

# IELTS

International English  
Language Testing System

*English for international opportunity*

## Handbook

January 2002



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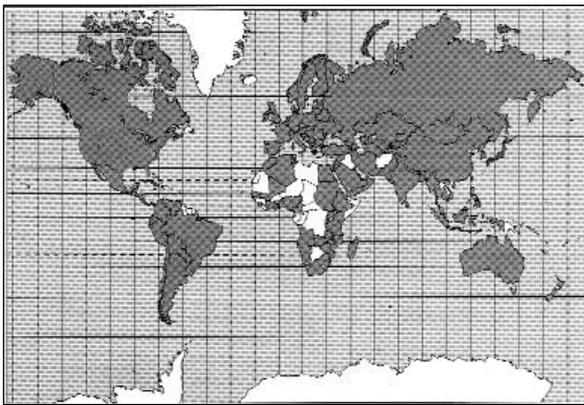
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## Test Centres

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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

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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

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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.

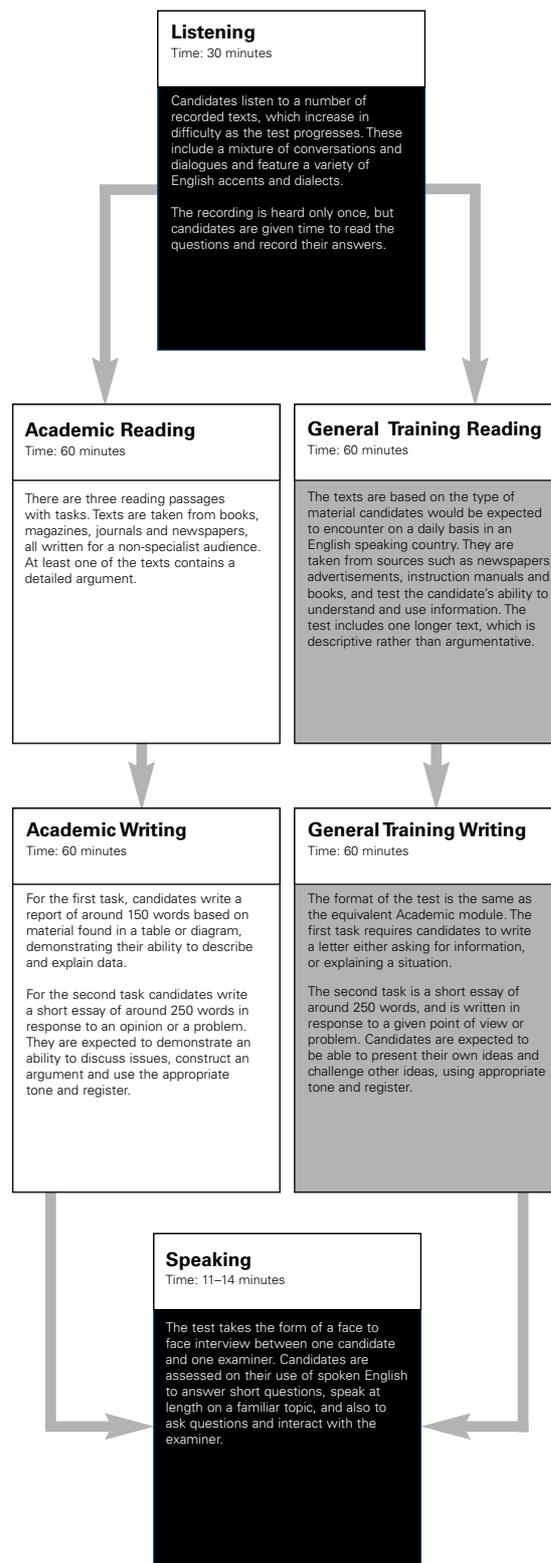
The first three modules – Listening, Reading and Writing – must be completed in one day. The Speaking Module may be taken, at the discretion of the test centre, either seven days before or after the other three modules (effective from February 2002).

