



IELTS
preparation
support kit





This support kit is designed to help you understand IELTS and provide you with preparation tools so you have a better chance of getting your desired score.

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What is IELTS?

IELTS is an English test that assesses your listening, reading, writing and speaking skills.

IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.

It helps you develop the kind of English you will need in everyday life whether you are at college, at work or talking to friends.

There are two test types



IELTS Academic

is for higher education or professional training.



IELTS General Training

is for secondary education, migration, work or training.

The test is made up of



Which IELTS test should you take?

Before booking your test, find out if you need to take IELTS Academic or IELTS General Training.

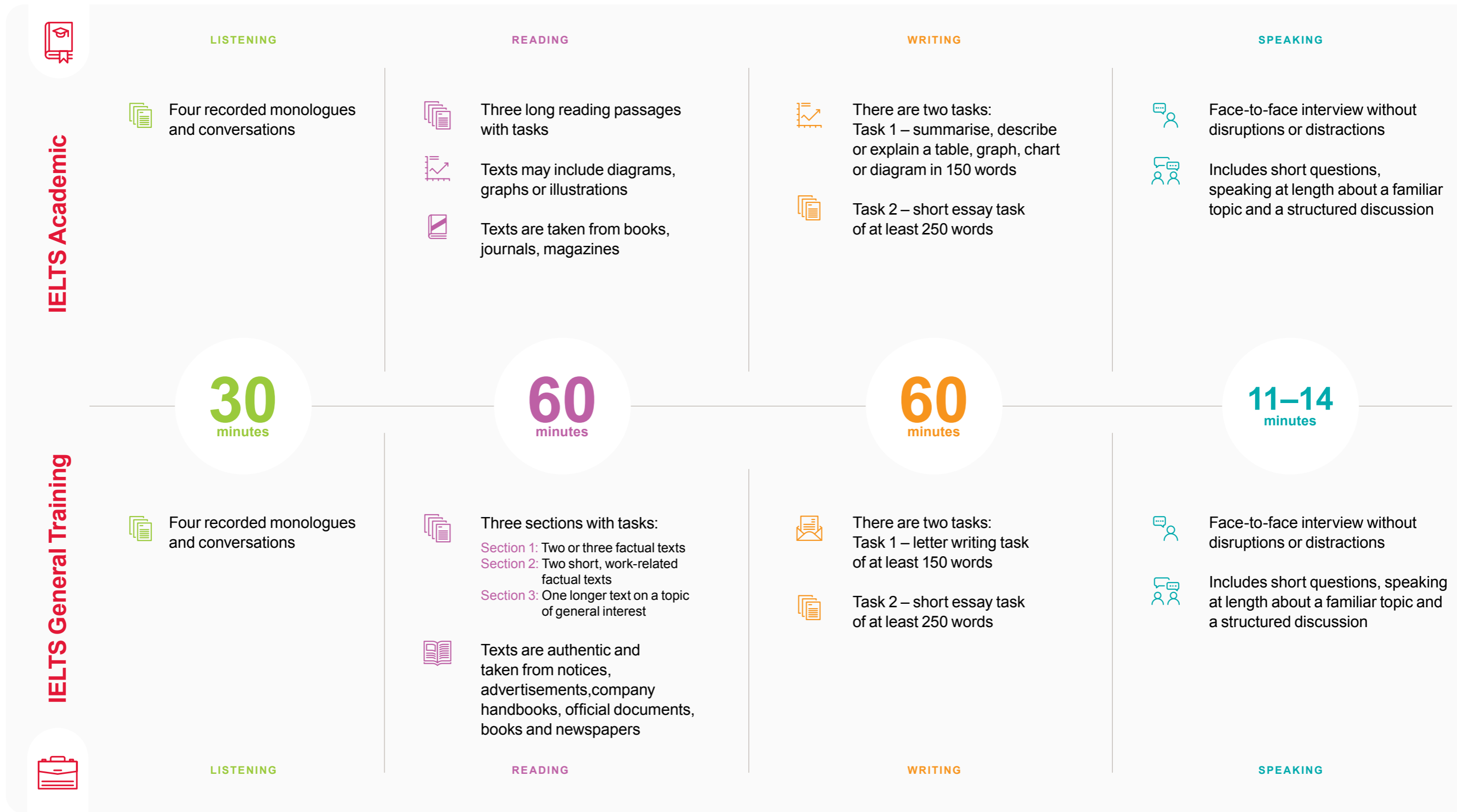
IELTS Academic measures whether your level of English language proficiency is suitable for an academic environment. It reflects aspects of academic language and evaluates whether you're ready to begin training or studying.

IELTS General Training measures English language proficiency in a practical, everyday context. The tasks and tests reflect both workplace and social situations.

If you are in doubt as to which to take, you should contact the organisation you are applying to in order to check their requirements.

If you are thinking of studying, working or living in an English-speaking country, IELTS is the test for you – it is the world's most popular English language test for higher education and global migration.

Understanding the IELTS test format



Understanding the IELTS Listening test



Choose either IELTS on paper or computer for your Academic or General Training test

The IELTS Listening test assesses how well you:

- ✓ Understand main ideas and specific factual information
- ✓ Recognise the opinions, attitudes and purpose of the speaker
- ✓ Follow the development of an argument



You will be listening for a purpose and might hear a variety of accents such as Australian, British, New Zealand or North American.



The passages that you hear will increase in difficulty as you go through the test.

Duration of the IELTS Listening test:



Question types:

- Task type 1 – Multiple choice
- Task type 2 – Matching
- Task type 3 – Plan, map, diagram labelling
- Task type 4 – Form, note, table, flow-chart, summary completion
- Task type 5 – Sentence completion
- Task type 6 – Short-answer questions

The content of the Listening test is the same for the IELTS Academic and IELTS General Training tests



Your test will have four parts.



You will listen to a conversation between two people set in an everyday social situations.



