

Welcome

Why choose IELTS?

IELTS – The International English Language Testing System – is the world’s most popular English language test. It is developed by some of the world’s leading experts in language assessment and evaluates all of your English skills — reading, writing, listening and speaking. The test reflects how you’ll use English to study, work and live in an English speaking environment. It is accepted by more than 10,000 organisations in over 140 countries. In most countries you need proficiency in English language for study, work visa or immigration. This test score serves as proof your command over English language and makes your immigration process easier.

Why us -

- Authorized Center for IELTS from British Council & IDP
- Get Trained by Certified Faculties.
- Highly dedicated faculties with great experience for past few years.
- Mock tests on every Sunday for assessing your ability.
- Exam Oriented approach/ strategies to get the best possible score.
- Additional support for those who are weak in English Grammar, Vocabulary and English Speaking.
- Great techniques to improve your vocabulary and then speaking ability.
- Special tips to bust anxiety, exam phobias or any stress.
- Authorized by “British Council” and “IDP Australia” for test registration.
- Assistance in getting accommodation for outstation students.

Duration - 30 Hours

Test format

Test format – Listening 30 minutes

You will listen to four recordings of native English speakers and then write your answers to a series of questions.

- Recording 1 – a conversation between two people set in an everyday social context.
- Recording 2 - a monologue set in an everyday social context, e.g. a speech about local facilities.
- Recording 3 – a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment.
- Recording 4 - a monologue on an academic subject, e.g. a university lecture.

Assessors will be looking for evidence of your ability to understand the main ideas and detailed factual information, the opinions and attitudes of speakers, the purpose of an utterance and evidence of your ability to follow the development of ideas.

Paper format	<p>There are four sections with ten questions each. The questions are designed so that the answers appear in the order they are heard in the audio. The first two sections deal with situations set in everyday social contexts. In Section 1, there is a conversation between two speakers (for example, a conversation about travel arrangements), and in Section 2, there is a monologue in (for example, a speech about local facilities). The final two sections deal with situations set in educational and training contexts. In Section 3, there is a conversation between two main speakers (for example, two university students in discussion, perhaps guided by a tutor), and in Section 4, there is a monologue on an academic subject.</p> <p>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).

Task types	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.
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 penalized.
Marks	Each question is worth 1 mark

IELTS Listening in detail

A detailed look at the paper with links to related resources:

Task type 1 – Multiple choice

Task type and format	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. Sometimes, test takers are given a longer list of possible answers and told that they have to choose more than one. In this case, they should read the question carefully to check how many answers are required.
Task focus	Multiple choice questions are used to test a wide range of skills. The test taker may be required to have a detailed understanding of specific points or an overall understanding of the main points of the listening text.
No. of questions	Variable

Task type 2 – Matching

Task type and format	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.
Task focus	Matching assesses the skill of listening for detail and whether a test taker can understand information given in a conversation on an everyday topic, such as the different types of hotel or guest house

	accommodation. It also assesses the ability to follow a conversation between two people. It may also be used to assess test takers' ability to recognize relationships and connections between facts in the listening text.
No. of questions	Variable

Task type 3 – Plan, map, diagram labeling

Task type and format	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.
Task focus	This type of task assesses the ability to understand, for example, a description of a place, and to relate this to a visual representation. This may include being able to follow language expressing spatial relationships and directions (e.g. straight on/through the far door).
No. of questions	Variable

Task type 4 – Form, note, table, flow-chart, summary completion

Task type and format	<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 summarize any type of information using the layout to show how different items relate to one another 3. a table: used as a way of summarizing information which relates to clear categories – e.g. place/time/price, 4. a flow-chart: used to summarize 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</p>
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	NUMBER'. Test takers are penalized 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.
Task focus	This focuses on the main points which a listener would naturally record in this type of situation.
No. of questions	Variable

Task type 5 – Sentence completion

Task type and format	<p>Test takers are required to read a set of sentences summarizing 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 penalized 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>
Task focus	Sentence completion focuses on the ability to identify the key information in a listening text. Test takers have to understand functional relationships such as cause and effect.
No. of questions	Variable

Task type 6 – Short-answer questions

Task type and format	<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'. Test takers are penalized 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>
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Task focus	Sentence completion focuses on the ability to listen for concrete facts, such as places, prices or times, within the listening text.
No. of questions	Variable

IELTS Listening – how it's marked? The Listening test is marked by certificated markers, who are regularly monitored to ensure their reliability. All answer sheets, after being marked, are further analyzed by Cambridge Assessment English.