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

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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...**

- The recent installation of systems taking advantage of economies of scale ...
- The potential of meeting one fifth of current U.S. energy requirements by wind power ...
- The level of acceptance of current wind turbine technology ...
- A comparison of costs between conventional and wind power sources ...
- 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

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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.

<b>Example</b> Which position is part-time in a doctor's office?	<b>Answer</b> H
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- 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	
<p><b>A. TRAVEL &amp; TOURS, BONDI JUNCTION</b></p> <p>Busy Travel Agent seeks energetic front-desk receptionist.</p> <p>Must have computer experience and previous industry experience preferred.</p> <p>Call 9767 2141. Ask for Patricia Oakley.</p>	<p><b>E. Medical Receptionist</b></p> <p>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.</p> <p>9422 1874, 6–8 pm</p>
<p><b>B. Clerk/Office Assistant</b></p> <p>Person required for part-time/casual position in Burwood company.</p> <p>General office/accounts experience essential. Current driver's licence necessary.</p> <p>Real Estate and Property Management experience an advantage.</p> <p>Forward resumé with references to The Manager, PO Box K2893, Burwood NSW 2134</p>	<p><b>F. Driving Instructors</b></p> <p>Only Windsor Driving School can offer:</p> <ul style="list-style-type: none"> <li>Highest rates of pay in Sydney</li> <li>Work in your own area (no excessive travelling)</li> </ul> <p>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.</p> <p>Sydney's largest driving school – and still growing 9834 5556</p>
<p><b>C. Tommy's TakeAway Restaurant at Ashfield.</b></p> <p>Positions available for experienced counter staff. Must be outgoing, energetic, with excellent communications skills. 20–30 hours per week, Monday to Friday, day shift.</p> <p>Call 9777 9351</p>	<p><b>G. Looking for work?</b></p> <p>Need computer skills?</p> <p>Inner West Training Centre provides 2 &amp; 3 day workshops in basic computer know-how.</p> <p>Classes begin every Monday, 9.30–2.30. \$40 per day. Call 9816 7710 for brochure and booking.</p>
<p><b>D. Want to try casual work in film and TV?</b></p> <p>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.</p> <p>Phone 9276 4501 TV 'N' Ads 2 mins Town Hall Stn. Lic. N. KJ30124</p>	<p><b>H. Experienced Receptionist required</b> for busy medical centre in Strathfield. Permanent casual, 2 evenings per week, 2 pm–8 pm.</p> <p>Typing and computer skills necessary.</p> <p>Must have pleasant manner and be well groomed.</p> <p>Please phone 9555 7522.</p>

### 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 |

<b>Example</b> SECTION ONE	<b>Answer</b> iii
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- 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 unformed 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.

<b>Example</b> The meaning of ECA	<b>Answer</b> H
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- 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.

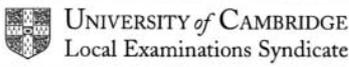
An example of a completed Listening Answer Sheet is given below for guidance. It is important that candidates complete their personal details at the top of the page and obey the instructions for transfer of answers. Please note the advice given for completion of the Answer Sheet.

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





**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 0 1 2 3 4 5 6 7 8 9	19	A	✓ 19 ✗	
	0 0 1 2 3 4 5 6 7 8 9	20	C	= 20 =	
	0 0 1 2 3 4 5 6 7 8 9	21	garage	= 21 =	
	3 0 1 2 3 4 5 6 7 8 9	22	shops	= 22 =	
	6 0 1 2 3 4 5 6 7 8 9	23	cinema	= 23 =	
1	D	✓ 1 ✗	24	post office	= 24 =
2	A	= 2 =	25	B	= 25 =
3	C	= 3 =	26	C	= 26 =
4	B	= 4 =	27	A	= 27 =
5	C	= 5 =	28	D	= 28 =
6	D	= 6 =	29	E	= 29 =
7	Smith Smith	= 7 =	30	F	= 30 =
8	10-4	= 8 =	31	history	= 31 =
9	5-7	= 9 =	32	politics	= 32 =
10	<del>B</del> 15-18	= 10 =	33	biology	= 33 =
11	C	= 11 =	34	complete	= 34 =
12	A	= 12 =	35	main office	= 35 =
13	Monday	= 13 =	36	senior tutor	= 36 =
14	wood	= 14 =	37	A	= 37 =
15	glass	= 15 =	38	C	= 38 =
16	paper	= 16 =	39	D	= 39 =
17	iron	= 17 =	40	E	= 40 =
18	B	= 18 =	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.