You will listen to a monologue set in an everyday social situation.



You will listen to a conversation amongst three to four people set in an educational or training context.



You will listen to a monologue on an academic subject.

The order for every section:



1 Listen to instructions and a sample question



2 Read the questions



3 Listen to the part (Each section is played only once)



4 Answer the questions

Each correct answer receives one mark. Scores out of 40 are converted and reported in whole (e.g. 6.0, 7.0) or half (e.g. 4.5, 5.5) bands.

Understanding the IELTS Reading test



The test for study, work and life in the UK, USA, Australia, Canada, New Zealand and many more countries

The IELTS Reading test is designed to assess a wide range of reading skills. These include:

- ✓ Reading for the general sense of a passage (gist)
- ✓ Reading for the main ideas
- ✓ Reading for detail
- ✓ Skimming and scanning
- ✓ Understanding logical argument and recognising writers' opinions, attitudes and purpose



Write your answers directly on the answer sheet.

Read quickly and efficiently, and manage your time.

Duration of the IELTS Reading test:



A variety of question types are used, chosen from the following: multiple choice, identifying information, identifying writer's views/claims, matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions.



IELTS Academic Reading test



1 Your test will have three sections, each with one long text.



2 The texts are taken from books, journals, magazines and newspapers.



3 The texts range from descriptive and factual to the discursive and analytical.



4 The texts might be accompanied by diagrams, graphs or illustrations.



5 A simple glossary will be provided if the material contains technical terms.

Each correct answer receives one mark. Scores out of 40 are converted and reported in whole (e.g. 6.0, 7.0) or half (e.g. 4.5, 5.5) bands.



IELTS General Training Reading test



1 Your test will have three sections.



2 The texts are taken from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines.



SECTION 1 Two or three short factual texts relevant to everyday life.



SECTION 2 Two short factual texts focussed on work-related issues e.g. a job application.



SECTION 3 One longer, more complex test based on a topic of general interest.

Understanding the IELTS Writing test



Recognised by over 10,000 organisations worldwide

The IELTS Writing test assesses:

- ✓ The appropriateness of your responses
- ✓ The organisation of your ideas
- ✓ Your use of a range of vocabulary and grammar

Duration of the IELTS Writing test:



Understanding the IELTS Speaking test

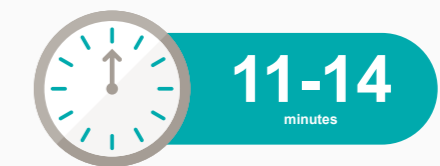


The test that's trusted by over 10,000 organisations globally

The IELTS Speaking test assesses how well you:

- ✓ Communicate opinions and information on everyday topics and common experiences
- ✓ Speak at length on a given topic using appropriate language
- ✓ Organise your ideas coherently
- ✓ Express and justify your opinions
- ✓ Analyse, discuss and speculate about issues

Duration of the IELTS Speaking test:



IELTS Academic Reading test



Describe, summarise or explain the information in the graph, table, chart or diagram in your own words.

This could involve describing and explaining data, describing an object, an event or the stages of a process, or explaining how something works.

Task 1

Write at least 150 words



IELTS General Training Reading test



Write a letter requesting for information or explaining the situation given to you.

You can write the letter in a personal, informal, semi-formal or formal style.



Write an essay in response to a point of view, an argument or a problem.

You may be asked to give evidence or examples to support your ideas.

Task 2

Task 2 is worth twice as much as Task 1
Write at least 250 words



Write an essay in response to a point of view, an argument or a problem.

You may be asked to give evidence or examples to support your ideas.

The IELTS Speaking test is as close to a real-life situation as a test can get, making it a true indicator of one's English language ability. That is why IELTS is the trusted choice of over 10,000 organisations across the world.

The content of the IELTS Speaking test is the same for the IELTS Academic and IELTS General Training tests.



Introduction and interview 4-5 minutes

The examiner will introduce himself or herself and ask you to introduce yourself and confirm your identity.

You will be asked general questions on familiar topics.



Individual long turn 3-4 minutes

The examiner will give you a task card which asks you to talk about a particular topic, and mentions points to be included.

You will be given one minute to prepare and make notes and then will be required to talk for 1–2 minutes without any interruptions.

The examiner will then ask you one or two questions on the same topic.



Two-way discussion 4-5 minutes

The examiner will ask you further questions which are connected to the earlier topic. These questions will give you an opportunity to discuss more abstract issues and ideas.

You will be marked on the below criteria:

- ✓ Fluency and coherence
- ✓ Range of vocabulary
- ✓ Grammatical range and accuracy
- ✓ Pronunciation



You will talk to a certified examiner.



The test will be recorded.

Relax and talk fluently and naturally.

Your Writing test will be marked by a certified IELTS examiner.
You can score whole (e.g. 6.0, 7.0) or half (e.g. 4.5, 5.5) bands in this part of the test.

You will be assessed on your performance throughout the test by a certified IELTS examiner.
Scores are reported in whole (e.g. 6.0, 7.0) or half (e.g. 4.5, 5.5) bands.

Choose how you take your IELTS test

You can choose to take IELTS on paper or on a computer for your Academic or General Training test. The only difference is for the Listening, Reading and Writing sections of your test, you can either type or write your answers. The choice is yours.

The Speaking test is the same for both tests and is done face-to-face with a qualified IELTS examiner.

More choice, same trusted test

Whichever route you choose, everything else is exactly the same – from the test content, scoring system and Report Form to the security measures that make IELTS the world's trusted English language test. There is also an extensive range of preparation materials available to help you prepare for your test.

Timings will be slightly different for the Listening test. When you take IELTS on paper you will need to transfer your answers to an answer sheet. With IELTS on computer you will answer direct on to the computer.

