

IELTS

[International English
Language Testing System
English for international opportunity

Handbook January 2002



Subject Manager (IELTS)
University of Cambridge
Local Examinations Syndicate
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Tel: 44 1223 553355
Fax: 44 1223 460278
E-mail: ielts@ucles.org.uk

The British Council
Bridgewater House
58 Whitworth Street
Manchester
M1 6BB
United Kingdom

Tel: 44 161 957 7755
Fax: 44 161 957 7762
E-mail:
general.enquiries@britishcouncil.org

The Manager, IELTS Australia
IDP Education Australia
GPO Box 2006
Canberra
ACT 2601
Australia

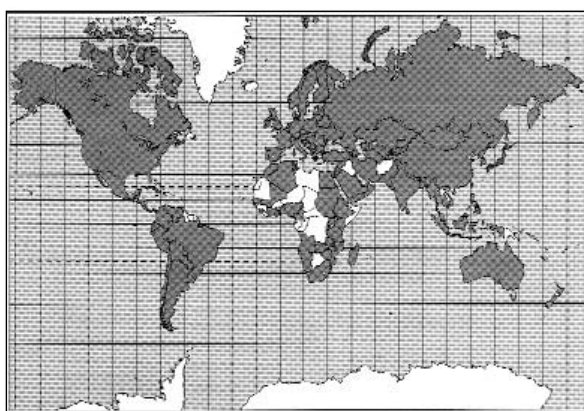
Tel: 61 2 6285 8222
Fax: 61 2 6285 3233
E-mail: ielts@idp.edu.au

Manager, North America
Cambridge Examinations and
IELTS International
100 East Corson Street
Suite 200
Pasadena, CA 91103
USA

Tel: 1 626 564 2954
Fax: 1 626 564 2981
E-mail: bmeiron@ceii.org

Test Centres

At the time of going to print IELTS can be taken at 251 approved test centres in over 105 different countries. The test is administered centrally by UCLES but the test centres supervise the local administration of the test and ensure the provision of qualified and trained examiners. The shaded areas on the map below indicate countries where IELTS test centres are located. For a full address list of centres please refer to pages 27 to 36.



Shaded areas indicate countries with IELTS test centres.

Test Dates

IELTS is not held on set dates during the year. Test centres can arrange an IELTS administration at any time, according to local need. Most centres conduct a testing session at least once a month and more often at peak times. Special test sessions are easily arranged for particular sponsors or institutions. Individual test centres should be contacted for their current programmes.

Candidates are not allowed to repeat the test within three months at any centre.

Academic and General Training candidates

Candidates must select either the **Academic** or **General Training** Reading and Writing Modules depending on the stated requirement of their sponsor or receiving institution.

The **Academic** Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level.

Admission to undergraduate and postgraduate courses should be based on the results of **Academic** Modules.

The **General Training** Reading and Writing Modules are not designed to test the full range of formal language skills required for academic purposes.

The emphasis of **General Training** is on basic survival skills in a broad social and educational context. It is suitable for candidates who are going to English speaking countries to complete their Secondary education, to undertake work experience or training programmes not at degree level, or for immigration purposes to Australia and New Zealand.

Test Format

All candidates are tested in listening, reading, writing and speaking. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules.

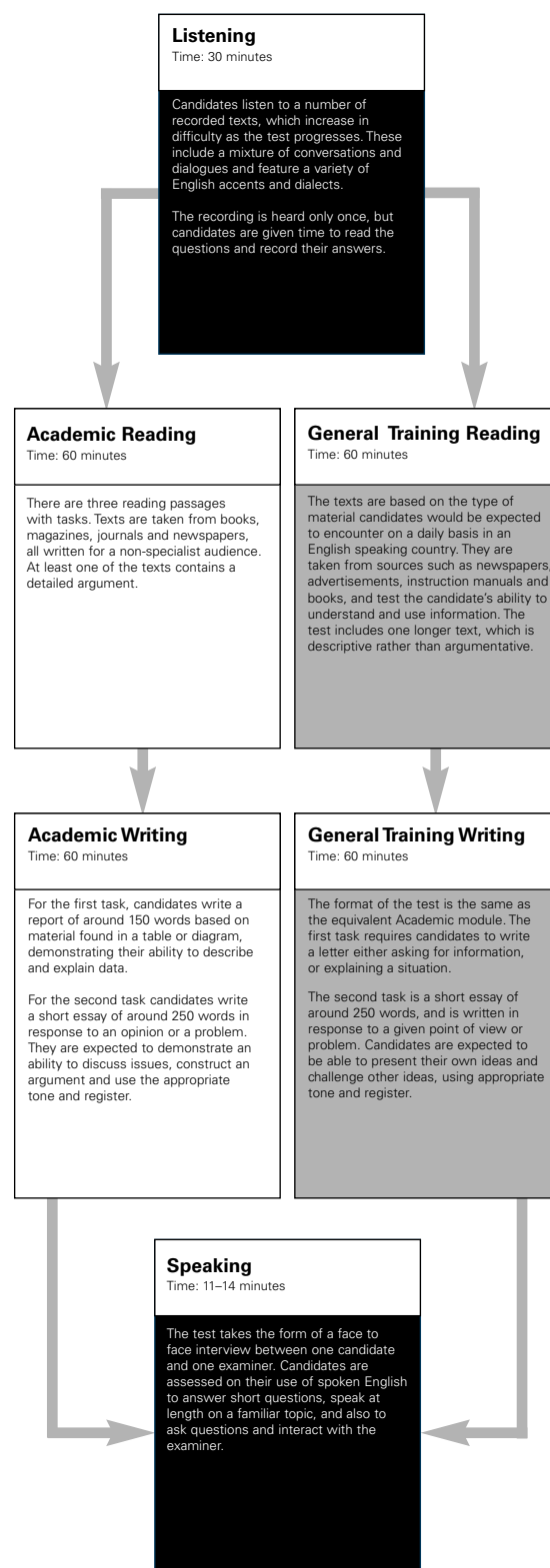
The first three modules – Listening, Reading and Writing – must be completed in one day. The Speaking Module may be taken, at the discretion of the test centre, either seven days before or after the other three modules (effective from February 2002).

A computerised version of IELTS Listening, Reading and Writing Modules (CBIELTS) will be available at selected centres during 2002. Candidates who choose to take CBIELTS Listening and Reading can opt to take the Writing Module on screen or on paper.

CBIELTS centres will continue to offer paper-based IELTS; candidates will be given the choice of the medium in which they wish to take the test.

More information on CBIELTS will be made available prior to the implementation of live CBIELTS testing.

The modules are always taken in the following order. The Speaking Module may be administered before or after the other three test modules.



Listening

The Listening Module takes around 30 minutes. There are 40 questions. There are four sections.

The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. For example – a conversation about travel arrangements or decisions on a night out, and a speech about student services on a University campus or arrangements for meals during a conference.

The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people and then a further monologue. For example – a conversation between a tutor and a student about an assignment or between three students planning a research project, and a lecture or talk of general academic interest.

All the topics are of general interest and it makes no difference what subjects candidates study.

Texts and tasks become more difficult as the sections progress.

A range of English accents and dialects are used in the recordings which reflects the international usage of IELTS.

A variety of questions are used, chosen from the following types:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow chart/table completion
- labelling a diagram which has numbered parts
- classification
- matching.

Instructions are clear and easy to follow. They require as little reading time as possible. Examples of any unfamiliar question types are given.

The Listening Module is recorded on a tape and is heard ONCE only.

During the test, time is given for candidates to read the questions and enter and then check their answers. Answers are entered, as candidates listen, on the Question Paper. When the tape ends ten minutes are allowed for candidates to transfer their answers to an Answer Sheet.

One mark is awarded for each of the 40 items in the test. A Band Score conversion table is produced for each version of the Listening Module which translates scores out of 40

onto the IELTS 9-band scale. Scores are reported as a whole band or a half band. Candidates should note that care should be taken when writing their answers on the Answer Sheet as poor spelling and grammar are penalised.

SECTION 2 Questions 11–20

Questions 11–15

Circle the correct letters A–C.

- 11 The most important reason for a settlement at the Rocks was
 A fresh water.
 B flat rock.
 C a sea wall.
- 12 The plague was brought to Sydney by
 A rat-catchers.
 B convicts.
 C sailors
- 13 The Harbour Bridge was built
 A in 10 years with 7 deaths.
 B in 10 years with 17 deaths.
 C in 17 years with 10 deaths.
- 14 The Chinese community arrived in the Rocks in
 A 1825.
 B 1844.
 C 1870.
- 15 The Chinese shops were mainly
 A restaurants and laundries.
 B soap shops and general stores.
 C general stores and laundries.

Questions 16–20

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

Number of convicts brought to NewSouth Wales	16.....
Date of last convict ship	17.....
Age of youngest convict	nine
Crime of youngest convict	18.....
Age of oldest convict	19.....
Crime of oldest convict	telling lies
Most serious crime	murder
Reason for most crimes	20.....

Academic Reading

The Academic Reading Module takes 60 minutes. There are 40 questions. There are three reading passages with a total of 2,000 to 2,750 words.

Texts are taken from magazines, journals, books, and newspapers. Texts 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 candidates entering postgraduate or undergraduate courses.

At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations.

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

Texts and tasks become increasingly difficult through the paper.

Some of the questions may appear before a passage, some may come after, depending on the nature of the questions.

A variety of questions are used, chosen from the following types:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow chart/table completion
- choosing from a 'heading bank' for identified paragraphs/sections of the text
- identification of writer's views/claims – yes, no or not given
- identification of information in the text – yes, no or not given/true, false or not given
- classification
- matching lists/phrases.

Instructions are clear and easy to follow. Examples of any unfamiliar question types are given.

Texts and questions appear on a Question Paper which candidates can write on but not remove from the test room.

All answers must be entered on an Answer Sheet during the 60-minute test. **No extra time is allowed to transfer answers.**

One mark is awarded for each of the 40 items in the test. A Band Score conversion table is produced for each version of the Academic Reading Module which translates scores out of 40 onto the IELTS 9-band scale. Scores are reported as a whole band or a half band. Candidates should note that care should be taken when writing their answers on the Answer Sheet as poor spelling and grammar are penalised.

Academic Reading

Wind Power in the U.S.

Prompted by the oil crises of the 1970s, a wind-power industry flourished briefly in the United States. But then world oil prices dropped, and funding for research into renewable energy was cut. By the mid 1980s U.S. interest in wind energy as a large-scale source of energy had almost disappeared. The development of wind power at this time suffered not only from badly designed equipment, but also from poor long-term planning, economic projections that were too optimistic and the difficulty of finding suitable locations for the wind turbines.

Only now are technological advances beginning to offer hope that wind power will come to be accepted as a reliable and important source of electricity. There have been significant successes in California, in particular, where wind farms now have a capacity of 1500 megawatts, comparable to a large nuclear or fossil-fuelled power station, and produce 1.5 per cent of the state's electricity.

Nevertheless, in the U.S., the image of wind power is still distorted by early failures. One of the most persistent criticisms is that wind power is not a significant energy resource. Researchers at the Battelle Northwest Laboratory, however, estimate that today wind turbine technology could supply 20 per cent of the electrical power the country needs. As a local resource, wind power has even greater potential. Minnesota's energy commission calculates that a wind farm on one of the state's south western ridges could supply almost all that state's electricity. North Dakota alone has enough sites suitable for wind farms to supply more than a third of all electricity consumed in the continental U.S.

The prevailing notion that wind power is too costly results largely from early research which focused on turbines with huge blades that stood hundreds of metres tall. These machines were not designed for ease of production or maintenance, and they were enormously expensive. Because the major factors influencing the overall cost of wind power are the cost of the turbine and its supporting systems, including land, as well as operating and maintenance costs, it is hardly surprising that it was thought at the time that wind energy could not be supplied at a commercially competitive price.

More recent developments such as those seen on California wind farms have dramatically changed the economic picture for wind energy. These systems, like installations in Hawaii and several European countries, have benefited from the economies of scale that come through standardised manufacturing and purchasing. The result has been a dramatic drop in capital costs: the installed cost of new wind turbines stood at \$1000 per kilowatt in 1993, down from about \$4000 per kilowatt in 1980, and continues to fall.

Design improvements and more efficient maintenance programs for large numbers of turbines have reduced operating costs as well. The cost of electricity delivered by wind farm turbines has decreased from about 30 cents per kilowatt-hour to between 7 and 9 cents, which is generally less than the cost of electricity from conventional power stations. Reliability has also improved dramatically. The latest turbines run more than 95 per cent of the time, compared with around 60 per cent in the early 1980s.

Another misconception is that improved designs are needed to make wind power feasible. Out of the numerous wind turbine designs proposed or built by inventors or developers, the propeller-blade type, which is based on detailed analytical models as well as extensive experimental data, has emerged as predominant among the more than 20,000 machines now in commercial operation world-wide. Like the gas-driven turbines that power jet aircraft, these are sophisticated pieces of rotating machinery. They are already highly efficient, and there is no reason to believe that other configurations will produce major benefits.

Like other ways of generating electricity, wind power does not leave the environment entirely unharmed. There are many potential problems, ranging from interference with telecommunications to impact on wildlife and natural habitats. But these effects must be balanced against those associated with other forms of electricity generation. Conventional power stations impose hidden costs on society, such as the control of air pollution, the management of nuclear waste and global warming.

As wind power has been ignored in the U.S. over the past few years, expertise and commercial exploitation in the field have shifted to Europe. The European Union spends 10 times as much as the U.S. government on research and development of wind energy. It estimates that at least 10 per cent of Europe's electrical power could be supplied by land-based wind-turbines using current technology. Indeed, according to the American Wind Energy Association, an independent organisation based in Washington, Denmark, Britain, Spain and the Netherlands will each surpass the U.S. in the generating capacity of wind turbines installed during the rest of the decade.

Glossary

fossil fuel:	coal, oil and natural gas
kilowatt:	1,000 watts; a watt is a unit of power
kilowatt-hour:	one kilowatt for a period of one hour
megawatt:	one million watts
wind farm:	a group of wind turbines in one location producing a large amount of electricity
wind turbine:	a machine which produces energy when the wind turns its blades

Questions 1–5

Complete the summary below.

Choose your answers from the box below the summary and write them in boxes 1–5 on your answer sheet.

Example

The **failure** during the late 1970s and early 1980s of an attempt to establish a widespread wind power industry in the United States resulted largely from the ...1... in oil prices during this period. The industry is now experiencing a steady ...2... due to improvements in technology and an increased awareness of the potential in the power of wind. The wind turbines that are now being made, based in part on the ...3... of wide-ranging research in Europe, are easier to manufacture and maintain than their predecessors. This has led wind-turbine makers to be able to standardise and thus minimise ...4... There has been growing ...5... of the importance of wind power as an energy source.

criticism	success
design costs	production costs
failure	stability
operating costs	fall
growth	recognition
scepticism	decisions
effects	decline
	results

Questions 6–10

Look at the following lists of issues (Questions 6–10) and implications (A–C). Match each issue with one implication. Write the appropriate letters A–C in boxes 6–10 on your answer sheet.

Example	Answer
The current price of one wind-generated kilowatt ...	...A...

- 6 The recent installation of systems taking advantage of economies of scale ...
- 7 The potential of meeting one fifth of current U.S. energy requirements by wind power ...
- 8 The level of acceptance of current wind turbine technology ...
- 9 A comparison of costs between conventional and wind power sources ...
- 10 The view of wind power in the European Union ...

IMPLICATIONS

- A** provides evidence against claims that electricity produced from wind power is relatively expensive.
- B** supports claims that wind power is an important source of energy.
- C** opposes the view that wind power technology requires further development.

General Training Reading

The General Training Reading Module takes 60 minutes. There are 40 questions. There are three sections of increasing difficulty with a total of 2,000 to 2,750 words.

Texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.

The first section, social survival, contains texts relevant to basic linguistic survival in English with tasks mainly about retrieving and providing general factual information.

Training survival, the second section, focuses on the training context, for example on the training programme itself or on welfare needs. This section involves a text or texts of more complex language with some precise or elaborated expression.

The third section, general reading, involves reading more extended prose with a more complex structure but with the emphasis on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of candidates involved.

Some of the questions may appear before a passage, some may come after, depending on the nature of the questions.

A variety of questions are used, chosen from the following types:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow chart/table completion
- choosing from a 'heading bank' for identified paragraphs/sections of the text
- identification of writer's views/claims – yes, no or not given
- identification of information in the text – yes, no or not given/true, false or not given
- classification
- matching lists/phrases.

Instructions are easy and clear to follow. Examples of any unfamiliar question types are given.

Texts and questions appear on a Question Paper which candidates can write on but not remove from the exam room.