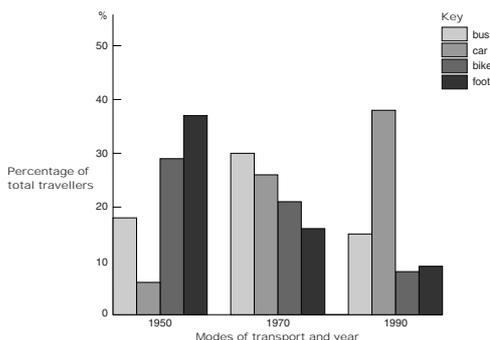
#### WRITING TASK 1

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
<b>Part 1</b> 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
<b>Part 2</b> 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)
<b>Part 3</b> 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

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**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.

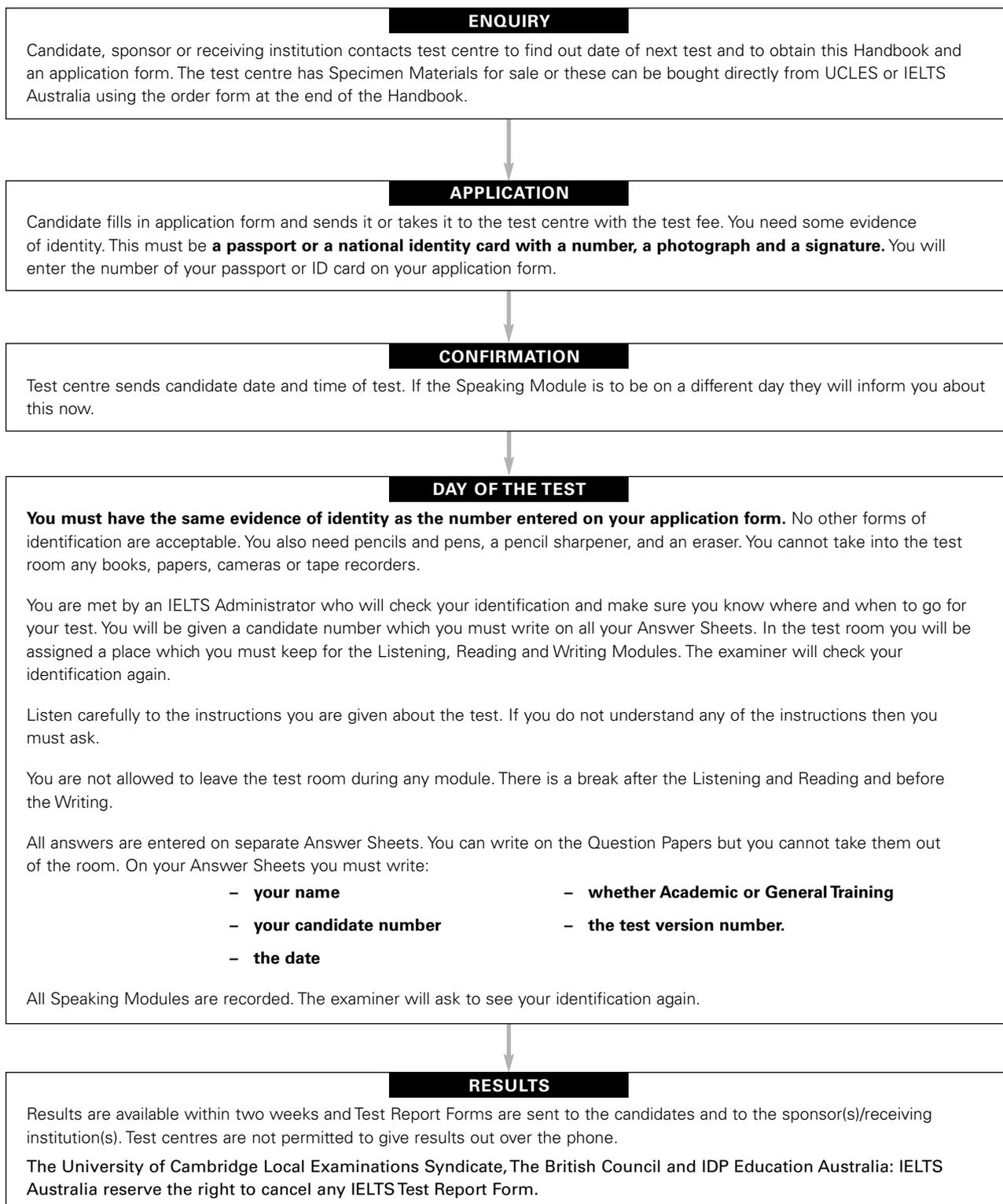
You have one minute to think about what you are going to say.

