




# IELTS Booster

A photograph of three young men in a library setting. They are gathered around a table, looking at a laptop screen. The man on the left is pointing at the screen, the man in the middle is smiling, and the man on the right is also smiling. They are all wearing casual clothing like hoodies and caps. The background shows bookshelves filled with books.

## Learn the Technical Insights of IELTS Exam before appearing for the real Exam

Win Your English™ is a group of highly qualified English Professionals who acquired their educational Qualifications and English Language Skills from India, Canada, and Australia. Our unique educational structure facilitates the learners to imbibe the concepts of IELTS and PTE through details to achieve their goals. We strive our best to provide a technologically advanced, Student-centric, ultra-modern, academically and socially vibrant learning centre that offers a safe and supportive educational environment for all. We provide the best IELTS, PTE & Student Visa Services.

Our objective is to impart professional English Learning Skills and to create transformative educational experience for IELTS & PTE learners to cultivate their basic concepts and help them to attain their desired result.

Win Your English™ is the most trustable brand known for providing authentic, genuine and accurate advice on Student Visa. We provide personalized guidance and complete assistance as per the latest visa rules for Canada, Australia, New Zealand, Europe, and the USA for the documentation, filling up an application form, preparation of financial statement and visa interview.

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## IELTS enables you to Study or Settle Abroad

This booklet provides an overview of the IELTS exam and some essential tools and techniques to help you to prepare.

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# What is IELTS ?

The International English Language Testing System (IELTS) is designed to assess the language ability of people who want to study or work where English is the language of communication. It is the most renowned English language test in the world. If you're planning to study, work or migrate to abroad on permanent basis, then to clear IELTS test with specified score would help you to achieve your dream.

People take this English language test to apply for higher education in abroad or to migrate other countries. IELTS is being accepted globally by colleges, educational institutions, companies, professional bodies and government organisations in the UK, the USA, Australia, Canada, New Zealand, Singapore, Europe and 140 more countries around the world.

Win Your English™ offers the most comprehensive & detailed IELTS training so that all the students get an opportunity to imbibe the tactics of IELTS in detail.



## Introducing computer – delivered IELTS

You now have the choice between taking IELTS on paper or on computer. With computer – delivered IELTS there are more test dates and sessions available, allowing you to choose a test time most convenient for you .

- Result in 5-7 days
- More tests, more days of the week
- Face – to – Face Speaking

The IELTS band score scale

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

However, its entirely your choice to appear for IELTS paper or computer delivered exam. At Win Your English™, our trainers are expert to tech you IELTS in both domains.



# Difference between IELTS Academic and IELTS General ?



**Before booking your test, understand if you need IELTS Academic or IELTS General Training.**

Every year millions of people prepare for IELTS globally but it's a confusion to many that whether to pursue IELTS General or Academic? Both tests have their own significance and usage.

If you are planning to enrol in college or university abroad, then you will need to crack the IELTS Academic. As it is essential to clear the IELTS Academic with required band score before applying for Student Visa. On the other hand, IELTS General is the mandatory requirement for migration purposes such as Permanent Residency. At Win-Your-English™ we have Ph.D. English Trainers to teach both types of IELTS exams.

**In both IELTS Academic and IELTS General Training tests, you are tested on all four language skills – Listening, Reading, Writing and Speaking – unless you have an exemption due to a disability. Everyone takes the same Listening and Speaking tests. There are different Reading and Writing tests for IELTS Academic and IELTS General Training.**

IELTS Academic	IELTS General Training
<b>Listening*</b> (30 minutes) ·For recorded monologues and conversations	<b>Listening*</b> (30 minutes) ·Four recorded monologues and conversations
<b>Writing</b> (60 minutes) Summarise, describe or explain a table, graph, chart or diagram ·Short essay task of at least 250 words	<b>Writing</b> (60 minutes) ·Letter writing task of at least 150 words ·Short essay task of at least 250 words
<b>Reading</b> (60 minutes) ·Three long reading passages with tasks ·Texts may include diagrams, graphs or illustrations ·Texts are taken from books, journals, magazines and newspapers	<b>Reading</b> (60 minutes) ·Section 1 contains two or three short factual texts ·Section 2 contains two short, work-related, factual texts ·Section 3 contains one longer text on a topic of general interest ·Texts are authentic and taken from notices, advertisements, company handbooks, official documents, books and newspaper
<b>Speaking</b> (11 to 14 minutes) ·Face-to-face interview without disruptions or distractions ·Includes short questions, speaking at length about a familiar topic and a structured discussion	<b>Speaking*</b> (11 to 14 minutes) ·Face-to-face interview without disruptions or distractions ·Includes short questions, speaking at length about a familiar topic and a structured discussion

\* The Listening and Speaking sections are the same for both IELTS Academic and IELTS General Training.

