vocabulary Guide	140 pp • 34 ch.

“As a published IELTS author, I particularly value the freshness of this book’s approach and the way it translates the demands of the test into practical steps students can actually use.”

MIKE WATTIE — FORMER IELTS EXAMINER & PUBLISHED IELTS AUTHOR

Frameworks, not templates

The single idea that organises all five books, and the 14 proprietary frameworks that carry it.

THE CORE DISTINCTION

A template gives a student the words. A framework gives a student a way to find their own words, every time, for any prompt.

Templates collapse the moment a question is rephrased, flatten delivery into a recognisable recital rhythm, and are treated by examiners as a band ceiling, not a band floor. Frameworks reshape to fit the question and produce speech that is authentically the candidate's own — which is exactly what Band 7+ rewards.

This distinction matters enough to the method that the Speaking Guide devotes an entire chapter to it — Chapter 8, *The Anti-Template Manifesto* — and the Teacher's Guide opens Part 1 with the same philosophy before a single framework is taught.

It also shapes how the frameworks are taught. A-R-E is presented as a **shape, not an order**: §2.2.2 of the Speaking Guide teaches four ways to bend it, on the grounds that a student who has only ever produced the perfect version sounds exactly as rehearsed as one reciting a template.

THE 14 FRAMEWORKS

Speaking (3) — carry a candidate through all three parts of the Speaking test

A-R-E · Answer → Reason → Extension (Part 1)

P.P.F.E. · Past → Present → Future → Emotion / Elaborate (Part 2)

F-E-E-L · Find Core → Explain Why → Evidence → Link / Limit (Part 3)

Writing (11) — Task 1, Task 2 and vocabulary upgrade

SCORE & OPAL · Task 1 overview systems

TREND & COMPARE · Task 1 vocabulary systems

QSCAN · Task 2 question analysis

BLUEPRINT · 5 essay-type structures

PEEC · Point → Explain → Evidence → Connect

LINK · four-type cohesion method

SWAP · lexical upgrade method

MIX · six-structure grammar system

PRIME · the 40-minute writing process

Why this matters commercially

Every framework is named and authored — a defensible, licensable IP layer that a template bank does not have. Framework text, examples and explanations are protected by copyright. The Teacher's Guide exists specifically to let the method scale beyond one author: to a classroom, an institution, or a livestream audience of thousands, under a clear licensing structure (see Book II).

I IELTS Speaking Mastery: The Complete Band 7+ Guide

Chinese Learner Insight Edition — Fluency • Accuracy • Range

AT A GLANCE

Length	298 pages
Chapters	20
ISBN	9798181543898
Frameworks	A-R-E • P.P.F.E. • F-E-E-L
Insight panels	23 Chinese Learner Insight boxes
Audio companion	157 free shadowing files
Read in manuscript by	Mike Wattie, former Examiner

WHAT MAKES IT DIFFERENT

- **Generative, not memorised.** A-R-E, P.P.F.E. and F-E-E-L build any answer from first principles instead of supplying scripts to recite.
- **A shape, not an order.** §2.2.2 teaches four ways to bend A-R-E, and a seam test for hearing when the structure is showing.
- **An entire chapter devoted to the risk.** Ch. 8, *The Anti-Template Manifesto*, explains how examiners detect memorisation — and why the fix is structural, not cosmetic.
- **Pronunciation as a full lab.** Ch. 9 isolates the sounds and rhythms that hold Mandarin and Cantonese speakers at Band 6.
- **A free 157-file audio library.** Model answers, sound drills and a full Band 8 sample interview, named to match the exact chapter and drill they support.

CHINESE LEARNER INSIGHT — SAMPLE PANEL

“The Chinese IELTS market is flooded with template-memorisation approaches — banks of pre-written answers that examiners are trained to identify and penalise. This book is fundamentally different. A-R-E, P.P.F.E. and F-E-E-L are generative frameworks, not templates. They teach you to build any answer from first principles so that your speech always sounds natural, flexible and authentic — exactly what Band 7+ demands.”

CHAPTER SNAPSHOT — 3.1 TECHNOLOGY & APPS (A-R-E IN ACTION)

Q: “What kind of apps do you use the most?”

Mostly dull ones, honestly — my calendar, my notes app and WhatsApp. My schedule is hectic enough that those three are basically the reason I turn up anywhere on time. I did try a few of the fancier productivity ones, but they just became another thing to manage.