	IELTS on computer	IELTS on paper
Your preparation	The same	
The test content	The same	
How your test is scored	The same	
Our security measures	The same	
Your Test Report Form	The same	
The Listening, Reading & Writing sections	You'll type your answers on a computer in a dedicated lab	You'll write your answers on paper in a test room
The Speaking section	The same	
Your results	Within 3-5 days	13 days after your test





Your test results

When do I receive my test score?

- Between 3-5 days if taking IELTS on a computer
- Within 13 days if taking IELTS on paper
- Within 7 days if taking IELTS Life Skills

How do the IELTS Academic and IELTS General Training scores work?

You will be given a score from 1 to 9 for each section of the test – Listening, Reading, Writing and Speaking. The average of those scores gives you your 'band score'. A sample Test Report Form (TRF) is below.

Find out more at takeielts.org/scores

Send your results to up to five universities for free

Visit takeielts.org/results for more details.

How does the IELTS Life Skills score work?

You will be awarded either a pass or a fail. If you fail, your test cannot be used for your visa application.

Can I apply for a re-mark?

If you are unhappy with your test results, you can apply for your test to be remarked. This is called an Enquiry on Results.

You have up to six weeks after the test to make the request and can choose which section of the test you would like to be marked again.

Your result will normally be available in 2-21 days, this depends on several factors including the number of sections requested for re-mark.

The re-mark fee will be refunded if your score is increased. Contact your test centre to apply.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM
Test Report Form ACADEMIC

NOTE: Admission to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules. GENERAL Training Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes. It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed after two years from the date of the test.

Centre Number: GB599 Date: 13/FEB/2014 Candidate Number: 000193

Candidate Details

Family Name: MARTINEZ
 First Name: JOHN
 Candidate ID: F9990242
 Date of Birth: 28/09/1984 Sex (M/F): M Scheme Code: Separate Candidate
 Country or Region of Origin:
 Country of Nationality: AFGHANISTAN
 First Language: AFRIKAANS

Test Results

Listening: 6.0 Reading: 6.0 Writing: 5.0 Speaking: 5.5 Overall Band Score: 5.5

Administrator Comments

Centre stamp: UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
 Validation stamp: IELTS

Administrator's Signature: _____
 Date: 20/05/2014 Test Report Form Number: 13GB000193MAR1599A

BRITISH COUNCIL idp CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

The validity of this IELTS Test Report Form can be verified online by recognising organisations at <http://ielts.ucles.org.uk>

Sample IELTS TRF

How the IELTS test is scored

Your performance on test day in each language skill – Listening, Reading, Writing and Speaking – is reported as a band score on a scale of 1 (the lowest) to 9 (the highest). All parts of the test and the overall band score are reported in whole or half bands (e.g. 6.0, 6.5, 7.0, 7.5, etc.).

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
7	Good user	Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non-user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

IELTS preparation

The first step is making sure you are ready to take IELTS and prepare for it, so you know what to expect on the test day.



Tips for the Listening test

General advice

Make sure you know what the structure of the Listening section of IELTS is:



4 listening passages



40 questions



30 minutes, plus 10 minutes to transfer your answers to the answer sheet (if taking IELTS on paper)

Listen to English as much as you can (YouTube, TED talks, BBC, UK/USA films etc.).

What will you listen to?

- The first 2 listening passages are usually 2 people talking – one person wants information from the other
- The third listening passage is often a discussion between 2, or possibly 3 people, and is often based on a college/university theme, e.g. a project, preparing a presentation etc
- The fourth listening passage is more like a lecture, so only 1 person talking
- Generally, the listening passages get more complex as they progress

What to do

- Listen to and read the instructions very carefully
- Remember you hear each listening passage only ONCE
- There is 30 seconds between each listening and often about 20 seconds between each set of questions within a listening
- Use this 'spare' time carefully to:
 - read the questions and survey the page
 - get an idea of the context e.g. who is speaking, where are they, what is the purpose?
 - try to predict the type of information you need, e.g. a name, a place, a point of view etc.
- Listen to the recording and write your answers on the question page
- Don't worry too much about spelling now, just write what you hear. You will have time at the end to check
- Don't stop listening because you think you've got the answer. Sometimes, speakers correct themselves or change their minds
- Try to carry 2 questions in your head i.e. anticipate the next question
- If you think you've missed an answer, don't panic! Forget it and quickly move on to the next question
- As you look at the questions, think of synonyms or other ways of saying the same thing, e.g. if the question asks about how something is financed, you might hear something about funding

Transferring your answers

- If you're taking IELTS on paper, you have 10 minutes at the end of the test to write your answers on the answer sheet. If you're taking IELTS on computer, you will type your answers so you won't need to transfer your answers after the Listening section
- Be careful, the answers must be spelt correctly, make grammatical sense, and be the correct number of words according to the instructions
- If you have problems remembering when to use capital letters, write all your answers in capitals e.g. write ENGLISH not English
- Check your spelling – look at the answer you wrote on the question page and ask yourself "Is this right?"
- Make sure you put the answer against the correct question number. You don't want to get a lower score than you deserve because you got this simple task wrong!





Tips for the Reading test

General advice

Make sure you know what the structure of the Reading section of IELTS is:

 3 texts

 40 questions

 60 minutes

You don't need specialist knowledge or vocabulary – a text may look 'scientific' for example, but the questions won't test your knowledge of science.

