IELTS™

OPENS DOORS WORLDWIDE

January 2022

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

11 000 +

In 140 countries

Including:

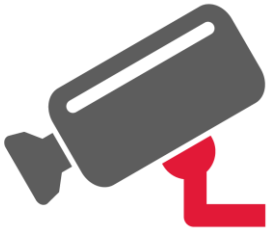
- Over 3600 institutions in USA
- Over 2000 institutions in Europe,
- All universities in UK
- Most universities in Canada, Australia and New Zealand

List of recognising organisations per country available on the following link:
https://takeielts.britishcouncil.org/ielts-recognising-organisations/recognise-ielts

THE IELTS TEST HAS

Rigorous test development

A variety of question types and a handwritten writing paper, giving higher quality preparation for end goals

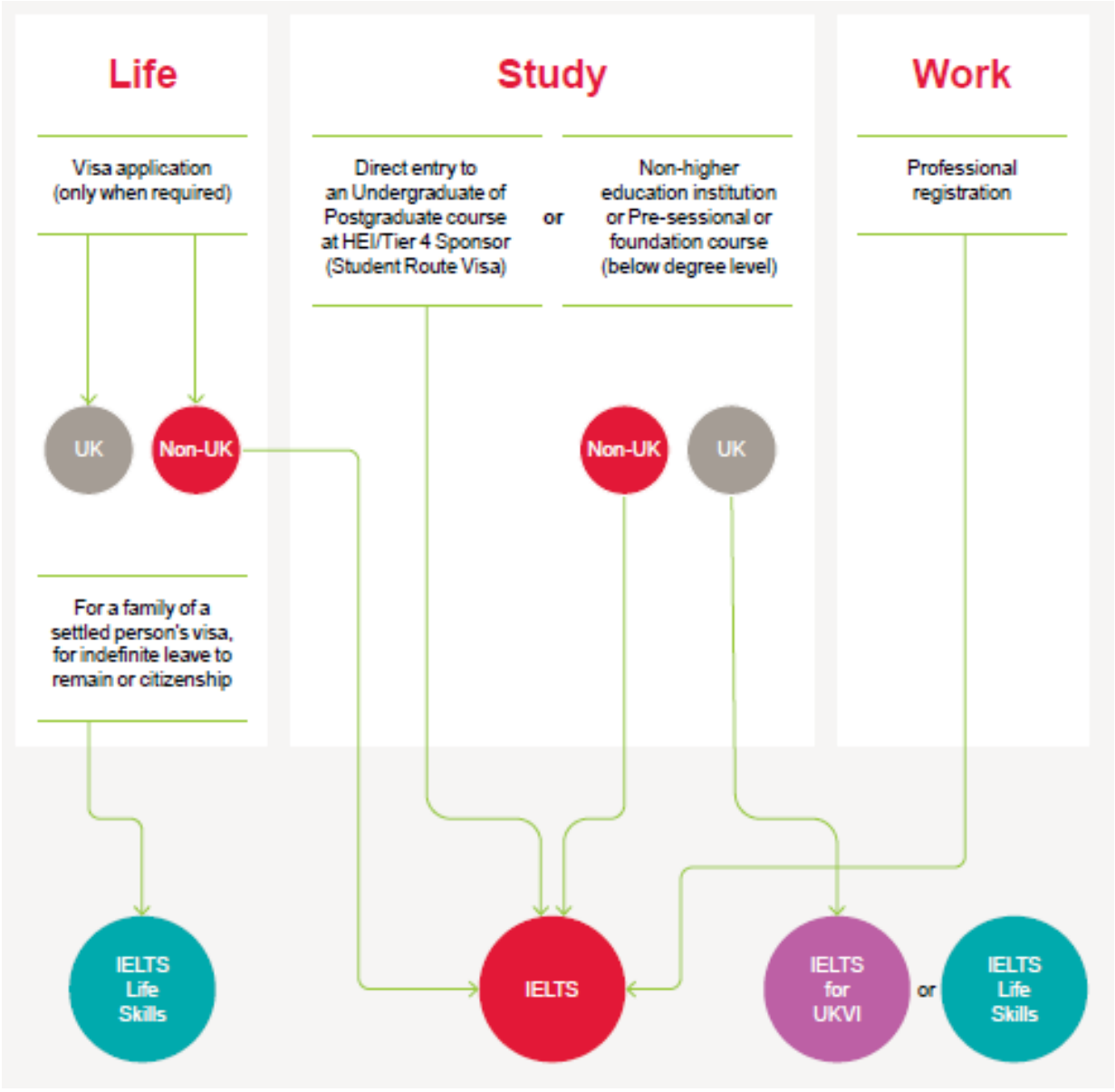


Strict Security

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**

IELTS HELPS ACHIEVE LIFE GOALS

There are two test modules:

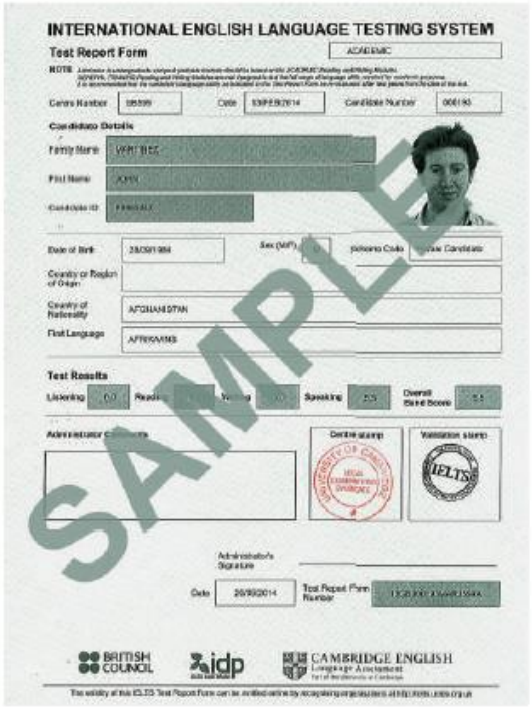
IELTS Academic is for higher education or professional training.
IELTS General Training is for secondary education, migration, work or training.

