

# Welcome to the UK!

International exams for academic career presentation



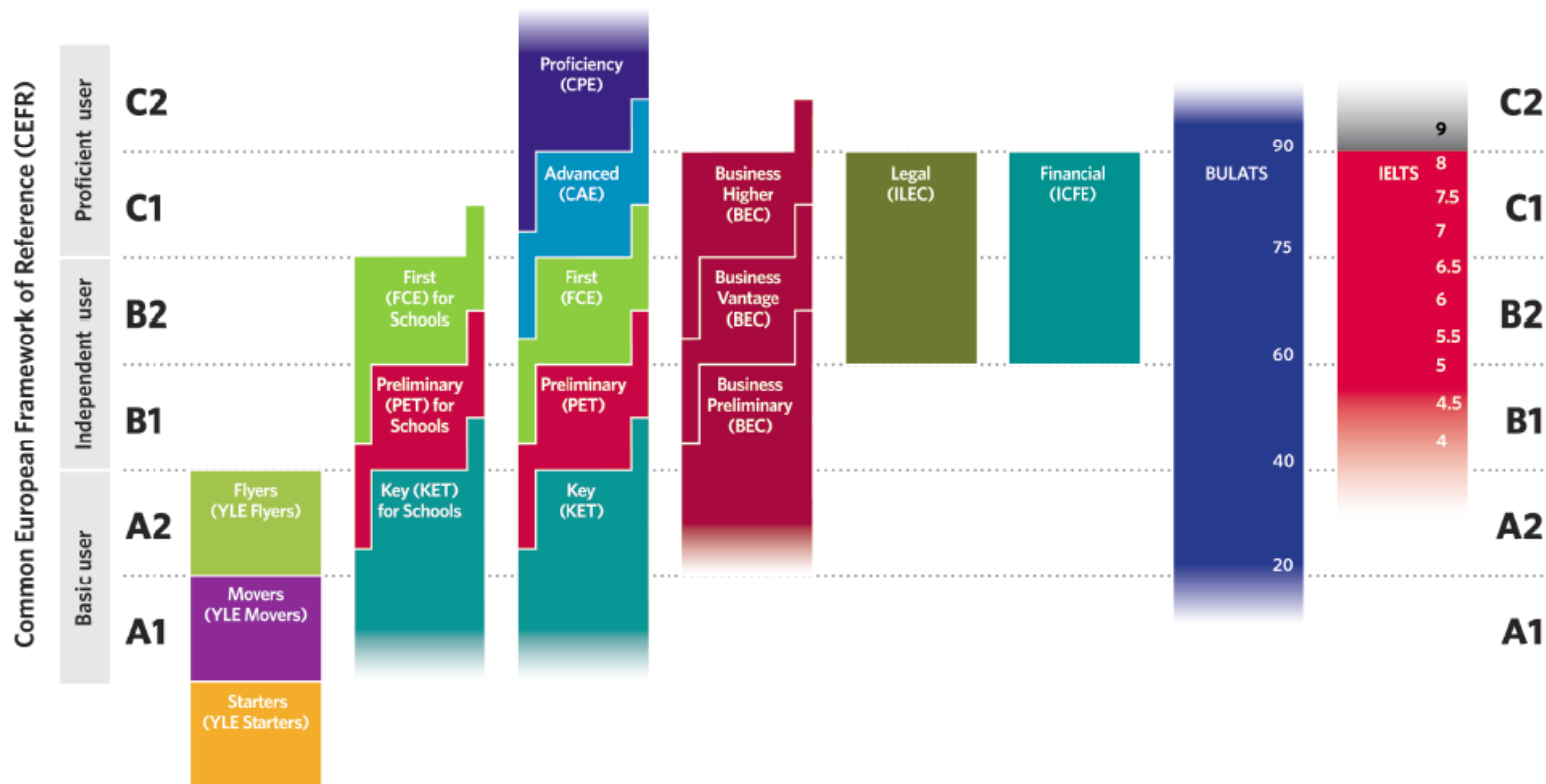
# English language – the tool to study in the UK

To study in the UK you will need to prove that you can:

- read
  - write
  - speak
  - listen in English...
- 
- ...at B2+ level
  - And that you know some English academic vocabulary.