Read lots of different types of articles and texts before the test – get into the habit. Don't leave all your reading in English to the day of the test! There's plenty of free material to help you prepare on the Take IELTS website takeielts.org/prepare

Before you start answering the questions

- Remember you won't be 'reading' in the way you normally do for pleasure but trying to extract information from the texts as quickly as possible
- Survey the text – this is just a fancy word for looking at the text quickly and asking yourself a few questions, e.g. What's the title? Are there any pictures to help me? How long is it and does it go over to the next page?
- Read the instructions very carefully – this is especially important if it's a sentence completion task when the number of words you can write is given
- Skim the text to get an idea of the organisation e.g. what each paragraph or section is about. There are lots of different ways to do this, (e.g. read the introduction and read first couple of sentences of each paragraph and read conclusion), but find a way that suits you
- Read the question or set of questions – use what you learnt by skimming to go to the correct part of the text to find the answers
- Scan the paragraph(s) to find the answer
- Close read around the answer to make sure you've understood correctly
- Write the answer directly onto the answer sheet. There's no extra time at the end

Answering the question

- Make sure you know the different types of questions that are possible (e.g. multiple-choice, True/False/Not Given, matching, summary/sentence/table completion, etc.)
- Practise doing all the question types especially True/False/Not Given, matching headings and summary completion as these are the most frequent types
- True/False/Not Given a.k.a. Yes/No/Not Given – make sure you understand the difference between False/No [i.e. the text contradicts the statement in the question] and Not Given [i.e. there is no information on the statement]
- Matching headings – make use of the topic sentence(s). Remember headings are like 'super' topic sentences
- Summary completion – make sure you've used the correct number of words and that the sentence you've completed is grammatically correct
- Synonyms/rephrasing – remember that the vocabulary used in the question is unlikely to turn up in the text, so think about and look for synonyms
- Timing – keep to the suggested times for each text (20 mins). Work it out – if you spend just 5 extra minutes on the first 2 texts, what does that leave you for the final text?
- Don't get bogged down – it's important that if you can't find the answer to a question, you just leave it and move on

Marking the text / recording your answers





- If you're not sure about an answer, make a note against the text so that you can go back to it quickly if you need to
- Never put 2 answers on the answers sheet for one question
- Don't leave blank spaces on answer sheets as you might then put the following answers in the wrong place! Write the answer in lightly and put a question mark, then go back and check if you have time at the end



Tips for the Writing test

General advice

Make sure you know what the structure of the Writing section of IELTS is:

-  2 writing tasks
-  Minimum 150 words for task 1
-  Minimum of 250 words for task 2
-  60 minutes

Look at examples of test questions and sample answers. If you want more material there's plenty of material on the Take IELTS website takeielts.org/prepare and also on Road to IELTS roadtoielts.com, which is free if you register for your IELTS test with the British Council.

Task 1

- Read the questions and instructions carefully
- Look at the diagram and ask yourself questions such as:
 - what are the measurements in – %, millions, etc?
 - what is the time period – just past/past and present/future and therefore what tenses should you use to describe it?
- Write an introductory sentence in your own words describing what the diagram shows
- Look at the diagram again and ask yourself:
 - what is the most striking/noticeable/biggest event or change?
 - what is the main message of the diagram?
- Write the main message as the second sentence in your introduction
- Look at the diagram and choose the figures/ numbers/information that support the main message. Mark these on the diagram so you don't forget to include them
- Write this information using the correct figures in your body paragraph e.g. prices rose dramatically by 20%, from £10 in 2009 to £12 in 2013
- Check you are using the information correctly e.g. is the price in pounds or dollars? are the numbers in millions or billions?
- Make sure you have written a minimum of 150 words but don't count them! You can always count the number of words in one line and then multiply by the number of lines to give you a rough idea
- Read through your essay and check for your common mistakes in grammar or spelling

Task 2

- Read the question carefully and ask yourself:
 - what is the general topic?
 - what is the actual question I have to answer?
- Plan. Think about both, or all, sides of the issue in the question and make brief notes
- Organise and prioritise. Which ideas go together in a paragraph? Which ideas should be first, second, third, etc.
- Support. Think of examples you can use to support your ideas
- Introduction – write a sentence or two saying in your own words, as far as possible, the topic and the question itself. Add your opinion, if it is asked for
- Body paragraphs – make sure the rest of the essay is about what you said in the introduction
- Write clear paragraphs – leave a line space between them so it is clear to the reader
- Conclusion – briefly repeat what you said in the your introduction but try to use different words, e.g. if you used 'advantages' in the intro, use 'benefits' in the conclusion
- Link your ideas logically. Make life easier for the reader by 'signposting' where your ideas are going, e.g. if you want to say that there is a difference, use 'whereas' or 'but'
- Make sure you have written a minimum of 250 words
- Read your essay and check for your common mistakes in grammar or spelling



Tips for the Speaking test

General advice

Make sure you know what the structure of the speaking section of IELTS is:



Face-to-face



3 parts



11-14 minutes in total

Practise speaking English to friends, family, even complete strangers!

Part 1

- This lasts 4-5 minutes
- The examiner will ask you to answer questions about a number of everyday topics, e.g. your work/studies, your hometown, free time, holidays, music, books, films etc.
- Before the test, think of and remember important words for these topics. Make sure you can say in English:
 - what your job is
 - what you are studying and why
 - what your favourite type of music/books/films is/are
 - what your hobbies/interests are
- Don't write out and learn your answers. They won't sound natural and the examiner will know
- Don't give overlong answers but don't answer just yes or no
- Imagine a friend of a friend, whom you don't know, is asking you the questions
- Put your shoulders down, take a deep breath and smile. You can do this!

Part 2

- This lasts 3-4 minutes
- You'll be given a topic to speak about. There will be a number of points/ideas that you must include. You have 1 minute to prepare a talk of 2 minutes
- Use the preparation time well
- Make brief notes
- Think about the order you will use your notes
- Think about the tenses you will use
- You can broaden out the topic by spending some of the time talking about, for example, other people or places involved in the topic, your feelings, etc.
- Don't go off-topic! Keep to your notes and make sure you cover the points on the topic card
- If you can't remember an important word, think how you could paraphrase it, describe it, or avoid it
- If you make a grammar mistake, try to correct it but don't worry too much. We all make grammar mistakes when we're talking, even native speakers

Part 3

- This lasts 4-5 minutes
- This part is a discussion between you and the examiner
- He or she will ask for your opinions/ideas/speculations/comparisons on topics related to the topic in part 2
- This is your chance to shine!
- Listen to the question carefully so that your answer reflects the grammar/tense of the question
- If you can't think of an answer/opinion immediately, buy some time
 - Rephrase the question
 - Hedge e.g. "That's an interesting question. I haven't thought about that before."
- Above all else, try to relax and stay calm!

