

Egzaminy z oferty British Council potwierdzające znajomość języka angielskiego na poziomie podstawowym

Konferencja

Nauczanie języka obcego w przedszkolu - realizacja nowej podstawy programowej
wychowania przedszkolnego w zakresie przygotowania dzieci do posługiwania się
językiem obcym.

Lublin, 18 grudnia 2015

British Council na świecie

British Council jest instytucją reprezentującą Zjednoczone Królestwo Wielkiej Brytanii i Irlandii Północnej w zakresie współpracy kulturalnej i edukacyjnej.



Otwarcie w **1934**



Działamy z **200 biur** w **110 krajach**



Pracujemy bezpośrednio z **12 mln ludzi**



Ponad **9 mln** osób wzięło udział w naszych wystawach, targach i festiwalach



308 tys. uczniów



przeprowadziliśmy **2,7 mln brytyjskich egzaminów**



73,3 mln użytkowników naszych kanałów cyfrowych

485 mln osób wysłuchało naszych audycji radiowych, obejrzało nasze programy telewizyjne i przeczytało nasze publikacje

British Council w Polsce

Biura

Warszawa i Kraków

Nauczanie języka angielskiego

Warszawa, Kraków, Wrocław

Centra egzaminacyjne

14 centrów w całej Polsce, w tym

Lublin

Szkoły z Programu Partnerskiego Advantage

Ponad 200 szkół w całej Polsce

W internecie

Strony internetowe, Facebook, Youtube, Twitter, LinkedIn



Czym się zajmujemy w Polsce



JĘZYK ANGIELSKI

Promowanie języka angielskiego, podnoszenie jakości edukacji językowej, nauczanie języka angielskiego, ocena i certyfikacja umiejętności językowych.



EDUKACJA I SPOŁECZEŃSTWO

Różnorodne projekty nakierowane na dzielenie się dobrymi praktykami Wielkiej Brytanii w zakresie edukacji i zagadnień związanych ze społeczeństwem. Wspieranie młodych naukowców (FameLab).



KULTURA I SZTUKA

Współpraca z najlepszymi brytyjskimi artystami, organizowanie inspirujących wydarzeń z zakresu kultury i sztuki. Wspieranie wymiany dobrych praktyk pomiędzy polskimi i brytyjskimi artystami.

Język angielski – co robimy w Polsce?



- Uczymy ponad 6 tys. uczniów rocznie
- Przeprowadzamy ponad 20 tys. egzaminów rocznie, w tym egzaminy Cambridge English (np. FCE), test IELTS i brytyjskie egzaminy zawodowe.



- Doradzamy rodzicom, jak mogą wspierać swoje dzieci w nauce języka angielskiego.
- We współpracy z partnerami organizujemy projekty językowe.
- Nauczycielom języka angielskiego oferujemy kursy, szkolenia, kwalifikacje zawodowe, poradnictwo i materiały do wykorzystania na lekcji.



- Zapewniamy nauczycielom i osobom uczącym się dostęp do bezpłatnych materiałów online.