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.



## Questions and Answers

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### **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

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### 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

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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  Date  Candidate Number

### Candidate Details

Family Name   
First Name   
Candidate ID

Date of Birth  Sex (M/F)  Scheme Code

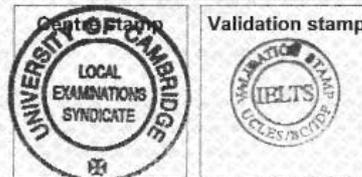
Country of Origin  First Language

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

### Test Results

Listening	Version	<input type="text" value="00034"/>	Band	<input type="text" value="7.5"/>	<b>OVERALL BAND</b> <input type="text" value="7.5"/>
Reading	Version	<input type="text" value="00035"/>	Band	<input type="text" value="7.5"/>	
Writing	Version	<input type="text" value="00081"/>	Band	<input type="text" value="7"/>	
Speaking	Task	<input type="text" value="00080"/>	Band	<input type="text" value="7"/>	

### Examiner Comments

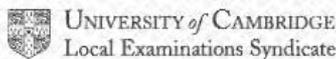


Writing Examiner Number

Administrator's Signature N J Chage

Speaking Examiner Number

Date  Certificate Number



## 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.

	Linguistically demanding <b>academic</b> courses	Linguistically less demanding <b>academic</b> courses	Linguistically demanding <b>training</b> courses	Linguistically less demanding <b>training</b> courses
<b>Band</b>	e.g. Medicine, Law, Linguistics, Journalism, Library Studies	e.g. Agriculture, Pure Mathematics, Technology, Computer-based work, Telecommunications	e.g. Air Traffic Control, Engineering, Pure Applied Sciences, Industrial Safety	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

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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.