Choose how you take your IELTS test

	Computer-delivered IELTS	Paper-based IELTS
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

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 direct on to the computer.

IELTS SCORES


INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Test Report Form

ACADEMIC

Centre Number

Date

Candidate Number

Candidate Details

Family Name

First Name

Candidate ID

Date of Birth

Sex (M/F)

Scheme Code

Country or Region of Origin

Country of Nationality

First Language

Test Results

Listening

Reading

Writing

Speaking

Overall Band Score

Centre stamp

Validation stamp

Administrator's Signature

Date

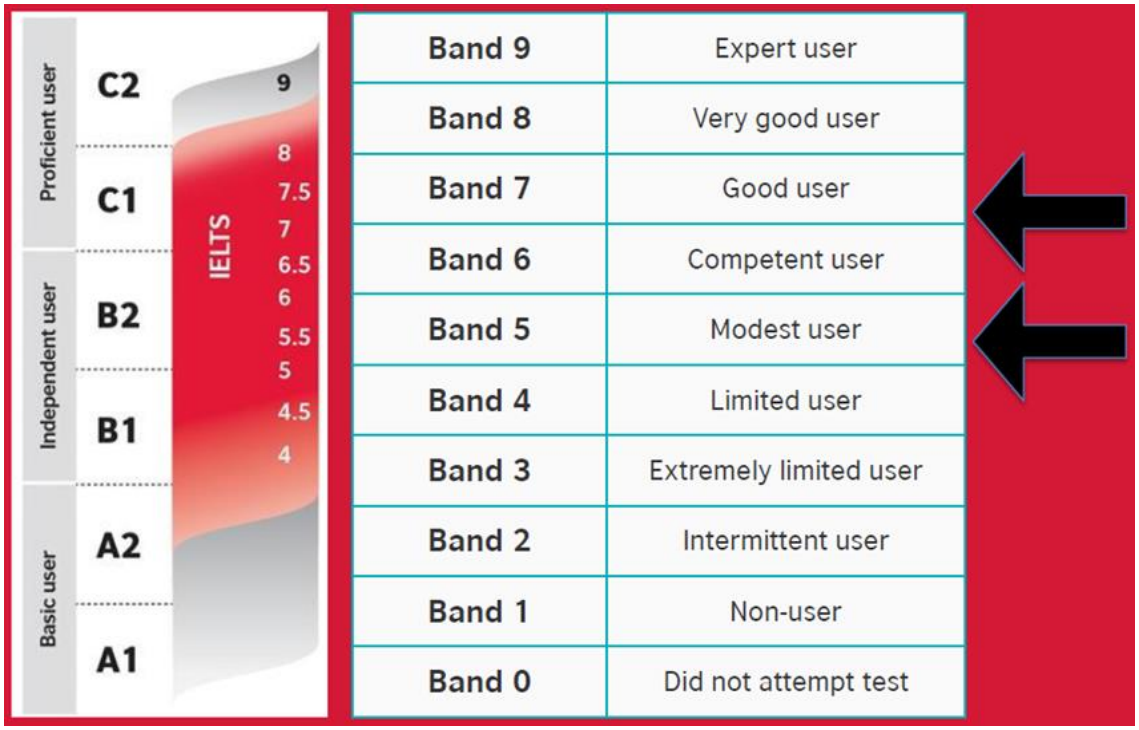
Test Report Form Number

SAMPLE

BRITISH COUNCIL

idp

CAMBRIDGE ENGLISH Language Assessment



Band 9	Expert user
Band 8	Very good user
Band 7	Good user
Band 6	Competent user
Band 5	Modest user
Band 4	Limited user
Band 3	Extremely limited user
Band 2	Intermittent user
Band 1	Non-user
Band 0	Did not attempt test

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

Photo taken and finger scan checked at entry point

Leave belongings in the designated area

Enter the Test Room

Test Takers leave the test room

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

Writing test starts at 09.00 & finishes at approximately 12.00

SPEAKING TEST DAY PROCEDURES

Test Taker arrive at the test venue
1 hour before the interview

Test Taker check:
Their Name, Candidate Number,
Test room number & Test time

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

Photo taken and finger
scan checked at entry point

Test Taker must:
Leave personal belongings at the designated
area, Use the rest room before checking in

Test Taker entre
The Test room

Interview conducted

Test Takers leave the
test venue immediately

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

SPEAKING TEST : WHAT AM I MARKED ON ?

Fluency and
Coherence

Lexical resource

Grammatical range
and accuracy

Pronunciation

SPEAKING TEST : WHAT AM I MARKED ON ?

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SPEAKING: Band Descriptors

Band	Fluency and coherence	Lexical resource	Gr
9	• 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	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full ra • produces co characteris
8	• 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	• 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	• uses a wide • produces a r occasional i
7	• 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	• 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	• uses a rang • frequently pr grammatical
6	• is willing to speak at length, though may lose coherence at	• has a wide enough vocabulary to discuss topics at length	• uses a mix o

Available on https://takeielts.britishcouncil.org/teach-ielts/test-information/assessment

SPEAKING TEST TIPS

TEST TIPS

Try to use some informal language in IELTS Speaking, especially in Part 1.

