IELTS Advantage session

September 2021
PRESENTATION AIMS

Why choose IELTS?

What happens on the test day?

How can the British Council help?
WHY YOU SHOULD CHOOSE IELTS
MORE THAN 3 MILLION IELTS TESTS TAKEN EACH YEAR
IELTS IS ACCEPTED BY OVER 3,400 INSTITUTES IN THE US
IELTS IS ACCEPTED BY

10,000+
In 140 countries

Including:
- Over 3400 institutions in USA
- Over 2000 institutions in Europe,
- All universities in UK
- Most universities in Canada,
  Australia and New Zealand

Immigration Authorities in
Australia, Canada, NZ & the UK

Many employers and professional
registration bodies
THE IELTS TEST HAS

- Rigorous test development
- Strict Security
- A variety of question types and a handwritten writing paper, giving higher quality preparation for end goals
- Relevant test content with real life contexts
- Test results verifiable online
IELTS vs IELTS UKVI: which version I need to choose?

To see the list of universities that Student Route Visa (Tier 4) applicants can apply to, visit [gov.uk/student-visa](http://gov.uk/student-visa).
IELTS HELPS ACHIEVE LIFE GOALS

There are two test modules:

IELTS Academic is for higher education or professional training.
IELTS General Training is for secondary education, migration, work or training.
Choose how you take your IELTS test

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<th>Computer-delivered IELTS</th>
<th>Paper-based IELTS</th>
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<tr>
<td>The test content</td>
<td>The same</td>
<td>The same</td>
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<tr>
<td>How your test is scored</td>
<td>The same</td>
<td>The same</td>
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<tr>
<td>Our security measures</td>
<td>The same</td>
<td>The same</td>
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<tr>
<td>Your Test Report Form</td>
<td>The same</td>
<td>The same</td>
</tr>
<tr>
<td>The Listening, Reading &amp; Writing sections</td>
<td>You’ll type your answers on a computer in a dedicated lab</td>
<td>You’ll write your answers on paper in a test room</td>
</tr>
<tr>
<td>The Speaking section</td>
<td>The same</td>
<td>The same</td>
</tr>
<tr>
<td>Your results</td>
<td>Within 3-5 days</td>
<td>13 days after your test</td>
</tr>
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</table>

Timings will be slightly different for the Listening test.
For paper-based IELTS you will need to transfer your answers to an answer sheet.
With computer-delivered IELTS you will answer directly on the computer.
IELTS SCORES

University X
Requires 7.5

University Y
Requires 5.5

Academic IELTS Overall 6.5
WHAT TO EXPECT ON THE TEST DAY
WRITING TEST DAY PROCEDURES

Arrive at test venue in good time

Test Taker check:
Their Name, Candidate Number, Test Room Number

Test Taker check-in using with:
Candidate Number, Passport/ID Card

Enter the Test Room

Leave belongings in the designated area

Photo taken and finger scan checked at entry point

Writing test starts at 09.00 & finishes at approximately 12.00

Finger scan will be checked when leaving the room during the test

Test Takers leave the test room

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SPEAKING TEST DAY PROCEDURES

1. Test Taker arrives at the test venue 1 hour before the interview.
2. Test Taker checks their Name, Candidate Number, Test room number & Test time.
3. Test Taker check-in using with: Candidate Number, Passport/ID Card.
4. Photo taken and finger scan checked at entry point.
5. Test Taker must leave personal belongings at the designated area, use the restroom before checking in.
6. Test Taker enters the Test room.
7. Test Taker check: Their Name, Candidate Number, Test room number & Test time.
8. Interview conducted.
9. Test Takers leave the test venue immediately.

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SPEAKING TEST CONTENT

Question and answer on personal topics

Unassisted short talk on a given topic

Two-way discussion on more abstract issues

Speaking videos available on the following link:
https://www.youtube.com/user/BCIELTS
WHAT AM I MARKED ON?