# Computer or paper

## Your IELTS, your choice

Whether you take IELTS on paper or computer, you can be confident that you are taking same trusted English language tests.



	Computer-delivered IELTS	Paper-based IELTS
Delivery	Listening Reading Writing	Listening Reading Writing
	Speaking Face-to-face Speaking test with a certified IELTS examiner.	
Results Available	5-7 days	13 days
Booking & Registration	Look for computer icon when booking your test	Look for a paper icon when booking your test
Test availability	Up to 5 days a week*	Up to 48 days per year (Thursday and Saturdays)
Length of the test	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)

\*Please check with your local test centre for the available computer-delivered IELTS sessions.

## IELTS is still the world`s leading high-stakes test with no change in:

- Content
- Timings
- Question types
- Marking
- Security arrangements
- Speaking test delivery (face-to-face)

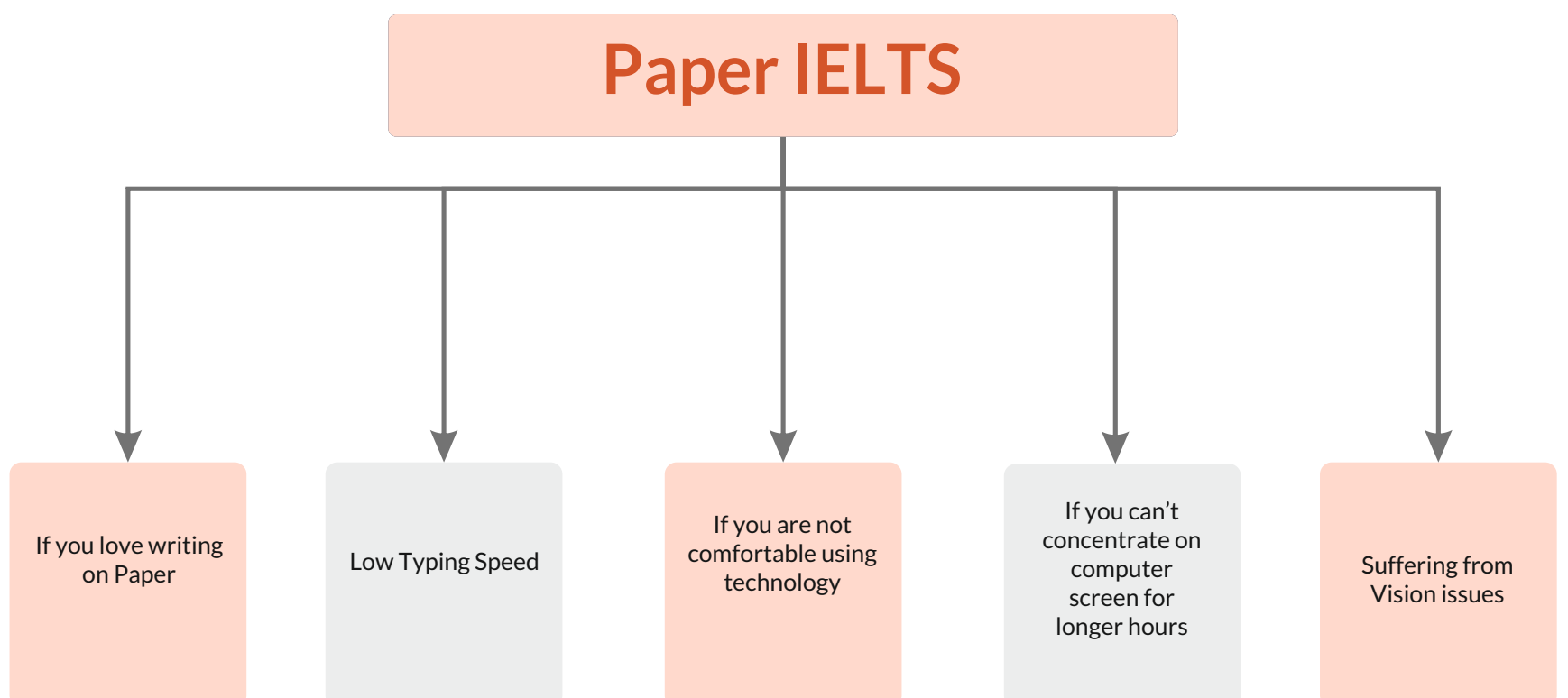
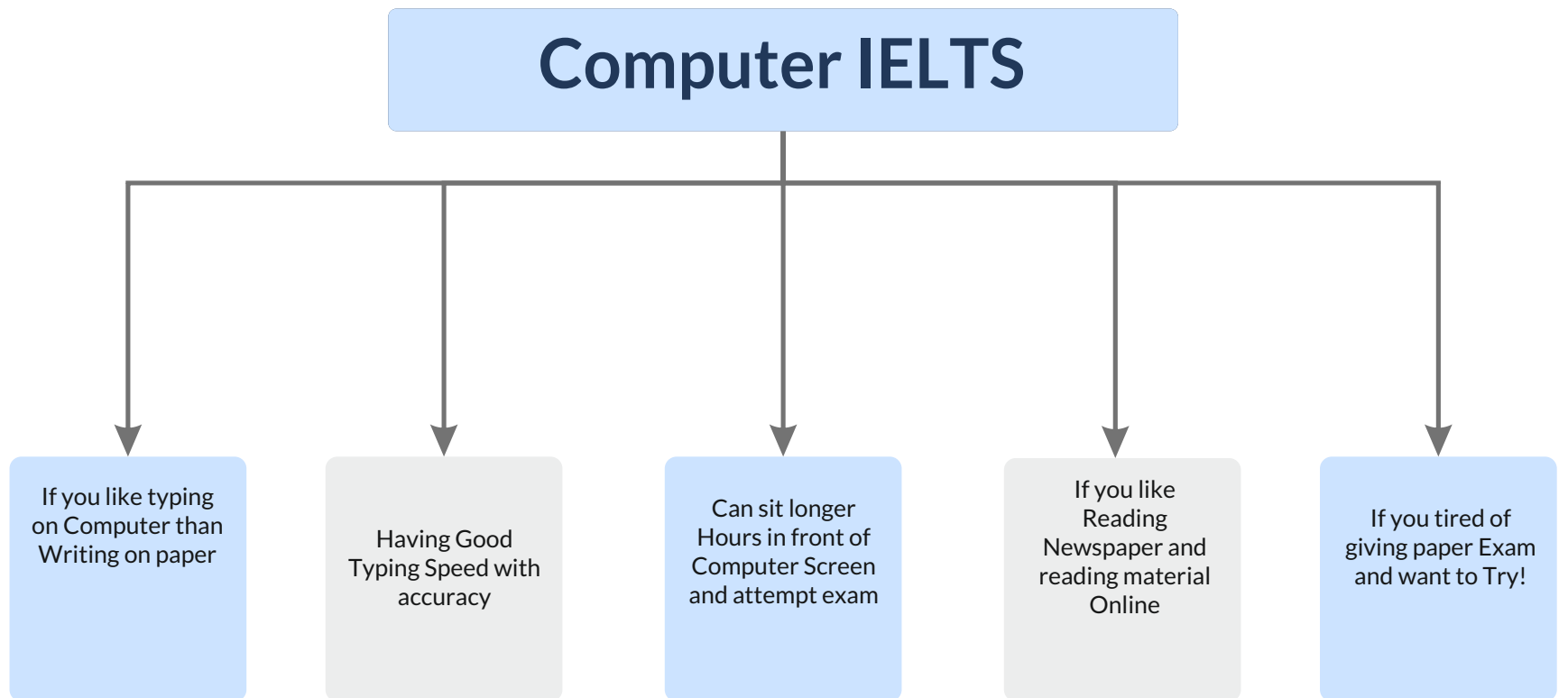
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# Which IELTS is best for you?