Here are some examples:

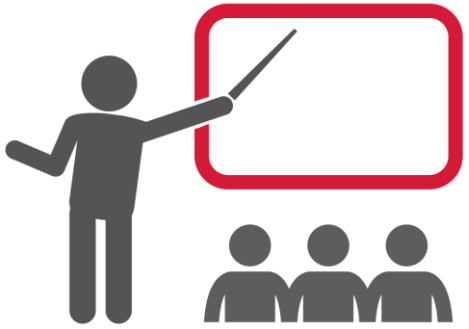
- *have a lot in common with*
- *be the odd one out*
- *be a walk in the park*

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

LISTENING TEST CONTENT & PREP

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.

LISTENING TEST CONTENT & PREP

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

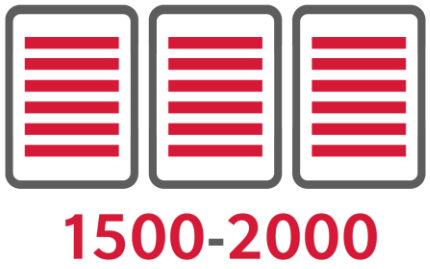
Remember that you have 10 minutes to transfer your answers to the answer sheet.

- **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.

BRITISH COUNCIL Clarity

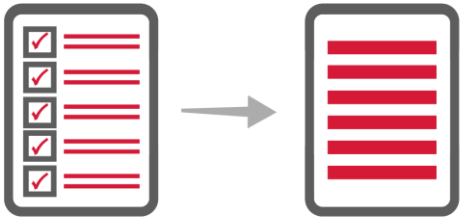
READING TEST CONTENT (Academic & General Training)

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



3 texts 1500–2000 words each

40 questions

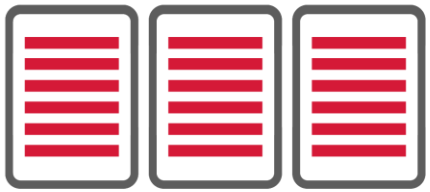


When taking IELTS on paper, answers must be transferred to an answer sheet, but no extra time given

Time: 60 minutes in total

READING TEST CONTENT (Academic & General Training)

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



1500-2000

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

WHAT AM I MARKED ON?

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.

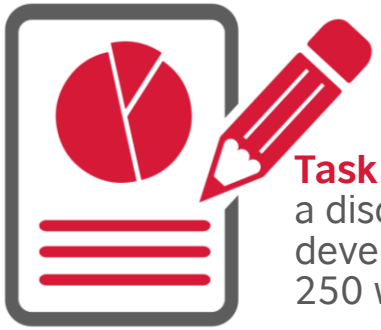
Academic:
The Guardian (UK), The Age (Australia) and the New York Times (US). These articles will be written in a similar style to your IELTS Reading passages, and this will help you become familiar with the genre and its grammar and sentence structures.

WRITING TEST CONTENT

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 ?

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WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/ bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• 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	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• 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	• 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	• 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	• 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	• 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	• 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 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	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Available on https://takeielts.britishcouncil.org/teach-ielts/test-information/assessment

WHAT AM I MARKED ON ?

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ 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	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended and supported ideas	▪ sequences information and ideas ▪ logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ 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	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ 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 overgeneralise and/or supporting ideas may lack focus	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication

Available on https://takeielts.britishcouncil.org/teach-ielts/test-information/assessment

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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 (mínimum 150)