All answers must be entered on an Answer Sheet during the 60-minute test. **No extra time is allowed to transfer answers.**

One mark is awarded for each of the 40 items in the test.

A Band Score conversion table is produced for each version of the General Training Reading Module which translates scores out of 40 onto the IELTS 9-band scale. Scores are reported as a whole band or a half band. Candidates should note that care should be taken when writing their answers on the Answer Sheet as poor spelling and grammar are penalised.

General Training Reading

Section 1 Questions 1–10

Look at the eight advertisements (A–H). Answer the questions below by writing the letters of the appropriate advertisements A–H in boxes 1–10 on your answer sheet.

NB You may use any letter more than once.

Example	Answer
Which position is part-time in a doctor's office?	H

- Which TWO positions require accounts experience?
- Which TWO positions require a driver's licence?
- Which TWO receptionist positions are full-time?
- Which position is in the food service industry?
- Which position is suitable for people of any age?
- Which position requires Mandarin language skills?
- Which position does NOT require experience?
- Which advertisement is NOT for a job vacancy?
- Which advertisement can only be answered by mail?
- Which TWO advertisements mention what you look like?

Positions Vacant – Casual/Part-Time/Full-Time – Job Training	
A. TRAVEL & TOURS, BONDI JUNCTION Busy Travel Agent seeks energetic front-desk receptionist. Must have computer experience and previous industry experience preferred. Call 9767 2141. Ask for Patricia Oakley.	E. Medical Receptionist A full-time medical receptionist is required for Specialist consulting rooms. Presentable appearance, good personality and telephone manners are important. Fluency in Mandarin a pre-requisite. Cash handling and account keeping experience also required. 9422 1874, 6–8 pm
B. Clerk/Office Assistant Person required for part-time/casual position in Burwood company. General office/accounts experience essential. Current driver's licence necessary. Real Estate and Property Management experience an advantage. Forward resumé with references to The Manager, PO Box K2883, Burwood NSW 2134	F. Driving Instructors Only Windsor Driving School can offer: - Highest rates of pay in Sydney - Work in your own area (no excessive travelling) If you're a good, experienced driver with a Class A driver's licence and willing to pass on your skills to the young drivers of today, this is an excellent opportunity to earn top money in a rewarding career. Sydney's largest driving school – and still growing 9834 5556
C. Tommy's TakeAway Restaurant at Ashfield. Positions available for experienced counter staff. Must be outgoing, energetic, with excellent communications skills. 20–30 hours per week, Monday to Friday, day shift. Call 9777 9351	G. Looking for work? Need computer skills? Inner West Training Centre provides 2 & 3 day work-shops in basic computer know-how. Classes begin every Monday, 9.30–2.30. \$40 per day. Call 9816 7710 for brochure and booking.
D. Want to try casual work in film and TV? Babies, kids, teen, adults, models, actors, sports people needed for well-paid work in movies, advertisements, magazines, etc. No experience necessary. Government accredited agency. Wages guaranteed. Phone 9276 4501 TV 'N' Ads 2 mins Town Hall Stn. Lic. N. KJ30124	H. Experienced Receptionist required for busy medical centre in Strathfield. Permanent casual, 2 evenings per week, 2 pm–8 pm. Typing and computer skills necessary. Must have pleasant manner and be well groomed. Please phone 9555 7522.

Section 3 Questions 30–40

Questions 30–33

The Reading Passage below has five sections.

Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (i–viii) in boxes 30–33 on your answer sheet.

List of Headings

- | | |
|------|----------------------------|
| i | Technical Education |
| ii | Bilingual Policy |
| iii | Purpose of Education |
| iv | Historical Overview |
| v | Balanced Curriculum |
| vi | Structure of Education |
| vii | Teaching Method |
| viii | Extracurricular Activities |

Example	Answer
SECTION ONE	iii

- SECTION TWO
- SECTION THREE
- SECTION FOUR
- SECTION FIVE

EDUCATION IN SINGAPORE

SECTION ONE

- A In Singapore, every child has a place in the education system where he is accorded an equal opportunity to excel to the limits of his ability.
- B The objective of the education system is to develop children's potential and ability to the fullest so as to enable them to become useful and loyal citizens who contribute to the building of a responsible, cohesive and robust society.

SECTION TWO

- C A child in Singapore goes through an average of ten years of formal education. He starts at the age of six in primary one. At the end of six years, he sits for the Primary School Leaving Examination (PSLE) and would have completed his primary education. He then proceeds to a secondary school and continues another four or five years culminating in the GCE 'O' levels. The best of the 'O' level students will continue with pre-university in preparation for tertiary education.
- D The education system recognises that the abilities of pupils are not homogeneous. In 1980 streaming was introduced to maximise every child's potential by providing for different courses that would allow pupils to learn at their own pace. At the end of primary three, pupils are streamed into three different courses. In the Normal course, a child completes his primary education in primary six while in the Extended and Monolingual courses, he is given two extra years to complete his primary education by primary eight. After the PSLE, pupils are again streamed in secondary one to either Special, Express or Normal course. By the end of secondary two, they begin to specialise in subjects of study in that they have the option of being in the science, commerce, technical or arts stream. This kind of specialisation becomes more defined in post-secondary and tertiary education.

SECTION THREE

- E Partly due to history and partly to modern exigencies, English has become the working language of Singapore. Hence in schools, English is the medium of instruction. However, a child may learn his mother-tongue in school. This language may be either Chinese, Malay or Tamil with respect to the four main ethnic groups in Singapore. This would give our children a cultural ballast and ground them in their cultural roots. Hence a bilingual education will strengthen a pupil's sense of identity as well as provide him with the facility to handle international communications.

SECTION FOUR

- F The first three years of primary education emphasise the learning of language so as to provide pupils with a strong foundation for understanding what is taught in the later stages of primary education. About fifty per cent of curriculum time is used for language learning at the primary level. Other core subjects include mathematics, science, the humanities and social studies. These subjects are taught to provide children with the necessary knowledge and skills to live and work in a modern society. Another important subject taught at primary school level is moral education. This programme aims to inculcate in pupils sound moral values and civic-consciousness.

- G Recent trends in education have begun to emphasise aesthetics. While music and art and handicraft have always been a part of the primary school curriculum, there are better developed programmes now to teach literature and drama in secondary schools and junior colleges. There are also special art and music elective programmes to nurture talents among our students.

SECTION FIVE

- H Extracurricular activities (ECA) are regarded as an integral part of the education system. Its aim is to provide for healthy recreational activity geared towards teaching pupils a skill and at the same time cultivating correct values and desirable social attitudes in the individual. Schools' ECA programmes offer a wide range of social activities to cater for the various interests and abilities of pupils.
- I In primary schools, ECA is introduced at the primary four level, and participation is voluntary. At the secondary level, however, students must participate in at least one core ECA. They may choose from a variety of sports and games such as track and field events, basketball, tennis, etc. or from uniformed organisations, such as the St John Ambulance, National Cadet Corps, etc. or opt for a cultural activity such as Music and Dance, or Drama.

Questions 34–40

The Reading Passage has nine paragraphs labelled A–I. Which paragraphs contain the following information?

Write the appropriate letters A–I in boxes 34–40 on your answer sheet.

Example	Answer
The meaning of ECA	H

- Examples of uniformed organisations
- The main ethnic groups in Singapore
- Examples of voluntary aesthetics programmes
- The amount of time spent on language learning at primary level
- The age at which children begin school in Singapore
- The language in which lessons are taught
- The reasons for grouping children according to ability

Transferring answers to the Answer Sheet

Candidates are required to transfer their answers to an Answer Sheet for the Listening, Academic Reading and General Training Reading Modules. Ten minutes extra time is allowed for transferring answers at the end of the Listening but not for the Reading. The Answer Sheet is backed; candidates write their Listening answers on one side and then turn over and write their Reading answers on the other side. All Answer Sheets are returned to UCLES for analysis.

An example of a completed Listening Answer Sheet is given below for guidance. It is important that candidates complete their personal details at the top of the page and obey the instructions for transfer of answers. Please note the advice given for completion of the Answer Sheet.

The test date was
19 October 2001

Listening Version
00036 is administered

If an answer is changed
erase or cross out the
original answer and
write in the new answer

Write your answers in
the boxes provided

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

The British Council

IELTS Education Australia
IELTS Australia

PENCIL must be used to complete this sheet

Centre number:

Please write your NAME below,

then write your four digit Candidate number in the boxes and shade the number in the grid on the right in PENCIL.

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 Last digit of the Year: 0 1 2 3 4 5 6 7 8 9

IELTS Listening Answer Sheet

Version number: 0 1 2 3 4 5 6 7 8 9

Please enter the number in the boxes (one digit per line, starting at the top) and shade the number in the grid beside the box.

1 D ✓ 1 X

2 A 2

3 C 3

4 B 4

5 C 5

6 D 6

7 Smith Smith 7

8 10-4 8

9 5-7 9

10 B 15-18 10

11 C 11

12 A 12

13 Monday 13

14 wood 14

15 glass 15

16 paper 16

17 iron 17

18 B 18

19 A ✓ 19 X

20 C 20

21 garage 21

22 shops 22

23 cinema 23

24 post office 24

25 B 25

26 C 26

27 A 27

28 D 28

29 E 29

30 F 30

31 history 31

32 politics 32

33 biology 33

34 complete 34

35 main office 35

36 senior tutor 36

37 A 37

38 C 38

39 D 39

40 E 40

Marker's Initials Band Score Listening Total

IELTS L-R v5 DP452/352

Pencil must be used
to complete the
Answer Sheet

Candidate Number
written in boxes and
correct lozenges
shaded

Academic Writing

The Academic Writing Module takes 60 minutes. There are two tasks to complete.

It is suggested that about 20 minutes is spent on Task 1 which requires candidates to write at least 150 words.

Task 2 requires at least 250 words and should take about 40 minutes.

In Task 1 candidates are asked to look at a diagram or table, and to present the information in their own words. Depending on the type of input and the task suggested, candidates are assessed on their ability to:

- organise, present and possibly compare data
- describe the stages of a process or procedure
- describe an object or event or sequence of events
- explain how something works.

In Task 2 candidates are presented with a point of view or argument or problem.

Candidates are assessed on their ability to:

- present the solution to a problem
- present and justify an opinion
- compare and contrast evidence, opinions and implications
- evaluate and challenge ideas, evidence or an argument.

The topics are of general interest and it makes no difference what subjects candidates study.

The issues raised are interesting, suitable for and easily understood by candidates entering postgraduate or undergraduate studies.

Candidate response and marking

Part of the task realisation is to respond appropriately in terms of register, rhetorical organisation, style and content.

Appropriate responses are short essays or general reports, addressed to tutors or examiners.

Candidates may write on the Question Paper but this cannot be taken from the test room and will not be seen by the examiner.

Answers must be given on the Answer Sheet and must be written in full. Notes are not acceptable as answers.

Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Writing scripts are marked by trained and certificated IELTS examiners. Scores are reported as whole bands only.

Detailed performance descriptors have been developed which describe written performance at the 9 IELTS bands. These descriptors are confidential. Task 1 scripts are assessed on the following criteria: Task Fulfilment, Coherence and Cohesion and Vocabulary and Sentence Structure. Task 2 scripts are assessed on performance in the following areas: Arguments, Ideas and Evidence, Communicative Quality and Vocabulary and Sentence Structure.

Candidates should note that scripts under the required minimum word limit will be penalised.

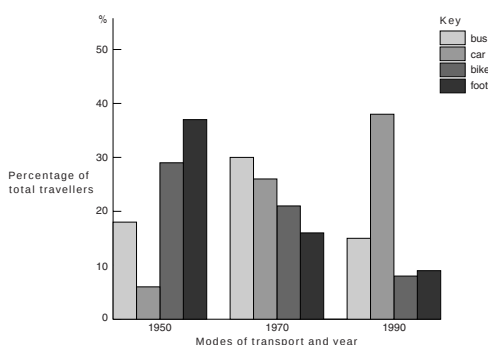
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the different modes of transportation used to travel to and from work in one European city, in 1950, 1970 and 1990.

Write a report for a University lecturer describing the information shown below.

You should write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

It is inevitable that as technology develops traditional cultures must be lost. Technology and tradition are incompatible – you cannot have both together.

To what extent do you agree or disagree with this opinion?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

General Training Writing

The General Training Writing Module takes 60 minutes. There are two tasks to complete.

It is suggested that about 20 minutes is spent on Task 1 which requires candidates to write at least 150 words.

Task 2 requires at least 250 words and should take about 40 minutes.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation.

Depending on the task suggested, candidates are assessed on their ability to:

- engage in personal correspondence
- elicit and provide general factual information
- express needs, wants, likes and dislikes
- express opinions (views, complaints etc.).

In Task 2 candidates are presented with a point of view or argument or problem.

Candidates are assessed on their ability to:

- provide general factual information
- outline a problem and present a solution
- present and possibly justify an opinion, assessment or hypothesis
- present and possibly evaluate and challenge ideas, evidence and argument.

The topics are of general interest and it makes no difference what subjects candidates study.

Candidate response and marking

Part of the task realisation is to respond appropriately in terms of register, rhetorical organisation, style and content.

Appropriate responses are personal semi-formal or formal correspondence (Task 1) and short essays or general reports, addressed to course tutors or examiners (Task 2).

Candidates may write on the Question Paper but this cannot be taken from the test room and will not be seen by the examiner.

Answers must be given on the Answer Sheet and must be written in full. Notes are not acceptable as answers.

Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Writing scripts are marked by trained and certificated IELTS examiners. Scores are reported as whole bands only.

Detailed performance descriptors have been developed which describe written performance at the 9 IELTS bands. These descriptors are confidential. Task 1 scripts are assessed on the following criteria: Task Fulfilment, Coherence and Cohesion and Vocabulary and Sentence Structure. Task 2 scripts are assessed on performance in the following areas: Arguments, Ideas and Evidence, Communicative Quality and Vocabulary and Sentence Structure.

Candidates should note that scripts under the required minimum word limit will be penalised.

WRITING TASK 1

You should spend about 20 minutes on this task.

***You rent a house through an agency.
The heating system has stopped working.
You phoned the agency a week ago but
it has still not been repaired.***

***Write a letter to the agency. Explain the
situation and tell them what you want
them to do about it.***

You should write at least 150 words.

You do **NOT** need to write your own address.

Begin your letter as follows:

Dear Sir/Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

You have to write about the following topic.

***Some businesses now say that no one can
smoke cigarettes in any of their offices. Some
governments have banned smoking in all
public places.***

***This is a good idea but it also takes away some
of our freedom.***

Do you agree or disagree?

Give reasons for your answer.

You should write at least 250 words.

Speaking

The Speaking Module takes between 11 and 14 minutes. It consists of an oral interview between the candidate and an examiner.

There are three main parts. Each part fulfils a specific function in terms of interaction pattern, task input and candidate output.

In **Part 1** the candidate answers general questions about themselves, their homes/families, their jobs/studies, their interests, and a range of similar familiar topic areas. This part lasts between four and five minutes.

In **Part 2** the candidate is given a verbal prompt on a card and is asked to talk on a particular topic. The candidate has one minute to prepare before speaking at length, for between one and two minutes. The examiner then asks one or two rounding-off questions.

In **Part 3** the examiner and candidate engage in a discussion of more abstract issues and concepts which are thematically linked to the topic prompt in Part 2. The discussion lasts between four and five minutes.

All interviews are recorded on audio cassette.

The overall structure of the test is summarised below.

Part	Nature of interaction	Timing
Part 1 Introduction and interview	Examiner introduces him/herself and confirms candidate's identity. Examiner interviews candidate using verbal questions selected from familiar topic frames.	4–5 minutes
Part 2 Individual long turn	Examiner asks candidate to speak for 1–2 minutes on a particular topic based on written input in the form of a general instruction and content-focused prompts. Examiner asks one or two questions to round-off the long turn.	3–4 minutes (incl. 1 minute preparation time)
Part 3 Two-way discussion	Examiner invites candidate to participate in discussion of more abstract nature, based on verbal questions thematically linked to Part 2 topic.	4–5 minutes

The Speaking Module assesses whether candidates can communicate effectively in English.

Research has shown that the speech functions which occur regularly in a candidate's output during the Speaking Test are:

- Providing personal information
- Providing non-personal information
- Expressing opinions
- Explaining
- Suggesting
- Justifying opinions
- Speculating
- Expressing a preference
- Comparing
- Summarising
- Conversation repair
- Contrasting
- Narrating and paraphrasing
- Analysing.

Other speech functions may emerge during the test, but they are not forced by the test structure.

Detailed performance descriptors have been developed which describe spoken performance at the nine IELTS bands on four analytical subscales: Fluency and Coherence; Lexical Resource; Grammatical Range and Accuracy; and Pronunciation. Scores are reported as whole bands only.