# Cambridge English

A range of exams to meet different needs



# IELTS



**The International English Language Testing System (IELTS) measures your English language proficiency.**

- All UK universities accept IELTS results.
- International students are typically required to gain a score of 6.5 or above in order to study here.
- The UK's top universities can require a score of 7.5.

To find out more about IELTS, visit [www.ielts.org](http://www.ielts.org)

Study UK

# IELTS Variants

IELTS

```
graph TD; A[IELTS] --> B[Academic]; B --> C[General Training];
```

The diagram consists of three blue rounded rectangular boxes arranged vertically. The top box is dark blue and contains the text 'IELTS'. A light blue arrow points downwards from the right side of this box to the top of the middle box. The middle box is a medium blue and contains the text 'Academic'. Another light blue arrow points downwards from the right side of this box to the top of the bottom box. The bottom box is a lighter blue and contains the text 'General Training'.

Academic

General Training

# IELTS - Structure



## LISTENING

4 Sections

40 Items

Time: 30 Minutes

## GENERAL TRAINING READING

3 Sections

40 Items

Time: 60 Minutes

## ACADEMIC READING

3 Sections

40 Items

Time: 60 Minutes

## GENERAL TRAINING WRITING

Task 1 (150 words)

Task 2 (250 words)

Time: 60 Minutes

## ACADEMIC WRITING

Task 1 (150 words)

Task 2 (250 words)

Time: 60 Minutes

## SPEAKING

Time: 11 to 14 Minutes

# B2: First

- Reading and Use of English 1 hour 15 minutes
- Writing 1 hour 20 minutes
- Listening approximately 40 minutes
- Speaking approximately 14 minutes
- Total: 3 hours 29 minutes

- You can pass B2: First on computer or in paper

# C1: Advanced

- Reading and Use of English 1 hour 30 minutes
- Writing 1 hour 30 minutes
- Listening approximately 40 minutes
- Speaking approximately 15 minutes
  
- Total: 3 hours 55 minutes
  
- You can pass C1: Advanced on computer or in paper.



# Reading and Use of English C1 Advanced

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 I S

## The origin of language

The truth (0) ..... nobody really knows how language first began. Did we all start talking at around the same time (9) ..... of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (10) ..... a way that we are programmed for language from the moment of birth. In (11) ..... words, language came about as a result of an evolutionary change in our brains at some stage.

Example: 0 P R O F E S S I O N A L

## Training sports champions

What are the abilities that a (0) ..... sports person needs? To guarantee that opponents can be (17) ..... , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) ..... regime and a highly nutritious

PROFESSION

COME

FIT

Example:

0 James would only speak to the head of department alone.

ON

James ..... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0 I N S I S T E D O N S P E A K I N G

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

25 My brother now earns far less than he did when he was younger.

NEARLY

My brother ..... much now as he did when he was younger.

26 They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is ..... with a new one.

# Reading and Use of English C1 Advanced

## Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

## Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.

Which consultant makes the following statements?

Keep your final objective in mind when you are planning to change jobs.

47

It takes time to become familiar with the characteristics of a company you have joined.

48

You should demonstrate determination to improve your job prospects.

49

Make sure your approach for information is positive in tone.

50

# Reading IELTS

## READING

### READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.



## A Chronicle of Timekeeping

*Our conception of time depends on the way we measure it*

- A** According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.
- B** Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was practised, the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.
- C** Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes

### Questions 1–4

Reading Passage 1 has eight paragraphs, A–H.

Which paragraph contains the following information?

Write the correct letter, A–H, in boxes 1–4 on your answer sheet.

- a description of an early timekeeping invention affected by cold temperatures
- an explanation of the importance of geography in the development of the calendar in farming communities
- a description of the origins of the pendulum clock
- details of the simultaneous efforts of different societies to calculate time using uniform hours

### Questions 5–8

Look at the following events (Questions 5–8) and the list of nationalities below.

Match each event with the correct nationality, A–F.

Write the correct letter, A–F, in boxes 5–8 on your answer sheet.

- They devised a civil calendar in which the months were equal in length.
- They divided the day into two equal halves.
- They developed a new cabinet shape for a type of timekeeper.
- They created a calendar to organise public events and work schedules.