Computer – delivered IELTS or paper – delivered IELTS?

The choice is yours, let`s explore.



\*Please note that the flowcharts is for reference purpose only. Choose the best option based on your references.

# IELTS

## nine-band scale



Your performance on test day in each language skill – Listening, Reading, Writing and Speaking – is reported as band score on a scale of 1 (the lowest) to 9 (the highest). All parts of the test and the overall band score are reported in wholes or half bands (e.g. 6.0, 6.5, 7.0, 7.5, etc.).

9	Expert User	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex, detailed argumentation well.
7	Good user	Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handle complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, although is likely to make mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non-user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.



# Tips for your Listening test



## Listening test format – 30 minutes

The Listening section is the same for both versions of IELTS (Academic and General Training). There are four parts. You will hear the recording only once. A variety of voices and native-speaker accents are used.

**Section 1:** A conversation between two people set in an everyday social context (e.g. a conversation about accommodation).

**Section 2:** A monologue set in an everyday social context (e.g. a speech about facilities or about arrangements for meals during a conference).

**Section 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, or a group of people planning a project).

**Section 4:** A talk (e.g. a university lecture).

## Tips

1. At the beginning of each section read the questions for that section carefully, before the recording starts. This will help you to follow the recording and identify the answers.

2. After completing a section, it is better to look ahead and read the questions for the next section than to worry about the last section.

3. You will sometimes have list of options to choose from as answers. The possible answers may be listed in alphabetical order and not necessarily in the order you will hear them.

4. Be careful to note word limits. If there is an instruction: write no more than two words, writing more than two words will mean you will receive no marks at all for you answer, even if some of the words are correct.