Fluency and Coherence 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.

Speaking

Lexical Resource refers to the range of vocabulary the candidate can use 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.

Grammatical Range and Accuracy refers to the range and the accurate and appropriate use of the candidate's 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.

Pronunciation 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.

The examiner is a qualified teacher and certificated examiner appointed by the test centre and approved by The British Council or IELTS Australia.

Example Part 2

Describe a teacher who has greatly influenced you in your education.

You should say:

**where you met them
what subject they taught
what was special about them**

and explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Test Registration and Administrations

IELTS is centrally controlled but the bulk of its administration takes place in each local test centre. This guarantees flexibility and adaptability, and ensures a very rapid turn around from registration to results.

Most centres conduct a testing session at least once a month and more often at peak times. Special test sessions are easily arranged for particular sponsors or institutions. Individual test centres should be contacted for their current programmes.

ENQUIRY

Candidate, sponsor or receiving institution contacts test centre to find out date of next test and to obtain this Handbook and an application form. The test centre has Specimen Materials for sale or these can be bought directly from UCLES or IELTS Australia using the order form at the end of the Handbook.

APPLICATION

Candidate fills in application form and sends it or takes it to the test centre with the test fee. You need some evidence of identity. This must be **a passport or a national identity card with a number, a photograph and a signature**. You will enter the number of your passport or ID card on your application form.

CONFIRMATION

Test centre sends candidate date and time of test. If the Speaking Module is to be on a different day they will inform you about this now.

DAY OF THE TEST

You must have the same evidence of identity as the number entered on your application form. No other forms of identification are acceptable. You also need pencils and pens, a pencil sharpener, and an eraser. You cannot take into the test room any books, papers, cameras or tape recorders.

You are met by an IELTS Administrator who will check your identification and make sure you know where and when to go for your test. You will be given a candidate number which you must write on all your Answer Sheets. In the test room you will be assigned a place which you must keep for the Listening, Reading and Writing Modules. The examiner will check your identification again.

Listen carefully to the instructions you are given about the test. If you do not understand any of the instructions then you must ask.

You are not allowed to leave the test room during any module. There is a break after the Listening and Reading and before the Writing.

All answers are entered on separate Answer Sheets. You can write on the Question Papers but you cannot take them out of the room. On your Answer Sheets you must write:

- **your name**
- **your candidate number**
- **the date**
- **whether Academic or General Training**
- **the test version number.**

All Speaking Modules are recorded. The examiner will ask to see your identification again.

RESULTS

Results are available within two weeks and Test Report Forms are sent to the candidates and to the sponsor(s)/receiving institution(s). Test centres are not permitted to give results out over the phone.

The University of Cambridge Local Examinations Syndicate, The British Council and IDP Education Australia: IELTS Australia reserve the right to cancel any IELTS Test Report Form.

Questions and Answers

What happens if a candidate is delayed by circumstances beyond their control because, for example, of a transportation strike?

The test centre offers the candidate an alternative test date as soon as possible.

What happens if a candidate wants to postpone or cancel their entry?

The test centre may retain part of the fee for local administrative costs. This may vary from centre to centre.

What happens if a candidate is absent on the day of the test without giving prior notice?

The candidate will normally lose their full test fee. However, if a medical certificate is provided then the full fee is refunded minus a local administrative deduction.

How should a candidate prepare for the test?

It is not necessary to attend a preparation course though it is, of course, a good idea to prepare thoroughly for the test.

An order form is given at the end of this Handbook for a Specimen Materials Pack. This includes a full practice test with an answer key and a cassette so that candidates can get some idea of their level and familiarise themselves with the format of the test.

There is also a wide range of published preparation materials.

How soon can a candidate repeat the test?

Candidates are not allowed to repeat the test within three months at any centre.

For how long is a test score valid?

There are a number of variables affecting the length of time over which an IELTS score remains valid. As a general rule it is recommended that a Test Report Form that is more than two years old should only be accepted as evidence of present level of ability if accompanied by proof that a candidate has actively maintained or tried to improve their English language proficiency.

What happens if a candidate loses their Test Report Form or requires further copies?

At any time within two years of the test administration a candidate can apply to the centre where they took the test for further copies of the Test Report Form. There may be a small administrative charge.

What can a candidate do if they are unhappy with their results?

Candidates may apply for an enquiry on results procedure at the centre at which they took their test within four weeks of receipt of results. All the candidate's test material is re-marked. There is a £40 (or local currency equivalent) fee for this which is refunded should the band score be increased.

Is there an age limit for IELTS?

IELTS is not recommended for candidates under the age of 16.

What if a candidate becomes ill during the test?

If a candidate is genuinely ill during the test it should be brought to the attention of the test supervisor. It is not possible to give special consideration to candidates who do not report their illness on the day of the test.

Special Circumstances

What help is available?

Test centres make every effort to cater for the special needs of any disabled candidates, to enable them to best understand questions and tasks and give their answers. It is our aim for the language level of all candidates, irrespective of disability, to be assessed fairly and objectively.

Requests concerning particular disabled candidates should be addressed to the local centre as much in advance of the test administration as possible and should be supported by appropriate medical certificates. The test centre needs time to discuss any special arrangements with UCLES. Each case is considered individually.

Please note that at least **3 months' notice** is essential if a modified version of IELTS is required (eg: Braille or Hearing-impaired versions), and preferred for all other applications for special arrangements.

Candidates with visual difficulties:

Candidates with visual difficulties may apply for a range of provisions, including enlarged print, and brailled question papers.

Answers may be recorded in a variety of ways, eg. via an amanuensis, or using a braille machine or word-processor, and extra time may be allowed for completion of Reading and Writing modules.

A special needs version of the listening module is also available.

Candidates with hearing difficulties

If candidates suffer from partial hearing loss and can hear with the help of headphones or special amplification equipment they may ask for permission to use this type of equipment when taking listening modules.

A lip-reading version of the listening module is also available in which the supervisor reads the listening texts to the candidate.

If candidates have severe hearing difficulties and the special arrangements described above are not sufficient, for example if they are unable to lip-read, they then can apply for exemption from the Speaking and/or Listening modules. In this case, their Test Report Form will have the following statement printed on it:

'Due to extreme speaking and/or hearing difficulties this candidate was exempt from taking the Speaking and/or Listening modules and the overall band score reflects this.'

NB: Candidates must apply for exemption before taking an examination

Candidates with Specific Learning difficulties (eg: dyslexia)

If candidates have dyslexia or another specific learning difficulty, they may need extra time to complete a paper. This might be necessary if, for example, it takes candidates a long time to read the questions or write their answers.

They may normally apply for up to 30 minutes extra time for completion of the Reading and Writing modules.

Candidates with Specific Learning Difficulties may also apply to write their answers using a typewriter or word-processor, *if they normally write this way.*

If permission is given for them to use a word-processor, it must not have a spellcheck or thesaurus facility.

Please note that the IELTS Administrator *may not* be able to provide facilities for word-processing (including the use of computers or software). Candidates should discuss their needs with their IELTS Administrator.

Security of IELTS

The security of IELTS material and test results.

1 IELTS Code of Practice

All IELTS centres are required to follow a Code of Practice covering

- managing test materials
- invigilators/examiners
- issue of results
- administration of test day.

2 Candidate Identity

Candidates must provide evidence of identity

- on application in advance
- on registration at the start of the test day
- at various times during the written papers
- at the start of the interview.

Identification documents must be

- a passport or
- a national identity card.

3 Test Material

Centres hold multiple versions of all test modules. New versions are despatched to all centres on a six-monthly basis and versions are withdrawn on a regular basis.

4 Test Report Form

The Test Report Form is printed on specially-produced paper. It is authenticated by a centre stamp and an IELTS validation stamp and signed by the centre administrator. Each Test Report Form has a unique identifying number.

5 Reliability of results

IELTS examiners must meet the Code of Practice qualification requirements. Reliability of marking is assured through the training, certification and continuous monitoring of examiners.

Test Report Form

IELTS provides a profile of ability to use English.

Candidates receive scores on a Band Scale from 1 to 9. A score is reported for each module of the test. The individual module scores are then averaged and rounded to produce an Overall Band Score. Overall Band Scores and Listening and Reading scores are reported in whole and half Bands; Writing and Speaking Band Scores are reported in whole Bands only. These Band Scores are recorded on the Test Report Form along with details of the candidate's nationality, first language, and date of birth.

Marking at the test centre ensures that test results are available without any administrative delay.

A completed Test Report Form bears a centre stamp, a validation stamp and the authorised centre representative's signature.

The University of Cambridge Local Examinations Syndicate, The British Council and IDP Education Australia: IELTS Australia reserve the right to cancel any IELTS Test Report Form in the event of any attempt to tamper with or misuse the information contained in it.

Form of Results

All candidates receive identical versions of the Test Report Form apart from indication as to whether the Test Report Form is for an Academic or General Training candidate. An example of the Academic Test Report Form follows on the opposite page. Each module is reported separately as a Band Score. The individual module scores are then added together and averaged for an Overall Band Score reported as a whole band or a half band. A descriptive statement giving a summary of the English of a candidate classified at each band level is provided below.

Band 9 – Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 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.

Band 5 – Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 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 in understanding spoken and written English.

Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 – Did not attempt the test

No assessable information provided.

Test Report Form

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and postgraduate courses should be based on the ACADEMIC Reading and Writing Modules.
 GENERAL TRAINING Reading and Writing Modules are **not** designed to test the full range of language skills required for academic purposes.
 It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed **after two years** from the date of the test.

Centre Number GB599 Date 10/Oct/2001 Candidate Number 0721

Candidate Details

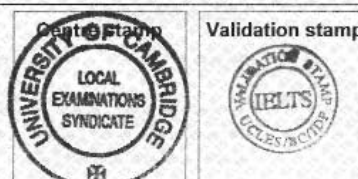
Family Name Lovolaki
 First Name Anna
 Candidate ID PA19031

Date of Birth 20/12/1969 Sex (M/F) F Scheme Code Private Candidate
 Country of Origin Greece First Language Greek

Repeating IELTS(Y/N) N Previous Test Date Previous Test Centre

Test Results

Listening	Version	00034	Band	7.5
Reading	Version	00035	Band	7.5
Writing	Version	00081	Band	7
Speaking	Task	00080	Band	7
OVERALL BAND				7.5

Examiner Comments

Writing Examiner Number 061611

Administrator's Signature

NJ Chage

Speaking Examiner Number 082557

Date

10/Oct/2001

Certificate Number

01GB0721LOVA599A



UNIVERSITY of CAMBRIDGE
 Local Examinations Syndicate

The
 British
 Council

**Education
 Australia**
 IELTS Australia

Interpretation of Results

Assessment of performance in IELTS does not depend on reaching a fixed pass mark. It depends on how the candidate's ability in English relates to the language demands of courses of study or training. The appropriate level required for a given course of study or training is ultimately something which institutions/departments/colleges must decide in the light of knowledge of their own courses and their experience of overseas students taking them.

The British Council has, however, used its experience of placing overseas students to establish certain guidelines relating to acceptance on courses or length of study required for an acceptable language level.

These are useful guidelines only and relate to an assessment of language ability only. Additional criteria often apply for acceptance on particular courses. Recommendations for hours of language tuition are influenced by a number of affective variables. It has been shown that individuals can take up to 200 hours to improve by one IELTS band. There is also a marked tendency for more rapid rates of progress at lower levels.

Receiving institutions are advised to consider both the Overall Band Score and the Bands recorded for each individual module. These module Bands indicate a candidate's particular strengths or weaknesses. Language skills can be matched to particular courses. For example, if a course has a lot of reading and writing, but no lectures, listening comprehension might not be quite as important and a score of, perhaps, 5.5/6 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions a score of 5.5/6 in Listening might be unacceptable even though the Overall Band Score was 7.

Receiving institutions should also consider a candidate's IELTS results in the context of a number of factors:

- age and motivation
- educational and cultural background
- first language and language learning history.

Band	Linguistically demanding academic courses e.g. Medicine, Law, Linguistics, Journalism, Library Studies	Linguistically less demanding academic courses e.g. Agriculture, Pure Mathematics, Technology, Computer-based work, Telecommunications	Linguistically demanding training courses e.g. Air Traffic Control, Engineering, Pure Applied Sciences, Industrial Safety	Linguistically less demanding training courses e.g. Animal Husbandry, Catering, Fire Services
9.0–7.5	Acceptable	Acceptable	Acceptable	Acceptable
7.0	Probably Acceptable	Acceptable	Acceptable	Acceptable
6.5	English study needed	Probably Acceptable	Acceptable	Acceptable
6.0	English study needed	English study needed	Probably Acceptable	Acceptable
5.5	English study needed	English study needed	English study needed	Probably Acceptable

Development, Monitoring and Research

It is clear that many factors impact on the success or failure of overseas students studying at tertiary level in an English-speaking institution. A number of predictive validity studies have been carried out on IELTS (see IELTS Annual Report 1995 and IELTS Annual Reviews) which conclude that language proficiency is an important factor in academic success and that IELTS is a useful predictor of a student's ability to cope with academic English. For a large number of overseas students an accurate assessment of their English, followed by appropriate amounts of study to remedy areas of weakness, can make a difference between success and failure – or at least between an enjoyable or a stressful learning experience.

The revisions that IELTS has undergone since 1989 reflect the determination of the test developers to provide an up-to-date testing system. In 1989 the International English Language Testing System (IELTS) superseded the English Language Testing Service (ELTS). The ELTS test was originally designed by The British Council as a test for prospective postgraduate students but there was growing demand from other student groups and receiving institutions, as well as important new developments in testing theory. Further modifications to the test were implemented in April 1995 and the development of the computer-based IELTS, CBIELTS, is further evidence of this commitment to on-going development.

Routine monitoring and evaluation of the test continues. Since 1995 more information has been routinely collected about the nature of the IELTS candidature; the efficiency and effectiveness of every question in every module and the relationship, if any, between groups of candidates and how well items work. The IELTS Annual Reviews contain detailed information on the annual candidature and on the performance of the versions of the test during the year. Copies of the Annual Reviews are available free of charge from UCLES, The British Council or IELTS Australia. Reports on the test are presented regularly to the IELTS Consultative Committee and the IELTS Policy Group.

All IELTS research activities are co-ordinated as a part of a coherent framework for research and validation. A Research Review Committee oversees the research agenda and allocates funding. Calls for research proposals which reflect current concerns and issues relating to IELTS in the international context are issued every 12 months.

Production of IELTS Question Papers

The EFL Division at UCLES has specific responsibility for the production of IELTS question papers.

For the majority of UCLES EFL question papers there are main stages in the production process, beginning with the commissioning of material and ending with the printing of question papers.

- Commissioning
- Editing
- Pretesting
- Analysis and banking of material
- Question paper construction

Before IELTS papers are released there is an additional stage:

- Standards fixing.

This process is represented in the diagram opposite.

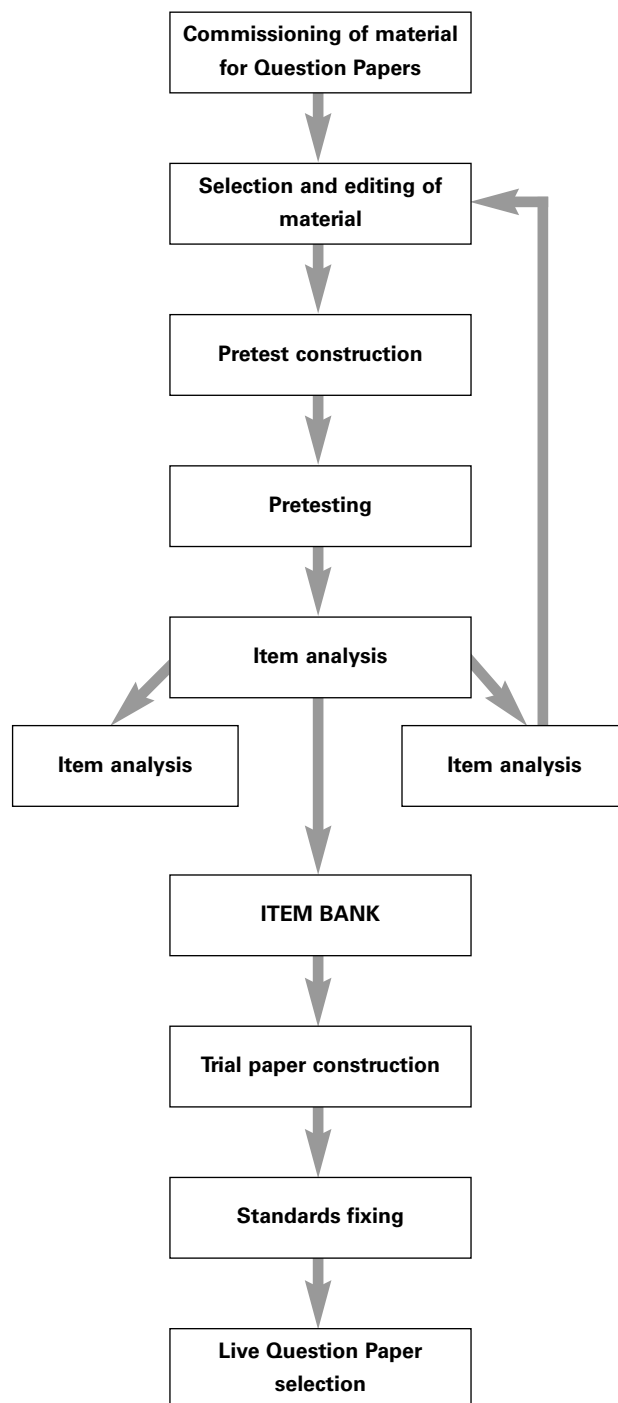
Throughout the writing and editing process, carried out simultaneously in Australia, New Zealand and Britain, strict guidelines are followed in order to ensure that the materials conform to the test specifications. Topics or contexts of language use which might introduce a bias against any group of candidates of a particular background (i.e. on the basis of sex, ethnic origin etc.) are avoided.