#### List of Nationalities

- A Babylonians
- B Egyptians
- C Greeks
- D English
- E Germans
- F French

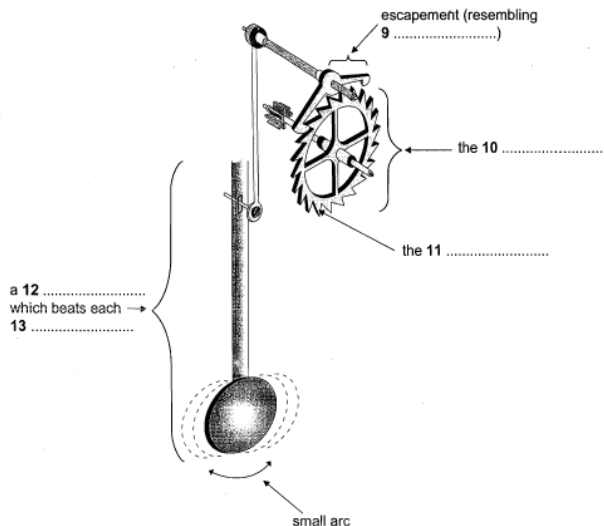
### Questions 9–13

Label the diagram below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 9–13 on your answer sheet.

#### How the 1670 lever-based device worked



# Writing

## • IELTS

### WRITING

#### WRITING TASK 1

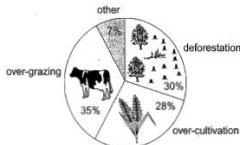
You should spend about 20 minutes on this task.

The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Causes of worldwide land degradation



Causes of land degradation by region

Region	% land degraded by...			Total land degraded
	deforestation	over-cultivation	over-grazing	
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania*	1.7	0	11.3	13%

\* A large group of islands in the South Pacific including Australia and New Zealand

#### WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

## • C1 Advanced

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 220 – 260 words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your report.

- 3 You see the following announcement on a website, *Great Lives*:

#### Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your review.

- 4 You have received a letter from an English friend:

...

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,  
Chris

Write your letter in reply. You do not need to include postal addresses.

# Listening – C1: Advanced

## Extract Two

You hear two friends talking about ways of keeping fit.



- 3 What is the woman's criticism of exercising in gyms?
  - A Members get limited access to the facilities.
  - B The membership cost is too high for the services offered.
  - C It encourages exercise habits that lead to unhealthy lifestyles.
  
- 4 How does the man respond to his friend's criticism?
  - A He objects to her making sweeping generalisations about gyms.
  - B He questions the value of excessive gym attendance.
  - C He suspects she'd enjoy a different type of gym.

# Listening - IELTS

## Listening

Questions 3–10

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

SUMMER MUSIC FESTIVAL BOOKING FORM			
<b>NAME:</b>	George O'Neill		
<b>ADDRESS:</b>	3 ....., Westsea		
<b>POSTCODE:</b>	4 .....		
<b>TELEPHONE:</b>	5 .....		
Date	Event	Price per ticket	No. of tickets
5 June	Instrumental group – <i>Guitarrini</i>	£7.50	2
17 June	Singer (price includes 6 ..... in the garden)	£6	2
22 June	7 ..... (Anna Ventura)	£7.00	1
23 June	Spanish Dance & Guitar Concert	8 £ .....	9 .....
<b>NB</b> Children / Students / Senior Citizens have 10 ..... discount on all tickets.			

## SECTION 2 Questions 11–20



Questions 11–15

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

The Dinosaur Museum	
11	The museum closes at ..... p.m. on Mondays.
12	The museum is not open on .....
13	School groups are met by tour guides in the .....
14	The whole visit takes 90 minutes, including ..... minutes for the guided tour.
15	There are ..... behind the museum where students can have lunch.

Questions 16–18

Choose **THREE** letters, **A–G**.

Which **THREE** things can students have with them in the museum?

- A food
- B water
- C cameras
- D books
- E bags
- F pens
- G worksheets

# Speaking

## • IELTS



### PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

#### EXAMPLE

##### Neighbours

- How well do you know the people who live next door to you?
- How often do you see them? [Why/Why not?]
- What kinds of problem do people sometimes have with their neighbours?
- How do you think neighbours can help each other?