Get more preparation material and advice

There are lots of ways to prepare for your test and understand how it works – from online courses and apps to face-to-face classes at British Council.



Online Learning

Road to IELTS

When you book with us, you get free unlimited access to Road to IELTS Last Minute course. This includes nine videos giving advice and tutorials, 75 interactive activities and six practice test papers.

Visit takeielts.org/prepare

LearnEnglish website

High-quality videos and podcasts, along with interactive exercises to help you improve your English.

Get started by testing your skill level at learnenglish.britishcouncil.org/en/content

The MOOCs 'Understanding IELTS'

These are free online three-week courses covering the four sections of the test and featuring videos, test samples and quizzes.

Visit takeielts.org/mooc

IELTS WordReady

Personalised vocabulary learning to help you prepare for IELTS Academic.

Visit takeielts.org/prepare

Facebook

Follow the Take IELTS Official page on Facebook to take part in our weekly 'Ask the IELTS Expert' sessions.

Visit facebook.com/TakeIELTSOfficial



Webinars

Have you attended our IELTS webinar yet?

Attending IELTS study webinars is a great way to prepare yourself for the test. The content is written and delivered by IELTS experts that have several years of teaching experience. Attend a free webinar takeielts.org/webinars

Do you want access to our IELTS Study pack?

It's easy...when you sign up for our webinars, you'll also gain access to the IELTS Study Pack microsite created to help you on your preparation journey. You'll get unique log-in details and access to all the different study packs that we have created for you.

Want to familiarise yourself with IELTS on computer?

Try the IELTS on computer familiarisation test.

Visit takeielts.britishcouncil.org/take-ielts/prepare/ielts-on-computer/familiarisation-test



Face-to-face learning

Our IELTS preparation courses are carefully structured and specifically designed to help you prepare for IELTS.

Contact your nearest British Council centre for more details.

For more advice on taking your IELTS test, visit takeielts.org/prepare



Apps

IELTS Prep App

This app gives you instant access to free practice tests, grammar tips, exercises, and quizzes. You'll also find sample questions for Listening, Reading, Writing and Speaking, as well as vocabulary practice.

LearnEnglish Audio & Video

Watch the most popular British Council content and follow the script to improve your listening skills.

Download from **App Store** or **Google Play**



Other resources

Online practice tests

Get to know the IELTS test format and types of tasks you will be asked to undertake with these free practice tests.

Visit takeielts.org/prepare

Practice book

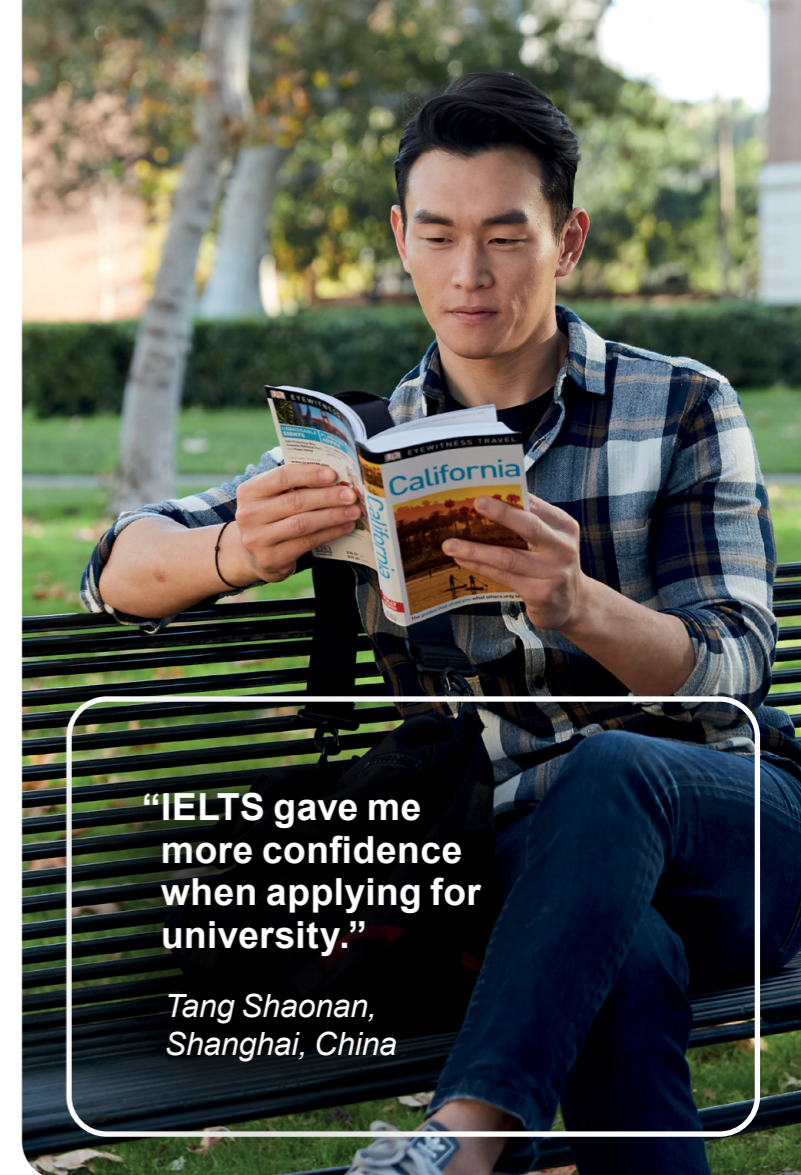
This printed book includes sample tests for the Academic and General Training tests as well as test tips.