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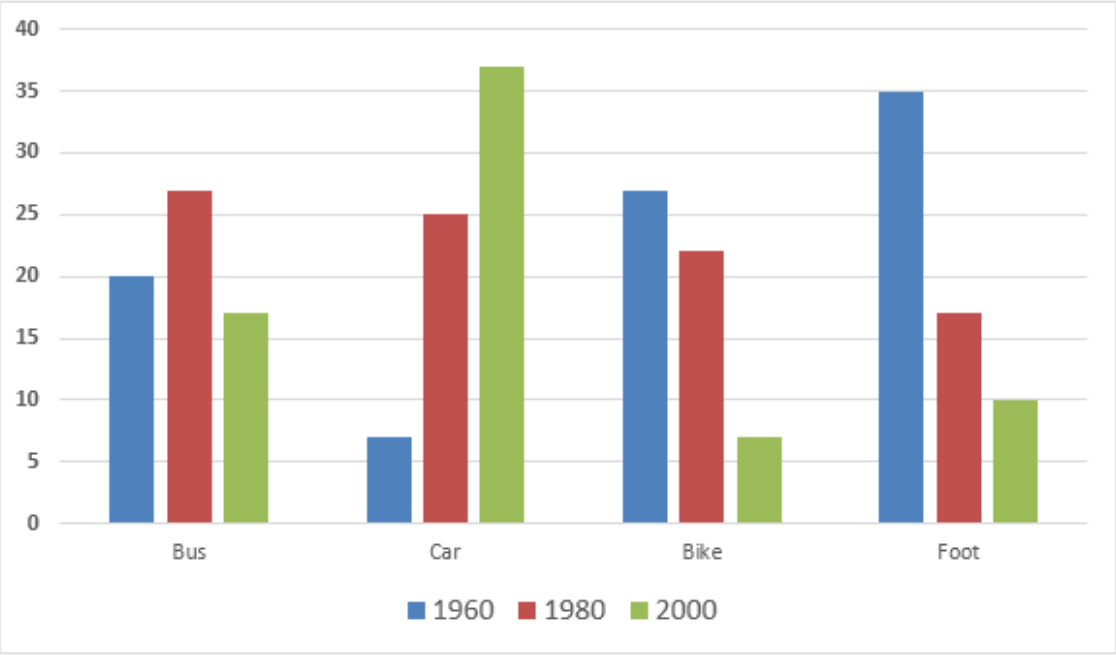
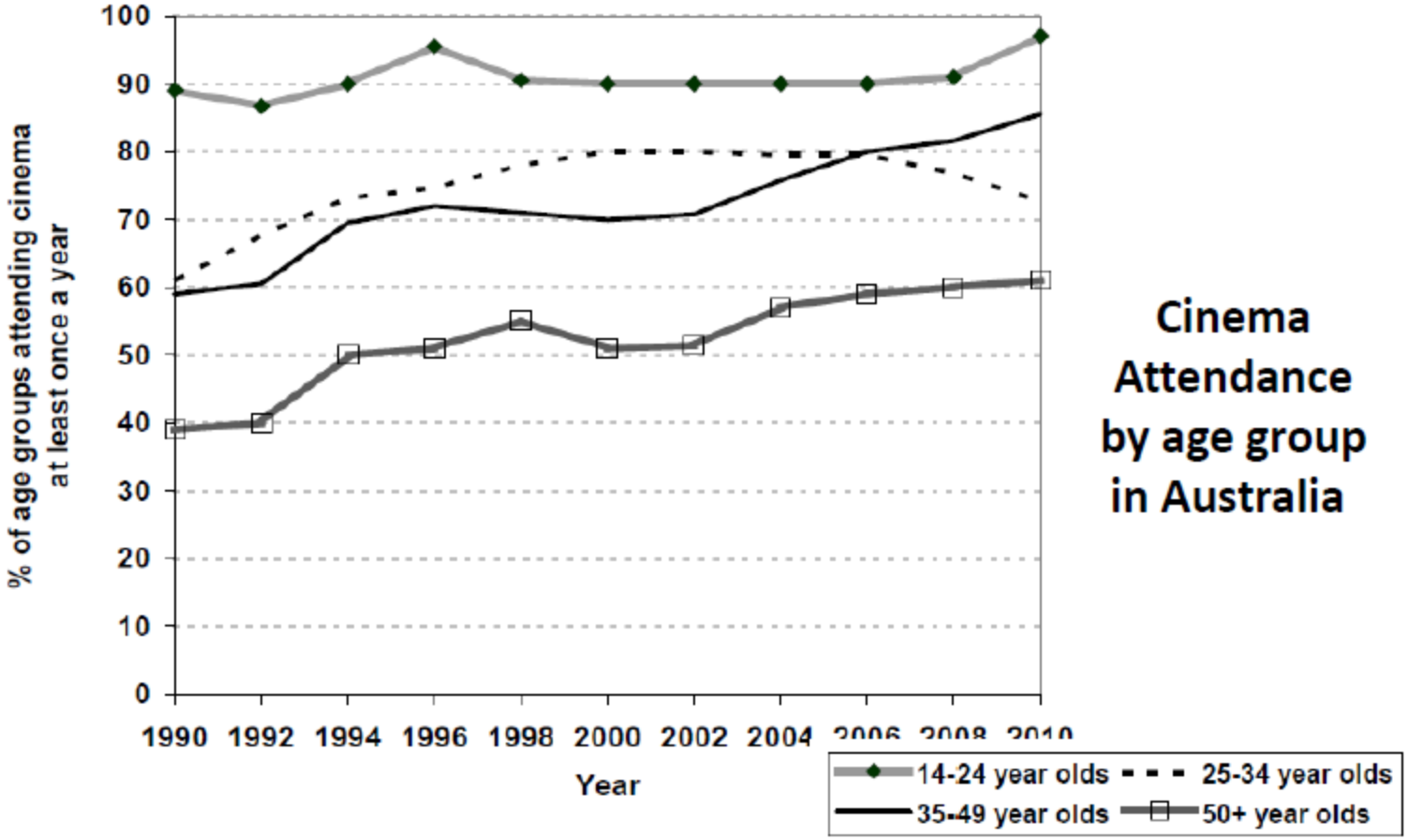
Academic Writing - Task 1

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.



ACADEMIC WRITING TASK 1



Cinema Attendance by age group in Australia

ACADEMIC WRITING TASK 1

IELTS Blog

ROAD TO IELTS | Official British Council product

- 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

HOW CAN THE BRITISH COUNCIL HELP YOU?

BRITISH COUNCIL'S SUPPORT FOR THE TEST TAKERS

- ✓ **Know your current level of English:** EnglishScore is a quick and accurate test of your English level. The test assesses your proficiency in grammar, vocabulary, reading and listening and can be used for self-improvement or to prepare for a test such as IELTS.
- ✓ **Know you IELTS required or target score**
- ✓ **Plan ahead and practice every day using British Council & IELTS apps, and focusing on weaker skills**

BRITISH COUNCIL'S SUPPORT FOR THE TEST TAKERS

Know what to expect on test day by taking the free IELTS on computer familiarisation test.

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

BRITISH COUNCIL IELTS

ONLINE PRACTICE on WWW.ROADTOIELTS.COM

Try it now using the following link: https://rtiac.clarityenglish.com/#prefix=td

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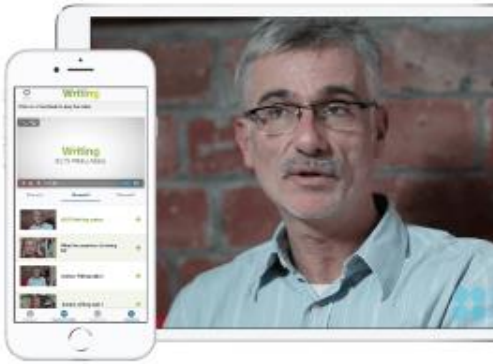
Road to IELTS - online preparation

ROAD TO IELTS
IELTS preparation and practice

eBooks



Advice & Tutorials

Practice Zone

Overview available on the following link:
https://www.youtube.com/watch?v=6MheOdiqv7E