Egzaminy z oferty British Council

**Cambridge English: First
(FCE)**

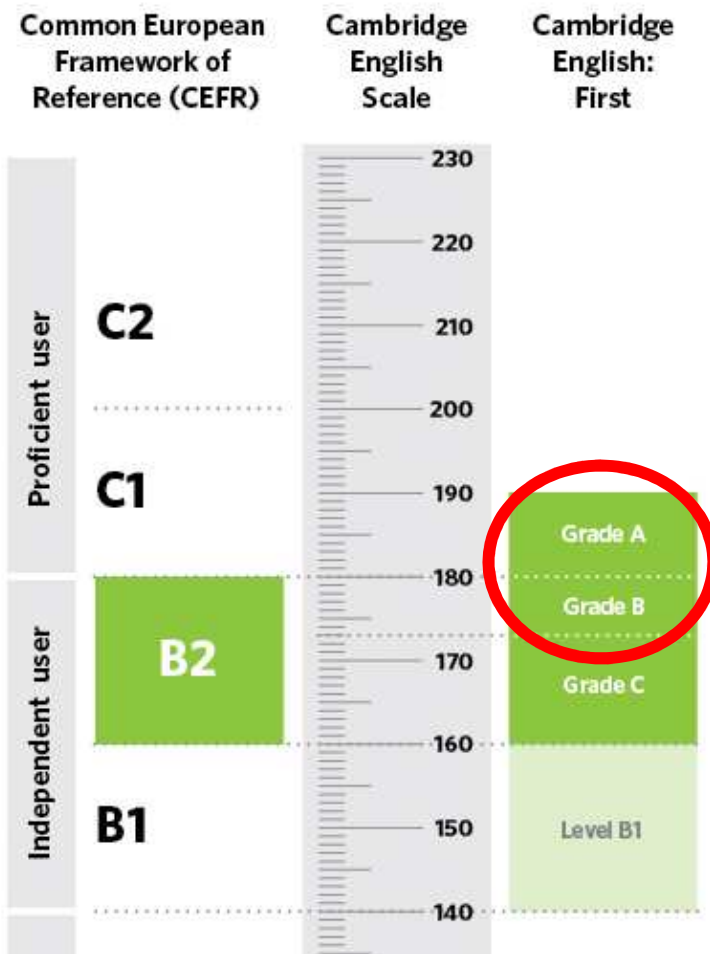
Cambridge English
First
First Certificate in English (FCE)

**International English
Language Testing System
(IELTS)**

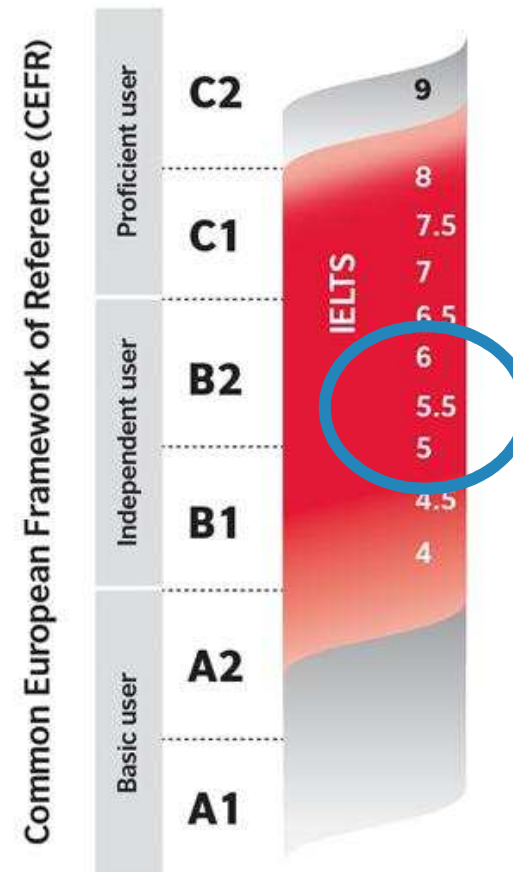


Egzaminy z języka angielskiego

Cambridge English: First (FCE)



International English Language Testing System (IELTS)



Porównanie egzaminów (podobieństwa i różnice)

FCE

- ✓ Format: Komputerowy i papierowy
- ✓ 4 części:
 - Reading and Use of English (7 części)
 - Writing (2 zadania)
 - Listening (2X słuchany)
 - Speaking (w parach)

Czas trwania: **ok. 3h30min**

IELTS

- ✓ Format: Papierowy
- ✓ 4 części:
 - Reading (4 części)
 - Writing (2 zadania)
 - Listening (1X słuchany)
 - Speaking (indywidualnie)