Fluency and Coherence

Lexical resource

Grammatical range and accuracy

Pronunciation
# IELTS: SPEAKING: Band Descriptors

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<thead>
<tr>
<th>Band</th>
<th>Fluency and coherence</th>
<th>Lexical resource</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>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</td>
<td>uses vocabulary with full flexibility and precision in all topics; uses idiomatic language naturally and accurately</td>
<td>uses a full range of vocabulary and grammar; produces coherent and effective language</td>
</tr>
<tr>
<td>8</td>
<td>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</td>
<td>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</td>
<td>uses a range of grammatical structures and vocabulary; produces a coherent and effective language</td>
</tr>
<tr>
<td>7</td>
<td>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</td>
<td>uses vocabulary resource 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</td>
<td>uses a range of grammatical structures and vocabulary; produces a coherent and effective language</td>
</tr>
<tr>
<td>6</td>
<td>is willing to speak at length, though may lose coherence at times; 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</td>
<td>has a wide enough vocabulary to discuss topics at length; uses a mixture of simple and complex language</td>
<td>uses a mixture of simple and complex language; produces a coherent and effective language</td>
</tr>
</tbody>
</table>

Available on takeielts.britishcouncil.org/find-out-about-results/ielts-assessment-criteria
LISTENING TEST CONTENT

Section 1: A conversation between two speakers in a social and semi-official context

Section 2: A talk by a single speaker based on a non-academic situation

Section 3: A conversation with up to 4 speakers based on academic topics or course-related situations

Section 4: A university-style lecture or talk
WHAT AM I MARKED ON?

40 Items, one mark for each correct answer

Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised

You don’t lose marks for a wrong answer
The IELTS Listening test is designed to assess a wide range of listening skills, including how well you

• understand main ideas and specific factual information
• recognise the opinions, attitudes and purpose of a speaker
• follow the development of an argument

30 minutes, and you are allowed an extra 10 minutes to transfer your answers from your question booklet to your answer sheet, when taking the test on paper.

40 questions

What kind of tasks to expect?

A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.
In the test room

Before listening
After the audio introduction, you will have 30 seconds to read the task. Use this time to read the instructions, and make sure you know what to do. Look at the situation (e.g. a library) and predict the vocabulary you will hear (loan period, library catalogue, digital resources). For each question, predict the type of word you are listening for. Is it a number, a place, a noun, a verb or an adjective?

As you listen
Note down key words, but don’t try to write everything you hear. You won’t be able to, and you will miss important information. Listen for signpost words and phrases such as firstly... now I want to talk about... to help you structure the information in your mind. Be aware of synonyms: if you hear a game of football, the answer could be football match.

After listening
Remember that you have 10 minutes to transfer your answers to the answer sheet.

- Make sure you don’t write more than the maximum number of words allowed. E.g. the question might ask you to WRITE NO MORE THAN THREE WORDS.
- Check your spelling and grammar. Make sure you write the plural forms of nouns when needed.
- If in doubt, guess. You do not lose marks for a wrong answer, so there is nothing to be gained from leaving an answer blank.
READING TEST CONTENT (Academic & General Training)

Tests detailed and general understanding, writer’s attitude and opinion, and development of arguments and ideas.

1500-2000 words each

3 texts 1500–2000 words each

40 questions

Answers must be transferred to an answer sheet, but no extra time given

Time: 60 minutes in total
Tests detailed and general understanding, writer’s attitude and opinion, and development of arguments and ideas.

3 texts 1500–2000 words each

40 questions

**Academic**
- 3 sections
- Each section has text for non-specialist audience
- Texts could be descriptive, factual, discursive and/or analytical
- Diagrams, graphs or illustrations could be included with the text

• All long texts. Texts have a total word count of approximately 2,750 words
• Books, journals, magazines and newspapers
• Relevant to study
WHAT AM I MARKED ON?

40 Items, one mark for each correct answer

Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised

You don’t lose marks for a wrong answer
Target reading at least one target text every day and learning at least 10 words.

Print out the texts, and underline words you don’t understand. Look them up in the dictionary, and if they seem useful, copy them into your vocab notebook to learn.

Academic:
The Guardian (UK), The Age (Australia) and the New York Times (US). These articles will be written in a similar style to your IELTS Reading passages, and this will help you become familiar with the genre and its grammar and sentence structures.
Academic:

Task one
Describing a graph, pie chart, table or process – 150 words
Recommended time: 20 minutes

Task Two
a discursive essay developing an argument 250 words
Recommended time: 40 minutes

Total time: 60 Mins
WHAT AM I MARKED ON?

- task achievement/response
- lexical resource
- coherence and cohesion
- grammatical range and accuracy
Tips for Academic Writing - Task 1

• Read the question carefully
• Spend time assimilating the information on the graphic
• Analyse the task – underline important information
• Take time to **plan** rather than write your answer twice!
• Provide an **overview**
• Keep your **eye on the clock** (20 minutes)
• **Check** grammar, spelling and word count (**minimum** 150)
Academic Writing - Task 1

You should spend about 20 minutes on this task.

