International exams for a successful academic career in the UK

The lesson plan of a class aiming at familiarising high-schoolers and current higher education students with the exams which facilitate entering UK higher educational system that are offered in the British Council

# Target group:

# high school students about to choose their further educational goals;

# higher education students currently enrolled in non-UK degree cources who would like to start studying in Great Britain;

# min. B2 level of proficiency to allow the proper level of understanding materials and smooth participation in discussions and activities (this is also the average entry level at UK universities).

# Objectives:

# to provide a comprehensive overview of international exams offered in the British Council examination centres that facilitate entering the higher educational system in the UK as a student of variety of levels/courses;

# to make students aware of average entry requirements at selected British universities;

# to spark interest in British educational opportunities among students;

# to show students where they will find information on universities’ requirements of exam scores.

# Materials:

# attached slides entitled “International exams for academic career presentation”;

# <https://takeielts.britishcouncil.org/> website;

# external materials listed in the proceedings section.

# Proceedings of the class

Abbreviations used: Ss – students, T – teacher.

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| --- | --- | --- | --- | --- | --- |
| Time | Pattern of work | Stage | Teacher’s procedure | Students’ procedure | Comments |
| 3’  | Whole class teaching | Introduction to the lesson, warm-up, pre-speaking | T welcomes Ss, refers to what has been done earlier (suggested area: education, studying – preferably the previous class in a series – i.e. *Educational system and how can I become part of it*), introduces the topic of the class, elicits potential vocabulary Ss know in the area | Ss listen and contribute, can be asked about known vocabulary related to the topic; if this class is taught as a third in a series of presented *Study in the UK* BC Classes – T may refer to previous content/language, combine the topic of language exams into earlier issues discussed |  |
| 5’ (8’) | Pair work, whole class | Reflection on previous experiences | As many students have taken international exams in the past, T asks students to reflect on their experiences with exams taken so far. T asks Ss to exchange information, asks what they think about the exams they have taken and their significance | Ss work in pairs, they talk about their experiences, exchange impressions, later report on the results of discussions | T should move around class and listen. If Ss have no idea/experience of the kind, T may provide key words and may make them aware of exams such as *egzamin ósmoklasisty* to embed international exams in their perception – examples of key words: *KET, PET, FCE, test, exam, certficate,* etc.  |
| 35’(43’) | Whole class teaching, elements of lecture | Main content class | T shows the slides, provides information about the contents – as T discusses the slides, T asks Ss to share their opinions, focus on selected information, do specific exams’ examples of tasks presented in the slides – T should do with Ss at least one task from each (of 4) skill regardless of exam example (reading, writing, speaking, listening – with writing doing the task will not mean writing the task but e.g. brainstorming the topic or drafting a brief outline) | Ss listen to T and see the materials, are encouraged to comment, ask questions, notice suprising information. Ss complete selected exam tasks from slides | To get the bigger picture, apart from the slides, T may look at the information at websites: <https://ielts.org/>,CambridgeEnglish.org – parts on B2: First and C1: Advanced |
| 2’ (45’) | Whole class | Conclusion | T sums up the lesson – reminds what has been done, makes final remarks | Ss contribute to reviewing the main points of the class |  |

Homework/extention idea:

Students may be asked to do “Reading” paper from IELTS Academic exam or “Reading and Use of English” paper from B2: First or C1: Advanced exam (depending on the level of proficiency) to get the bigger picture of what tasks look like. If students consider studying abroad (not limited to the UK), they may also be asked to check the language requirements of several selected higher education institutions and think about which exam will be best for them.