

IELTSTM

What is IELTS?

The International English Language Test (IELTS) is designed to help you work, study or migrate to a country where English is the native language. This includes countries such as Australia, Canada, New Zealand, the UK and USA.

Your ability to listen, read, write and speak in English will be assessed during the test. IELTS is graded on a scale of 1-9.

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

IELTS test types

IELTS has two types: IELTS Academic and IELTS General Training. Both tests assess your English language skills in listening, reading, writing and speaking.

The IELTS Academic test is suitable for those wanting to study in an English-speaking environment or university (higher education). You can also take IELTS Academic for professional registration purposes.

The test measures if you are ready to begin studying in English. It features vocabulary that is familiar within an academic setting.

The IELTS General Training test is suitable for those applying to study below degree level. This includes an English-speaking school or college. It can also be taken for work experience or other employment training.

IELTS General Training is also required for migration to Australia, Canada, New Zealand and the UK. The test features everyday English language skills that you will need in social and workplace environments.

Ways to take IELTS

IELTS on Paper. This test requires test takers to sit at a desk with the question papers and answer sheets for the Reading, Listening and Writing tests in an official IELTS test centre. Test takers will write their answers in either pen or HB-pencils. The Speaking test is carried out face-to-face with a trained IELTS examiner.

Computer delivered IELTS. This test requires test takers to sit the Reading, Listening and Writing tests in front of a computer with the questions presented on the screen in an official IELTS test centre. The test takers then submit their answers through the use of a keyboard and a mouse. The Speaking test is not on computer and is carried out face-to-face with a trained IELTS examiner.

How long is IELTS score valid?

The IELTS exam score is valid for **two years** from the date of the result declaration.

How IELTS is scored?

IELTS results are reported on a 9-band scale.

They are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).

The IELTS scale

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.
0	Did not attempt the test	The test taker did not answer the questions.

IELTS in CEFR scale

Common European Framework of Reference (CEFR)	Proficient user	C2	9
		C1	8 7.5 7 6.5
	Independent user	B2	6 5.5 5
		B1	4.5 4
	Basic user	A2	
		A1	

Academic test format

LISTENING

Paper format	<p>There are four parts with ten questions each. The questions are designed so that the answers appear in the order they are heard in the audio.</p> <p>The first two parts deal with situations set in everyday social contexts. In Part 1, there is a conversation between two speakers (for example, a conversation about travel arrangements), and in Part 2, there is a monologue in (for example, a speech about local facilities). The final two parts deal with situations set in educational and training contexts. In Part 3, there is a conversation between two main speakers (for example, two university students in discussion, perhaps guided by a tutor), and in Part 4, there is a monologue on an academic subject. The recordings are heard only once. They include a range of accents, including British, Australian, New Zealand, American and Canadian.</p>
Timing	Approximately 30 minutes (plus 10 minutes transfer time).
No. of questions	40
Answering	Test takers write their answers on the question paper as they listen and at the end of the test are given 10 minutes to transfer their answers to an answer sheet. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised.

Correct answers	Band score
39-40	9
37-38	8.5
35-36	8
32-34	7.5
30-31	7
26-29	6.5
23-25	6
18-22	5.5
16-17	5
13-15	4.5
10-12	4
8-9	3.5
6-7	3

Task type	Format
Multiple choice	<p>In multiple choice tasks, there is a question followed by three possible answers, or the beginning of a sentence followed by three possible ways to complete the sentence. Test takers are required to choose the one correct answer - A, B or C.</p> <p>Sometimes, test takers are given a longer list of possible answers and told</p>