5. Try to listen for key words or synonyms (words that have the same or nearly the same meaning as another word) from the question to help you identify the answer. For example, in the recording you might hear: "She likes going to the gym and playing tennis. On your answer sheet/screen (in computer-delivered IELTS), this could appear as "She is an active person."

6. You may be asked to write down words that have been spelled out in the recording. In order to do this well, you need to know the English alphabet and how each letter is pronounced (for example, the letter 'W' is pronounced as 'double-u').

7. Listen carefully for words that indicate which stage of the recording you are listening to, e.g. 'firstly', 'my next point', 'to sum up'. These words will help you identify which question you have reached.

8. As you are listening to the recording, cross out options that don't fit. This makes it easier for you to find the right answer.

9. If you are writing dates as an answer to any question, remember that there are several correct ways to write them (e.g. 24th April, April 24 and 24 April are all correct).

10. If there are questions you cannot answer leave them and move to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.

11. In paper-based IELTS, after the last recording has ended you have 10 minutes to transfer your answers from the Listening booklet to your answer sheet. Don't make the mistake of copying these answers across to the answer sheet in between sections or you may miss important information about the next section of the test. Wait until the end of Section 4 before transferring your answers.

**Note:** There is no 10 minutes of transfer time for computer-delivered IELTS.

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# Want to Get 9 Bands in Listening?



## Yes Its Possible to Score 9 in IELTS Listening!

### Read till End to Know the Secret to Achieve Higher Bands

- Find the core topic in which you are crazy about and start listening, watching and exploring English Movies, Radio Channels, YouTube Videos, Audio Books & TED Talks. With the continuous practice of suggested mediums, your listening skills will improve dramatically. For example, if you are in marketing profession and your core interest is Digital Marketing then you can listen Audio books by experts such as Neil Patel. Similarly, find your niche topic, explore about subject matter expert on Google and listen regularly for improving the listening skills.
- Listen Attentively & Carefully, Yes, listening actively can help improve your spelling, grammar and vocabulary. It a key to boost your English Listening Skills. Make yourself familiar with different types of English accents. To practice regional accents listen Regional Radio Stations
- Understand the IELTS Listening pattern and instructions completely. Keep in mind all the necessary announcements before and during the test.
- Look for word indicators, Listen for words-indicators, such as but, however, then, finally. These words will indicate you that what the speaker will try to explain.
- Do not write the answer in hurry, Re-think and Review, sometimes the complete information discloses into next line.
- Familiarize yourself with the variety of question types. This will help you to understand the context, format and tricks of the listening questions. To help you with this, you should use genuine practice IELTS past papers.
- Review for mistakes, rectify and never leave any question unattempted.



# Tips for your Reading test



## Reading test format – IELTS Academic, 60 minutes

There are three sections, each containing one long text.

The texts are all real and are taken from books, magazines and newspapers. The texts have been written for a non-specialist audience and are on academic topics of general interest, which means you do not need specialist knowledge to do well.

The texts are appropriate to, and accessible to, candidates entering undergraduate or postgraduate courses or seeking professional registration.

Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations.

If texts contain technical terms, then a simple glossary is provided.



## Reading test format – IELTS General Training, 60 minutes

There are three sections.

**Section 1:** Contains two or three short factual texts, one of which may be composite (consisting of 6-8 short texts related by topic, e.g. hotel advertisements). Topics are relevant to everyday life in an English-speaking country.

**Section 2:** Contains two short factual texts focusing on work-related issues (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training).

**Section 3:** Contains one longer, more complex text on a topic of general interest. You will be reading real passages taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers.

## Tips

1. To improve your performance in the Reading test you need to practise reading a variety of English texts. This will help you develop the ability to read quickly.
2. Read every question carefully first before reading the passages. This will make it easier for you to find the answers. Underline possible answers as you go. In computer-delivered IELTS, you can highlight or make notes on a section of text.
3. When you come to reading the passage, read it quickly the first time in order to get a general idea of what it's about. Don't worry about words you do not understand. Then read each question again to remind yourself which parts of the passage you will need to read again in detail.
4. The Reading passages always contain the information you need to answer the question. You won't have to use your own knowledge of a topic.
5. If you are copying words from a question or reading passage to use in your answer, remember that your spelling must be accurate.

6. The Reading test may sometimes include questions that test your overall understanding of a passage. For example, the question may ask what the topic of a particular passage is. Try underlining or highlighting key words and ideas in each paragraph as you read to help you understand the key message of each passage.
7. Circle, underline or highlight key words as you read. For example, if a reading passage contains many place names or dates, circle or highlight them as you go along. This will make it easier to find these details later if they come up in any of the questions.
8. If you are asked to label a diagram, you will find the words you need in the text. Be sure to copy them carefully from the text with the correct spelling.
9. If there are questions you cannot answer, leave them and move on to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.
10. In paper-based IELTS, make sure you write down your answers for the Reading test on the answer sheet – not the question paper. There will be no extra time to transfer your answers after the Reading test.