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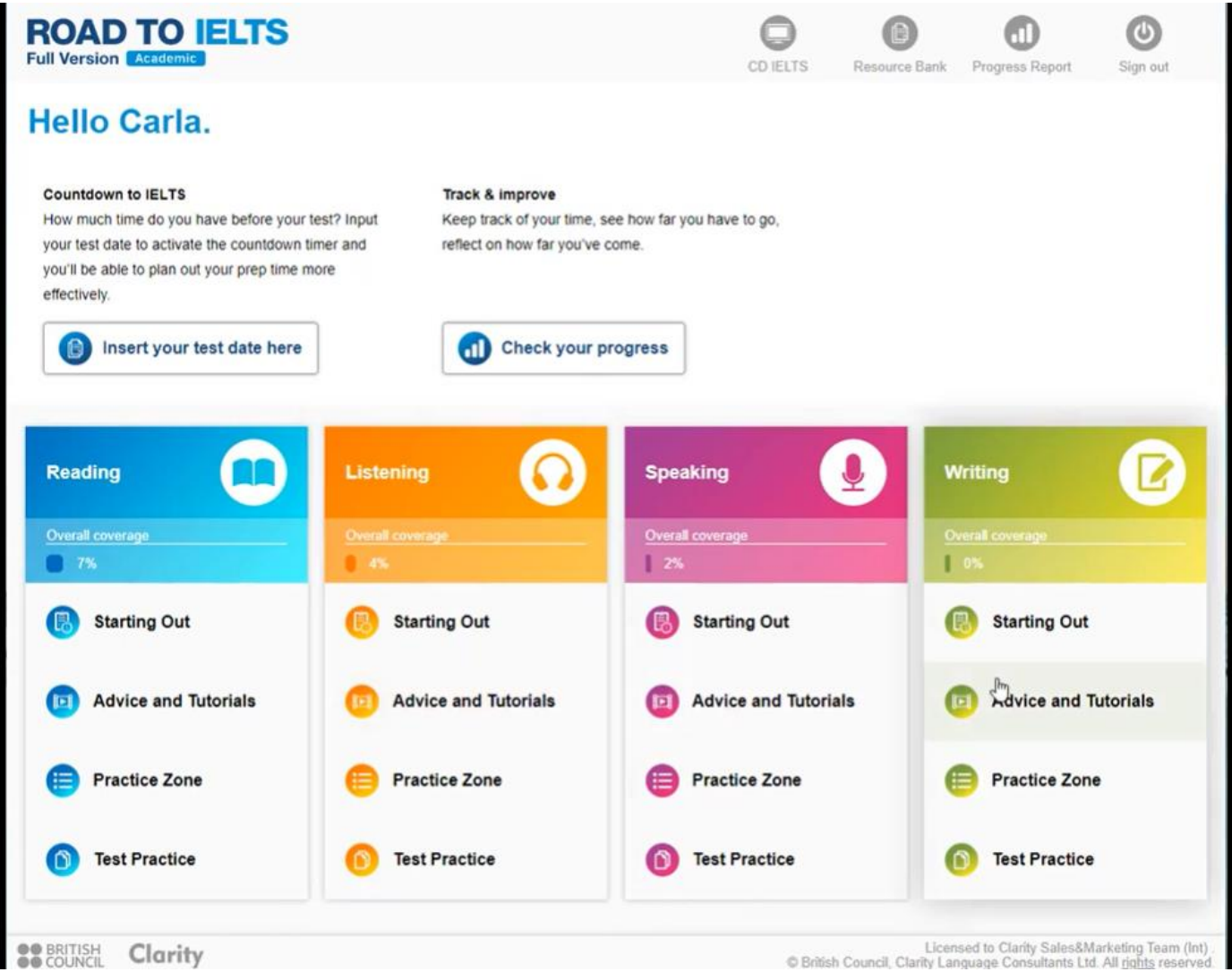
ROAD TO IELTS
Full Version Academic
CD IELTS
Resource Bank
Progress Report
Sign out
Hello Carla.
Countdown to IELTS
How much time do you have before your test? Input your test date to activate the countdown timer and you'll be able to plan out your prep time more effectively.
Insert your test date here
Track & improve
Keep track of your time, see how far you have to go, reflect on how far you've come.
Check your progress
Reading
Overall coverage
7%
Starting Out
Advice and Tutorials
Practice Zone
Test Practice
Listening
Overall coverage
4%
Starting Out
Advice and Tutorials
Practice Zone
Test Practice
Speaking
Overall coverage
2%
Starting Out
Advice and Tutorials
Practice Zone
Test Practice
Writing
Overall coverage
0%
Starting Out
Advice and Tutorials
Practice Zone
Test Practice
