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**IELTS**™ 🌐 **10,000 +**

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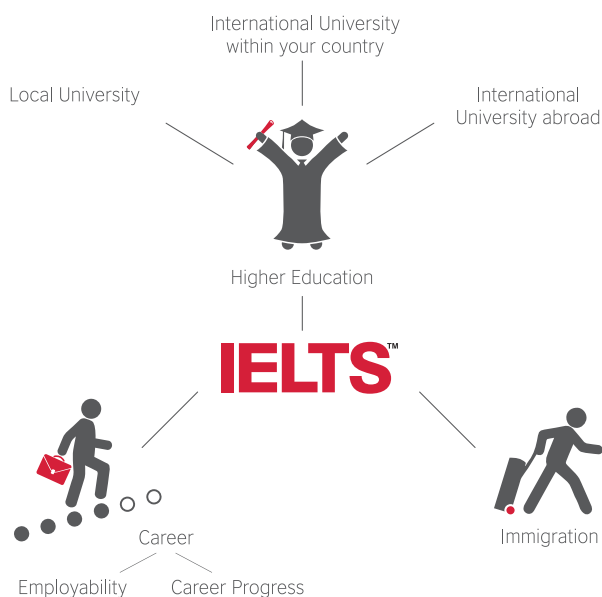Immigration Authorities in
Australia, Canada, NZ & UK

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within your country

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International
University abroad

Higher Education

**IELTS**™

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Employability    Career Progress

Immigration

**MORE THAN 3 MILLION
IELTS TESTS TAKEN IN 2017**

# IELTS TEST COMPONENTS

## LISTENING TEST - (30 MIN) PLUS (10 MIN) FOR TRANSFERRING ANSWERS

**40 questions in total**

### 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
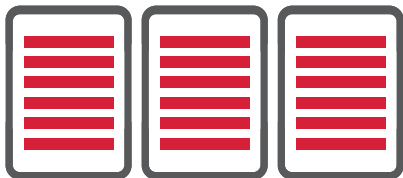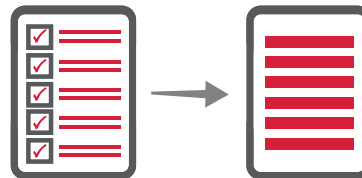
### Section 4
A university-style lecture or talk

## READING TEST - (60 MINS)

**40 questions in total**

3 texts 1,500 - 2,000 words each

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

### Academic
- 3 passages
- 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

### General Training

Section 1 - contains two or three short factual texts on every day life issues

Section 2 - contains two short factual texts on work related issues

Section 3 - contains one long topic of general interest

## WRITING TEST - GENERAL TRAINING (60 MIN)

**Task 1**
A letter of enquiry, complaint, advice etc – 150 words

**Task 2**
An essay, requiring the development of a point of view, with supporting evidence – 250 words

## WRITING TEST - ACADEMIC (60 MIN)

**Task One**
Describing a graph, pie chart, table or process – 150 words

**Task Two**
Argumentative essay - developing an argument - 250 words

## SPEAKING TEST - (11 TO 14 MIN)

**Part 1**
Question and answer on personal topics

**Part 2**
Unassisted short talk on a given topic

**Part 3**
Two-way discussion on more abstract issues

# IELTS Preparation Tools

## Face to Face

**IELTS information Sessions – 90 minutes**
These sessions will give you an overview of IELTS and provide
you with some tips.

**IELTS Orientation Sessions – 3 hours**
These sessions will give you an overview of what to expect on
the test day and help you improve your test score.

**IELTS Simulator**
Find out what an IELTS test day really looks like before you take your actual
test. You will be able to practice taking  the test under the real test conditions
at one of our venues.

**IELTS Speaking & Writing Practice tests**
Practice Speaking and Writing skills and get feedback from our experts on
your performance and areas to improve.

**IELTS Preparation Courses – 20 & 25 hours**
These courses cover all four skills; listening, reading, writing and speaking.