	that they have to choose more than one. In this case, they should read the question carefully to check how many answers are required.
Matching	Test takers are required to match a numbered list of items from the listening text to a set of options on the question paper. The set of options may be criteria of some kind.
Plan, map, diagram labelling	Test takers are required to complete labels on a plan (eg of a building), map (eg of part of a town) or diagram (e.g. of a piece of equipment). The answers are usually selected from a list on the question paper.
Form, note, table, flow-chart, summary completion	<p>Test takers are required to fill in the gaps in an outline of part or of all of the listening text. The outline will focus on the main ideas/facts in the text. It may be:</p> <ol style="list-style-type: none"> 1. a form: often used to record factual details such as names 2. a set of notes: used to summarise any type of information using the layout to show how different items relate to one another 3. a table: used as a way of summarising information which relates to clear categories – e.g. place/time/price, 4. a flow-chart: used to summarise a process which has clear stages, with the direction of the process shown by arrows. <p>Test takers may have to select their answers from a list on the question paper or identify the missing words from the recording, keeping to the word limit stated in the instructions. Test takers do not have to change the words from the recording in any way.</p> <p>Test takers should read the instructions very carefully as the number of words or numbers they should use to fill the gaps will vary. A word limit is given, for example, ‘NO MORE THAN TWO WORDS AND/OR A NUMBER’. Test takers are penalised for writing more than the stated number of words, and test takers should check this word limit carefully for each task. Contracted words will not be tested. Hyphenated words count as single words.</p>
Sentence completion	<p>Test takers are required to read a set of sentences summarising key information from all the listening text or from one part of it. They then fill a gap in each sentence using information from the listening text. A word limit is given, for example, ‘NO MORE THAN ONE WORD AND/OR A NUMBER’.</p> <p>Test takers are penalised for writing more than the stated number of words. (Test takers should check this word limit carefully for each task: the limit is either ONE, TWO or THREE words). Contracted words will not be tested. Hyphenated words count as single words.</p>
Short-answer questions	<p>Test takers are required to read a question and then write a short answer using information from the listening text. A word limit is given, for example, ‘NO MORE THAN THREE WORDS AND/OR A NUMBER’.</p> <p>Test takers are penalised for writing more than the stated number of words. (Test takers should check this word limit carefully for each task.) Contracted words will not be tested. Hyphenated words count as single words. Sometimes test takers are given a question which asks them to list two or three points.</p>

READING

Paper format	Three reading passages, which range from the descriptive and factual to the discursive and analytical, with a variety of questions using a number of task types.
Timing	60 minutes
No. of questions	40
Sources	Texts are taken from books, journals, magazines and newspapers, and have been written for a non-specialist audience. All the topics are of general interest. They deal with issues which are interesting, recognisably appropriate and accessible to test takers entering undergraduate or postgraduate courses or seeking professional registration. The passages may be written in a variety of styles, for example narrative, descriptive or discursive/argumentative. At least one text contains detailed logical argument. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms a simple glossary is provided.
Answering	Test takers are required to transfer their answers to an answer sheet during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised.

Correct answers	Band score
39-40	9
37-38	8.5
35-36	8
33-34	7.5
30-32	7
27-29	6.5
23-26	6
19-22	5.5
15-18	5
13-14	4.5
10-12	4
8-9	3.5
6-7	3

Task type	Format
Multiple choice	Test takers are required to choose the best answer from four alternatives (A, B, C or D), or the best two answers from five alternatives (A, B, C, D or E), or the best three answers from seven alternatives (A, B, C, D, E, F or G). Test takers write the letter of the answer they have chosen on the answer sheet. The questions may involve completing a sentence, where