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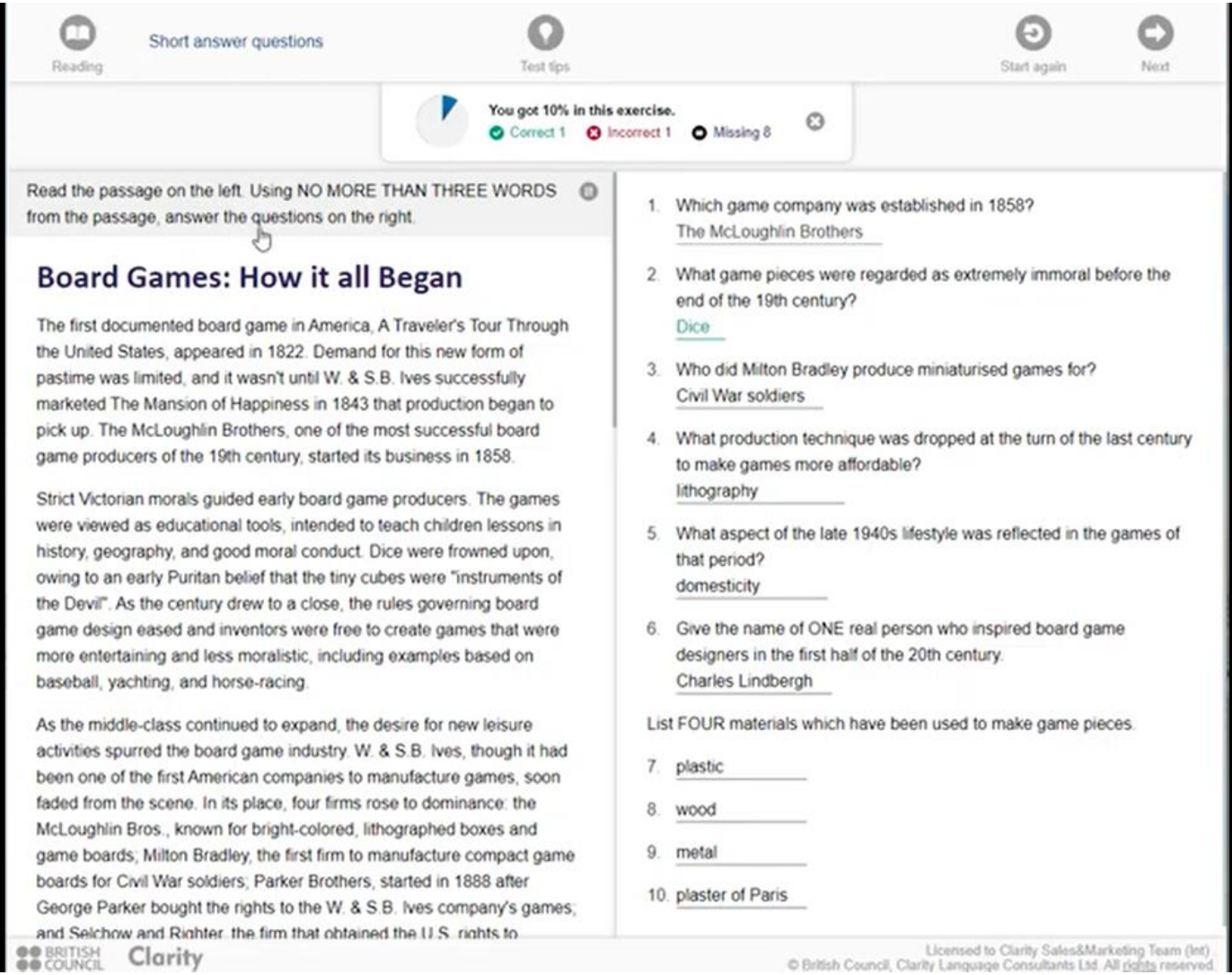
Reading
Short answer questions
Test tips
Start again
Next
You got 10% in this exercise.
Correct 1
Incorrect 1
Missing 8
Read the passage on the left. Using NO MORE THAN THREE WORDS from the passage, answer the questions on the right.
Board Games: How it all Began
The first documented board game in America, 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
1. Which game company was established in 1858?
The McLoughlin Brothers
2. What game pieces were regarded as extremely immoral before the end of the 19th century?
Dice
3. Who did Milton Bradley produce miniaturised games for?
Civil War soldiers
4. What production technique was dropped at the turn of the last century to make games more affordable?
lithography
5. What aspect of the late 1940s lifestyle was reflected in the games of that period?