The Guide’s own note on it: “there is no *because* anywhere, and no stage is announced. The reason is simply folded in with *and*, and the last sentence takes something away rather than adding to it.” Part 1 is a conversation, and §2.2.3 treats the wrong register there as a lapse in appropriacy under Lexical Resource — not as evidence of range.

II IELTS Speaking: The Teacher's Guide

Chinese Learner Insight Edition — the delivery manual for teachers and licensees

AT A GLANCE

Length	104 pages
Structure	4 parts
Chapter notes	1 page per Guide chapter × 20
Lesson plans	12, ready to run
Appendices	12
Companion to	Books I & III
Availability	Licensed, not sold

WHAT MAKES IT DIFFERENT

- **The rarest layer in this market.** Teacher-facing delivery manuals are almost absent from Chinese-market IELTS publishing; most methods live only in one teacher's head.
- **Built to scale the method.** Explicit licensing terms let the A-R-E / P.P.F.E. / F-E-E-L system be taught by others under clear, protected terms — a real B2B product, not just a book.
- **Diagnosis over correction.** §1.9 reframes common L1 errors as shared, predictable patterns rather than individual failings.
- **Assessment infrastructure.** A full practice-test protocol, an invigilator's code, a photocopiable record sheet and a recording-consent form — none of which award a band score.

HOW THE GUIDE IS ORGANISED

Part 1 — The Teacher's Handbook	Philosophy, 3 frameworks, 4 criteria, L1 learners, feedback, class delivery
Part 2 — Chapter-by-Chapter Notes	Key teaching points for all 20 Guide chapters
Part 3 — Ready-to-Run Lessons	A complete 12-lesson course
Part 4 — Appendices	Descriptor reference, feedback templates, the re-teach bank, practice-test protocol, consent form, licensing note, FAQ, glossary

CHAPTER SNAPSHOT — 1.9 TEACHING CHINESE L1 LEARNERS

Named, predictable error families — not individual failings — with a teaching fix for each:

Direct-translation “Chinglish”	“open the light” • “people mountain people sea” — teach collocation as fixed pairs
Articles & number	“I have many friend” — drill countability with plural -s, linked to pronunciation
He / she slip	“he” used for “she” — five-minute pronoun-tracking drill, returned to often

III IELTS Speaking: The Practice Workbook

Chinese Learner Insight Edition — the companion practice book to the Speaking Guide

AT A GLANCE

Length	252 pages
Sections	8
ISBN	9798181670921
Full mock tests	10 complete tests
Cross-references	Every drill linked to a Guide page
Audio companion	400 free files of its own
Requires	Book I (does not re-teach theory)

WHAT MAKES IT DIFFERENT

- **10 mock tests, not 2 or 3.** A Part 1 grid, P.P.F.E. blueprint and F-E-E-L grid are built into every one.
- **Habit-building, not re-teaching.** A strict Guide ↔ Workbook cross-reference map means zero duplicated theory and zero wasted pages.
- **A built-in accountability system.** Timed, recorded, written and tracked icons enforce exam-condition practice, not passive reading.
- **Listen, shadow, record.** 400 audio files of its own, so every practice session has a model voice to shadow — separate from the Guide's 157.

THE 8 SECTIONS

1. Pronunciation Practice	30-day drill + sound pages
2. Part 1 Practice	A-R-E across 10 topic areas
3. Part 2 Practice	P.P.F.E. cue cards + wildcards
4. Part 3 Practice	F-E-E-L across 5+ themes
5. Vocabulary Building Log	Personal collocation log
6. Grammar Drill Sheets	Targeted accuracy drills
7. 10 Full Mock Tests	Recorded, self-assessed
8. Progress Tracking	Log across every session

CHAPTER SNAPSHOT — MOCK TEST 1: TECHNOLOGY & DAILY LIFE

Part 1 — Introduction & Interview (4–5 min) ► A-R-E ► Guide Ch. 3

"Answer each question aloud. 45 seconds per answer. Plan your A-R-E in key words only, then speak — don't read. Record."

Q1: What kind of technology do you use most in your daily life?