# Want to Get 9 Bands in Reading?



## Yes, It's Possible! Follow these IELTS Reading Tips!

### Read till the end to learn the Secret to Achieve Higher Bands in IELTS Reading

- First and foremost, activity is to improve IELTS reading; practicing reading skills every day. You can improve IELTS reading by skimming, scanning and reading quality English newspapers & magazines such as The Times of India, The Hindu, The Tribune, Hindustan Times, Indian Express, Financial Times, Forbes, Femina, Competition Success Review etcetera. Moreover, It has been seen that regular practice of reading habit improves the results profoundly.
- Furthermore, read the asked “Question” carefully, look for focused information. Convert it into your “Mother tongue” For example, if your first language is Punjabi then convert that English sentence into the Punjabi language in your mind. Besides, try to understand what exactly the question is asking about.
- In addition to this, mark the keywords, synonyms and related information in the passage. Give special attention to dates, numbers, locations, and symbols. Sometimes answers can be tracked in semi seconds just to skim the numbers and special characters.
- Do not write the answer in hurry, Re-think and Review sometimes the complete information discloses into the next line.
- Familiarize yourself with a variety of question types. This will help you to understand the context, format, and tricks of the Reading questions. However, to help you with this, you should use genuine practice IELTS past paper.
- Last but not the least, review for mistakes, rectify and never leave any question unattempted.



# Tips for your Writing test



## Writing test format – IELTS Academic, 60 minutes

There are two parts. Responses to Task 1 and Task 2 should be written in an academic, semi-formal or neutral style.

**Task 1:** You are presented with a graph, table, chart or diagram and are asked to summarise and report the information in your own words. You may be asked to select and compare data, describe the stages of a process, describe an object or how something works.

**Task 2:** You are asked to write an essay in response to a point of view, argument or problem. Task 2 contributes twice as much as Task 1 to the Writing score.

The issues raised are of general interest to, suitable for and easily understood by test takers entering undergraduate or postgraduate studies or seeking professional registration.



## Writing test format – IELTS General Training, 60 minutes

There are two parts. Topics are of general interest.

**Task 1:** You are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal, semi-formal or formal in style.

**Task 2:** You are asked to write an essay in response to a point of view, argument or problem. The essay can be less formal in style with a more personal response than the Academic Writing Task 2 essay. Task 2 contributes twice as much as Task 1 to the Writing score.

## Tips

1. In your Writing test there are no right or wrong answers or opinions. The examiners are assessing how well you can use your English to report information and express ideas.
2. Analyse the questions carefully to make sure your answer addresses all the points covered by the question.
3. Notice the minimum word limit. If you write less than 150 words for Task 1 and less than 250 for Task 2, you will lose marks.
4. Be careful to use your own words because the examiner will not include words copied from the question in the word count.
5. You must write both your answers in full, not in note form or in bullet points. You must arrange your ideas in paragraphs, to show the examiner that you are able to organise your main and supporting points.
6. You do not have to write very long sentences to do well in your Writing test. If sentences are too long, they will become less coherent and also make it harder for you to control the grammar.
7. In Academic Writing Task 1 you have to select and compare relevant information from data presented in a graph, table or diagram. In your introduction, do not copy the text from the question. Use your own words. You shouldn't try to interpret or give reasons for the data; keep your response factual.

8. Task 2 of the Academic Writing test is an essay. Don't forget to plan your essay structure before you start writing. You should include an introduction, ideas to support your argument or opinion, real-life examples to illustrate your points, and a conclusion based on the information you have provided.
9. You have 40 minutes to write your Task 2 essay. Make sure you give yourself up to five minutes to plan your answer before you start writing. Also leave five minutes at the end to review your answer and check for mistakes.
10. Make your position or point of view as clear as possible in your essay for Academic Writing Task 2. Your last paragraph should be a conclusion that is consistent with the arguments you have included in your essay.
11. Memorising a model answer for the Writing test won't help you. The examiner will see that your answer does not match the topic of the essay.
12. Many candidates confuse singular and plural nouns. For example, the plural form for many nouns includes an 's' – students, journals, articles, issues. Pay attention to this when writing/typing (in computer-delivered IELTS).
13. Take care to spell words correctly. Standard American, Australian and British spellings are acceptable in IELTS.