### PART 2

Describe a time when you were asked to give your opinion in a questionnaire or survey

You should say:

what the questionnaire/survey was about  
why you were asked to give your opinions  
what opinions you gave  
and explain how you felt about giving your opinions in this questionnaire/survey.

You will have to talk about the topic for one to two 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.

## • C1 Advanced

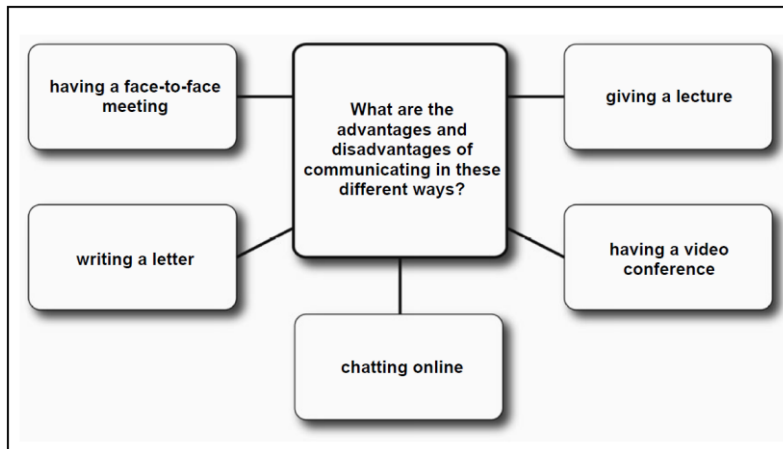
First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

Select one or more questions from the following, as appropriate.

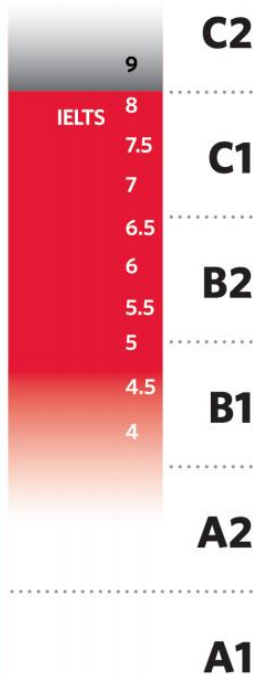
- What free time activity do you most enjoy? ..... (Why?)
- What sort of work would you like to do in the future? ..... (Why?)
- Do you think you spend too much time working or studying? ..... (Why? / Why not?)
- Do you like using the internet to keep in touch with people?



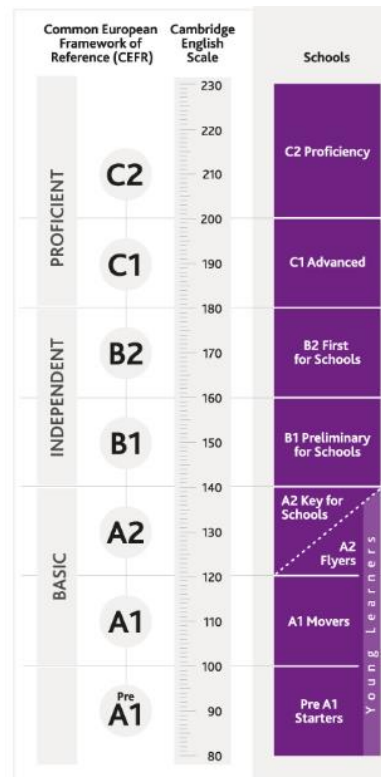
# Scores

## IELTS

<b>9</b>	<b>Expert user</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8</b>	<b>Very good user</b>	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.
<b>7</b>	<b>Good user</b>	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.
<b>6</b>	<b>Competent user</b>	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5</b>	<b>Modest user</b>	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.
<b>4</b>	<b>Limited user</b>	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
<b>3</b>	<b>Extremely limited user</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2</b>	<b>Intermittent user</b>	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
<b>1</b>	<b>Non user</b>	Essentially has no ability to use the language beyond possibly a few isolated words.
<b>0</b>	<b>Did not attempt the test</b>	No assessable information provided.