Contact your test centre to order.

GEL IELTS

For IELTS for UKVI test takers only.

Visit takeielts.britishcouncil.org/take-ielts/prepare/ukvi-practice-tests/gel-ielts-prep



"IELTS gave me more confidence when applying for university."

*Tang Shaonan,
Shanghai, China*

How your skills are assessed

IELTS is trusted by individuals and organisations worldwide for its fairness, reliability, and high-quality standards.

It is recognised as being fair to all test takers, whatever their nationality, cultural background, gender, or special needs.

✓ **The nine-band scoring system**
You will be awarded an IELTS band score from 0-9 for each test section, which reflects your proficiency in English.

Your IELTS Test Report Form will show a score for each of the four skills (Listening, Reading, Writing and Speaking) and an overall band score. You can score whole band scores (for example 5.0, 6.0, 7.0) or half band scores (e.g. 5.5, 6.5, 7.5) in every section of the test.

✓ **Fair and unbiased marking**
At no point in time is your private information shared with the examiner, so the examiner has no way of knowing who you are, why you are taking the test, or what your previous scores were. Different examiners also mark different sections of your test.

✓ **Assessed by highly qualified examiners**
IELTS Writing and Speaking tests are assessed by trained and certificated examiners.

Examiners are qualified English language specialists, with substantial relevant teaching experience, working to clearly defined criteria and subject to extensive quality control procedures.

✓ **Global assessment criteria**
Wherever you take the test, it will be marked with the same assessment criteria. You are no more likely to receive a higher band score in one country than another.

Speaking assessment criteria



Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resources flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures, though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated word or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
5	<ul style="list-style-type: none"> does not attend 			

Writing assessment criteria Task 1



Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> attempts to address the task but does not cover all key features/ bullet points; the format may be inappropriate (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> answer is barely related to the task 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

Writing assessment criteria Task 2



Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meaning skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			



How to complete the Listening test

In the IELTS on paper Listening test you will be required to complete an answer sheet with your responses. Below is a sample answer sheet with tips on how to fill it out correctly.

Write your name in capital letters

Write your candidate number

Write your test centre number

Write the date of the test

Write your answers in the boxes

If you want to change an answer, erase or cross out the original answer and write in the new answer

Do not write anything in the ✓/✗ columns

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Listening Answer Sheet

Candidate Name: **PERVIN KARA**
 Candidate No.: **012345** Centre No.: **00236**
 Test Date: Day **02** Month **02** Year **2021**

Listening	Listening	Listening	Listening	Listening	Listening	Listening	Listening
1 RIVERBANK	21 A						
2 APRIL	22 C						
3 5 WEEKS	23 A						
4 NEWSPAPERS	24 B						
5 INTERNET	25 C						
6 FACE TO FACE	26 A						
7 YELLOW	27 REPORT WRITING						
8 BOOKSTORE	28 GROUP						
9 GREEN	29 INTERVIEW						
10 POLICY DEPARTMENT	30 FEE						
11 C	31 C						
12 A	32 E						
13 G	33 F						
14 E	34 D						
15 D	35 G						
16 H	36 POVERTY						
17 CENTRAL	37 LEATHER						
18 THIRD FLOOR	38 SOIL						
19 SECURITY	39 DIET						
20 TAX	40 AGRICULTURE						

Marker 2 Signature: _____ Marker 1 Signature: _____ Listening Total: _____



How to complete the Reading test

Write your name in capital letters

Write your candidate number

Shade a box to indicate which module you are taking

Write your test centre number

Write the date of the test

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Reading Answer Sheet

Candidate Name: **PERVIN KARA**
 Candidate No.: **012345** Centre No.: **00236**
 Test Date: Day **02** Month **02** Year **2021**
 Test Module: Academic General Training

Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
1 ISOLATION	21 NOT GIVEN						
2 ECONOMIC PRESSURES	22 FALSE						
3 CULTURAL VALUES	23 COGNITIVE						
4 TRADITIONAL SKILLS	24 EMOTIONAL PROBLEMS						
5 E	25 BALANCE						
6 B	26 ILL HEALTH						
7 D	27 III						
8 B	28 IV						
9 C	29 I						
10 NO	30 X						
11 NOT GIVEN	31 F						
12 YES	32 G						
13 YES	33 A						
14 A	34 B						
15 C	35 D						
16 TRUE	36 E						
17 FALSE	37 E						
18 NOT GIVEN	38 F						
19 TRUE	39 NOT GIVEN						
20 TRUE	40 A						

Marker 2 Signature: _____ Marker 1 Signature: _____ Reading Total: _____



How to complete Writing Task 1

- Write your name in capital letters
- Write your candidate number
- Shade a box to indicate which module you are taking
- Write your test centre number
- Write the date of the test
- Please indicate how many sheets you are using
- Write your Writing Task 1 answer here

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 1

Candidate Name: **PERVIN KARA**

Candidate No.: **012345** Centre No.: **00236**

Test Module: Academic General Training

Test Date: Day **02** Month **02** Year **2021**

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet **1** of **3**

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.

23505

Sample Answer Sheet



How to complete Writing Task 2

- Write your name in capital letters
- Write your candidate number
- Shade a box to indicate which module you are taking
- Write your test centre number
- Write the date of the test
- Please indicate how many sheets you are using
- Write your Writing Task 2 answer here

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 2

Candidate Name: **PERVIN KARA**

Candidate No.: **012345** Centre No.: **00236**

Test Module: Academic General Training

Test Date: Day **02** Month **02** Year **2021**

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet **1** of **3**

Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.