# Want to Get Higher Bands in IELTS Writing?



## Yes, It's Possible! Follow these IELTS Writing Tips!

### Read till the end to learn the Secret to Achieve Higher Bands in IELTS Writing

- It is imperative to improve IELTS Writing before the final IELTS exam; practicing writing skills every day. You can improve IELTS writing by writing essays on everyday topics. The best way to do this is to develop your habit of writing a journal or a daily diary of your life. Every day, write inspirational quotes, dreams, IELTS topics, daily life happenings, stories, prayers, achievements, or anything which fascinates you the most.
- For best IELTS preparation, analyze English newspapers, magazines, or storybooks, look for the English language structure. A combination of 3 forms of sentences will fetch more bands in writing. These three forms are simple, compound, and complex sentences. Never write Task -2 with only one variety of sentences, color your task with a mixture of all three.
- Apart from above, Familiarize yourself with a variety of writing Task-1 & Task-2 topics. This will help you to understand the context, format, and tricks of the writing questions. However, to help you with this, you should use genuine practice IELTS past paper.
- Furthermore, Read the asked "Question" carefully, look for focused information. Convert it into your "Mother tongue" For example, if your first language is Punjabi then convert that English sentence into the Punjabi language in your mind. In addition to this, try to understand what exactly the question is asking about.
- Next, Build a writing plan quickly, it includes how to attempt Task-1 and Task-2. The plan includes a selection of right structure, sentences, vocabulary, task length & time management. You will not get extra time to attempt the given sections, hence, adequate planning is a key to crack IELTS writing exam.
- Similarly, Start attempting Task-2 first as its having more marks weightage than Task-1, but it doesn't mean that you have to be lenient about Task-1. It is as much important as Task -2. Ergo, it's necessary to attempt both sections completely. Moreover, always pay attention to Coherence. Besides, there should be a perfect logic between sentences and paragraphs.
- Last but not the least, keep time to review mistakes, revise both tasks, and rectify all the mistakes. Keep the text in word limits and never leave any question unattempted. We wish all the IELTS aspirants all the very best.

[Click here to know more](#)



# Tips for your Speaking test



## Speaking test format – 11 - 14 minutes

The Speaking section is the same for both versions of IELTS (Academic and General Training). In computer-delivered IELTS, the Speaking test remains face-to-face with a certified IELTS examiner. There are three parts. The test is recorded.

**Part 1:** Introduction and interview (4–5 minutes). The examiner introduces him/herself and asks you to introduce yourself and confirm your identity. The examiner asks you general questions on familiar topics (e.g. family, work, studies and interests).

**Part 2:** Individual long turn (3–4 minutes). The examiner gives you a task card that asks you to talk about a particular topic and which includes points you can cover in your talk. You are given one minute to prepare your talk, and you are given a pencil and paper to make notes. You talk for one to two minutes on the topic. The examiner then asks you one or two questions on the same topic.

**Part 3:** Two-way discussion (4–5 minutes). The examiner asks further questions that are connected to the topic of Part 2. This gives you an opportunity to discuss more general issues and ideas.

## Tips

1. In the lead up to the Speaking test, make sure you take the time to practise speaking English – with friends, at work and on the phone. You should also consider recording yourself, so that you are confident speaking English during your test.
2. There are no right or wrong answers in the Speaking test. The examiner will assess you on how well you can express your ideas and opinions in good English.
3. It will help you to feel relaxed if you imagine you are talking to a friend. Remember that you are not being assessed on your opinions, rather on your use of English.
4. Try to avoid repeating the words used in the examiner's question. Use your own words to show the examiner your full ability.
5. Speak clearly and at a natural pace. If you speak too quickly, you may make mistakes or pronounce words incorrectly.
6. Answer in as much detail as you can. Don't just answer 'yes' or 'no'. Try to develop your response to each question – draw on your own experience and give examples. The examiner wants to hear whether you can talk at length on a range of topics.
7. Use the correct verb tense when answering questions in the Speaking test. Listen carefully to the question and notice which verb tense is used. For example, if the question is 'What kind of...

...of music do you like?' (in the present tense) your answer should also be in the present tense (e.g. 'I like pop music best'). You can go on to use other tenses as you extend your response, e.g. 'I haven't always enjoyed that kind of music...!'

8. Practise the pronunciation of numbers to be sure that your meaning is clear. For example, many numbers can sound very similar when spoken, so be sure to say them clearly, e.g. 'Thirty' and 'Thirteen', 'Forty' and 'Fourteen', 'Fifty' and 'Fifteen', etc.
9. It is better to use simple, commonly used vocabulary and to use it correctly than to use advanced vocabulary that you are unsure about. However, to get a high score, you must show you know how to use more advanced vocabulary.
10. In Part 2, the examiner will give you a task card and some paper. You then have one minute to prepare your answer. First think about the topic and then decide which is the most appropriate tense to use in your response. You should use the same tense(s) as the questions on the card.
11. Try to answer as fully as possible and give reasons for your answers. This will help you to use a wider range of vocabulary and grammar.