	<p>they are given the first part of a sentence and then choose the best way to complete it from the options, or could involve complete questions; with the test takers choosing the option which best answers them.</p> <p>The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on. This task type may be used with any type of text.</p>
Identifying information (TRUE/FALSE/ NOT GIVEN)	<p>Test takers will be given a number of statements and asked: 'Do the following statements agree with the information in the text?' They are then required to write 'true', 'false' or 'not given' in the boxes on their answer sheets.</p> <p>It is important to understand the difference between 'false' and 'not given'. 'False' means that the passage states the opposite of the statement in question; 'not given' means that the statement is neither confirmed nor contradicted by the information in the passage.</p> <p>Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.</p>
Identifying writer's views/claims (YES/NO/NOT GIVEN)	<p>Test takers will be given a number of statements and asked: 'Do the following statements agree with the views/claims of the writer?' They are required to write 'yes', 'no' or 'not given' in the boxes on their answer sheet.</p> <p>It is important to understand the difference between 'no' and 'not given'. 'No' means that the views or claims of the writer explicitly disagree with the statement, i.e. the writer somewhere expresses the view or makes a claim which is opposite to the one given in the question; 'not given' means that the view or claim is neither confirmed nor contradicted.</p> <p>Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.</p>
Matching information	<p>Test takers are required to locate specific information within the lettered paragraphs/sections of a text, and to write the letters of the correct paragraphs/sections in the boxes on their answer sheet.</p> <p>They may be asked to find: specific details, an example, a reason, a description, a comparison, a summary, an explanation. They will not necessarily need to find information in every paragraph/section of the text, but there may be more than one piece of information that test takers need to locate in a given paragraph/section. When this is the case, they will be told that they can use any letter more than once.</p> <p>This type of task can be used with any text as it tests a wide range of reading skills, from locating detail to recognising a summary or definition.</p>

Matching features	Test takers are required to match a set of statements or pieces of information to a list of options. The options are a group of features from the text, and are identified by letters. Test takers may, for example, be required to match different research findings to a list of researchers, or characteristics to age groups, events to historical periods, etc. It is possible that some options will not be used, and that others may be used more than once. The instructions will inform test takers if options may be used more than once.
Matching headings	Test takers are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii, etc.). A heading will refer to the main idea of the paragraph or section of the text. Test takers must match the heading to the correct paragraphs or sections, which are marked alphabetically. Test takers write the appropriate Roman numerals in the boxes on their answer sheets. There will always be more headings than there are paragraphs or sections, so that some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example for test takers. This task type is used with texts that contain paragraphs or sections with clearly defined themes.
Matching sentence endings	Test takers are given the first half of a sentence based on the text and asked to choose the best way to complete it from a list of possible options. They will have more options to choose from than there are questions. Test takers must write the letter they have chosen on the answer sheet. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.
Diagram label completion	<p>Test takers are required to complete labels on a diagram, which relates to a description contained in the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The answers do not necessarily occur in order in the passage. However, they will usually come from one section rather than the entire text.</p> <p>The diagram may be of some type of machine, or of parts of a building or of any other element that can be represented pictorially. This task type is often used with texts describing processes or with descriptive texts.</p>
Form, note, table, flow-chart, summary completion	Test takers are given a summary of a section of the text, and are required to complete it with information drawn from the text. The summary will usually be of only one part of the passage rather than the whole. The given information may be in the form of: several connected sentences of text (referred to as a summary), several notes (referred to as notes), a table with some of its cells empty or partially empty (referred to as a table), a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a

	<p>flow-chart).</p> <p>The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text.</p> <p>There are two variations of this task type. Test takers may be asked either to select words from the text or to select from a list of answers. Where words have to be selected from the passage, the instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark.</p> <p>Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. Where a list of answers is provided, they most frequently consist of a single word.</p> <p>Because this task type often relates to precise factual information, it is often used with descriptive texts.</p>
Sentence completion	<p>Test takers complete sentences in a given number of words taken from the text. They must write their answers on the answer sheet. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.</p>
Short-answer questions	<p>Test takers answer questions, which usually relate to factual information about details in the text. This is most likely to be used with a text that contains a lot of factual information and detail.</p> <p>Test takers must write their answers in words or numbers on the answer sheet. Test takers must write their answers using words from the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark.</p> <p>Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. The questions are in the same order as the information in the text.</p>

WRITING

There are two Writing tasks and BOTH must be completed. **60 minutes.**

Answers must be given on the answer sheet and must be written in full. Notes or bullet points are not acceptable as answers. Test takers may write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.

TASK	TIMING	LENGTH	WHAT DO I NEED TO DO?
WRITING TASK 1	20 minutes	150 words	Accurately describe and summarise visual information. The information may be presented in a diagram, map, graph or table
WRITING TASK 2	40 minutes	250 words	Write a discursive essay. You will be given an opinion, problem or issue that you need to respond to. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or challenge an idea.