domesticity
6. Give the name of ONE real person who inspired board game designers in the first half of the 20th century.
Charles Lindbergh
List FOUR materials which have been used to make game pieces.
7. plastic
8. wood
9. metal
10. plaster of Paris
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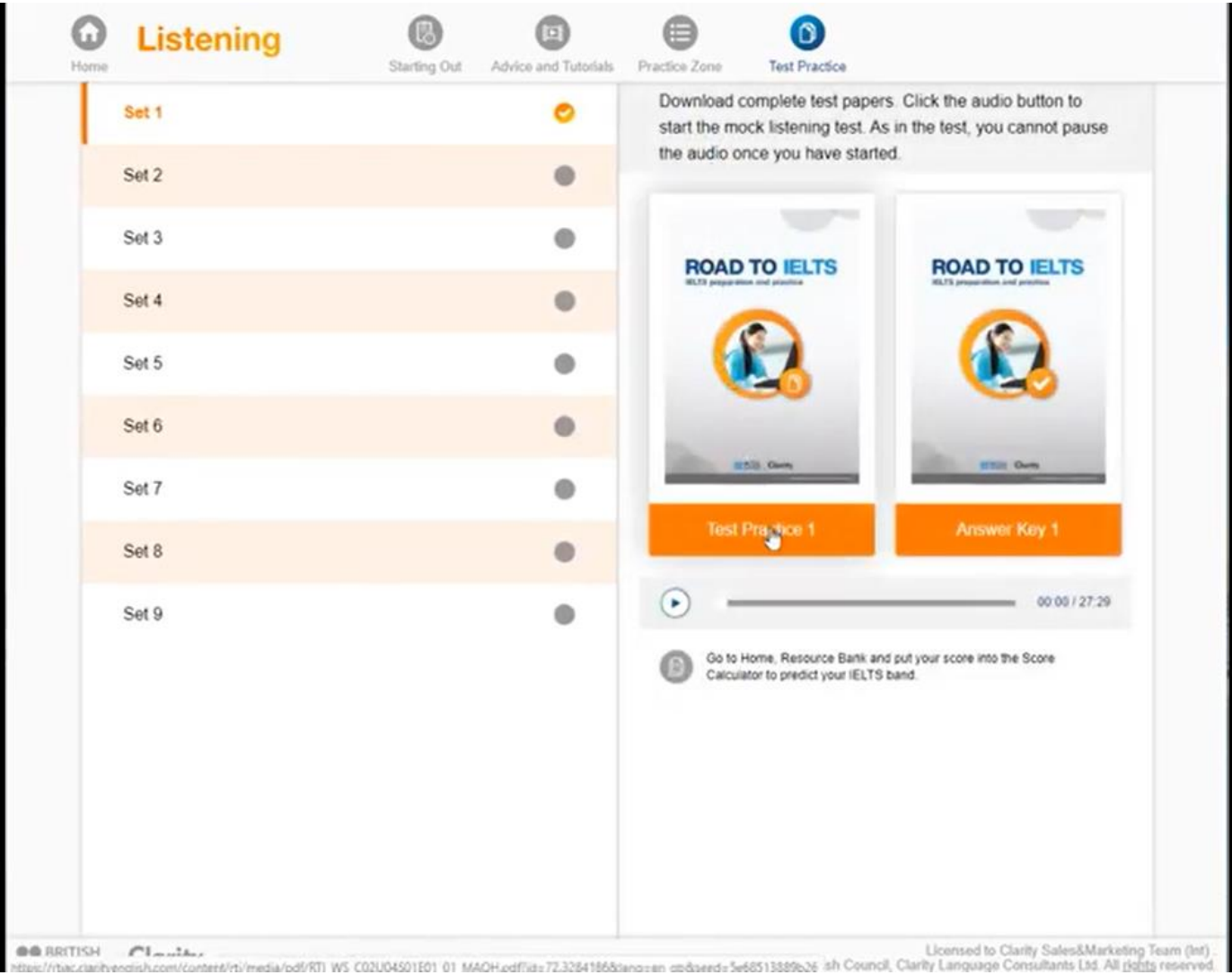
Listening
Home
Starting Out
Advice and Tutorials
Practice Zone
Test Practice
Set 1
Set 2
Set 3
Set 4
Set 5
Set 6
Set 7
Set 8
Set 9
Download complete test papers. Click the audio button to start the mock listening test. As in the test, you cannot pause the audio once you have started.
ROAD TO IELTS
ROAD TO IELTS
Test Practice 1
Answer Key 1
00:00 / 27:29
Go to Home, Resource Bank and put your score into the Score Calculator to predict your IELTS band.
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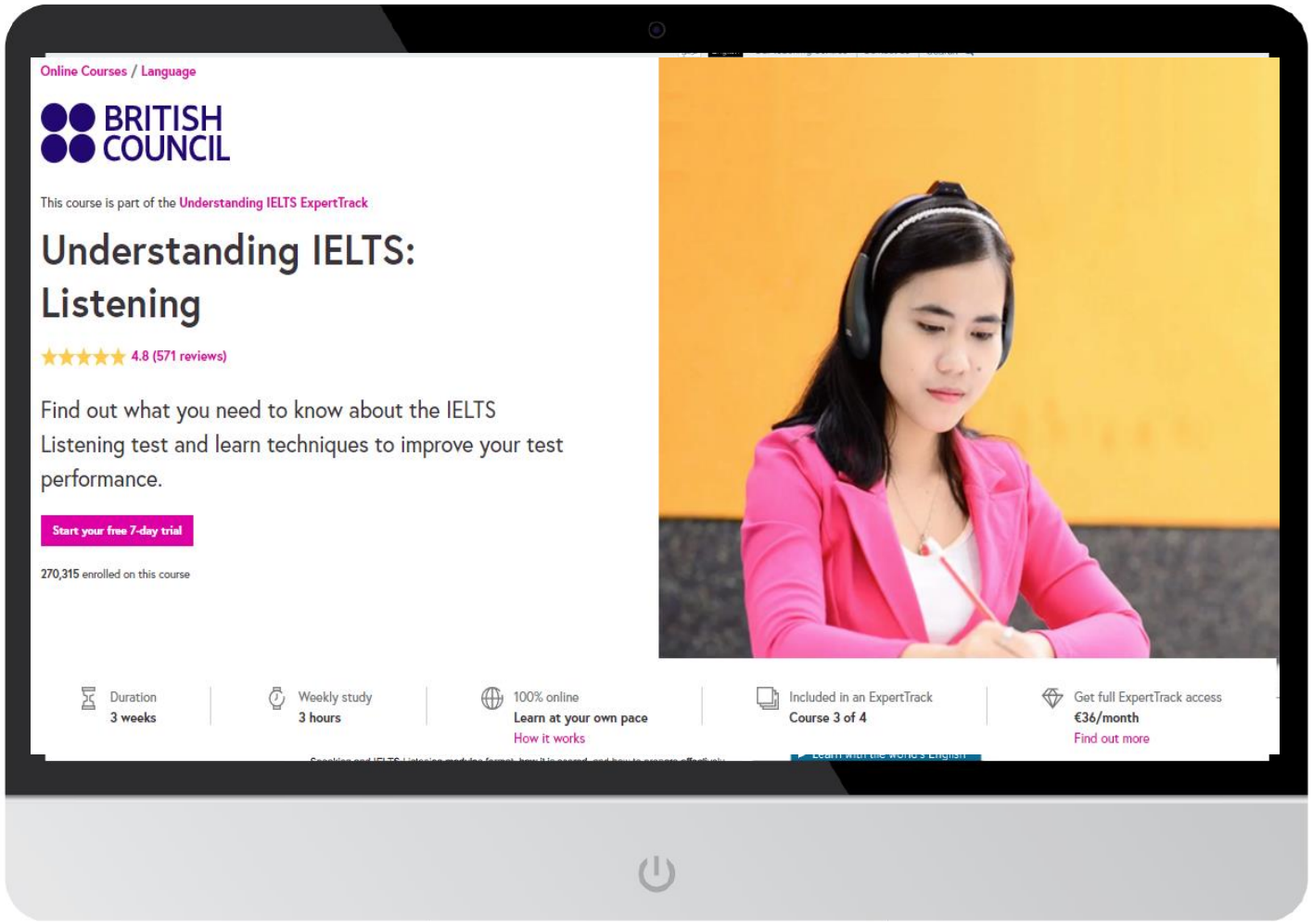