IV IELTS Academic Writing: Complete Band 7+ Guide

Task 1 and Task 2, examiner-aligned, criterion by criterion

AT A GLANCE

Length	228 pages
Chapters	33, across 3 parts
ISBN	9798185407974
Frameworks	11 (SCORE, OPAL, QSCAN...)
Insight panels	8 Chinese Learner Insight boxes
Read in manuscript by	Mike Wattie, former Examiner

WHAT MAKES IT DIFFERENT

- **Opens with triage, not theory.** “The Seven Highest-Impact Fixes for Chinese-Speaking Candidates” — tense-marking, missing articles, comma splices, four-character-phrase translation — before Chapter 1 even begins.
- **All 7 Task 1 question types, systematically.** Line, bar, pie, table, process, map and mixed, each with a model response, vocabulary spotlight, grammar spotlight and fill-in template.
- **5 essay types via one system.** BLUEPRINT gives Opinion, Discussion, Adv/Disadv, Cause-Solution and Two-Part essays a shared, learnable shape.

CHINESE LEARNER INSIGHT — TENSE IN TASK 1

“Because Chinese verbs never change form for time, candidates routinely keep verbs in the present when the chart shows past data. Decide your tense during the SCAN step and apply it consistently.”

— with a full reference table mapping chart type to required tense, and a worked example for each.

CHAPTER SNAPSHOT — CH. 13, BLUEPRINT 1: OPINION ESSAY

Introduction (40–50 words): paraphrase → acknowledge the debate → state your position → outline the argument.

“While proponents of [opposing view] argue that [reason], I firmly maintain that [your position], as [reason 1] and [reason 2] demonstrate.”

Body paragraphs run on PEEC — Point → Explain → Evidence → Connect — one focused idea each; the examiner rewards depth over breadth.

V IELTS Writing: Complete Vocabulary Guide

The precise-word system behind the Lexical Resource criterion

AT A GLANCE

Length	140 pages
Chapters	34, across 4 parts
ISBN	9798199352710
Topics covered	20 core IELTS topics
Master reference	50+ collocations • 300+ word forms
Word families	76 academic families, A–Z

WHAT MAKES IT DIFFERENT

- **Function words, not just topic words.** Most vocabulary books stop at topic lists; Part Two here is entirely discourse markers — the connective tissue that holds an essay together.
- **Diagnosis first.** Built on one observation: Band 6 students aren't using the wrong words, they're using correct but common ones — “a big problem” instead of “a pressing issue”.
- **Produce, don't just read.** A four-step study method (read → self-test → write original → reuse same day) is built into every entry.

SAMPLE — 1.1 VERBS OF MOVEMENT (TREND LANGUAGE)

Rise — surged	Strong; sudden, dramatic upward movement
Fall — plummeted	Strong; sudden, dramatic fall to a low level
Stable — plateaued	Reached a high or low point and stopped changing

Never use the same trend verb more than twice in a single Task 1 response — the Lexical Resource descriptor rewards range.

CHAPTER SNAPSHOT — STRUCTURE

Part One (Ch. 1–5): Task 1 vocabulary — trend, comparison, process/map, overview.

Part Two (Ch. 6–11): essay discourse markers — addition, contrast, cause/effect, stance, illustration, conclusion.

Part Three (Ch. 12–31): 20 topic areas — upgrade tables, collocations, word forms, model sentences.

Part Four (Ch. 32–34): master reference — the full collocation and word-form index.

Where this series sits against the wider market

The author’s own positioning of the series, dimension by dimension.

DIMENSION	TYPICAL CHINA-MARKET IELTS MATERIAL	DEEN COX — IELTS SERIES
Core method	Pre-written answer banks; memorise and reproduce on test day	Generative frameworks (A-R-E, SCORE, BLUEPRINT...) that build any answer from first principles
Error diagnosis	General grammar and vocabulary tips, not learner-specific	Named L1-transfer error families for Mandarin and Cantonese speakers, with a fix for each (Ch. 12, the L1-Transfer Danger List)
Examiner alignment	Written from general teaching experience or test-taker folklore	Every framework checked against the official Band Descriptors, and the Speaking Guide read in manuscript by Mike Wattie, a former IELTS Examiner
Chinese-learner content	Absent, or a direct translation of an international edition	Purpose-built Chinese Learner Insight Edition — 31 dedicated panels across the two Speaking titles and the Writing Guide
Teacher support	Rare; the method usually lives only in one teacher’s head	A dedicated 104-page Teacher’s Guide — 12 ready-to-run lessons, marking templates, a practice-test protocol and formal licensing terms
Practice volume	A thin practice section, or none at all	A 252-page Workbook with 10 full mock tests, cross-referenced line by line to the Guide
IP & format	Unbranded advice; single PDF or scan format	14 proprietary, licensable frameworks; print, EPUB and paperback editions; buyer-watermarked files

This table reflects the author’s own positioning of the series relative to the broader Chinese-market IELTS category, based on the design choices documented throughout these five titles.