## C1 Advanced






# Certificates

**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**  
**Test Report Form** GENERAL TRAINING

**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 IR008 Date 19/JUN/2004 Candidate Number 001129

**Candidate Details**

Family Name Smith 

First Name Andrew

Candidate ID PP 123 456 789

Date of Birth 01/03/1982 Sex (M/F) M Scheme Code  Client Funded

Country of Origin Kazakhstan First Language Fulani

Repeating IELTS (Y/N) Y Previous Test Date 18/JUN/2003 Previous Test Centre BC Tehran

**Test Results**

Listening 8.5 Reading 5.5 Writing 6 Speaking 6 Overall Band Score 6.0

**Administrator Comments**

Centre stamp  Validation stamp

Writing Examiner Number 998735 Administrator's Signature

Speaking Examiner Number 999015 Date 05/03/2005 Test Report Form Number 04IR001129SMIA008G

The validity of this IELTS Test Report Form can be verified online by recognising organisations at <https://ielts.ucles.org.uk>

**CAMBRIDGE ENGLISH**  
 Language Assessment  
 Part of the University of Cambridge

Reference No. 15BGB9615003  
 To be issued on at Correspondence

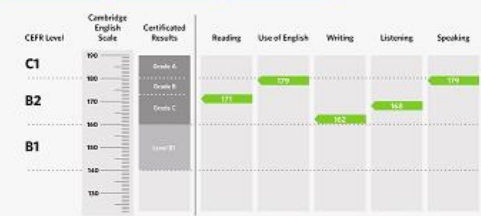
**First Certificate in English**

**Statement of Results**

Candidate name An Example Session November (F2) 2015

Place of entry Cambridge

Result	Overall Score	CEFR Level
Pass at Grade C	172	B2



The First Certificate in English (FCE) is an examination targeted at Level B2 in the Council of Europe's Common European Framework of Reference.

Candidates achieving Grade A (between 180 and 190) on the Cambridge English Scale receive the First Certificate in English noting that they have demonstrated ability at Level C1. Candidates achieving Grade B or Grade C (between 160 and 179) on the Cambridge English Scale receive the First Certificate in English at Level B2.

Candidates whose performance is below Level B2, but falls within Level B1 (between 140 and 159 on the Cambridge English Scale), receive a Cambridge English certificate stating that they have demonstrated ability at Level B1.

Cambridge English examination results can be quickly and securely verified online at: [www.cambridgeenglish.org/verifiers](http://www.cambridgeenglish.org/verifiers)

**Results**

Results	Score
Pass at Grade A	180 – 190
Pass at Grade B	173 – 179
Pass at Grade C	160 – 172

**Level B1**

Candidates taking the First Certificate in English scoring between 122 and 159 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 122 are not reported for the First Certificate in English.