After selection and editing, the items are compiled at UCLES into pretest papers. Pretesting plays a central role as it allows for texts and questions with known measurement characteristics to be banked, so that new versions of question papers can be produced on a regular basis. The pretesting process helps to ensure that all versions conform to the test requirements in terms of content and level of difficulty.

Pretesting is carried out on IELTS preparation courses at selected centres world-wide. Completed pretests are returned to the Pretesting Section at UCLES. The pretests are marked and analysed and those which are found to be suitable are banked.

Before the final question papers are selected, the banked material is compiled into Trial Papers. These are either a 30 minute Listening test or a 60 minute Reading test. A procedure known as Standards fixing is then applied in which the Trial Papers are administered to representative IELTS candidates and the results analysed in order to allow accurate Band Score conversion tables to be constructed. Standards fixing is necessary to ensure the equivalence of Listening and Reading versions and the reliability of the measurement of each paper.

Question Paper Production Process



Codes for the Application Form

Use these codes to complete the APPLICATION FORM which the test centre will give to you.

Refer to the lists below for the codes to enter for your **country of origin**, your **first language** and your **occupation**.

Codes to enter for your country of origin

Afghanistan	001	Greenland	076	Palestine	150
Albania	002	Grenada	077	Panama	151
Algeria	003	Guadaloupe	078	Papua New Guinea	152
American Samoa	004	Guam	079	Paraguay	153
Andorra	005	Guatemala	080	Peru	154
Angola	006	Guinea	081	Philippines	155
Antigua and Barbuda	007	Guinea-Bissau	082	Pitcairn Island	156
Argentina	008	Guyana	083	Poland	157
Armenia (Republic of)	009	Haiti	084	Portugal	158
Australia	010	Honduras	085	Puerto Rico	159
Austria	011	Hong Kong	086	Qatar	160
Azerbaijan	012	Hungary	087	Reunion	161
Bahamas	013	Iceland	088	Romania	162
Bahrain	014	India	089	Russia	163
Bangladesh	015	Indonesia	090	Rwanda	164
Barbados	016	Iran	091	San Marino	165
Belarus (Republic of)	017	Iraq	092	Sao Tome and Principe	166
Belgium	018	Ireland	093	Saudi Arabia	167
Belize	019	Israel	094	Senegal	168
Benin	020	Italy	095	Serbia	169
Bermuda	021	Ivory Coast	096	Seychelles	170
Bhutan	022	Jamaica	097	Sierra Leone	171
Bolivia	023	Japan	098	Singapore	172
Bosnia-Herzegovina	024	Jordan	099	Slovakia (Republic of)	173
Botswana	025	Kazakhstan	100	Slovenia (Republic of)	174
Brazil	026	Kenya	101	Solomon Islands	175
Brunei	027	Kiribati	102	Somalia	176
Bulgaria	028	Korea, North	103	South Africa	177
Burkina Faso	029	Korea, South	104	Spain	178
Burundi	031	Kuwait	105	Sri Lanka	179
Cambodia	032	Laos	106	St. Helena	180
Cameroon	033	Latvia (Republic of)	107	St. Kitts-Nevis-Anguilla	181
Canada	034	Lebanon	108	St. Lucia	182
Canton and Enderburys Phoenix Is	035	Lesotho	109	St. Pierre and Miquelon	183
Cape Verde	036	Liberia	110	St. Vincent and the Grenadines	184
Caroline Islands	037	Libya	111	Sudan	185
Cayman Islands	038	Liechtenstein	112	Surinam	186
Central African Republic	039	Lithuania (Republic of)	113	Swaziland	187
Chad	040	Luxembourg	114	Sweden	188
Chile	041	Macao	115	Switzerland	189
China (People's Republic of)	042	Madagascar	116	Syria	190
Colombia	043	Malawi	117	Tahiti	191
Comoros	044	Malaysia	118	Taiwan	192
Congo	045	Maldives	119	Tanzania	193
Cook Islands	046	Mali	120	Thailand	194
Costa Rica	047	Malta	121	Togo	195
Croatia (Republic of)	048	Marshall Islands	122	Tokelau	196
Cuba	049	Martinique	123	Tonga	197
Cyprus	050	Mauritania	124	Trinidad and Tobago	198
Czech Republic	051	Mauritius	125	Tunisia	199
Denmark	052	Mexico	126	Turkey	200
Djibouti	053	Midway Islands	127	Turks and Caicos Islands	201
Dominica	054	Moldova (Republic of)	128	Tuvalu	202
Dominican Republic	055	Monaco	129	Uganda	203
Ecuador	056	Mongolia	130	Ukraine	204
Egypt	057	Montenegro	131	United Arab Emirates	205
El Salvador	058	Montserrat	132	United Kingdom	206
Equatorial Guinea	059	Morocco	133	Uruguay	207
Eritrea	060	Mozambique	134	US Virgin Islands	208
Estonia	061	Myanmar	135	United States of America	209
Ethiopia	062	Namibia	136	Uzbekistan (Republic of)	210
Faeroe Islands	063	Nauru	137	Vanuatu	211
Fiji	064	Nepal	138	Vatican	212
Finland	065	Netherlands	139	Venezuela	213
France	066	Netherlands Antilles	140	Vietnam	214
French Guiana	067	New Caledonia	141	Wallis and Futuna Islands	215
French Polynesia	068	New Zealand	142	Western Sahara	216
Gabon	069	Nicaragua	143	Western Samoa	217
Gambia	070	Niger	144	Yemen (Republic of)	218
Georgia (Republic of)	071	Nigeria	145	Zaire	219
Germany	072	Niue (Cook Island)	146	Zambia	220
Ghana	073	Norway	147	Zimbabwe	221
Gibraltar	074	Oman	148	Other	000
Greece	075	Pakistan	149		

If either your **first language** or your **country of origin** is not listed, enter '000'.

Look for the closest description of your **occupation** and **proposed area of study**. If your work or position is not covered at all, then enter '00'.

Codes for the Application Form

Codes to enter for your first language

Afrikaans	001	Malagasy	070
Akan	002	Malay	071
Albanian	003	Malayalam	072
Amharic	004	Malinka	073
Arabic	005	Maltese	074
Armenian	006	Maori	075
Assamese	007	Marathi	076
Aymara	008	Marshallese	077
Azeri	009	Masai	078
Baluchi	010	Mende	079
Bambara	011	Mongolian	080
Basque	012	Nepali	081
Bemba	013	Norwegian	082
Bengali	014	Oriya	083
Bihari	015	Palauan	084
Bosnian	901	Punjabi	085
Breton	016	Pashto	086
Bulgarian	017	Polish	087
Burmese	018	Ponapean	088
Byelorussian	019	Portuguese	089
Catalan	020	Pushtu	090
Chinese	021	Quechua	091
Creole	022	Rajasthani	092
Croatian	023	Riff	093
Czech	024	Romanian	094
Danish	025	Romansch	095
Dari	026	Russian	096
Dzongkha	027	Samoan	097
Dutch	028	Serbian	098
Efik	029	Setswana	099
English	030	Shona	100
Estonian	031	Sindhi	101
Ewe	032	Singhalese	102
Faeroese	033	Slovak	103
Farsi	034	Slovene	104
Fijian	035	Somali	105
Finnish	036	Spanish	106
Flemish	037	Swahili	107
French	038	Swazi	108
Fulani	039	Swedish	109
Ga	040	Tagalog	110
Georgian	041	Tahitian	111
German	042	Tamil	112
Gilbertese	043	Tatar	113
Greek	044	Telugu	114
Gujurati	045	Thai	115
Haitian Creole	046	Tibetan	116
Hausa	047	Tigrinya	117
Hebrew	048	Tongan	118
Hindi	049	Trukese	119
Hungarian	050	Tulu	120
Ibo/Igbo	051	Tupi/Guarani	121
Icelandic	052	Turkish	122
Igala	053	Uighur	123
Indonesian	054	Ukrainian	124
Italian	055	Ulithian	125
Japanese	056	Urdu	126
Javanese	057	Uzbek	127
Kannada	058	Vietnamese	128
Kashmiri	059	Wolof	129
Kazakh	060	Xhosa	130
Khmer	061	Yao	131
Korean	062	Yapese	132
Kurdish	063	Yiddish	133
Lao	064	Yoruba	134
Latvian	065	Zulu	135
Lithuanian	066	Other	000
Luba	067		
Luo	068		
Luxemburgish	069		

Codes to enter for your occupation

EXAMPLE

If you are a student enter 08 because the Sector is Education and 7 because the Level is Student.

08	7
----	---

Sector

(put the appropriate number in the first two columns of the grid)

Administrative services	01
Agriculture, Fishing, Forestry, Mining	02
Arts and Entertainment	03
Banking and Finance	04
Catering and Leisure	05
Construction Industries	06
Craft and Design	07
Education	08
Health and Social Services	09
Installation, Maintenance and Repair Services	10
Law and Legal Services	11
Manufacturing and Assembly Industries	12
Personal Services	13
Retail Trade	14
Technical and Scientific	15
Telecommunications and the Media	16
Transport	17
Utilities (gas, water etc)	18
Wholesale Trade	19
Other	00

Level

(put the appropriate number in the third column of the grid)

Self-employed	1
Employer/Partner	2
Employee (Senior level)	3
Employee (Middle or Junior level)	4
Worker in the home	5
Retired	6
Student	7
Other	0

Codes to enter for why you are taking the test

For higher education extended course (three months or more)	1
For higher education short course (three months or less)	2
For training or work experience	3
For application to Medical Council (UK, Ireland and Australia)	4
For immigration	5
For employment	6
For professional registration	7
For personal reasons	8
Other	0

Test Centres

Where is your nearest test centre?

(Please check the IELTS web pages for the most up-to-date centre information)

Please address all correspondence to the IELTS Administrator

Key:

t: telephone

f: facsimile

e: e-mail

Albania

**THE BRITISH COUNCIL
AL001**

The British Council
Rruga Skenderbeu 12
Tirana
Albania
t: +355 42 408 56/408 57
f: +355 42 408 58
e: elsona@icc.al.eu.org

Algeria

**THE BRITISH EMBASSY
DZ001**

The British Embassy
7 Chemin des Glycines
BP43, Alger gar
16 0000 Algiers
Algeria
t: +213 2230068
f: +213 2230067

Argentina

**THE BRITISH COUNCIL
AR623**

The British Council
Marcelo T. de Alvear 590 4°
1058 Buenos Aires
C1058AAF Buenos Aires
Argentina
t: +54 0 11 4311 9814
f: +54 0 11 4311 7747
e: ielts@britishcouncil.org.ar

Australia

**UNIVERSITY OF CANBERRA
AU115**

IELTS Testing Centre
School of Languages and
International Education
University of Canberra
Canberra
ACT 2601
Australia
t: +61 2 6201 2077
f: +61 2 6201 5089
e: ielts@comedu.canberra.edu.au

**CENTRAL QUEENSLAND
UNIVERSITY
AU135**

Central Queensland University
Language Centre
Bruce Highway
North Rockhampton
QLD 4702
Australia
t: +61 7 4930 6577
f: +61 7 4930 6321
e: ielts@cqu.edu.au

**CHARLES STURT UNIVERSITY,
RIVERINA
AU061**

Charles Sturt University, Riverina
Language Centre
Boorooma Street
Wagga Wagga
NSW 2650
Australia
t: +61 2 6933 2858
f: +61 2 6933 2799
e: ielts@csu.edu.au

**CURTIN UNIVERSITY OF
TECHNOLOGY
AU054**

Curtin University of Technology
School of Languages and
International Education
GPO Box U1987
Perth
WA 6845
Australia
t: +61 8 9266 7622
f: +61 8 9266 3186
e: pdooley@spectrum.curtin.edu.au
www.sdie.curtin.edu.au/ielts

**GOLD COAST INSTITUTE OF TAFE
AU111**

Gold Coast Institute of TAFE
ESL Department
91 Scarborough Street
Southport
QLD 4215
Australia
t: +61 7 5581 8340
f: +61 7 5581 8329
e: Kay.Hodges@detir.qld.gov.au

**IELTS AUSTRALIA
AU110**

IELTS Australia
IDP Education Australia
GPO Box 2006
Canberra
ACT 2601
Australia
t: +61 2 6285 8222
f: +61 2 6285 3233
e: ielts@idp.com
www.idp.com

**INTERNATIONAL HOUSE
QUEENSLAND
AU055**

International House Queensland
English Language College
130 McLeod Street
Cairns
QLD 4870
Australia
t: +61 7 4031 3466
f: +61 7 4031 3464
e: admin@ihqld.com

**JAMES COOK UNIVERSITY OF
NORTH QUEENSLAND
AU145**

James Cook University of
North Queensland
The English Language Centre
Townsville
QLD 4811
Australia
t: +61 7 4781 5390
f: +61 7 4781 5392
e: EnglishLanguageCentre@
jcu.edu.au
www.elc.jcu.edu.au

**MACQUARIE UNIVERSITY
AU108**

Macquarie University
NCELTR, Building W6C
Balacava Road, North Ryde
Sydney
NSW 2109
Australia
t: +61 2 9850 7673
f: +61 2 9850 7849
e: ielts@mq.edu.au
www.nceltr.mq.edu.au/els/
ielts_frames.htm

**UNIVERSITY OF MELBOURNE
ENGLISH LANGUAGE CENTRE
AT HAWTHORN
AU130**

University of Melbourne
English Language Centre at
Hawthorn
Melbourne Enterprises
International Ltd
442 Auburn Road,
Hawthorn,
Melbourne
VIC 3122
Australia
t: +61 3 9810 3218
f: +61 3 9810 3242
e: m.lopes@mei.unimelb.edu.au

**UNIVERSITY OF NEWCASTLE
AU106**

The University of Newcastle
ELICOS
The Language Centre
Newcastle
NSW 2308
Australia
t: +61 2 4921 5376
f: +61 2 4921 7068
e: language.centre@mail.
newcastle.edu.au

**UNIVERSITY OF NEW ENGLAND
AU109**

CB Newling Centre
University of New England
Language Training Centre
Armidale
NSW 2351
Australia
t: +61 2 6773 6430
f: +61 2 6773 6435
e: ielts@pobox.une.edu.au
www.une.edu.au/ltc

**NORTHERN TERRITORY
UNIVERSITY
AU120**

ELICOS Centre
Northern Territory University
Casuarina Campus
Ellengowan Drive
Casuarina
NT 0811
Australia
t: +61 8 8946 6079
f: +61 8 8946 7144
e: Susana.lu-dizon@ntu.edu.au

**UNIVERSITY OF QUEENSLAND
AU105**

The University of Queensland
Institute of Continuing and TESOL
Education
Level 3, Joyce Ackroyd Building
Blair Drive, St Lucia
Brisbane
QLD 4072
Australia
t: +61 7 3365 6565
f: +61 7 3365 6599
e: tesol.enrol@mailbox.uq.edu.au
www.icte.uq.edu.au

**RMIT UNIVERSITY
AU056**

RMIT University
Centre for English Language
Learning
PO Box 480 Elizabeth Street
Melbourne
VIC 8006
Australia
t: +61 3 9639 0300
f: +61 3 9663 8504
e: cell@rmit.edu.au

**UNIVERSITY OF
SOUTH AUSTRALIA
AU100**

C.A.L.U.S.A.
Brookman Building
City East Campus
Adelaide
SA 5000
Australia
t: +61 8 8302 1591
f: +61 8 8302 1557
e: helen.benzie@unisa.edu.au