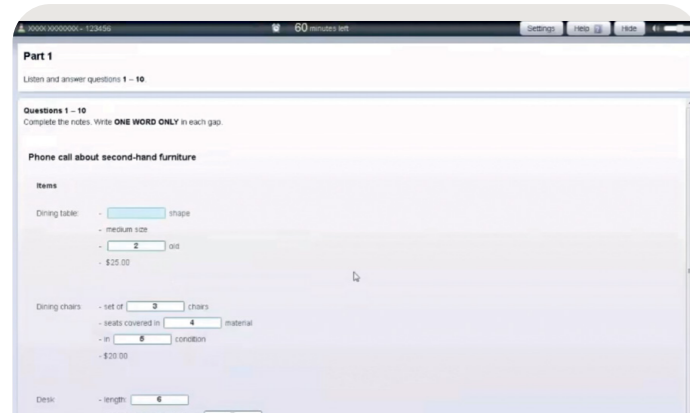
39507

Sample Answer Sheet

How to complete the Listening, Reading, and Writing tests on computer

Visit the [IELTS on computer preparation](https://www.takeielts.org) section of [takeielts.org](https://www.takeielts.org) for more information.

You'll also find videos that will help you understand how the Listening, Reading and Writing sections appear on computer.



Part 1
Listen and answer questions 1 – 10.
Questions 1 – 10
Complete the notes. Write **ONE WORD ONLY** in each gap.

Phone call about second-hand furniture

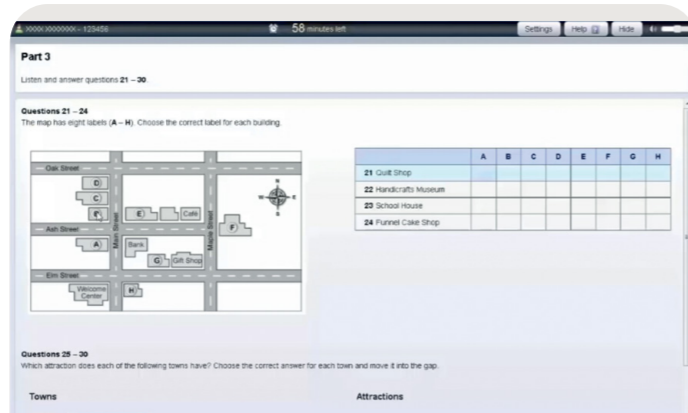
Items

Dining table: - [] shape
- [] material
- [] size
- [] cost

Dining chairs: - set of [] chairs
- seats covered in [] material
- in [] condition
- \$20.00

Dish: - length []
- 3 pronged. Top prong has a []

Watch the introduction to IELTS on computer to prepare for your test.



Part 3
Listen and answer questions 21 – 20.
Questions 21 – 24
The map has eight labels (A – H). Choose the correct label for each building.

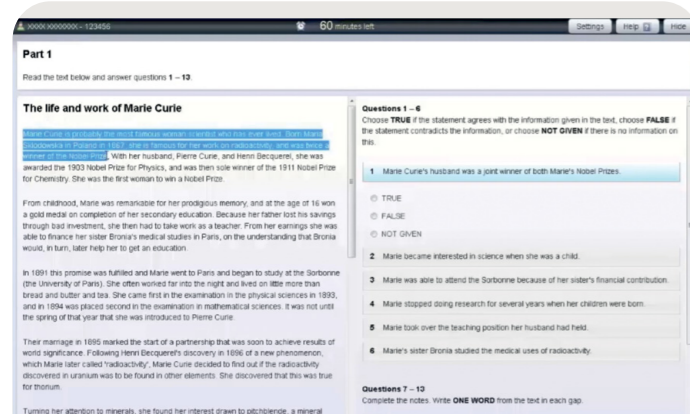
Questions 25 – 28
Which attraction does each of the following towns have? Choose the correct answer for each town and move it into the gap.

Towns: [] [] [] [] [] [] [] []

Attractions:

	A	B	C	D	E	F	G	H
21 Gift Shop								
22 Handicrafts Museum								
23 School House								
24 Funnel Cake Shop								

Watch the Listening tutorial to prepare for your test.



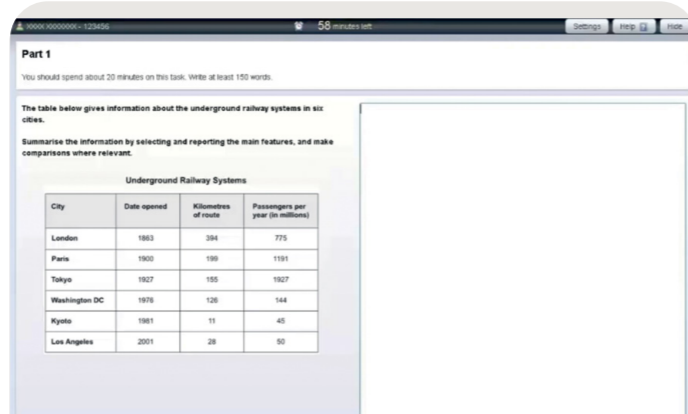
Part 1
Read the text below and answer questions 1 – 12.
The life and work of Marie Curie

Questions 1 – 6
Choose **TRUE** if the statement agrees with the information given in the text, choose **FALSE** if the statement contradicts the information, or choose **NOT GIVEN** if there is no information on this.

- Marie Curie's husband was a past winner of both Nobel Prizes.
 - TRUE
 - FALSE
 - NOT GIVEN
- Marie became interested in science when she was a child.
- Marie was able to attend the Sorbonne because of her sister's financial contribution.
- Marie stopped doing research for several years when her children were born.
- Marie took over the teaching position her husband had held.
- Marie's sister Bronia studied the medical uses of radioactivity.

Questions 7 – 12
Complete the notes. Write **ONE WORD** from the text in each gap.

Watch the Reading tutorial to prepare for your test.



Part 1
You should spend about 20 minutes on this task. Write at least 150 words.

The table below gives information about the underground railway systems in six cities.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	195	1827
Washington DC	1976	126	144
Nydel	1981	11	45
Los Angeles	2001	28	90

Watch the Writing tutorial to prepare for your test.