Band score conversion: A Band Score conversion table is produced for each version of the Listening test which translates scores out of 40 into the IELTS 9-band scale. Scores are reported in whole bands and half bands. One mark is awarded for each correct answer in the 40-item test. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalized

Test format – General Reading

60 minutes

The Reading section consists of 40 questions, designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognizing writers' opinions, attitudes and purpose.

IELTS General Training test - this includes extracts from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines. These are materials you are likely to encounter on a daily basis in an English-speaking environment.

IELTS General Training Reading description

Paper format	There are three sections. Section 1 may contain two or three short texts or several shorter texts. Section 2 comprises two texts. In Section 3, there is one long text.
Timing	60 minutes
No. of questions	40
Task types	A variety of question types are used, chosen from the following: multiple choice, identifying information, identifying writer's views/claims, matching information, matching headings, matching

	features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions.
Sources	<p>The first section, ‘social survival’, contains texts relevant to basic linguistic survival in English with tasks mainly about retrieving and providing general factual information, for example, notices, advertisements and timetables.</p> <p>The second section, ‘Workplace survival’, focuses on the workplace context, for example, job descriptions, contracts and staff development and training materials.</p> <p>The third section, ‘general reading’, involves reading more extended prose with a more complex structure. Here, the emphasis is on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of test takers involved, for example, newspapers, magazines and fictional and non-fictional book extracts.</p>
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.

IELTS General Training Reading in detail

A detailed look at the paper with links to related resources:.

Task type 1 – Multiple choice

Task type and format	<p>In this task type, test takers 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). They write the letter of the answer they have chosen on the answer sheet.</p> <p>The questions may involve completing a sentence, in which the ‘stem’ gives the first part of a sentence and test takers choose the best way to complete it from the options, or could involve</p>
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	complete questions, choosing the option which best answers them. 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.
Task focus	This task type tests a wide range of reading skills including detailed understanding of specific points or an overall understanding of the main points of the text.
No. of questions	Variable

Task type 2 – Identifying information

Task type and format	<p>The test taker will be given a number of statements and asked: 'Do the following statements agree with the information in the text?' They then write 'true', 'false' or 'not given' in the boxes on their answer sheets. 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.</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>Any knowledge students bring with them from outside the passage should not play a part when deciding on their answers.</p>
Task focus	This task type assesses the test takers' ability to recognize particular points of information conveyed in the text. It can thus be used with more factual texts.
No. of questions	Variable

Task type 3 – Identifying writer’s views/claims

Task type and format	<p>The test taker will be given a number of statements and asked: ‘Do the following statements agree with the views/claims of the writer?’ They answer ‘yes’, ‘no’ or ‘not given’ in the boxes on their answer sheet. 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.</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. (Any knowledge students bring with them from outside the passage should not play a part when deciding on their answers.</p>
Task focus	This task type assesses the test takers’ ability to recognize opinions or ideas, and is thus often used with discursive or argumentative texts.
No. of questions	Variable

Task type 4 – Matching information

Task type and format	<p>Test takers locate specific information in the lettered paragraphs/sections of a text, and write the letters of the correct paragraphs/sections in the boxes on their answer sheet. 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 relevant information in a given paragraph/section. When this is the case, test takers will be told that they can use any letter more than once. The questions do not follow the same order as the information in the text. This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognizing a summary or definition.</p>
Task focus	This task type assesses the test takers’ ability to scan for specific

	information. Unlike task type 5 (Matching headings), it is concerned with specific information rather than with the main idea.
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Task type 5 – Matching headings

Task type and format	Test takers are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii, etc.), referring to the main idea of the paragraph or section of the text. They must match the heading to the correct paragraphs or sections, which are marked alphabetically, and 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 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. No heading may be used more than once. This task type is used with texts that contain paragraphs or sections with clearly defined themes.
Task focus	This task tests the ability to recognize the main idea or theme in the paragraphs or sections of a text, and to distinguish main ideas from supporting ones.
No. of questions	Variable

Watch Video - IMP -

<https://www.youtube.com/watch?v=oa5Yto0aPK0&t=28s>

Thank You