**UNIVERSITY OF TASMANIA
AU125**

University of Tasmania
English Language Centre
PO Box 1414
Launceston
Tasmania 7250
Australia
t: +61 3 6324 3597
f: +61 3 6324 2525
e: IELTS.Tas@utas.edu.au

Test Centres

UNIVERSITY OF TECHNOLOGY, SYDNEY AU140

University of Technology, Sydney
International Programs
10 Quay St
Sydney
NSW 2007
Australia
t: +61 2 9514 1536
f: +61 2 9514 1530
e: ielts@uts.edu.au
www.uts.edu.au/div/ipo/ielts

WOLLONGONG UNIVERSITY COLLEGE AU107

University of Wollongong
Wollongong University College
Northfields Avenue
Wollongong
NSW 2522
Australia
t: +61 2 4252 8803
f: +61 2 4228 9897
e: wucielts@uow.edu.au

Austria

THE BRITISH COUNCIL AT040

The British Council
Schenkenstrasse 4
Vienna
1010
Austria
t: +431 53326 1677
f: +431 53326 1685
e: exams@britishcouncil.at
www.britishcouncil.at

Azerbaijan

THE BRITISH COUNCIL AZ001

The British Council
1Vali Mammadov Street
Baku
370004
Azerbaijan
t: +994 12 971593/972013
f: +994 12 989236
e: staff@britcoun1.baku.az

Bahrain

THE BRITISH COUNCIL BH001

The British Council
PO Box 452, Manama
146 Shaikh Salman Highway
Manama
356
Bahrain
t: +973 261555
f: +973 241272

Bangladesh

THE BRITISH COUNCIL TEACHING CENTRE BD001

The British Council Teaching Centre
754B Satmasjid Road
Dhanmondi
Dhaka 1205
Bangladesh
t: +880 2 911 6171/911 6545
f: +880 2 811 6554
e: dhaka.teachingcentre@
bd.britishcouncil.org

VUI IELTS TEST CENTRE BD005

House 55 Road 4A
Dahnmondi R/A Dhaka 1209
Bangladesh
t: +880 2 811 5571
f: +880 2 861 0038
e: vuiielts@bol-online.com

Belgium

THE BRITISH COUNCIL BE003

The British Council
Léopold Plaza
Rue de Trône, 108
Troonstraat –
1050 Brussels
Belgium
t: +32 2 227 0841
f: +32 2 227 0849
e: IELTS@britishcouncil.be
www.britishcouncil.org/belgium

Bolivia

THE BRITISH COUNCIL BO003

The British Council
Av Arce 2708 Esquina Campos
La Paz
Casilla 15047
Bolivia
t: +591 2 431240
f: +591 2 431377
e: ielts@britishcouncil.org.bo
www.britishcouncil.org/bolivia

Bosnia & Herzegovina

BRITISH COUNCIL BA001

British Council
Bosnia and Herzegovina
Obala Kulina bana 4/2
71000 Sarajevo
Bosnia and Herzegovina
t: +387 33 200890
f: +387 33 200895
e: British.Council@britishcouncil.ba

Brazil

THE BRITISH COUNCIL BR051

The British Council
Rua Ferreira Araujo, 741 – 3º andar
Pinheiros,
05428-002 – Pinheiros
Sao Paulo – SP – Brazil
t: +5511 3038 6950 (IELTS Information)
t: +5511 3038 6947 (IELTS Administrator)
f: +5511 3038 6954 (IELTS Information)
f: +5511 3038 6948 (IELTS Administrator)
e: centro.info@britishcouncil.org.br
rosane.digenova@britishcouncil.org.br
www.britishcouncil.org/brazil

THE BRITISH COUNCIL BR029

The British Council
Av. Domingos Ferreira 4150
Boa Viagem
Recife – PE
52051-310
Brazil
t: +55 81 465 7744
f: +55 81 465 7271
e: recife@britcoun.org.br
www.britcoun.org/brazil

THE BRITISH COUNCIL BR060

The British Council English Language
Training Centre
Av. Rio Branco 80/4 andar
Rio de Janeiro – RJ
CEP 20040-070
Brazil
t: +55 21 2242 1223
f: +55 21 2221 0515
e: ielts.rio@britishcouncil.org.br
www.conselhobritanico.org.br

THE BRITISH COUNCIL BR112

The British Council Brasília
Ed. Centro Empresarial Varig
SCN Quadra 04 Bloco B
Torre Oeste Conjunto 202
Brasília – DF
70710-926
Brazil
t: +55 61 327 7230
f: +55 61 326 8917

CULTURA INGLESA DE BAHIA BR016

Rua Mato Grossa 481-Pituba
Cep 41830-151
Salvador-Ba
Brazil
t: +55 71 248 0255
f: +55 71 248 1117

CULTURA INGLESA – BELO HORIZONTE BR001

Cultura Inglesa – Belo Horizonte
Rua Fernandes Tourinho 457
Savassi
Belo Horizonte-MG
30112-000
Brazil
t: +55 31 221 6770
f: +55 31 225 1791
e: admin@culturainglesa-bh.com.br
www.britcoun.org/brazil

CULTURA INGLESA – CURITIBA BR003

Cultura Inglesa – Curitiba
Rua Julia da Costa 1500
Caixa Postal 505
Curitiba-PR
80730-070
Brazil
t: +55 41 222 7339
f: +55 41 224 1024
e: cinglesa@bastecnet.com.br
www.britcoun.org/brazil

CULTURA INGLESA – FLORIANOPOLIS BR014

Cultura Inglesa – Florianopolis
Rua Rafael Bandeira 335, Centro
Florianopolis SC
88015-450
Brazil
t: +55 48 224 2696
f: +55 48 224 2696
e: culting@iaccess.com.br
www.britcoun.org/brazil

CULTURA INGLESA – FORTALEZA BR123

Cultura Inglesa – Fortaleza
Rua Ana Bilhar 171
Aldeota
Fortaleza CE
CEP60 160-110
Brazil
t: +55 85 244 3784
f: +55 85 224 2665
e: cultura@roadnet.com.br
www.britcoun.org/brazil

CULTURA INGLESA PORTO ALEGRE BR124

Cultura Inglesa Porto Alegre
Rua Quintino Bocaiuva 1447
90440-051 Porto Alegre – Rs
Brazil
t: +55 51 333 4033
f: +55 51 333 4033
e: info@culturainglesa-rs.com.br

CULTURA INGLESA – SAO CARLOS BR128

Cultura Inglesa-Sao Carlos
Rua Sao Sebastiao, 1530
Sao Carlos
SP 13560-230
Brazil
t: +55 16 272 2276
f: +55 16 272 9875
e: learning@zaz.com.br
www.britcoun.org/brazil

Brunei Darussalam

THE BRITISH COUNCIL BN003

The British Council
2 01 Block D
Kompleks Yayasan Sultan Haji
Hassanal Bolkiah
Jalan Pretty
Bandar Seri Begawan BS 8711
Brunei Darussalam
t: +673 2 222231
f: +673 2 234315
e: lela.suhailee@bn.britishcouncil.org
www.britishcouncil.org/brunei

Test Centres

Bulgaria

THE BRITISH COUNCIL BG001

The British Council
7 Krakra Street
Sofia 1504
Bulgaria
t: +359 2 9 42 42 00
f: +359 2 9 42 43 06
e: exams@britishcouncil.bg

Burma

THE BRITISH COUNCIL BU001

The British Council
Examinations Services
78 Kanna Road
Yangon
Myanmar (Burma)
t: +95 1 254658/256290/256291
f: +95 1 245345
e: wendy.tinwinkyi@britishcouncil.org.mm

Cambodia

AUSTRALIAN CENTRE FOR EDUCATION KH001

Australian Centre for Education
#46 Street 214
Sangkat Boeung Raing,
Khan Daun Penh
Phnom Penh
Cambodia
t: +855 2372 4204
f: +855 2342 6608
e: info@phnompenh.idp.edu.au

Cameroon

THE BRITISH COUNCIL CM001

The British Council
Immeuble Christo
Avenue Charles de Gaulle
Yaounde
B.P 818
Cameroon
t: +237 2211696/2203172
f: +237 2215691
e: ielts@britishcouncil.cm
www.britishcouncil.org/cameroon

Canada

CONESTOGA COLLEGE OF APPLIED ART & TECHNOLOGY CA021

Conestoga College of
Applied Art & Technology
299 Doon Valley Drive
Kitchener
Ontario
N2G 4M4
Canada
t: +519 748 3516
f: +519 748 3505
e: ielts@conestogac.on.ca
www.conestogac.on.ca/ielts

INTERNATIONAL LANGUAGE INSTITUTE CA030

International Language Institute
5151 Terminal Rd 8th Floor
Halifax
Nova Scotia
B3J 1A1
Canada
t: +902 429 3636
f: +902 429 2900
e: registrar@ili-halifax.com

SIMON FRASER UNIVERSITY CA025

English Bridge Program
8888 University Drive
Burnaby B.C. V5A 1S6
Vancouver
Canada
t: +604 291 5930
f: +1604 291 4989
e: ielts@sfu.ca
www.sfu.ca/ielts

Chile

THE BRITISH COUNCIL CL010

The British Council
Eliodoro Yanez 832
Casilla 115 Correo 55
Santiago
Chile
t: +56 2 236 1199
f: +56 2 235 9690

China

BRITISH CONSULATE – GENERAL CN002

Cultural and Education Section
British Consulate-General
10/F Guangdong International Hotel
339 Huanshidong Road
Guangzhou 510098
China
t: +0086 20 8335 1316
f: +0086 20 8335 1321
e: bc.guangzhou@britishcouncil.org.cn

BRITISH CONSULATE – GENERAL CN004

British Consulate General
Cultural and Education Section
1 Floor Pidemco Tower
318 Fu Zhou Lu
Shanghai 200001
t: +0086 21 6391 2626
f: +0086 21 6391 2121
e: shanghai.examinations@britishcouncil.org.cn

BRITISH CONSULATE – GENERAL CN172

British Consulate – General
Rm 5–7, 28th Floor, No.68
Zhao Rong Road
Yu Zhong District
t: +023 6373 6888
f: +023 6373 7898

BRITISH EMBASSY CN001

British Embassy
Cultural and Education Section,
4th Floor
Landmark Building
Chaoyang District
Beijing
100004
China
t: +10 6590 6903
f: +10 6590 0977
e: examinations@bc-beijing.sprint.com

IELTS Registration Offices:

Beijing

Overseas Test Centre, Beijing
Language Cultural University
No. 15 Xue Yuan Road
Hai Ding District
PC: 100083
t: +010 8230 3550
f: +010 8230 3909

Chengdu

Foreign Language Test Centre
Sichuan Union University
(West Campus)
24#, 1st South Section Road
Yihuan, Chengdu
PC: 610065
t: +028 540 7413/540 5108
f: +028 540 1851

Chongqing

Cultural and Education Section
British Consulate-General
(see above)

Fuzhou

Fujian Education International
Exchange Association
Zuohai Park Gulou District
Fuzhou 350003
t: +0086 591 7858643
f: +0086 591 7834300

Guangzhou

Zhong Kai Agrotechnical College
24 Dong Sha Street, Fang Zhi Road
PC: 510225
t: +020 3428 5191/3429 1691
f: +020 8423 8617

Hangzhou

Shinyway Overseas Studies
Service Centre
Room 505-506, Wenhao Ge
Oriental Garden
No. 239 Shangtang Road
Hangzhou
PC: 310014
PR China
t: +0086 571 85300386
f: +0086 571 85300762

Jinan

Learning Interchange Centre of
Shan Dong University
International Interchange Department
No. 6 Fou Shan Road
Shan Dong Province
t: +0531 261 8803/261 8805
f: +0531 296 4947

Nanjing

Foreign Languages Dept
Southeast University
2 Sipai Building
Nanjing
PC: 210018
t: +025 3792254/3793242
f: +025 3792253

Shanghai

Overseas Test Centre
5th Floor, Wen Ke Building
East China Normal University
No. 3663 North Zhong Shan Road
Shanghai
PC: 200062
t: +021 6254 5332/6223 3151
f: +021 6254 5332

Shenyang

Liaoning Educational Centre for
International Exchange
46–1 Chong Shan East Road
Huanggu District
PC: 110032
t: +024 8690 9660
f: +024 869 09827

Shenzhen

SEG Personnel Training Centre
7Fl. East, Economic Building
North Hua Qiang Road
Shenzhen
PC: 518031
t: +0755 378 0139
f: +0755 321 7080

Tianjin

Jin Gu Training Department
Mel Tong Foreign Language
Training Centre
No. 56 Yi Changdao
He Ping District
PC: 300070
t: +022 2304 1995/2304 1996/
2304 1997
f: +022 2304 1355

Wuhan

Hubei Provincial Education
Association of International Exchange
8 Hougsham Road, Wuchang
Wuhan, Hubei
PC: 430071
t: +027 873 28107/873 28141
f: +027 873 28047

Xi'an

Training Department
Xi'an Foreign Languages University
No. 2 Shi Da Road
PC: 710061
t: +029 530 9384
f: +029 526 3660

Xiamen

International Tests Centre
Foreign Language College
Xiamen University
Simingnan Road
Xiamen 361005
t: +0086 592 2185305
f: +0086 592 2185305
e: itcenter@xmu.edu.cn

Test Centres

Colombia

THE BRITISH COUNCIL CO001

The British Council
Calle 87 No 12-79
Apartado Aereo 089231
Sante fe de Bogota DC
Colombia
t: +571 6187680
f: +571 6214989

Costa Rica

INSTITUTO BRITANICO CR001

Instituto Britanico
APDO 8184
San Jose
1000
Costa Rica
t: +506 2349054
f: +506 2531894
e: instbrit@sol.racsa.co.cr

Croatia

THE BRITISH COUNCIL HR002

The British Council Croatia
Ilica 12
10000 Zagreb
Croatia
t: +385 1 483 3990
f: +385 1 483 3955
e: ielts@britishcouncil.hr
www.britishcouncil.hr

Cyprus

THE BRITISH COUNCIL CY006

The British Council
PO Box 25654
CY-1387
Nicosia
Cyprus
t: +357 2 672550
f: +357 2 672455
e: exams.enquiries@
britishcouncil.org.cy
www.britishcouncil.org.cy

Czech Republic

THE BRITISH COUNCIL CZ001

The British Council
Narodni 10
125 01 Prague 1
Czech Republic
t: +420 2 2199 112930
f: +420 2 2491 3839
e: renata.mokroluska@
britishcouncil.cz
english.exams@britishcouncil.cz

Denmark

THE BRITISH COUNCIL DK001

The British Council
Gammel Mont 12,3
1117 Kobenhavn K
Denmark
t: +45 33 36 9400
f: +45 33 36 9406
e: ielts@britishcouncil.dk

Egypt

THE BRITISH COUNCIL EG001

The British Council
192 Sharia el Nil
Agouza
Cairo
Egypt
t: +202 303 1514
f: +202 344 3076
e: ielts@britishcouncil.org.eg

THE BRITISH COUNCIL EG002

The British Council
9 Batalsa Street
Bab Sharki
Alexandria
Egypt
t: +203 482 0199/482 9890
f: +203 484 6630
e: ielts@britishcouncil.org.eg

Eritrea

THE BRITISH COUNCIL ER001

The British Council
Lorenzo Taizaz Street, No 23
PO Box 997
Asmara
Eritrea
t: +29 11123415
f: +29 11127230

Estonia

THE BRITISH COUNCIL EE001

The British Council
Vana-Posti 7
10146 Tallinn
Estonia
t: +372 6 418 288/314 010
f: +372 6 313 111
e: britishcouncil@britishcouncil.ee
kaarin.truus@britishcouncil.ee
www.britishcouncil.ee

Ethiopia

THE BRITISH COUNCIL ET001

The British Council
Artistic Building
Adwa Avenue, PO Box 1043
Addis Ababa
Ethiopia
t: +251 155 0022
f: +251 155 2544

Fiji

COLLEGE FOR HIGHER EDUCATION STUDIES (CHES)

FJ003
College for Higher Education Studies
(CHES)
195 Princes Rd
Samabula Suva
Fiji
t: +679 383 645
f: +679 386 732
e: aidw@is.com.fj

THE UNIVERSITY OF THE SOUTH PACIFIC FJ026

English Language Centre
The University of the South Pacific
Laucala Bay
Suva
Fiji
t: +679 212 289
f: +679 307 194
e: shadbolt_p@usp.ac.fj

Finland

THE BRITISH COUNCIL FI016

Hekaniemenkatu 2
00530 Helsinki
Finland
t: +358 97743 3330
f: +358 9701 8725
e: kirsil.hanslin@britishcouncil.fi