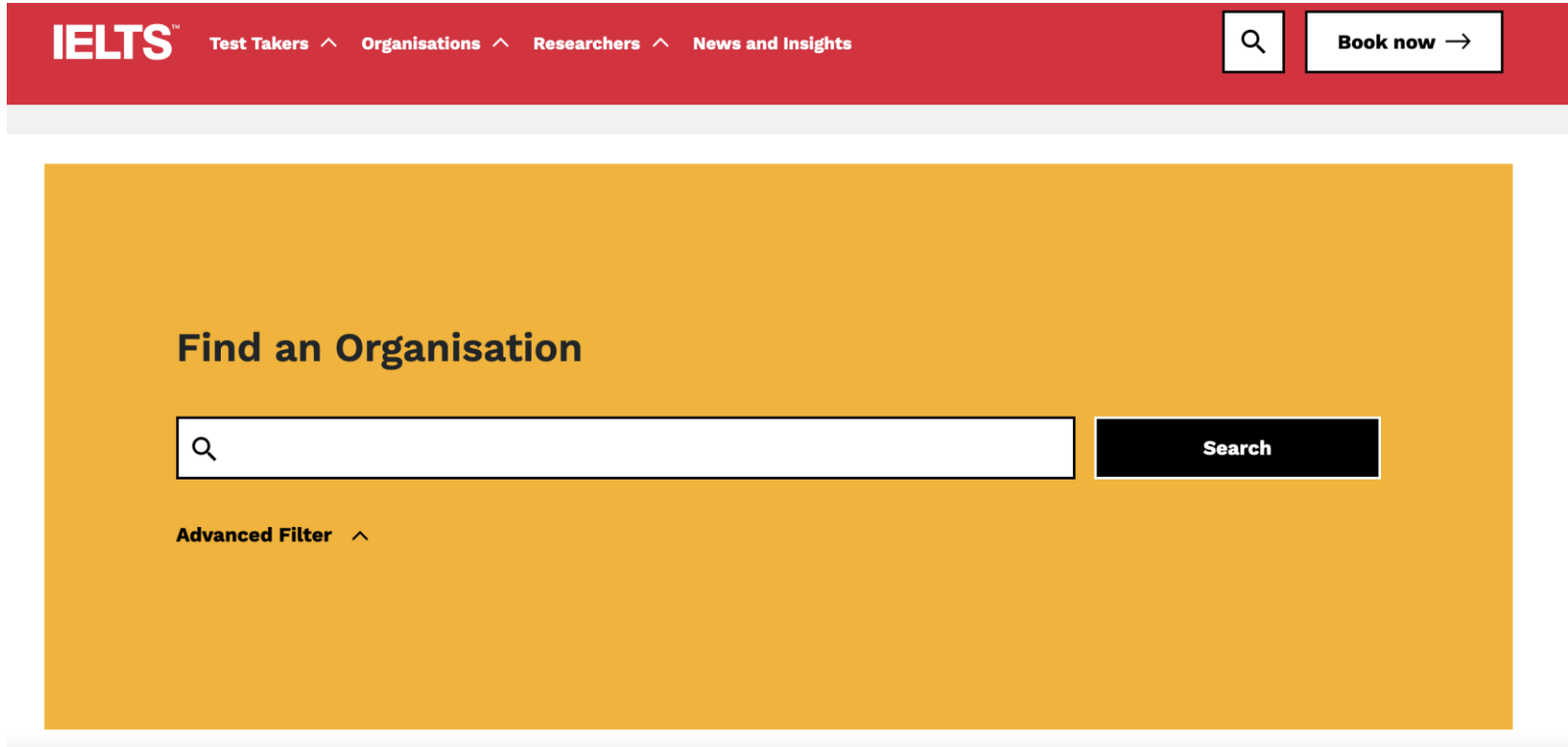
**Other**

X - the candidate was absent from part of the examination  
 Z - the candidate was absent from all parts of the examination  
 Pending - a result cannot be issued at present, but will follow in due course  
 Withheld - the candidate should contact their centre for information  
 Example - the candidate was not required to sit this part of the examination

**THIS IS NOT A CERTIFICATE**  
 Cambridge English Language Assessment reserves the right to amend the information given before the issue of certificates to successful candidates.

# How to check required IELTS scores?

<https://ielts.org/take-a-test/why-choose-ielts/who-accepts-ielts>



The screenshot displays the IELTS website's navigation bar and a search interface. The navigation bar is red and contains the IELTS logo, menu items for 'Test Takers', 'Organisations', 'Researchers', and 'News and Insights', a search icon, and a 'Book now' button with a right-pointing arrow. Below the navigation bar is a large yellow section titled 'Find an Organisation'. This section features a search input field with a magnifying glass icon, a black 'Search' button, and an 'Advanced Filter' link with a downward-pointing arrow.

**IELTS™** Test Takers ^ Organisations ^ Researchers ^ News and Insights

🔍 **Book now →**

## Find an Organisation

🔍 **Search**

**Advanced Filter** ^

School and level	Required result
<b>Undergraduate</b>	Range = 6.0 - 7.0
New York University (NY)	7.0
University of Illinois, Urbana-Champaign (IL)	6.5
Arizona State University (AZ)	6.0
<b>Graduate</b>	Range = 6.0 - 8.5
Columbia University (NY)	7.0
Columbia School of Journalism (NY)	8.5
<b>Professional schools</b>	Range = 6.0 - 8.5
Harvard MBA (MA)	7.0
<b>LLM</b>	Range = 6.5 - 8.0
Duke University (NC)	7.5
Indiana University (IN)	7.0

# Preparation materials



- [www.ielts.org](http://www.ielts.org)
- [www.britishcouncil.pl/egzamin/y/ielts](http://www.britishcouncil.pl/egzamin/y/ielts)
- [www.cambridgeenglish.org](http://www.cambridgeenglish.org)
- [learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org)
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)

Thank you for  
listening