**IELTS Workshops – 6 hours**
These workshops will help you with tips and techniques on how to get the
aimed band.

**For more details about any of the above services, please visit our website
www.britishcouncil.org.eg or contact our customer services team on 19789 for help.**

# Online

## ROAD TO IELTS
### IELTS preparation and practice

Try **10 hours** of **FREE** online practice now! When you register for an IELTS test with the British Council you will get access to an extra **FREE 20 hours** of learning materials.
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## Ask an IELTS expert

Join our large community of IELTS candidates and let IELTS experts answer all of your questions and inquiries on www.facebook.com/IELTSOfficial Get daily updates on how to prepare for the test.
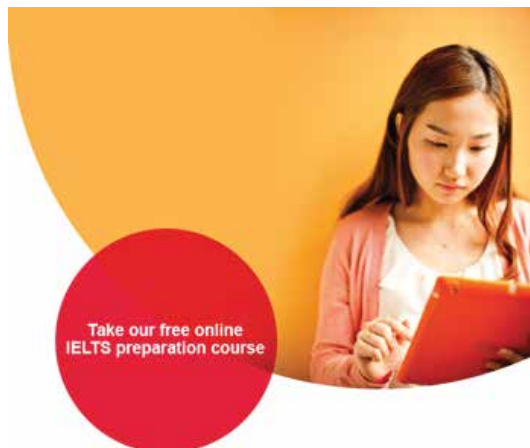
## IELTS MOOC

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## British Council YouTube Channel

Watch useful videos about IELTS Writing, Speaking, Reading and Listening skills.
https://www.youtube.com/user/bcteacher-trainer/playlists

## IELTS Mobile Applications

British council IELTS Word Power is a free vocabulary practice app for IELTS test takers.

British Council  1001 ways  is a fun educational app that allows you to learn English accents from all over the world.

British Council  IELTS Tips  is a useful app where every day you will receive a valuable tip on the Listening, Reading, Speaking or Writing, as well as general advice on how to prepare for your IELTS test.

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# How you will be assessed?
## IELTS WRITING TASK 1
Writing 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<br>• clearly presents a fully developed response | • uses cohesion in such a way that it attracts no attention<br>• 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<br>• presents, highlights and illustrates key features/bullet points clearly and appropriately | • sequences information and ideas logically<br>• manages all aspects of cohesion well<br>• uses paragraphing sufficiently and appropriately | • uses a wide range of vocabulary fluently and flexibly to convey precise meanings<br>• skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation<br>• produces rare errors in spelling and/or word formation | • uses a wide range of structures<br>• the majority of sentences are error-free<br>• makes only very occasional errors or inappropriacies |
| 7 | • covers the requirements of the task<br>• (Academic) presents a clear overview of main trends, differences or stages<br>• (General Training) presents a clear purpose, with the tone consistent and appropriate<br>• clearly presents and highlights key features/bullet points but could be more fully extended | • logically organises information and ideas; there is clear progression throughout<br>• 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<br>• uses less common lexical items with some awareness of style and collocation<br>• may produce occasional errors in word choice, spelling and/or word formation | • uses a variety of complex structures<br>• produces frequent error-free sentences<br>• has good control of grammar and punctuation but may make a few errors |
| 6 | • addresses the requirements of the task<br>• (Academic) presents an overview with information appropriately selected<br>• (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone<br>• 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<br>• uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical<br>• may not always use referencing clearly or appropriately | • uses an adequate range of vocabulary for the task<br>• attempts to use less common vocabulary but with some inaccuracy<br>• makes some errors in spelling and/or word formation, but they do not impede communication | • uses a mix of simple and complex sentence forms<br>• makes some errors in grammar and punctuation but they rarely reduce communication |
| 5 | • generally addresses the task; the format may be inappropriate in places<br>• (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description<br>• (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate<br>• presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail | • presents information with some organisation but there may be a lack of overall progression<br>• makes inadequate, inaccurate or over-use of cohesive devices<br>• may be repetitive because of lack of referencing and substitution | • uses a limited range of vocabulary, but this is minimally adequate for the task<br>• 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<br>• attempts complex sentences but these tend to be less accurate than simple sentences<br>• 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<br>• (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate<br>• may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate | • presents information and ideas but these are not arranged coherently and there is no clear progression in the response<br>• uses some basic cohesive devices but these may be inaccurate or repetitive | • uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task<br>• 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<br>• some structures are accurate but errors predominate, and punctuation is often faulty |
| 3 | • fails to address the task, which may have been completely misunderstood<br>• presents limited ideas which may be largely irrelevant/repetitive | • does not organise ideas logically<br>• may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | • uses only a very limited range of words and expressions with very limited control of word formation and/or spelling<br>• errors may severely distort the message | • attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |
| 2 | • answer is barely related to the task | • has very little control of organisational features | • uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling | • cannot use sentence forms except in memorised phrases |
| 1 | • answer is completely unrelated to the task | • fails to communicate any message | • can only use a few isolated words | • cannot use sentence forms at all |
| 0 | • does not attend<br>• does not attempt the task in any way<br>• writes a totally memorised response | | | |