France

THE BRITISH COUNCIL FR082

The British Council
Université Victor-Segalen
3 ter place de la Victoire
33076 Bordeaux Cedex
France
t: +33 5 57 57 19 52
f: +33 5 57 57 19 50
e: bordeaux.info@britishcouncil.fr
www.britishcouncil.fr

THE BRITISH COUNCIL FR585

The British Council
9 rue de Constantine
75340 Paris Cedex 07
France
t: +33 1 49 55 73 00
f: +33 1 47 05 77 02
e: exams@britishcouncil.fr
www.britishcouncil.fr

Georgia

THE BRITISH COUNCIL GE001

The British Council
13 Chavchavadze Avenue
Tbilisi
380079
Georgia
t: +995 32 252360
f: +995 32 250409
e: ielts@britishcouncil.org.ge

Germany

THE BRITISH COUNCIL DE632

The British Council
Examinations Centre
Hackescher Markt 1
10178 Berlin
Germany
t: +49 30 3110 9957
f: +49 30 3110 9933
e: caroline.murdoch@
britishcouncil.de

CARL DUISBERG CENTREN DE159

Carl Duisberg Centren
Hansaring 49-51
50670 Koln
Germany
t: +49 221 1626 258/1626 257
f: +49 221 1626 205
e: granados@cdc.de

Ghana

THE BRITISH COUNCIL GH001

The British Council
Liberia Road
PO Box GP 771
Accra
Ghana
t: +233 21 244744/235429/663979
f: +233 21 240330
e: ielts@britishcouncil.org.gh
bcaccra@britishcouncil.org.gh

Great Britain

ANGLIA POLYTECHNIC UNIVERSITY 22107

Anglia Polytechnic University
East Road
Cambridge
CB1 1PT
Great Britain
t: +44 1223 363271 ext: 2008
f: +44 1223 417725
e: ielts@apu.ac.uk
www.anglia.ac.uk/ielts

ASTON UNIVERSITY GB501

Aston University
Language Studies Unit
Aston Triangle
Birmingham
B4 7ET
Great Britain
t: +44 121 3593611 ext:4242
f: +44 121 3592725
e: s.m.morton@aston.ac.uk

BASIL PATERSON EDINBURGH 69744

Basil Paterson Edinburgh
22 Abercromby Place
Edinburgh
EH3 6QE
Great Britain
t: +44 1315567695
f: +44 1315578503
e: courses@bp-coll.demon.co.uk
www.basilpaterson.co.uk

Test Centres

THE BELL LANGUAGE SCHOOL 18116

The Bell Language School
Bowthorpe Hall
Norwich
NR5 9AA
Great Britain
t: +44 1603 745615
f: +44 1603 747669
e: IELTS@bell-centres.com

UNIVERSITY OF BRIGHTON GB502

University of Brighton
School of Languages
Falmer
Brighton
BN1 9PH
Great Britain
t: +44 1273 643354
f: +44 1273 690710
e: e.j.hall@bton.ac.uk
www.brighton.ac.uk/slweb

UNIVERSITY OF BRISTOL GB503

University of Bristol
The Language Centre
30/32 Tyndall's Park Road
Clifton
Bristol BS8 1PY
Great Britain
t: +44 117 974 1311
f: +44 117 974 1377
e: ielts-LangCent@bristol.ac.uk
www.bris.ac.uk/Depts/LangCent/
ielts.htm

CHAUCER COLLEGE CANTERBURY 61402

Chaucer College Canterbury
University Road
Canterbury
Kent
CT2 7LJ
Great Britain
t: +44 1227 787800
f: +44 1227 784267
e: chaucer_ietf@ukc.ac.uk
www.ukc.ac.uk/chaucer

COLCHESTER ENGLISH STUDY CENTRE 16430

Colchester English Study Centre
19 Lexden Road
Colchester
CO3 3PW
Great Britain
t: +44 1206544422
f: +44 1206761849
e: ielts@cesc.co.uk
www.edunet.com/cesc

COVENTRY TECHNICAL COLLEGE 20426

Coventry Technical College
Examinations Office
Butts
Coventry
CV1 3GD
Great Britain
t: +44 24 7652 6754
f: +44 24 7652 6783
e: exams@covcollege.ac.uk

UNIVERSITY OF DURHAM GB007

University of Durham
The Language Centre
Elvet Riverside
New Elvet
Durham
DH1 3JT
Great Britain
t: +44 191 3743716
f: +44 191 3747790
e: ielts.enquiries@durham.ac.uk
www.dur.ac.uk/~dlc0zz1

UNIVERSITY OF EXETER 84211

University of Exeter
English Language Centre
Streatham Court
Exeter
EX4 4PU
Great Britain
t: +44 1392 264282
f: +44 1392 264277
e: elc@exeter.ac.uk
www.exeter.ac.uk/elc

EASTBOURNE COLLEGE OF ARTS AND TECHNOLOGY 56355

Eastbourne College of
Arts and Technology
Cross Levels Way
Eastbourne
East Sussex
BN21 2UF
Great Britain
t: +44 1323 637233
f: +44 1323 637230
e: PLynch@ecat.ac.uk

THE ENGLISH LANGUAGE CENTRE

50724
The English Language Centre
The University of Bath
Claverton Down
Bath
BA2 7AY
Great Britain
t: +44 1225 323024
f: +44 1225 323135
e: english@bath.ac.uk
www.bath.ac.uk/Centres/ELC

EUROCENTRES LEE GREEN 10629

Eurocentres Lee Green
21 Meadowcourt Road
London
SE3 9EU
Great Britain
t: +44 20 8297 1488
f: +44 20 8318 9057
e: ielts@eurocentres.com

UNIVERSITY OF GLASGOW 70283

University of Glasgow
EFL Unit, 52 Hillhead Street
Glasgow
G12 8QB
Great Britain
t: +44 141 330 4220
f: +44 141 330 3381
e: ielts@arts.gla.ac.uk

HARROGATE LANGUAGE ACADEMY 48227

Harrogate Language Academy
8A Royal Parade
Harrogate
HG1 2SZ
Great Britain
t: +44 1423 531969
f: +44 1423 531064
e: enquiry@hla.co.uk
www.hla.co.uk

KING'S SCHOOL OXFORD 62352

King's School Oxford
St Joseph's Hall
Temple Cowley
Oxford
OX4 2UJ
Great Britain
t: +44 1865 711829
f: +44 1865 747791
e: ielts@kingsoxford.co.uk

LANGUAGE SPECIALISTS INTERNATIONAL

58534
Language Specialists International
1-13 Lord Montgomery Way
Portsmouth
PO1 2AH
Great Britain
t: +44 23 9229 1811
f: +44 23 9275 0435
e: ielts@lsi-international.co.uk
www.lsi-international.co.uk

UNIVERSITY OF LIVERPOOL 34400

University of Liverpool
Applied English Language Studies
Unit (AELSU)
Modern Languages Building
Liverpool
L69 7ZR
Great Britain
t: +44 151 794 2735/2762
f: +44 151 794 2739
e: nelia@liv.ac.uk
www.liv.ac.uk/english/aelsu/ielts_
dates.html

THE MAYFLOWER COLLEGE OF ENGLISH LTD

84212
The Mayflower College of
English Ltd.
36 Pier Street
The Hoe
Plymouth
PL1 3BT
Great Britain
t: +44 1752 673784
f: +44 1752 671537
e: english@maycoll.co.uk
www.maycoll.co.uk

MELTON COLLEGE 48374

Melton College
137 Holgate Road
York
YO24 4DH
Great Britain
t: +44 1904 622250
f: +44 1904 629233
e: IELTS@melton-college.co.uk
www.melton-college.co.uk

MIDDLESEX UNIVERSITY 12257

Middlesex University
The Burroughs
Hendon
London NW4 4BT
North London
Great Britain
t: +44 208 411 5294
f: +44 208 411 5294
e: ielts@mdx.ac.uk

UNIVERSITY OF NOTTINGHAM GB509

University of Nottingham
Centre for English Language
Education (CELE)
Economics & Geography Building
Nottingham
NG7 2RD
Great Britain
t: +44 115 951 4404/846 6413
f: +44 115 951 4992
e: ielts@nottingham.ac.uk

THE QUEEN'S UNIVERSITY OF BELFAST

71202
The Queen's University of Belfast
TEFL Centre
103-105 Botanic Avenue
Belfast
BT7 1NN
Great Britain
t: +44 28 9033 5373
f: +44 28 9033 5379
e: s.walsh@qub.ac.uk
www.qub.ac.uk/tefl

RICHARD LANGUAGE COLLEGE 55142

Richard Language College
43-45 Wimbourne Road
Bournemouth
BH3 7AB
Great Britain
t: +44 1202 555932
f: +44 1202 555874
e: ielts@rlc.co.uk
www.rlc.co.uk

UNIVERSITY OF SOUTHAMPTON GB008

University of Southampton
Centre for Language Study
School of Modern Languages
Highfield
Southampton
SO17 1BJ
Great Britain
t: +44 23 8059 2224
f: +44 23 8059 3849
e: clsmail@soton.ac.uk
www.lang.soton.ac.uk/info/english/
ielts.htm

SOUTHWARK COLLEGE 10850

Southwark College
The Cut
London
SE1 8LE
Great Britain
t: +44 20 7815 1608
f: +44 20 7261 1301
e: enas@southwark.ac.uk

Test Centres

UNIVERSITY OF SURREY 64441

The University of Surrey
School of Language and
International Studies
English Language Institute
Guildford
GU2 5XH
Great Britain
t: +44 1483 689912
f: +44 1483 689507
e: v.strudwick@surrey.ac.uk
www.surrey.ac.uk/ELI/eli.html

UMIST 32342

UMIST
English Language Teaching Centre
Manchester
M60 1QD
Great Britain
t: +44 161 200 3397
f: +44 161 200 3396
e: eltc@umist.ac.uk
www.eltc.umist.ac.uk

UNIVERSITY OF WALES, ABERYSTWYTH 82963

University of Wales
Language and Learning Centre
Llandinam Building, Penglais Campus
Aberystwyth
SY23 3DB
Great Britain
t: +44 1970 622545
f: +44 1970 622546
e: avc@aber.ac.uk
www.aber.ac.uk/language+learning

UNIVERSITY OF WALES, CARDIFF GB512

Cardiff University, Wales
Centre for Language and
Communication (ENCAP)
Colum Drive PO Box 94
Cardiff
CF10 3XB
Great Britain
t: +44 29 2087 4243
f: +44 29 2087 4242
e: ielts@cf.ac.uk

UNIVERSITY OF WALES, SWANSEA 68886

University of Wales Swansea
Centre for Applied Language Studies
Singleton Park
Swansea
SA2 8PP
Great Britain
t: +44 1792 295391
f: +44 1792 295641
e: ielts@swansea.ac.uk
www.swan.ac.uk/cals

UNIVERSITY OF WESTMINSTER GB507

University of Westminster
16 Riding House Street
London
W1P 7PT
Great Britain
t: +44 20 7915 5487
f: +44 20 7915 5492
e: ielts@westminster.ac.uk
www.wmin.ac.uk

Greece

THE BRITISH COUNCIL GR005

The British Council
14 Lykavitou Street
106 73 Athens
Greece
t: +30 1363 3211
f: +30 1363 4769
e: maia.cokkina@bc1athens.sprint.com

THE BRITISH COUNCIL GR026

The British Council
Ethnikis Amyntis 9
(and Tsimiski Corner)
PO Box 50007
Thessaloniki
54013
Greece
t: +30 31 233912
f: +30 31 282498

Hong Kong

THE BRITISH COUNCIL HK001

The British Council
3 Supreme Court Road
Admiralty
Hong Kong
t: +852 2913 5170
f: +852 2913 5172
e: examinations@britishcouncil.org.hk
www.britishcouncil.org.hk

IDP EDUCATION AUSTRALIA HK027

IDP Education Australia
Room 2807 The Harbour Centre
25 Harbour Road
Wanchai
Hong Kong
t: +852 2827 6362
f: +852 2827 9286
e: info@hongkong.idp.edu.au
www.education.com.hk/idp

Hungary

THE BRITISH COUNCIL HU001

The British Council
Budapest
Benczur utca 26
1068
Hungary
t: +36 1 478 4725
f: +36 1 342 5728
e: ielts@britishcouncil.hu
www.britishcouncil.hu

India

THE BRITISH DEPUTY HIGH COMMISSION IN001

The British Deputy High Commission
British Council Division
737 Anna Salai
Chennai 600 002
India
t: +91 44 852 5002
f: +91 44 852 3234
e: nirupa.fernandez@in.britishcouncil.org

THE BRITISH DEPUTY HIGH COMMISSION IN002

The British Deputy High Commission
British Council Division
5 Shakespeare Sarani
Kolkata 700 071
India
t: +91 33 282 5947
f: +91 33 282 4804
e: calcutta.exams@britishcouncil.org

THE BRITISH DEPUTY HIGH COMMISSION IN100

The British Deputy High Commission
British Council Division
Mittal Tower 'C' Wing, 2nd Floor
Nariman Point
Mumbai 400 021
India
t: +91 22 282 3560
f: +91 22 285 2024
e: IELTS.Mumbai@in.britishcouncil.org

THE BRITISH HIGH COMMISSION IN120

The British High Commission
British Council Division
17 Kasturba Gandhi Marg
New Delhi
110 001
India
t: +91 11 371 1401
f: +91 11 371 0717
e: ielts.delhi@in.britishcouncil.org

Indonesia

AUSTRALIA CENTRE, MEDAN ID016

Australia Centre; Medan
Jalan Kartini No. 32
Medan
North Sumatra
Indonesia
t: +62 61 455 4520
f: +62 61 415 6820
e: ielts@acmedan.com

THE BRITISH COUNCIL ID002

The British Council
S Widojo Centre 1st Floor
Jalan Jenderal Sudirman 71
Jakarta 12190
Indonesia
t: +62 21 2524115
f: +62 21 2524129
e: ielts@britishcouncil.or.id
www.britishcouncil.or.id

IALF BALI ID014

IALF Bali
Bali Language Centre
Jalan Kapten Agung 19
Denpasar
Bali
80232
Indonesia
t: +62 361 221 782
f: +62 361 263 509
e: ielts@ialfbali.co.id
www.ialf.edu

IALF JAKARTA ID010

IALF Jakarta
Wisma Budi Suite 503
Jalan Rasuna Said Kav C.6
Jakarta
12940
Indonesia
t: +62 21 521 3350/1/2
f: +62 21 521 3349
e: ielts@ialf.edu
www.ialf.edu

IALF SURABAYA ID035

Jl. Sumatera 49
Surabaya, 60281
East Java
Indonesia
t: +62 31 502 6400
f: +62 31 502 6408
e: ieltsadminsby@ialf.edu
www.ialf.edu

Iran

THE BRITISH COUNCIL IR008

The British Council
Qolhak
Dr. Shariati Ave
Tehran-Iran Co
19396 13661
Tehran
Iran
t: +98 21 264905
f: +98 21 264901

IELTS TEHRAN IR010

IELTS Tehran
24 Dastkhosh Alley
Fariman Street
Taleghani Ave
Tehran
14168
Iran
t: +98 21 646 0719
f: +98 21 646 7693
e: ielts@sinasoft.net

Ireland

UNIVERSITY COLLEGE, CORK IE002

University College, Cork
Language Centre UCC
Cork
Ireland
t: +353 21 490 3225
f: +353 21 490 3223
e: IELTS@langcent.ucc.ie

UNIVERSITY COLLEGE, DUBLIN IE012

University College Dublin
Applied Language Centre UCD
Belfield
Dublin 4
Ireland
t: +353 1 716 7900
f: +353 1 716 1188
e: IELTS@alc.ucd.ie

Test Centres

Israel

THE BRITISH COUNCIL IL001

The British Council
140 Hayarkon Street
PO Box 3302
Tel Aviv
61032
Israel
t: +972 35222194
f: +972 35221229

THE BRITISH COUNCIL IL003

The British Council
English Language Centre
An Nuzha Building
4 Abu Obeidah Street
PO Box 19136
East Jerusalem
Israel
t: +972 2 628 2545/296 3295
f: +972 2 628 3021/296 3297

Italy

THE BRITISH COUNCIL IT010

The British Council
Via Manzoni 38
Milano
20121
Italy
t: +39 02 7722 2213/7722 2201/
7722 2202
f: +39 02 781119
e: ielts.milan@britishcouncil.it

THE BRITISH COUNCIL IT012

The British Council
Via Crispi 92
80121 Naples
Italy
t: +39 81 667410
f: +39 81 669563
e: ielts.naples@britishcouncil.it

THE BRITISH COUNCIL IT264

The British Council
Via IV Fontane 20
Rome
00184
Italy
t: +39 06 478 14212
f: +39 06 487 1070
e: ielts.rome@britishcouncil.it