Task 1 responses are assessed on:

- *Task achievement*
- *Coherence and cohesion*
- *Lexical resource*
- *Grammatical range and accuracy.*

Task 2 responses are assessed on:

- *Task response*
- *Coherence and cohesion*
- *Lexical resource*
- *Grammatical range and accuracy.*

PERFORMANCE DESCRIPTORS. TASK 1	
<p>Task achievement</p> <p>This assesses how appropriately, accurately and relevantly the response fulfills the requirements set out in the task, using the minimum of 150 words. Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task that relates narrowly to the factual content of an input diagram and not to speculative explanations that lie outside the given data.</p>	<p>Coherence and cohesion</p> <p>This concerns overall clarity and fluency: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.</p>

<p>Lexical resource</p> <p>This refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.</p>	<p>Grammatical range and accuracy</p> <p>This refers to the range and accurate use of grammar as manifested in their sentence writing.</p>
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PERFORMANCE DESCRIPTORS. TASK 2	
<p>Task response</p> <p>In both IELTS Academic and IELTS General Training versions, Task 2 requires test takers to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the test takers' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalised.</p>	<p>Coherence and cohesion</p> <p>This assesses the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.</p>
<p>Lexical resource</p> <p>This refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.</p>	<p>Grammatical range and accuracy</p> <p>This refers to the range and accurate use of grammar as manifested in their sentence writing.</p>



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WRITING TASK 1: Band Descriptors (public version)

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



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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; <ul style="list-style-type: none"> 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 			

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WRITING TASK 2: Band Descriptors (public version)

Band	Task response	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 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"> 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 			

SPEAKING

Paper format	The Speaking test consists of an oral interview between the test takers' and an examiner. All Speaking tests are recorded.
Timing	11–14 minutes
Task types	<p>There are three parts to the test and each part fulfils a specific function in terms of interaction pattern, task input and test takers output.</p> <p>Part 1 - the examiner will ask you general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. This part lasts between 4-5 minutes.</p> <p>This part of the test focuses on the ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions.</p>
	<p>Part 2 - you will be given a card which asks you to talk about a particular topic.</p> <p>The examiner gives the test takers a task card which asks the test takers to talk about a particular topic, includes points to cover in their talk and instructs the test takers to explain one aspect of the topic. Test takers are given 1 minute to prepare their talk, and are given a pencil and paper to make notes. The examiner asks the test takers to talk for 1 to 2 minutes, stops the test takers after 2 minutes, and asks one or two questions on the same topic. Part 2 lasts 3–4 minutes, including the preparation time.</p> <p>This part of the test focuses on the ability to speak at length on a given topic (without further prompts from the examiner), using appropriate language and organising ideas coherently. It is likely that the test takers will need to draw on their own experience to complete the long turn.</p>
	<p>Part 3 - the examiner and the test takers discuss issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth. Part 3 lasts 4–5 minutes.</p> <p>This part of the test focuses on the ability to express and justify opinions and to analyse, discuss and speculate about issues.</p>

PERFORMANCE DESCRIPTORS	
<p>Fluency and coherence</p> <p>This refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.</p>	<p>Lexical resource</p> <p>This criterion refers to the range of vocabulary used and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.</p>
<p>Grammatical range and accuracy</p> <p>This refers to the range and the accurate and appropriate use of the test takers' grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.</p>	<p>Pronunciation</p> <p>This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.</p>

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SPEAKING: Band Descriptors (public version)

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 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 	<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 	<ul style="list-style-type: none"> • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies 	<ul style="list-style-type: none"> • uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes 	<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

	<ul style="list-style-type: none">• uses a range of connectives and discourse markers but not always appropriately	<ul style="list-style-type: none">• generally paraphrases successfully with complex structures though these rarely cause comprehension problems	<ul style="list-style-type: none">• sustained• can generally be understood 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 words 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			



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BASIC INFORMATION

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