# IELTS WRITING 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<br>• 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<br>• 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<br>• presents a well-developed response to the question with relevant, extended and supported ideas | • sequences information and ideas logically<br>• manages all aspects of cohesion well<br>• uses paragraphing sufficiently and appropriately | • uses a wide range of vocabulary fluently and flexibly to convey precise meanings<br>• skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation<br>• produces rare errors in spelling and/or word formation | • uses a wide range of structures<br>• the majority of sentences are error-free<br>• makes only very occasional errors or inappropriacies |
| 7 | • addresses all parts of the task<br>• presents a clear position throughout the response<br>• 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<br>• uses a range of cohesive devices appropriately although there may be some under-/over-use<br>• presents a clear central topic within each paragraph | • uses a sufficient range of vocabulary to allow some flexibility and precision<br>• uses less common lexical items with some awareness of style and collocation<br>• may produce occasional errors in word choice, spelling and/or word formation | • uses a variety of complex structures<br>• produces frequent error-free sentences<br>• 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<br>• presents a relevant position although the conclusions may become unclear or repetitive<br>• presents relevant main ideas but some may be inadequately developed/unclear | • arranges information and ideas coherently and there is a clear overall progression<br>• uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical<br>• may not always use referencing clearly or appropriately | • uses an adequate range of vocabulary for the task<br>• attempts to use less common vocabulary but with some inaccuracy<br>• makes some errors in spelling and/or word formation, but they do not impede communication | • uses a mix of simple and complex sentence forms<br>• makes some errors in grammar and punctuation but they rarely reduce communication |
| 5 | • addresses the task only partially; the format may be inappropriate in places<br>• expresses a position but the development is not always clear and there may be no conclusions drawn<br>• presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail | • presents information with some organisation but there may be a lack of overall progression<br>• makes inadequate, inaccurate or over use of cohesive devices<br>• may be repetitive because of lack of referencing and substitution<br>• may not write in paragraphs, or paragraphing may be inadequate | • uses a limited range of vocabulary, but this is minimally adequate for the task<br>• 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<br>• attempts complex sentences but these tend to be less accurate than simple sentences<br>• may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader |
| 4 | • responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate<br>• presents a position but this is unclear<br>• presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported | • presents information and ideas but these are not arranged coherently and there is no clear progression in the response<br>• uses some basic cohesive devices but these may be inaccurate or repetitive<br>• may not write in paragraphs or their use may be confusing | • uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task<br>• 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<br>• some structures are accurate but errors predominate, and punctuation is often faulty |
| 3 | • does not adequately address any part of the task<br>• does not express a clear position<br>• presents few ideas, which are largely undeveloped or irrelevant | • does not organise ideas logically<br>• may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | • uses only a very limited range of words and expressions with very limited control of word formation and/or spelling<br>• errors may severely distort the message | • attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |
| 2 | • barely responds to the task<br>• does not express a position<br>• may attempt to present one or two ideas but there is no development | • has very little control of organisational features | • uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling | • cannot use sentence forms except in memorised phrases |
| 1 | • answer is completely unrelated to the task | • fails to communicate any message | • can only use a few isolated words | • cannot use sentence forms at all |
| 0 | • does not attend<br>• does not attempt the task in any way<br>• writes a totally memorised response | | | |