Jamaica

THE BRITISH HIGH COMMISSION JM999

The British High Commission
28 Trafalgar Road
PO Box 235 (5) Kingston 10
Kingston
Jamaica
t: +1876 929 6915
f: +1876 960 3030
e: ielts@britishcouncil.org.jm
www.britishcouncil.org/caribbean

Japan

THE BRITISH COUNCIL JP023

The British Council
Fukuoka and English School
Zenrosai Molty Tenjin Bldg 2F
1-1-17 Maizuru, Chuo-ku
Fukuoka 810-0073
Japan
t: +81 9 2752 3737
f: +81 9 2752 6622

THE BRITISH COUNCIL JP170

The British Council
1-13-3 Higashi Sakura
Higashi-Ku
Nagoya-Shi
Aichi 461-0005
Japan
t: +81 5 2963 3671
f: +81 5 2963 3670
e: exams@jpa.britishcouncil.or.jp

THE BRITISH COUNCIL JP019

The British Council
Dojima Avanza 4F
1-6-20, Dojima, Kita-ku
Osaka-shi
Osaka 530-0003
Japan
t: +81 6 6342 5301
f: +81 6 6342 5311
e: exams@jpo.britishcouncil.or.jp

THE BRITISH COUNCIL JP003

The British Council
2-Kagurazaka 1-Chome
Shinjuku-Ku
Tokyo 162-0825
Japan
t: +81 3 3235 8031
f: +81 3 3235 8040
e: exams@britishcouncil.or.jp

Jordan

THE BRITISH COUNCIL JO001

The British Council
First Circle
Jabal Amman
PO Box 634
Amman 11118
Jordan
t: +962 6 463 6147/8
f: +962 6 465 6413
e: ielts@britishcouncil.org.jo

THE BRITISH COUNCIL

KZ001

The British Council
13 Republic Square
Almaty
480013
Kazakhstan
t: +7 3272 633339/637743
f: +7 3272 633443
e: ielts@kz.britishcouncil.org
www.britishcouncil.kz

Kenya

THE BRITISH COUNCIL KE001

The British Council
PO Box 40751
Nairobi
Kenya
t: +25 4 2334855
f: +25 4 2339854
e: teaching.centre@
britishcouncil.or.ke
www.britishcouncil.org/kenya

AUSTRALIAN UNIVERSITY STUDIES INSTITUTE

5th Floor, Centro House
Westlands
PO. Box 25520
Nairobi
Kenya
t: +25 4 2441110
f: +25 4 2441120
e: baiju@ausied.com

Korea

THE BRITISH COUNCIL KR001

The British Council Korea
Joongwhoo Building
61-21 Taepyeongro 1 ka, choong-gu
Seoul 100-101
Korea
t: +82 2 3702 0600 (switchboard)
f: +82 2 3702 0652 3 (exams)
e: +82 2 3702 0663
e: exams@britishcouncil.or.kr

IDP EDUCATION AUSTRALIA KR009

IDP Education Australia
Rm 1310 13th Floor, Kyobo Building,
1 Chongro-1 Ka, Chongro-Ku
Seoul
110-714
Korea
t: +82 2 776 7246/7
f: +82 2 773 8063
e: ielts@seoul.idp.edu.au

IDP EDUCATION AUSTRALIA KR010

IDP Education Australia
Rm 307 Kyowon Gongje Hoykwan
#1205-1 Choryang-Dong, Dong-Ku
Pusan
601-011
Korea
t: +82 51 442 5434
f: +82 51 442 5435
e: ielts@pus.idp.edu.au
www.idped.com/index_frame.html

Kuwait

THE BRITISH COUNCIL KW001

The British Council
PO Box 345
Safat
13004
Kuwait
t: +965 252 0067
f: +965 252 0069
e: bc.kuwait@kw.britishcouncil.org
www.britishcouncil.org/kuwait/
english/kuwielts.htm

Lao Pdr

VIENTIANE UNIVERSITY COLLEGE LA004

Vientiane University College
That Luang Road
PO Box 4144
Vientiane
Lao Pdr
t: +621 414873
f: +621 414346
e: ielts_vtcollege@laopdr.com

Latvia

THE BRITISH COUNCIL LV003

The British Council
Blaumana iela 5a
Riga
LV-1011
Latvia
t: +371 728 1730
f: +371 728 5666
e: exams@britishcouncil.lv
www.britishcouncil.lv

Libya

THE BRITISH COUNCIL LY002

The British Council
c/o British Embassy
24th Floor, Burj al Fatah
Tripoli Postal Address
PO Box 4206
Tripoli
Libya
t: +218 21 335 1473/5
f: +218 21 335 1471
e: britishcouncil@ltnet.net
www.britishcouncil.org/libya/
index.htm

Lebanon

THE BRITISH COUNCIL LB001

The British Council
Sadat/Sidani Str.
Azar Bldg.
Beirut
Lebanon
t: +961 1 740123
f: +961 1 739461
e: IELTS@lb.britishcouncil.org
www.britishcouncil.org/lebanon

Test Centres

Lithuania

THE BRITISH COUNCIL LT001

The British Council
Vilniaus 39/6
Vilnius
2600 Vilnius
Lithuania
t: +370 2 616 607
f: +370 2 221 602
e: ielts@britishcouncil.lt

Madagascar

THE BRITISH EMBASSY MG001

The British Embassy Madagascar
Immueble 'NY HAVANA'
Cite des 67 Hectares
Antanarivo
101
Madagascar
t: +261 227749
f: +261 226690

Malawi

THE BRITISH COUNCIL MW001

The British Council
PO Box 30222
Lilongwe 3
Malawi
t: +265 773 244
f: +265 772 945
E-mail: ielts@britishcouncil.org.mw

Malaysia

THE BRITISH COUNCIL MY001

The British Council
Jalan Bukit Aman
PO Box 10539
50916 Kuala Lumpur
Malaysia
t: +60 3 2698 7555
f: +60 3 2693 7214
e: kualalumpur.iels@
britishcouncil.org.my

THE BRITISH COUNCIL MY002

The British Council
3 Weld Quay
Penang
10300 Penang
Malaysia
t: +60 4 263 0330
f: +60 4 263 5589
e: penang.iels@britishcouncil.org.my

THE BRITISH COUNCIL MY003

The British Council
Ground Floor
4 Jalan Api-API
Off Jalan Gaya
PO Box 10746
88000 Kota Kinabalu
Sabah
Malaysia
t: +60 8 88 222059
f: +60 8 88 238059
e: sabah@britishcouncil.org.my
www.britishcouncil.org.my

THE BRITISH COUNCIL MY017

The British Council
Sublot 63, Block A Level 2
Taman Sri Sarawak Mall
(PO Box 47 Bukit Permata Post
Office)
93100 Kuching
Sarawak
Malaysia
t: +60 8 82 256 044
f: +60 8 82 425 199
e: sarawak@britishcouncil.org.my

IDP EDUCATION AUSTRALIA MY004

IDP Education Australia
6th Floor, West Block, Wisma
Selangor Dredging
142-C Jalan Ampang
Kuala Lumpur
50450
Malaysia
t: +60 3 2162 3755
f: +60 3 2162 2078
e: ielts@kualalumpur.idp.edu.au

IDP EDUCATION AUSTRALIA MY032

IDP Education Australia
1D, 1st Floor Jalan Maju
Taman Maju Jaya
Johor Darul Tazim
Johor Bahru
80400
Malaysia
t: +60 7 333 0668
f: +60 7 333 7668
e: idpedu@po.joring.my

IDP EDUCATION AUSTRALIA MY103

IDP Education Australia
441-1-1 Pulau Tikis Plaza
Jalan Burmah
Penang 10350
Malaysia
t: +60 4 226 1811
f: +60 4 227 1811
e: idppng@po.jaring.my

IDP EDUCATION AUSTRALIA MY104

IDP Education Australia
1st Floor, Wisma Ho Ho Lim
289 Sub lot 2 Jalan Abell
Kuching 93100
Sarawak
Malaysia
t: +60 8 82 233 645
f: +60 8 82 234 246
e: idpkch@po.jaring.my

Malta

THE MALTA CHAMBER OF COMMERCE MT012

The Malta Chamber of Commerce
Exchange Buildings
Republic Street
Valletta VLT 05
Malta
t: +356 21 233873
f: +356 21 245223
e: admin@chamber.org.mt

Mauritius

THE BRITISH COUNCIL MU780

The British Council
PO Box 111
Royal Road
Rose Hill
Mauritius
t: +230 4549550
f: +230 454953

Mexico

THE BRITISH COUNCIL MX030

The British Council
Lope de Vega 316
Col. Chapultepec Morales
11570 Mexico, D.F.
Mexico
t: +52 5263 1900/5263 1948
f: +52 5263 1960
e: ielts@britishcouncil.org.mx
www.britishcouncil.org.mx

Mongolia

ESP INSTITUTE MN002

ESP Institute
Central Post Office
Box 840
Ulaanbaatar
210613
Mongolia
t: +761324313
f: +761358659

Morocco

THE BRITISH COUNCIL MA002

The British Council
36 Rue de Tanger
BP 427
Rabat
Morocco
t: +21237 760836
f: +21237 760850
e: britcoun.morocco@bcmor.org.ma

Mozambique

THE BRITISH COUNCIL MZ002

The British Council
Rua John Issa 226
PO Box 4178
Maputo
Mozambique
t: +258 142 1574
f: +258 142 1577

Namibia

THE BRITISH COUNCIL NA900

The British Council
1-4 Peter Muller Street
Windhoek
Namibia
t: +264 6122 6776
f: +264 6122 7530

Nepal

THE BRITISH COUNCIL NP004

The British Council
PO Box 640
Lainchaur
Kathmandu
Nepal
t: +9 77 141 0798
f: +9 77 141 0545
e: ielts@britishcouncil.org.np
www.britishcouncil.org

Netherlands

BLTC

British Language Training Centre
Oxford House, 3rd floor
Nieuwe Zijds Voorburgwal 328 E
1012 RW Amsterdam
Netherlands
t: +31 20 622 3634
f: +31 20 626 4962
e: bltc@bltc.nl
www.bltc.nl

New Zealand

UNIVERSITY OF AUCKLAND NZ018

University of Auckland
26 Wynyard Street
Auckland
New Zealand
t: +64 9 373 7599 ext 7125
f: +64 9 308 2360
e: ielts@auckland.ac.nz

CHRISTCHURCH POLYTECHNIC NZ021

Christchurch Polytechnic
School of ESOL
Faculty of Humanities
Christchurch 1
New Zealand
t: +64 3 364 9050
f: +64 3 364 9674
e: monasterioj@cpit.ac.nz

EASTERN INSTITUTE OF TECHNOLOGY (EIT) NZ038

Eastern Institute of Technology (EIT)
Private Bag 1202
Taradale
Napier
Hawke's Bay
New Zealand
t: +06 844 8710
f: +06 844 1910
e: hkemp@eit.ac.nz

INTERNATIONAL PACIFIC COLLEGE NZ020

International Pacific College
Department of English as an
International Language
Private Bag 11021
Palmerston North
New Zealand
t: +64 6 354 0922
f: +64 6 354 0935
e: ielts@ipc.ac.nz

Test Centres

MANUKAU INSTITUTE OF TECHNOLOGY NZ029

Manukau Institute of Technology
New Zealand
t: +64 9 274 6009 ext 8126
f: +64 9 273 0749
e: ssatchell@mit.manukau.ac.nz

MASSEY UNIVERSITY ENGLISH LANGUAGE CENTRE NZ026

Massey University English
Language Centre
Private Bag 11222
Palmerston North
New Zealand
t: +64 6 350 5726
f: +64 6 350 5638
e: ielts@massey.ac.nz
www.massey.ac.nz/~muelc

UNIVERSITY OF OTAGO LANGUAGE CENTRE NZ014

University of Otago Language Centre
71 St David Street
St David 2 Building
Dunedin
New Zealand
t: +64 3 479 5700
f: +64 3 479 5701
e: IELTS@uolc.ac.nz
www.olc.ac.nz

THE UNIVERSITY OF WAIKATO NZ022

The University of Waikato
Language Institute
Private Bag 3105
Hamilton
New Zealand
t: +64 7 838 4193
f: +64 7 838 4194
e: ielts@waikato.ac.nz
www.waikato.ac.nz/language

UNITEC INSTITUTE OF TECHNOLOGY NZ015

UNITEC Institute of Technology
School of English and Applied Linguistics
PO Box 92025
Auckland
New Zealand
t: +64 9 849 4180
f: +64 9 815 2906
e: ielts@unitec.ac.nz

WAIARIKI INSTITUTE OF TECHNOLOGY NZ035

International Centre
Waiariki Institute of Technology
Mokoia Drive
Rotorua
New Zealand
t: +64 7 346 8712
f: +64 7 346 8721
e: IELTS@waiariki.ac.nz

VICTORIA UNIVERSITY OF WELLINGTON NZ013

Victoria University of Wellington
English Language Institute
Von Zedlitz Building, Room 210
PO Box 600
Wellington
New Zealand
t: +64 4 463 5601
f: +64 4 463 5604
e: ielts@vu.ac.nz

Nigeria

THE BRITISH COUNCIL NG150

The British Council
11 Alfred Rewane Road
(formerly Kingsway Road)
Ikoyi
P O Box 3702
Lagos
Nigeria
t: +234 1 269 2188/89/90/91/92
t: +234 1 261 0210/261 5047
f: +234 1 269 2193
e: bc.lagos@bc-lagos.bccouncil.org

Norway

FOLKEUNIVERSITETET I OSLO NO002

Folkeuniversitetet i Oslo
Torggata 7
Postbox 496 Sentrum
Oslo
0105
Norway
t: +47 22 476 000
f: +47 22 476 001
e: info@fu.oslo.no

Oman

THE BRITISH COUNCIL OM001

The British Council
Road One
Medinat Al -Sultan Quaboos West
PO Box 73
Medinat Al Sultan Qaboos
Muttrah
Postal Code 115
Oman
t: +968 600548
f: +968 695284
e: ielts.bcoman@om.britishcouncil.org

Pakistan

THE BRITISH COUNCIL PK011

The British Council
65 Mozang Road
PO Box 88
Lahore 54650
Pakistan
t: +92 42 111 424 424
f: +92 42 111 425 425
e: Exams.Lahore@britishcouncil.org.pk

AUSTRALIAN EDUCATION OFFICE, KARACHI

PK601
Australian Education Office, Karachi
D-129, Block 4
Clifton
Karachi
75600
Pakistan
t: +92 21 587 9645
f: +92 21 587 9648
e: ielts@super.net.pk

AUSTRALIAN EDUCATION OFFICE PK602

Australian Education Office
28 Street 1, F-6/3
Islamabad
Pakistan
t: +92 51 2275 799
f: +92 51 2821 245
e: ice@comsats.net.pk
ielts@aeo.com.pk

THE BRITISH COUNCIL PK010

The British Council
20 Bleak House Road
PO Box 10410
Karachi 75530
Pakistan
t: +92 21 111 424 424
f: +92 21 111 425 425
e: Exams.Karachi@britishcouncil.org.pk

THE BRITISH COUNCIL PK015

The British Council
Block 14, Civic Centre, G-6
P O Box 1135
Islamabad 44000
Pakistan
t: +92 51 111 424 424
f: +92 51 111 425 425
e: Exams.Islamabad@britishcouncil.org

THE BRITISH COUNCIL PK390

The British Council
17-C Chinar Road
University Town
Peshawar
Pakistan
t: +92 91 111 424 424
f: +92 91 842 633
e: Exams.Peshawar@britishcouncil.org.pk

Panama

THE BRITISH COUNCIL PA002

The British Council
The British Embassy Information
Section
Panama City
Panama
t: +507 690866
f: +507 230730

Paraguay

CENTRO ANGLO-PARAGUAYO PY001

Centro Anglo-Paraguay
Artigas 356
Asuncion
Paraguay
t: +595 212 5525
f: +595 212 03871

Peru

THE BRITISH COUNCIL PE501

The British Council
Alberto Lynch 110
San Isidro
Lima 27
Peru
t: +511 221 7552
f: +511 421 5215
e: postmaster@britishcouncil.org.pe

Philippines

THE BRITISH COUNCIL PH001

The British Council
10F Taipan Place
Emerald Avenue
Ortigas Centre
Pasig City 1604
Philippines
t: +632 914 1011 to 14
f: +632 637 8138/914 1020
e: Beng.Iglesiar@britishcouncil.org.ph
Dianne.Siozon@britishcouncil.org.ph