Example: The graph below shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
**Cinema Attendance by age group in Australia**

The graph shows the percentage of age groups attending cinema at least once a year from 1990 to 2010. The age groups are categorized into 14-24 year olds, 25-34 year olds, 35-49 year olds, and 50+ year olds.

- **14-24 year olds**: Consistently the highest percentage among all age groups, with the percentage ranging from around 90% to 100% throughout the years.
- **25-34 year olds**: Starts slightly below the 14-24 year olds but shows a steady increase, reaching close to 80% by 2010.
- **35-49 year olds**: Show a moderate increase, with percentages ranging from about 70% to 80%.
- **50+ year olds**: Have the lowest percentage, starting around 40% and increasing slowly to around 50% by 2010.

The data indicates a general trend of increasing cinema attendance among all age groups over the years.
• Spend some time looking at the graphs. Look at the labels on the X-axis and the Y-axis. Make sure you really understand the information that is being displayed.

• Start the overview statement in the present tense, like this:
  This chart shows...
  The information in the chart illustrates....
  The graph compares...
  The diagram explains...

• Follow this with a summary of the purpose of the graph that is clear, complete and concise
### WHAT AM I MARKED ON?

**Writing Task 1: Band Descriptors (public version)**

<table>
<thead>
<tr>
<th>Band</th>
<th>Task achievement</th>
<th>Coherence and cohesion</th>
<th>Lexical resource</th>
<th>Grammatical range and accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>fully satisfies all the requirements of the task</td>
<td>uses cohesion in such a way that it attracts no attention skillfully manages paragraphing</td>
<td>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as ‘slips’</td>
<td>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as ‘slips’</td>
</tr>
<tr>
<td>8</td>
<td>covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately</td>
<td>sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately</td>
<td>uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation</td>
<td>uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies</td>
</tr>
<tr>
<td>7</td>
<td>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</td>
<td>logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-lover-use</td>
<td>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</td>
<td>uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors</td>
</tr>
<tr>
<td>6</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication</td>
</tr>
<tr>
<td>5</td>
<td>generally addresses the task; the format may be inappropriate in places (A) recasts 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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td>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</td>
<td>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; sentences may require revision for the reader</td>
<td>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</td>
</tr>
</tbody>
</table>

Available on takeielts.britishcouncil.org/find-out-about-results/ielts-assessment-criteria
## IELTS TASK 2 Writing band descriptors (public version)

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<thead>
<tr>
<th>Band</th>
<th>Task Achievement</th>
<th>Coherence and Cohesion</th>
<th>Lexical Resource</th>
<th>Grammatical Range and Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>• fully addresses all parts of the task</td>
<td>• uses cohesion in such a way that it attracts no attention</td>
<td>• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as ‘slips’</td>
<td>• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as ‘slips’</td>
</tr>
<tr>
<td></td>
<td>• presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</td>
<td>• skilfully manages paragraphing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>• sufficiently addresses all parts of the task</td>
<td>• sequences information and ideas</td>
<td>• uses a wide range of vocabulary</td>
<td>• uses a wide range of structures</td>
</tr>
<tr>
<td></td>
<td>• presents a well-developed response to the question with relevant, extended and supported ideas</td>
<td>• logically manages all aspects of cohesion well</td>
<td>• fluently and flexibly to convey precise meanings</td>
<td>• the majority of sentences are error-free</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• uses paragraphing sufficiently and appropriately</td>
<td>• skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</td>
<td>• makes only very occasional errors or inappropriacies</td>
</tr>
<tr>
<td>7</td>
<td>• addresses all parts of the task</td>
<td>• logically organises information and ideas; there is clear progression throughout</td>
<td>• uses a sufficient range of vocabulary to allow some flexibility and precision</td>
<td>• produces frequent error-free sentences</td>
</tr>
<tr>
<td></td>
<td>• presents a clear position throughout the response</td>
<td>• uses a range of cohesive devices appropriately although there may be some under-/over-use</td>
<td>• uses less common lexical items with some awareness of style and collocation</td>
<td>• has good control of grammar and punctuation but may make a few errors</td>
</tr>
<tr>
<td></td>
<td>• presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus</td>
<td>• presents a clear central topic within each paragraph</td>
<td>• may produce occasional errors in word choice, spelling and/or word formation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• addresses all parts of the task although some parts may be more fully covered than others</td>
<td>• arranges information and ideas coherently and there is a clear overall progression</td>
<td>• uses an adequate range of vocabulary for the task</td>
<td>• uses a mix of simple and complex sentence forms</td>
</tr>
<tr>
<td></td>
<td>• presents a relevant position although the conclusions may become unclear or repetitive</td>
<td>• uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</td>
<td>• attempts to use less common vocabulary but with some inaccuracy</td>
<td>• makes some errors in grammar and punctuation but they rarely reduce communication</td>
</tr>
</tbody>
</table>
HOW CAN THE BRITISH COUNCIL HELP YOU?
BRITISH COUNCIL’S SUPPORT FOR THE TEST TAKERS