The Chinese Learner Insight system

Not a marketing label — a structural feature, repeated at the point of need throughout the series.

Across the series, “Chinese Learner Insight” is a specific, recurring panel type: a boxed note, placed exactly where a Mandarin or Cantonese speaker is most likely to go wrong, naming the error pattern and giving the fix. It appears 23 times in the Speaking Guide and 8 times in the Academic Writing Guide — never as a generic aside, always tied to the surrounding chapter’s content.

THE L1-TRANSFER DANGER LIST — AS TAUGHT TO TEACHERS (TEACHER’S GUIDE, §1.9)

ERROR FAMILY	TYPICAL EXAMPLE	HOW IT’S TAUGHT
Direct-translation “Chinglish”	“open the light” · “people mountain people sea”	Teach collocation as fixed pairs, not word-for-word substitution
Articles & number	“I have many friend”	Drill countability and plural -s together — the dropped final -s is also a pronunciation habit
Tense & aspect	“Yesterday I go”	Anchor tense to time markers; relentless past-tense self-monitoring
Missing “be” / he-she slip	“She very tired” · “he” for “she”	High-frequency, low-stigma errors — flag fast, drill in pairs
Linear vs. circular logic	Long wind-up before the point	Teach “point first, then support” — the expected argument shape

Teaching note — framing errors as patterns, not failings

“Crucially, frame these as shared, normal patterns, never as personal failings. A student who feels diagnosed, not judged, fixes errors faster.” The Teacher’s Guide instructs licensees to name the pattern, not correct the instance, because naming the pattern is what actually generalises.

From the Writing Guide — Ch. 3, tense in Task 1

Every insight panel follows the same shape: name the L1 cause (Chinese verbs carry no tense marking), show the resulting error, and give a rule the candidate can apply under pressure — in this case, “decide your tense during the SCAN step and apply it consistently.”

ABOUT THE AUTHOR

Deen Cox

IELTS Specialist · Author · Curriculum Developer · Beijing, China

Deen Cox is an IELTS Specialist, author and curriculum developer based in Beijing, with over a decade of experience preparing candidates for the Speaking and Writing papers. His teaching rests on a single conviction: that the rote-learning and template-memorisation (模板背诵) dominating the Chinese test-preparation market are the very things that trap able candidates at Band 6 — and that the way through is a generative, examiner-anchored method rather than another set of scripts to recite.

His method was forged in live, exam-style conditions: across ten years of mock interviews, recorded and dissected candidate answers, and measurement against the official band descriptors, he has catalogued the exact patterns examiners penalise — from L1-transfer grammar errors and flat sentence stress to circular logic and memorised phrasing. The frameworks across all five books are the distilled result of that decade of close observation.

He has completed IDP Education’s IELTS Teacher Training Program, gaining certification in Understanding the Assessment Criteria for both Speaking and Writing. IDP is one of the three organisations that jointly own IELTS. This is a teacher-training certificate — IELTS has not endorsed the books or the classes.

He has co-authored IELTS study guides across all four skills of the exam — Listening, Reading, Writing and Speaking — with Mike Wattie, a former IELTS Examiner, who also read the Speaking Guide in manuscript. That partnership gives every framework in this series an examiner’s-eye view of how each paper is actually assessed, checked line by line against the official Band Descriptors rather than test-taker folklore.

Deen still teaches. Most of what appears across the series was tested in a classroom first, adjusted after watching where students got stuck, and only written down once it reliably worked.

PUBLISHING FOOTPRINT

Sole-authored titles	12
Co-authored (with M. Wattie)	4
Teaching since	2005
Base of operations	Beijing, China
Consultancy	Innovate Consulting Pty Ltd (Beijing Office)
Brand	Deen Cox · IELTS Series

“This kind of structured guidance is especially useful for candidates who have the language ability to perform well but remain stuck around Band 6 or 6.5 because their answers lack organisation, precision, or sufficient development.”

MIKE WATTIE — FORMER IELTS EXAMINER & PUBLISHED IELTS AUTHOR

Let's talk.

FOR	Publishing, distribution & institutional licensing
CONTACT	info@deencozielts.com
WEB	deencozielts.com
AUTHOR	Deen Cox — IELTS Specialist and Author, Beijing
ENTITY	Innovate Consulting Pty Ltd (Beijing Office)