IDP EDUCATION AUSTRALIA PH009

IDP Education Australia
Ground Floor, Salustina Dee TY
Towers, 104 Paseo de Roxas
Legaspi Village, Makati
Manila
Philippines
t: +632 816 0755
f: +632 815 9875
e: info@manila.idp.edu.au

Poland

THE BRITISH COUNCIL PL002

The British Council
Al.Jerozolimskie 59
Warsaw
00-697
Poland
t: +48 22 695 5998/695 5936
f: +48 22 621 9955
e: exams@britishcouncil.pl
www.britishcouncil.pl

Portugal

THE BRITISH COUNCIL PT016

The British Council
Rua Luis Fernandes, 1-3
1249-062 Lisboa
Portugal
t: +00 351 1 21 321 4500
f: +00 351 1 21 347 6151
e: paula.oliveira@pt.britishcouncil.org

THE BRITISH COUNCIL PT021

The British Council
Rua do Breyner, 155
4050-126 Porto
Portugal
t: +00 351 22 207 30 60
f: +00 351 22 207 30 68
e: Rita.Alda@pt.britishcouncil.org

Test Centres

Qatar

THE BRITISH COUNCIL QA001

The British Council
93 Al-Sadd Street
PO Box 2992
Doha
Qatar
t: +0974 442 6193/442 6194
f: +0974 442 3315
e: ielts@qa.britishcouncil.org

Romania

THE BRITISH COUNCIL RO001

The British Council
Calea Dorobantilor 14
Bucharest
71132
Romania
t: +40 1 2100 314/2111 900
f: +40 1 2100 310
e: ielts@britishcouncil.ro
www.britishcouncil.ro

Russia

THE BRITISH COUNCIL RU004

The British Council
Fontanka 46
St Petersburg
191025
Russia
t: +7 812 325 6074
f: +7 812 325 6073
e: bc.stpetersburg@britishcouncil.ru
www.britishcouncil.ru

THE BRITISH COUNCIL RU001

The British Council
Biblioteka Inostrannoi Literaturi
Ulitsa Nikoloyamskaya 1
Moscow
109189
Russia
t: +7 095 234 0201
f: +7 095 234 0205/07
e: examinations@britishcouncil.ru
Julia.Dyatlova@britishcouncil.ru

Saudi Arabia

THE BRITISH COUNCIL SA100

The British Council
PO Box 3424
Jeddah
21471
Saudi Arabia
t: +966 2 657 6200
f: +966 2 657 6123
e: muhammed.ahmed@bc-jeddah.
bcouncil.org

THE BRITISH COUNCIL SA102

The British Council
PO Box 58012
Riyadh
11594
Saudi Arabia
t: +966 1462 1818
f: +966 1462 0663
e: yassin.abdulkader@bc-riyadh.
bcouncil.org

THE BRITISH COUNCIL SA105

The British Council
PO Box 8387
Al Waha Mall, 2nd Floor
First Street
Dammam
31482
Saudi Arabia
t: +966 3826 9036
f: +966 3826 8753

Senegal

THE BRITISH COUNCIL SN002

The British Council
34-36 Boulevard de la Republique
Dakar
BC 6232
Senegal
t: +221 822 2015
f: +221 821 8136
e: caroline.grant@bc-dakar.enda.sn

Singapore

THE BRITISH COUNCIL SG002

The British Council
30 Napier Road
258509
Singapore
t: +65 470 7148
f: +65 472 1010
e: exams@britishcouncil.org.sg

IDP EDUCATION AUSTRALIA SG017

IDP Education Australia Singapore
4th Level, Regional English Language
Centre
30 Orange Grove Road
Singapore
t: +65 732 6988
f: +65 737 1736
e: info@singapore.idp.edu.au

Slovakia

THE BRITISH COUNCIL SK005

The British Council
Panská 17
PO Box 68
814 99 Bratislava
Slovakia
t: +421 2 5443 1185/5443 1074
f: +421 2 5443 0369
e: ielts@britishcouncil.sk
www.britishcouncil.sk

Slovenia

THE BRITISH COUNCIL SI003

The British Council
Centre SL1003
Cankarjevo nabrežje 27
SL -1000 Ljubljana
Slovenia
t: +386 0 1 200 0130
f: +386 0 1 426 4446
e: ielts@britishcouncil.si

South Africa

THE BRITISH COUNCIL ZA001

The British Council
PO Box 30637
Braamfontein 2017
Johannesburg
South Africa
t: +27 11 403 3316
f: +27 11 339 7806

THE BRITISH COUNCIL ZA005

The British Council
PO Box 1469
Capetown 8000
South Africa
t: +27 21 462 3921
f: +27 21 462 3960

THE BRITISH COUNCIL ZA052

The British Council
The Marine
22 Gardiner Street
Durban 4000
South Africa
t: +27 31 305 7356
f: +27 31 305 7335
e: amanda.jones@
britishcouncil.org.za

Spain

THE BRITISH COUNCIL ES011

The British Council
General San Martin 7
46004 Valencia
Spain
t: +34 96 353 3631
f: +34 96 352 8688
e: ielts.valencia@britishcouncil.es
www.britishcouncil.es

THE BRITISH COUNCIL ES017

The British Council
Calle Amigó, 83
08021 Barcelona
Spain
t: +34 93 241 9972/241 9841
f: +34 93 202 3695
e: ielts.barcelona@britishcouncil.es
www.britishcouncil.es

Sub-centre of The British Council Barcelona (ES017):

FUNDACIÓN ESCUELA DE
NEGOCIOS MBA
Las Palmas de Gran Canaria
Please contact the British Council,
Barcelona

Sub-centre of The British Council Barcelona (ES017):

UNIVERSITAT DE LES ILLES
BALEARS
Palma de Mallorca
t: +34 971 172 550
f: +34 971 172 552
e: ielts.barcelona@britishcouncil.es
www.britishcouncil.es

THE BRITISH COUNCIL, MADRID ES024

The British Council
Po del Gral Martinez Campos 31
28010 Madrid
Spain
t: +34 91 337 3529
f: +34 91 337 3586
e: ielts.madrid@britishcouncil.es
www.britishcouncil.es

Sub-centre of the British Council Madrid (ES024):

CENTRO ANDALUZ DE ESTUDIOS
EMPRESARIALES (CEADE)
Seville
Please contact the British Council,
Madrid

THE BRITISH COUNCIL, BILBAO ES032

The British Council
Avda Lehendakari Aguirre 29-2º
48014 Bilbao
Spain
t: +34 94 476 3650
f: +34 94 476 2016
e: ielts.bilbao@britishcouncil.es
www.britishcouncil.es

Sri Lanka

THE BRITISH COUNCIL LK001

The British Council
49 Alfred House Gardens
Colombo 3
Sri Lanka
t: +94 1 581 171
f: +94 1 587 079
e: enquiries@britishcouncil.lk

THE BRITISH COUNCIL LK011

The British Council
178 DS Senonayake Veediya Kandy
Sri Lanka
t: +94 8 234 634
f: +94 8 234 634

AUSTRALIAN COLLEGE OF BUSINESS & TECHNOLOGY LK012

Australian College of
Business & Technology
Trans Asia Hotel Premises
117 Sir Chittampalam A Gardiner
Mawatha
Colombo 2
Sri Lanka
t: +94 74 714 393
f: +94 74 714 394
e: ruby@acbt.lk

Test Centres

Sudan

THE BRITISH COUNCIL SD001

The British Council
PO Box 1253
14 Abu Sinn Street
Khartoum
Sudan
t: +249 1178 0817
f: +249 1177 4935

Sweden

FOLKUNIVERSITETET GÖTEBORG SE004

Folkuniversitetet Göteborg
Norra Alleg 6
Box 2542
403 17 Göteborg
Sweden
f: +00 46 3113 1992
e: folkuniversitetet.se

FOLKUNIVERSITETET LUND SE008

Folkuniversitetet Lund
Skomakareg 8
223 50 Lund
Sweden
t: +00 46 46 19 7700
f: +00 46 46 19 7781
e: peter.bastin@folkuniversitetet.se

FOLKUNIVERSITETET STOCKHOLM SE011

Folkuniversitetet Stockholm
Sprakavdelingen
Box 26210
100 41 Stockholm
Sweden
t: +00 46 8 789 4219
f: +00 46 8 679 9541
e: ielts@folkuniversitetet.se

Switzerland

THE BRITISH COUNCIL CH066

The British Council
Sennweg 2
Postfach 532
Berne 9
CH-3000
Switzerland
t: +31 301 4935
f: +31 301 1459

Syria

THE BRITISH COUNCIL SY002

The British Council
The British Council Teaching Centre
PO Box 33105
Maysaloon Street
Shalaan
Damascus
Syria
t: +963 11 331 0631/332 9226
f: +963 11 332 1467
e: Issam.ALJarash@bc-damascus.bccouncil.org

Taiwan

THE BRITISH COUNCIL TW010

The British Council
7F-1, Fu Key Building
99, Jen Ai Road, Section 2
Taipei, Taiwan 100
t: +886 2 2396 2238
f: +886 2 2341 5749
e: inquiries@britishcouncil.org.tw
www.britcouncil.org.tw

THE BRITISH COUNCIL, KAOHSIUNG TW017

The British Council
13F-6, New Century Building
56, Min-Sheng First Road
Kaohsiung, Taiwan 800
t: +886 7 229 0817
f: +886 7 229 0827

IDP EDUCATION AUSTRALIA TW001

IDP Education Australia
2/2 Floor, Sun Place
No 57 Fu-Shing North Road
Taipei 105
Taiwan ROC
t: +886 2 2781 9949
f: +886 2 2781 9945
e: info@taipei.idp.edu.au

IDP EDUCATION AUSTRALIA TW015

Room E, 6th Floor
Szu Wei Building
Szu Wei 4th Road
Kaohsiung
t: +88 67 3350 910
f: +88 67 3367 331
e: info@kaohsiung.idp.edu.au

Thailand

AUSTRALIA CENTRE: CHIANG MAI TH103

Australia centre: Chiang Mai
75 Soi Wat Padang, Suthep Road
Tambol Suthep, A Muang
Chiang Mai
Amphur Muang
50200
Thailand
t: +66 53276269
f: +66 53810554
e: austcent@loxinfo.co.th

THE BRITISH COUNCIL TH001

The British Council
254 Chulalongkorn Soi 64
Siam Square, Phayathai Road
Pathumwan, Bangkok 10330
Thailand
t: +66 2 252 6136-8/652 5480-9
f: +66 2 253 5312
e: ielts@britishcouncil.or.th

THE BRITISH COUNCIL, TH002

The British Council
198 Bumrunraj Road
Chiang Mai
50000
Thailand
t: +66 532 42103
f: +66 532 44781

IDP EDUCATION AUSTRALIA TH011

IDP Education Australia
26th th Floor, CP Tower
313 Silom Road
Bangkok
10500
Thailand
t: +66 2 231 0838/9
f: +66 2 231 0530
e: ielts@bangkok.idp.edu.au
www.britishcouncil.or.th

Tunisia

THE BRITISH COUNCIL TN001

The British Council
English Language Teaching Centre
47 avenue Habib Bourguiba
1001 Tunis
Tunisia
t: +216 71 353 568
f: +216 71 353 985
e: margaret.moussa@britishcouncil.org.tn
www.britishcouncil.org.tn

Turkey

THE BRITISH COUNCIL TR001

The British Council
Esat Cad. No. 41, Kucukesat
06660 Ankara
Turkey
t: +90 312 424 1644
f: +90 312 427 6182
e: pinar.ussakli@britishcouncil.org.tr

THE BRITISH COUNCIL TR002

The British Council
Barbaros Bulvari Akdogan
Sokak No 43
Besiktasi
Istanbul
Turkey
t: +90 327 27 00
f: +90 327 27 20
e: aysegul.gurerk@britishcouncil.org.tr

THE BRITISH COUNCIL TR008

The British Council
1374 Sokak Sevil Is Merkezi
18/301-306
Cankaya 35210
Izmir
Turkey
t: +90 232 446 0131
f: +90 232 446 0130
e: seda.yildiz@britishcouncil.org.tr

Ukraine

THE BRITISH COUNCIL UA001

The British Council
4/12 Vul. Hryhoriya Skovorody
Kyiv 04070
Ukraine
t: +380 44 490 5600
f: +380 44 490 5605
e: ielts@britishcouncil.org.ua
www.britishcouncil.org.ua

United Arab Emirates

THE BRITISH COUNCIL AE001

The British Council
PO Box 1636
Tariq Bin Zaid Street
Dubai
United Arab Emirates
t: +971 4337 0109
f: +971 4337 0703
e: information@britishcouncil.org.ae
www.britishcouncil.org/uae

THE BRITISH COUNCIL AE110

The British Council
Khalidiya Area, Al Nasr Street
P.O. Box 46523
Abu Dhabi
United Arab Emirates
t: +00 9712 665 9300
f: +00 9712 666 4340
e: information@bc-abudhabi.bccouncil.org
www.britcoun.org/uae

UNIVERSITY OF WOLLONGONG, DUBAI CAMPUS

AE109
University of Wollongong
Dubai Campus
PO Box 20183
Al Fuqqa Building
Al Woheida Street
Dubai
United Arab Emirates
t: +971 42 666 400
f: +971 42 623 500
e: info@uowdubai.ac.ae

United States of America

INTERNATIONAL HOUSE – PORTLAND US034

International House
Suite 111
200 SW Market Street
Portland
Oregon 97201
United States of America
t: +1 503 224 1960
f: +1 503 224 2041
e: info@ih-portland.com

Test Centres

IELTS Registration Offices:

INTERNATIONAL HOUSE – SAN DIEGO

International House
2725 Congress Street
San Diego 92110
California
United States of America
t: +1 619 299 2339
f: +1 619 299 0235
e: info@ih-sandiego.com
www.ih-usa.com

INTERNATIONAL HOUSE – SAN FRANCISCO

International House
2nd floor
49 Powell Street
San Francisco
California 94102
United States of America
t: +1 415 988 4473
f: +1 415 989 4440
e: ihsinfo@aol.com

INTERNATIONAL HOUSE – SANTA MONICA

International House
320 Wilshire Boulevard
Santa Monica
California 90401
United States of America
t: +1 310 394 8618
f: +1 310 394 2708
e: ihsminfo@aol.com

Uruguay

INSTITUTO CULTURAL ANGLO URUGUAYO UY001

Instituto Cultural Anglo Uruguayo
San Jose 1426
Montevideo
Uruguay
t: +598 292 3773
f: +598 292 1387

Venezuela

THE BRITISH COUNCIL VE001

The British Council
Torre Credicard, Piso 3
Avenida Principal de El Bosque,
Apartado 65131
Caracas
1050
Venezuela
t: +58 2 952 9965/952 9757
f: +58 2 952 9691
e: bc-venezuela@britishcouncil.org.ve
www.britishcouncil.org.ve

Vietnam

THE BRITISH COUNCIL, HANOI VN002

Examinations Unit
The British Council
40 Cat Linh
Dong Da District
Hanoi
Vietnam
t: +84 4 843 6780
f: +84 4 843 6763
e: examinations@britishcouncil.org.vn
www.britishcouncil.org/vietnam

THE BRITISH COUNCIL, HO CHI MINH CITY VN028

The British Council
25 Le Duan Street
District 1
Ho Chi Minh City
Vietnam
t: +848 843 2862/843 2863
f: +848 823 2861/822 2105
e: examinations@britishcouncil.org.vn

IDP EDUCATION AUSTRALIA VN101

IDP Education Australia
164 Nam Ky Khoi Nghia Street
District Three
Ho Chi Minh City
Vietnam
t: +84 8 930 1036
f: +84 8 930 1037
e: viet.dinh@hcmc.idp.edu.au

IDP EDUCATION AUSTRALIA VN104

27 Ly Thai To Street
Hoan Kien District
Hanoi
Vietnam
t: +844 934 2955
f: +844 934 2954
e: idpeduvnhn@netnam.org.vn

Yemen

THE BRITISH COUNCIL YE100

The British Council
3rd Floor
Administrative Tower
Sana'a Trade Centre
Algiers St
PO Box 2157
Sana'a
Yemen
t: +9671 215000/6
f: +9671 215009
e: mohamed.ali@bc-sanaa.sprint.com

Yugoslavia

THE BRITISH COUNCIL EA001

The British Council
Generala Zdanova 34-Mezanin
Belgrade
11001
Eastern Adriatic
t: +381 11 3232 441
f: +381 11 3341 681
e: Dejana.Vukajlovic@britcoun.org.yu

Zimbabwe

THE BRITISH COUNCIL ZW001

The British Council
Corner House 7th Floor
Samora Machel Avenue/Leopold
Takawira Street
Box 664
Harare
Zimbabwe
t: +263 4 775313
f: +263 4 775661
e: david.gurupira@britishcouncil.org.zw

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