✓ Know your required score
✓ Plan ahead
✓ Focus on weaker skill(s)
✓ Practice!

New: Free computer-delivered IELTS familiarization test
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15 hours in total

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500 MAD in Morocco
6,660 DZD in Algeria
140 TND in Tunisia
225 LYD in Libya
Road to IELTS - online preparation

Overview available on the following link:
https://www.youtube.com/watch?v=6MheOdiqv7E
Board Games: How it all Began

The first documented board game in America, A Traveler's Tour Through the United States, appeared in 1822. Demand for this new form of pastime was limited, and it wasn't until W. & S. B. Ives successfully marketed The Mansion of Happiness in 1843 that production began to pick up. The McLoughlin Brothers, one of the most successful board game producers of the 19th century, started its business in 1858.

Strict Victorian morals guided early board game producers. The games were viewed as educational tools, intended to teach children lessons in history, geography, and good moral conduct. Dice were frowned upon, owing to an early Puritan belief that the tiny cubes were "instruments of the Devil." As the century drew to a close, the rules governing board game design eased and inventors were free to create games that were more entertaining and less moralistic, including examples based on baseball, yachting, and horse-racing.

As the middle-class continued to expand, the desire for new leisure activities spurred the board game industry. W. & S. B. Ives, though it had been one of the first American companies to manufacture games, soon faded from the scene. In its place, four firms rose to dominance: the McLoughlin Bros., known for bright-colored, lithographed boxes and game boards, Milton Bradley, the first firm to manufacture compact game boards for Civil War soldiers, Parker Brothers, started in 1888 after George Parker bought the rights to the W. & S. B. Ives company's games; and Selchow and Righter, the firm that obtained the U.S. rights to...
Download complete test papers. Click the audio button to start the mock listening test. As in the test, you cannot pause the audio once you have started.

Go to Home, Resource Bank and put your score into the Score Calculator to predict your IELTS band.

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<td>Thursday 16 September 2021</td>
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<td>Thursday 30 September 2021</td>
<td>General Training Writing Task 1: letters</td>
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<td>Thursday 2 December 2021</td>
<td>Writing Task 2: Coherence and Cohesion</td>
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<td>The Listening test</td>
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<td>Thursday 16 December 2021</td>
<td>The Speaking test</td>
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We suggest you join the webinars as early as possible since the number of participants is limited and places are allocated on a first come, first served basis.
JOIN OUR FREE ONLINE IELTS EXPERT SESSIONS
## JOIN OUR FREE ONLINE IELTS EXPERT SESSIONS

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<td>Grammatical Accuracy</td>
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<tr>
<td>Friday 10 September, 08:00 GMT</td>
<td>IELTS Writing Task 2: Model Answers</td>
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<tr>
<td>Friday 17 September, 08:00 GMT</td>
<td>Increase your IELTS Band Score</td>
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<td>Friday 24 September, 08:00 GMT</td>
<td>IELTS Reading: Matching Headings</td>
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FREE
- IELTS Practice Tests
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- IELTS Prep App
- Word Ready App
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- CD IELTS Practice Tests (Online)
- CD IELTS Familiarization Test
- CD IELTS Tips Videos
- Prepare for IELTS videos
- Explaining the IELTS test in Details Video (TakeIELTS Official YouTube series)
- Take IELTS YouTube Channel
- IELTS Life Skills Support Kit
- IELTS Preparation webinars
- IELTS expert Facebook Sessions

PREMIUM
- Road To IELTS – Full Version
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#Stayhome