# Do You Want High Bands in IELTS Speaking Test?



## Well, of course, you can.....do you need a formula on how to score higher in the IELTS Speaking Test?

The REAL question is – how do you get more Bands in IELTS SPEAKING Interview?  
There are countless tactics and strategies out there, so where do you start?  
Where do you focus your time?

**Use the Power of Imagination:** Imagination is the key. We all human beings are blessed with the natural power of imagination so why not use it constructively? In everyday life, we knowingly or unknowingly use the power of imagination. This is what we have to use in front of Examiner. For instance, if you are living in a small town and the examiner asks you to describe your city. If you are not sure about what to describe specifically about your city. Then you can imagine a metropolitan and describes it by giving it the name of your city. The point here is, the examiner would not going to test your geographical and factual information. He or she will test your sentence structure, fluency, coherence, and creativity of language.

**Professional Body Gesture:** A professional body posture during the interview plays an indispensable role. It puts a positive impression on the examiner too. Sit straight, be polite and control the movements of your eyes and hands. Practice the right body posture every day at the front of the mirror.

Owing to your surroundings, situations, internal and external factors you feel miserable, helplessness, low esteemed and lack of confidence which in reality is a cause of low band score in the IELTS speaking exam. Due to anxiety and lack of spirit you unable to perform well, hence, it's mandatory to master the skill of body gesture. Every day put yourself into an interview environment for at least 15 to 20 minutes, so that, you will be fully equipped before the real IELTS interview.

**Practice Fluency:** Fluency is another pillar to acquire higher bands in the IELTS speaking test. Read English newspaper, journal or magazine aloud in front of the mirror for at least 30 minutes every day. Once you will inculcate the art of fluency then it will definitely benefit you to achieve higher bands.

**Paint Your Life with English:** Once you start IELTS preparation at that very moment start incorporating the English language in your everyday life. Start thinking and assuming everything, every situation and every moment in English, with the continuous efforts you would find that your brain has soaked English well and now you can convert any of your regional conversation in the English language. The practice and mastery of this skill will certainly lead to the higher bands in the speaking test.

**Develop Listening Skills:** Yes, developing listening skills aid in gaining higher bands in speaking. Effective listening is very crucial for the success of the IELTS speaking test. For example, if the candidate is unable to grasp the exact point which interviewer asks then the entire speaking test would go into the vein. Hence, listening to English music, radio or watching English movies can be efficacious to develop your listening skills to crack IELTS speaking test.

**Practice the Timings:** Time is a big constraint in the IELTS exam. You will not get extra time to elaborate on your points so it's must that you practice at least 20 mock interviews before appearing for real exam. In just two minutes you have to introduce the topic, cover the asked points and conclude the topic. This process requires a disciplined approach and tactics. Ergo, it is cardinal to practice the timings before the real exam.

**Hone Your Knowledge:** Keep abreast of current speaking topics. Read the newspaper every day & practice the existing topics with bounded time limits. Update your knowledge about the latest IELTS speaking topics and practice it every day.

# How your skills are assessed



**There is no pass or fail in an IELTS test – your test results provide a profile of your ability to use English.**

## The nine-band scoring system

IELTS uses a nine-band scoring system to measure your test results. You will receive individual scores for each of the four skills in Listening, Reading, Writing and Speaking, and an overall band score on a scale of 1 (the lowest) to 9 (the highest)

## Marking performance fairly

Examiners do not see any of your personal details (including any previous scores if you have sat the test before), which ensures that they mark your performance anonymously and fairly. Different examiners also mark different sections of your test.

## Assessed by highly qualified examiners

Your test results are assessed by examiners who are highly qualified and experienced English language professionals. They work to clearly defined criteria and are subject to extensive and detailed quality control procedures.

## Global assessment criteria

Your IELTS test is marked with the same assessment criteria used all over the world. You are no more likely to receive a higher band score in one country than another.

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# Speaking assessment criteria

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
<b>9</b>	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of pronunciation features with precision and subtlety</li> <li>sustains flexible use of features throughout is effortless to understand</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of pronunciation features</li> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>Speaks at length without noticeable effort or loss of coherence</li> <li>may demonstrate language-related hesitation at time, or some repetition and/or self-correction</li> <li>uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topic but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of pronunciation features</li> <li>attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>speaks with long pauses</li> <li>has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>uses simple vocabulary to convey personal information</li> <li>has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>makes numerous errors except in memorised expressions</li> </ul>	<ul style="list-style-type: none"> <li>shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>pauses lengthily before most words</li> <li>little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>only produces isolated word or memorised utterances</li> </ul>	<ul style="list-style-type: none"> <li>cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>speech is often unintelligible</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>no communication possible</li> <li>no rateable language</li> </ul>			
<b>0</b>	<ul style="list-style-type: none"> <li>does not attend</li> </ul>			

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# Writing assessment criteria-Task 1

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirement of the task sufficiently</li> <li>presents, highlights and illustrates key features/bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>use paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(A) presents a clear overview of main trends, differences or stages</li> <li>(GT) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(A) presents an overview with information appropriately selected</li> <li>(GT) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>(A) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>(GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling</li> <li>errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			



# Writing assessment criteria-Task 2

Band	Task response	Coherence and cohesion	Lexical resources	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meaning</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>present some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

# Practice Speaking Topics



Good news that you heard/received/read on the internet.