IELTS preparation checklist



First steps

- ✓ Register for the test. Go to our website to find your nearest test centre and select a convenient date takeielts.org
- ✓ Check what score you need. You can search a list of more than 10,000 organisations, institutes, employers and organisations that accept IELTS on our website. Or you can contact the organisation directly to check its requirements
- ✓ Get an idea of what your IELTS level is like now. Go to takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests and take the practice tests. Check your answers and go to ielts.org/ielts-for-organisations/ielts-scoring-in-detail to get an approximate idea of what Band Score you might get in the actual test

Improve your English

- ✓ Whether you have months, weeks or days to prepare for your test, make the most of your free access to Road to IELTS
- ✓ Download the IELTS Prep App and practice your skills. It's available for both Android and iOS devices
- ✓ Sign up for the IELTS Study Pack and get exclusive IELTS preparation material. Here you can download a detailed study plan for each of the 4 skills

The "Prepare" section of the British Council IELTS website is where you'll find information about all of our IELTS study materials and resources: takeielts.britishcouncil.org/take-ielts/prepare

Start using your English every day

- ✓ Listen to English language radio, TV, film and podcasts (suggestions can be found in the IELTS Study Pack). You should try listen to a variety of accents
- ✓ Read English publications such as news websites or magazines regularly
- ✓ Practice writing letters and emails in English and speak English with your friends, family and colleagues

The IELTS Study Guides are packed full of tips on how to start using your English and contain links to useful resources. You can download the Study Guides by signing up for the IELTS Study Pack

Get a good understanding of the test format

- ✓ Join our free webinars to learn about each section of the test in detail
- ✓ If you're taking IELTS on computer, try the familiarisation test on our website
- ✓ Got to page 4 of this toolkit for a detailed description of the IELTS test format

Test day

- ✓ Arrive at the test centre on time. If you arrive late, you might not be allowed to participate
- ✓ Follow all instructions carefully. Some questions have guideline time limits for you to follow, make sure you stay aware of the time to ensure you have enough time to answer each question
- ✓ Stay calm and take deep breaths if you feel nervous or worried

The day before the test

- ✓ Check that you have all the required documents ready to take with you
- ✓ Check the start time of your test and make sure you know how to get to the test centre on time
- ✓ Get a good night's sleep!

What to expect on test day

We want you to do well in your IELTS test, so we've put together some tips and advice to help you understand what you can expect on test day.

Follow our test day guidance to make sure everything runs as smoothly as possible so you can achieve the IELTS score you need.



Getting to the test centre

Before the day of your test, check the start time of your IELTS test and make sure you know how to get to the test centre on time. We recommend doing this a week in advance so you're fully prepared.

Remember to also check the location of your IELTS test location, as it may be different to the test centre where you booked your test.

Special arrangements

If you requested special arrangements as a result of a disability or other condition, adjustments will be made for you on the day of your test.



Arriving for your IELTS test

- Make sure you've read and understood IELTS test terms and conditions as they contain important information about your test day. These can be found in the Test Takers Information part of your application form
- If you arrive late to your IELTS test, you might not be allowed to participate
- Turn off your mobile and any other electronic devices. These will be kept outside of the test room along with other personal belongings
- The Listening, Reading and Writing tests take 2 hours 40 minutes. Please note that there will be no breaks during the tests
- You cannot bring food or drink into the test room – with the exception of water in a transparent bottle. Make sure that you have something substantial to eat before your test

Your identity documents

- IELTS staff will check your identity upon your arrival, the documents you received when you registered for the test will confirm which ID you'll need. If you arrive without the correct ID you will not be able to take the test
- As an additional security measure, IELTS staff will take a photograph of you before you sit the test. This photo will be used on your Test Report Form
- In some countries, you may also be asked to provide a finger scan



During your test

Follow these rules when sitting your IELTS test:

- You are only allowed to have a pencil, pen, your ID, and an eraser on your desk
- If you need to use the toilet during the test, put your hand up to attract the invigilator's attention and don't disturb other test takers
- Raise your hand to attract the invigilator's attention if you want to ask a question during the test
- When it's time to take the Listening test, check that you can hear the recording clearly. If you can't, raise your hand and inform the invigilator
- If you're taking IELTS on paper, after the Listening section, you will have 10 minutes to fill in the answer sheet. However, you will not have 10 minutes after the Reading section, so be sure to write your answers on your answer sheet when completing each section. If you're taking IELTS on computer, you will type your answers so you won't need to transfer your answers after the Listening section

Test day tips

- Follow all instructions carefully and remember that in the Writing parts of the test, you will be required to write a specific number of words
- Some questions have guideline time limits for you to follow, make sure you stay aware of the time to ensure you have enough time to answer each question
- Stay calm and take deep breaths if you feel nervous or worried



At the end of the test

- Remain in your seat until you have the invigilator's permission to leave the test room
- If you believe that your performance may have been affected by any issues, inform the invigilator straight away
- If you have any issues, concerns, or complaints about your test day, you can submit a complaint. All complaints will be dealt with in line with our Complaints Policy available on takeielts.britishcouncil.org/make-complaint





Booking your test

Book online

Go to **takeielts.org/book** to find your nearest test centre and choose a convenient date.

Book in person

At your nearest test centre.
Go to **takeielts.org/book** to find your nearest test centre.

Remember there are two IELTS tests – IELTS Academic and IELTS General Training – so make sure you check which one is right for you before booking.

Checking which test is right for you

If you are applying to an organisation or institution, go to **takeielts.britishcouncil.org/organisations** to check their requirements.

If you are emigrating to another country, contact its immigration authority to find out which IELTS test and score you need.

Join our online community of test takers



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opportunitiesabroad.org

Useful links:

takeielts.org

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britishcouncil.org

learnenglish.britishcouncil.org