# IELTS SPEAKING

## Speaking band descriptors (public version)

| Band | Fluency and coherence | Lexical resource | Grammatical range and accuracy | Pronunciation |
|---|---|---|---|---|
| 9 | • speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar<br>• speaks coherently with fully appropriate cohesive features<br>• develops topics fully and appropriately | • uses vocabulary with full flexibility and precision in all topics<br>• uses idiomatic language naturally and accurately | • uses a full range of structures naturally and appropriately<br>• produces consistently accurate structures apart from 'slips' characteristic of native speaker speech | • uses a full range of pronunciation features with precision and subtlety<br>• sustains flexible use of features throughout<br>• is effortless to understand |
| 8 | • speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language<br>• develops topics coherently and appropriately | • uses a wide vocabulary resource readily and flexibly to convey precise meaning<br>• uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies<br>• uses paraphrase effectively as required | • uses a wide range of structures flexibly<br>• produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors | • uses a wide range of pronunciation features<br>• sustains flexible use of features, with only occasional lapses<br>• is easy to understand throughout; L1 accent has minimal effect on intelligibility |
| 7 | • speaks at length without noticeable effort or loss of coherence<br>• may demonstrate language-related hesitation at times, or some repetition and/or self-correction<br>• uses a range of connectives and discourse markers with some flexibility | • uses vocabulary resources flexibly to discuss a variety of topics<br>• uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices<br>• uses paraphrase effectively | • uses a range of complex structures with some flexibility<br>• frequently produces error-free sentences, though some grammatical mistakes persist | • shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8 |
| 6 | • is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation<br>• uses a range of connectives and discourse markers but not always appropriately | • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies<br>• generally paraphrases successfully | • uses a mix of simple and complex structures, but with limited flexibility<br>• may make frequent mistakes with complex structures though these rarely cause comprehension problems | • uses a range of pronunciation features with mixed control<br>• shows some effective use of features but this is not sustained<br>• can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times |
| 5 | • usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going<br>• may over-use certain connectives and discourse markers<br>• produces simple speech fluently but more complex communication causes fluency problems | • manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility<br>• attempts to use paraphrase but with mixed success | • produces basic sentence forms with reasonable accuracy<br>• uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems | • shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6 |
| 4 | • cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction<br>• links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence | • is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice<br>• rarely attempts paraphrase | • produces basic sentence forms and some correct simple sentences but subordinate structures are rare<br>• errors are frequent and may lead to misunderstanding | • uses a limited range of pronunciation features<br>• attempts to control features but lapses are frequent<br>• mispronunciations are frequent and cause some difficulty for the listener |
| 3 | • speaks with long pauses<br>• has limited ability to link simple sentences<br>• gives only simple responses and is frequently unable to convey basic message | • uses simple vocabulary to convey personal information<br>• has insufficient vocabulary for less familiar topics | • attempts basic sentence forms but with limited success, or relies on apparently memorised utterances<br>• makes numerous errors except in memorised expressions | • shows some of the features of Band 2 and some, but not all, of the positive features of Band 4 |
| 2 | • pauses lengthily before most words<br>• little communication possible | • only produces isolated words or memorised utterances | • cannot produce basic sentence forms | • speech is often unintelligible |
| 1 | • no communication possible<br>• no rateable language | | | |
| 0 | • does not attend | | | |

# IELTS FOR UK VISAS AND IMMIGRATION (UKVI)

If you need an IELTS test result as part of your application to the UK Visas and Immigration (UKVI) you will need to take your test at a specific test location authorised by UKVI.

The IELTS for UKVI test is designed to meet certain administrative requirements that are only specified by UKVI. The actual test taken is the same as the regular IELTS - same content, same format, same standards and assessment frameworks.

## IELTS LIFE SKILLS TEST

IELTS Life Skills is a new UKVI - approved test for people who need to demonstrate speaking and listening skills at Level A1 or B1 of the Common European Framework of Reference for languages, should they apply for a family visa or citizenship.

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# HOW CAN I GET MY RESULTS?

Visit the British Council's IELTS online results system web page and follow the instructions to get your results after 13 days of your test. www.ielts.britishcouncil.org/checkresults.aspx

## Enquiry on Result (EOR):

If you wish to query your score, you can apply for an Enquiry on Results. You must do this within six weeks of the test date. There is a fee of 1200 LE, which is fully refundable if your score on any component is increased. You will normally receive your results within 6 – 8 weeks from the time your result is received in the UK.

# WHAT IS THE IELTS REFUND POLICY?

- If you do not show up on your designated test day, you will be counted as absent. You will not be able to claim a refund in these circumstances. Please note that refunds are only available if you have given five weeks' notice in person.

- Refunds will ONLY be paid by bank transfer (No cash and No cheques) - The British Council will not issue any refunds unless customers provide their correct bank account details attached with the refund claim form.

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- In case of refund/cancellation, an amount of LE100 will be deducted from the total test fees paid

# NOTES:

# NOTES:

# NOTES:

# NOTES:

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