*A subject you did not like when you were at school but now you find interesting.*

Describe a time when you showed or taught a young person how to do a thing.

*A person you would like to study or work with.*

Something you bought but did not use much.

*Talk about a public facility that improves/influence local life quality.*

A book you want to write.

*Talk about a friend or person who recently got success.*

Describe a person you wanted to be similar to when you were growing up.

*Describe a situation when you did not have enough time.*

The historical period you want to know more about.

*Describe a time when you found something that someone lost.*

Describe your idea of a perfect home or dream house.

*Describe a place such as a park or sports ground which has developed in your city for the betterment of people.*



# Practice Writing Topics



Some feel that countries should produce most of the food that is eaten in their country and import as little as possible.

To what extent do you agree or disagree?

Some old people today struggle with the use of modern technologies such as smartphones and computers.

What is the cause of this?

What are some possible solutions?

In the future, people may have to live on other planets. Some think that is therefore important to spend money researching other planets such as Mars.

To what extent do you agree or disagree?

Even though doctors advise old people to get more exercise, many old people do not get enough.

What are the reasons for this?

What are some possible solutions for this?

Governments should spend more money on medical research and less on researching the environment.

To what extent do you agree or disagree?

Many parents today do not spend much time with their children.

Why is this?

Does this affect parents or children more?

After graduation many students take a year to travel. Some think that it would be more useful to work for a year.

To what extent do you agree or disagree?

The increase in the production of consumer goods results in damage to the natural environment.

What are the causes of this?

What can be done to solve this problem?

[Click here to know more](#)

# What to do 1 day before IELTS exam?

## Do you want to know how people obtain higher bands in ielts exam!



They do not do different things ielts exam but they just do things differently. Adequate ielts preparation, in-depth analysis and a disciplined approach help to procure higher ielts band scores.

These mantras apply in both academic ielts and general ielts, paper based ielts or online ielts test. After extensive ielts coaching and rigorous ielts exam preparation some students get confuse at the last moment before the ielts exam and that is very dangerous.

This blog will help you to build a successful strategy so you will give your best in the final IELTS exam which you have been preparing for a while. Here are 5 important points to keep in mind:

### Relax and stop studying

You might have attempted various ielts mock test, ielts sample test, ielts sample paper, ielts practice test and read many ielts books and ielts vocabulary sheets. IELTS preparation is never ending process, hence, it's better to relax you mind as you have already put all your hard word in studying and getting all the known you need to have to clear this exam , so one day of study will do not do any good and you will be more confused. It's better to relax yourself and start to get right frame of mind for the IELTS paper.

### Review your exam strategies

Do not read books or paper for any strategy but, in your head mentally review of what you are going to do during IELTS exam. You should have a strategy like what will you do first? i.e. will you attempt IELTS writing task 2 or IELTS writing task 1?, Well we recommend to start with writing task 2 as it carries more band weightage. At [Win Your English™](#) we teach students about the essential techniques of all four modules. Similarly, brainstorm that what ielts techniques you will implement in ielts reading, ielts listening and ielts speaking to get higher band scores. Analyze the questions well implement your pre-defined strategy and stay focused to attempt the exam well.

### Visualize your succeeding

When you imagine yourself doing the ielts exam, don't be afraid or scared. Let your imagination create a confidence within yourself to crack the exam. Imagine the best of you giving 100% in IELTS exam, it will give you post vibes and confidence to do better in exam.

### Prepare your exam materials

Check on your pencils, inventory card, passports, or any other documents which are required at the exam hall. Do not forget any necessary material or document at home as it will waste your time and you might get late for the exam.

### Be confident of your ability

Attempt exam by assuming yourself as an IELTS expert. Have faith in yourself, you have done so much of hard work by studying for a while to clear this IELTS exam. Tell yourself that you are ready for the exam, you have worked really hard to improve your skills and knowledge to crack the exam.

**IELTS exam is the gateway to get admission in foreign colleges and universities. IELTS score is mandatory to apply for student visa to study in Canada, Australia and other major countries. Well IELTS exam is just not a requirement to fill but it will help you to communicate in abroad well. If you will improve your English then it would be easy for you to settle in English speaking countries and get the desired job. So do ielts to improve your language skills and not just merely fulfilling the visa requirements.**



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