https://www.futurelearn.com/experttracks/ielts-preparation

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When you sign up you'll get access to our brand new **IELTS Study Pack**!

Thursday 6 January 2022	Listening
Thursday 13 January 2022	Reading: essential skills
Thursday 20 January 2022	Academic Writing: Task 1 Graphs and Charts
Thursday 27 January 2022	Academic Reading: Overview
Thursday 3 February 2022	Writing Task 2 Overview
Thursday 10 February 2022	General Training Reading: Overview
Thursday 17 February 2022	Speaking
Thursday 24 February 2022	General Training Writing: Task 1 Letters
Thursday 3 March 2022	Introduction to vocab for IELTS
Thursday 10 March 2022	Reading question types T/F/NG and multiple-choice
Thursday 17 March 2022	Academic Writing: Task 1 processes and maps
Thursday 24 March 2022	Writing Task 2: Coherence & Cohesion
Thursday 31 March 2022	Reading question types: matching headings and summary completion

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.

https://registration.britishcouncil.org/l/734493/2020-06-09/28xn1?country=ti&_ga=2.256134155.1222837966.1641987856-952410314.1635430908&_ijcid=1641987894960|2.2018415733.1635430779674.1b70668e

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BRITISH COUNCIL'S SUPPORT FOR THE TEST TAKERS

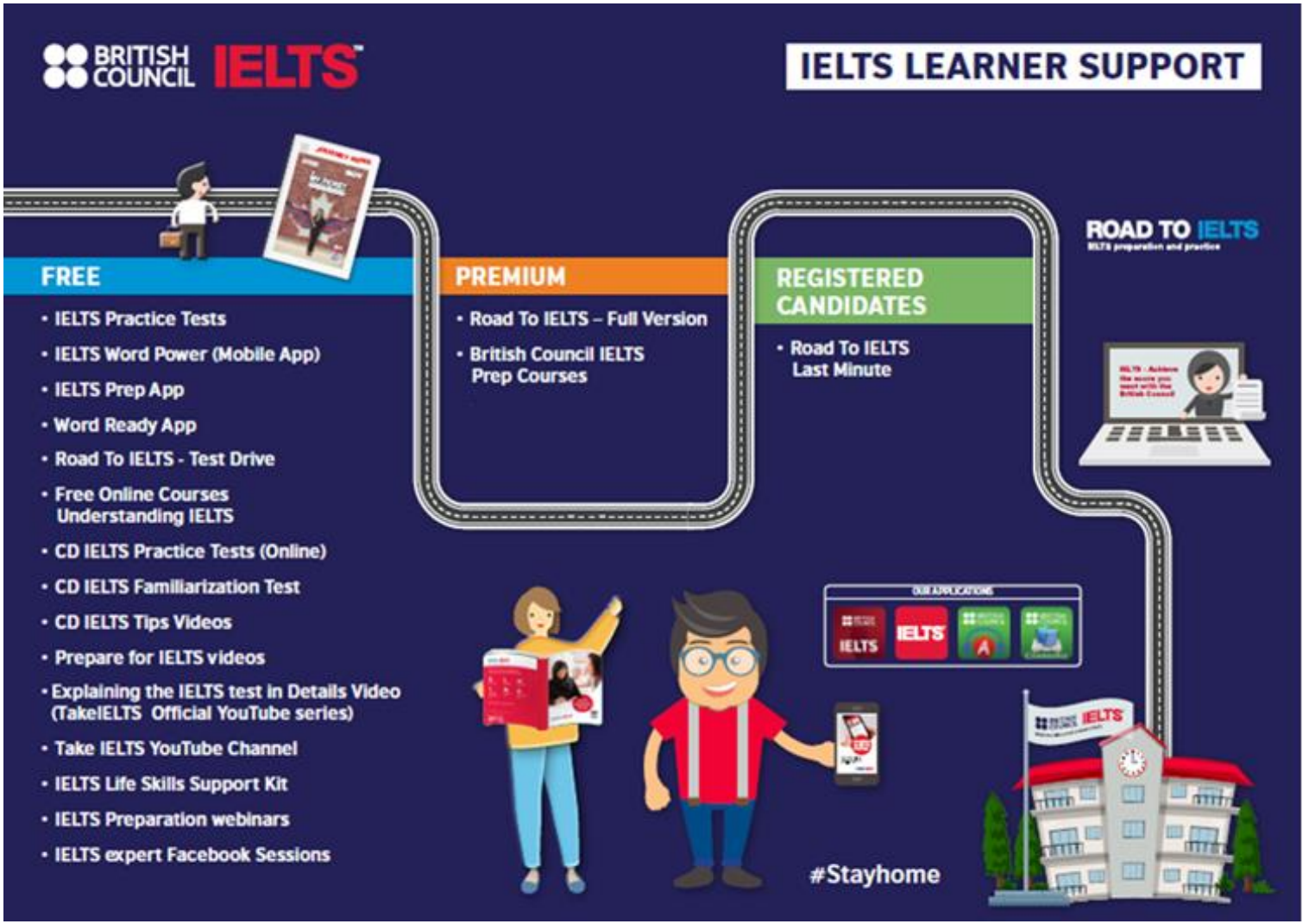
- **Intensive IELTS preparation for high school students (16-17 years old)**

- **Levels:** This course is for intermediate (B1) and above

- **Course Format:**
  10 weeks
  3 hours per week
  30 hours in total

Face to face or online

BRITISH COUNCIL'S SUPPORT FOR THE TEST TAKERS



THANK YOU

www.britishcouncil.ma
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The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.