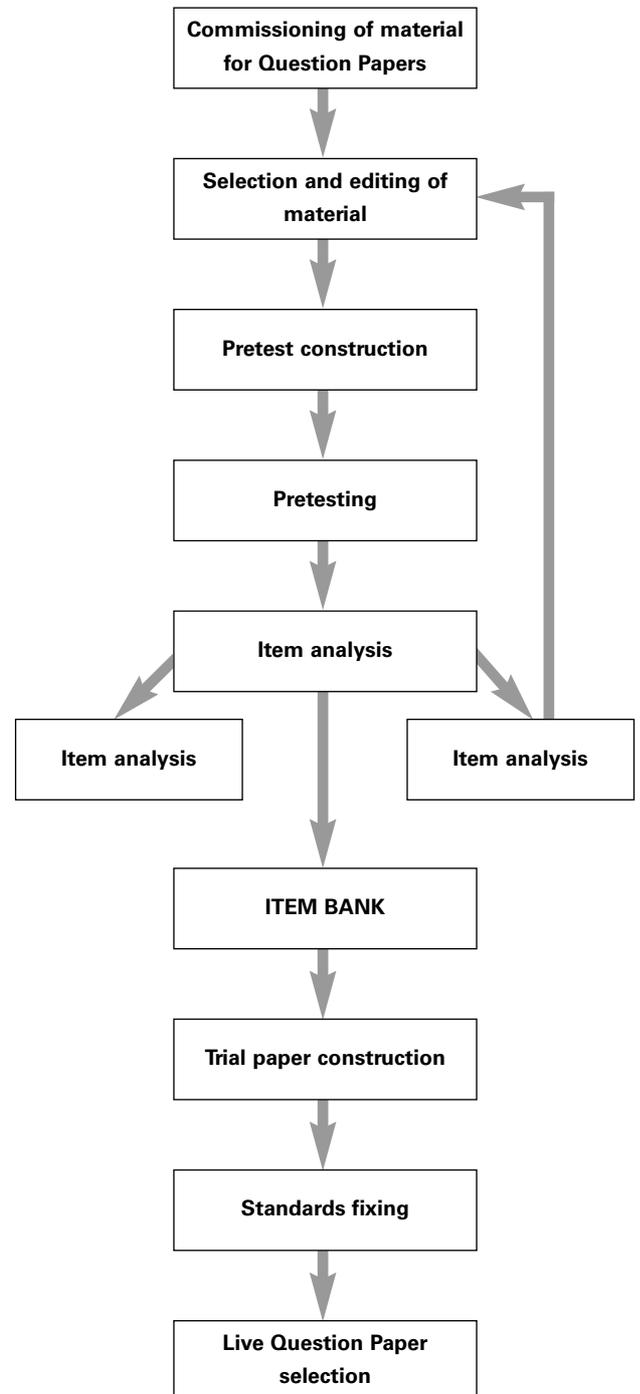
Throughout the writing and editing process, carried out simultaneously in Australia, New Zealand and Britain, strict guidelines are followed in order to ensure that the materials conform to the test specifications. Topics or contexts of language use which might introduce a bias against any group of candidates 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

<b>Afghanistan</b>	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	<b>Haiti</b>	084	Portugal	158
Australia	010	Honduras	085	Puerto Rico	159
Austria	011	Hong Kong	086	<b>Qatar</b>	160
Azerbaijan	012	Hungary	087	<b>Reunion</b>	161
<b>Bahamas</b>	013	<b>Iceland</b>	088	Romania	162
Bahrain	014	India	089	Russia	163
Bangladesh	015	Indonesia	090	Rwanda	164
Barbados	016	Iran	091	<b>San Marino</b>	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	<b>Jamaica</b>	097	Sierra Leone	171
Bolivia	023	Japan	098	Singapore	172
Bosnia-Herzegovina	024	Jordan	099	Slovakia (Republic of)	173
Botswana	025	<b>Kazakhstan</b>	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
<b>Cambodia</b>	032	<b>Laos</b>	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	<b>Macao</b>	115	Switzerland	189
China (People's Republic of)	042	Madagascar	116	Syria	190
Colombia	043	Malawi	117	<b>Tahiti</b>	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
<b>Denmark</b>	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	<b>Uganda</b>	203
<b>Ecuador</b>	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	<b>Namibia</b>	136	Uzbekistan (Republic of)	210
<b>Faeroe Islands</b>	063	Nauru	137	<b>Vanuatu</b>	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	<b>Wallis and Futuna Islands</b>	215
French Polynesia	068	New Zealand	142	Western Sahara	216
<b>Gabon</b>	069	Nicaragua	143	Western Samoa	217
Gambia	070	Niger	144	<b>Yemen (Republic of)</b>	218
Georgia (Republic of)	071	Nigeria	145	<b>Zaire</b>	219
Germany	072	Niue (Cook Island)	146	Zambia	220
Ghana	073	Norway	147	Zimbabwe	221
Gibraltar	074	<b>Oman</b>	148	<b>Other</b>	000
Greece	075	<b>Pakistan</b>	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: pdooey@spectrum.curtin.edu.au  
www.sd.ie.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  
Balaclava 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)  
f: +5511 3038 6947 (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 Oste 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@access.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 Bolkihah  
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  
Zhou 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  
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dates.html

### THE MAYFLOWER COLLEGE OF ENGLISH LTD 84212

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### RICHARD LANGUAGE COLLEGE 55142

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