Czas trwania: **3h15min**

Cambridge English: First (FCE) - struktura

Reading & Use of English 1 h 15 min	
Writing 1 h 20 min	
Listening 30 minut +10 min transfer	
Speaking 14 minut (w parach)	

Cambridge English: First (FCE) - struktura

Reading & Use of English 1 h 15 min	7 części (52 pytań): test wielokrotnego wyboru, uzupełnianie brakujących wyrazów, tworzenie wyrazów pochodnych, przekształcanie zdań, test wielokrotnego wyboru, uzupełnianie brakujących części tekstów podanymi odpowiedziami, dopasowywanie odpowiedzi do fragmentów tekstu
Writing 1 h 20 min	
Listening 30 minut +10 min transfer	
Speaking 14 minut (w parach)	

FCE: Reading and Use of English (przykłady)

What is genealogy?

Genealogy is a (0) of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) in learning about your roots and your identity. The internet enables millions of people worldwide to (3) information about their family history, without great (4)

People who research their family history often (5) that it's a fascinating hobby which (6) a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

- | | | | | | | | | |
|---|---|------------|---|--------------|---|----------|---|------------|
| 1 | A | instead | B | rather | C | except | D | sooner |
| 2 | A | cause | B | mean | C | result | D | lead |
| 3 | A | accomplish | B | access | C | approach | D | admit |
| 4 | A | fee | B | price | C | charge | D | expense |
| 5 | A | describe | B | define | C | remark | D | regard |
| 6 | A | reveals | B | opens | C | begins | D | arises |
| 7 | A | older | B | greater | C | higher | D | further |
| 8 | A | attended | B | participated | C | included | D | associated |

Część 1: Test wielokrotnego wyboru

FCE: Reading and Use of English (przykłady)

Motorbike stunt rider

I work (0) a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (9) I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (10) impressed I went straight home and taught (11) to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (12) mechanical engineering; this helps me to look at the physics (13) lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (14) every stunt I do. People often think that my work is very dangerous, but, apart (15) some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (16) kind of danger because I'm very experienced.

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is (0) used in cooking all around the world. China is currently the largest (17) of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health-giving food, used both to prevent and cure (18) In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection.

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as (19) as penicillin in treating infections. Modern-day (20) have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In (21) , some doctors believe that garlic can reduce blood (22)

The only (23) to this truly amazing food is that the strong and rather (24) smell of garlic is not the most pleasant!

COMMON

PRODUCT

ILL

EFFECT

SCIENCE

ADD

PRESS

ADVANTAGE

SPICE

Część 2: uzupełnianie brakujących wyrazów

Część 3: tworzenie wyrazów

FCE: Reading and Use of English (przykłady)

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be to the museum.

26 Arthur has the talent to become a concert pianist.

THAT

Arthur is so could become a concert pianist.

27 'Do you know when the match starts, Sally?' asked Mary.

IF

Mary asked Sally time the match started.

28 I knocked for ages at Ruth's door but I got no reply.

LONG

I knocking at Ruth's door but I got no reply.

29 Everyone says that the band is planning to go on a world tour next year.

SAID

The band planning to go on a world tour next year.

30 I'd prefer not to cancel the meeting.

CALL

I'd rather the meeting.

Część 4: przekształcanie zdań

FCE: Reading and Use of English (przykłady)

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans - why can't he get a taxi? what's wrong with the bus? - I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable - that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat - a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

31 In the first paragraph, what is Caitlin's main point about the island?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller than it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

32 What does Caitlin suggest about her father?

- A His writing prevents him from doing things he wants to with his family.
- B His initial reaction to his son's request is different from usual.
- C His true feelings are easily hidden from his daughter.
- D His son's arrival is one event he will take time off for.

33 Caitlin emphasises her feelings of discomfort because she

- A is embarrassed that she doesn't understand what her brother is talking about.
- B feels confused about why she can't relate to her brother any more.
- C is upset by the unexpected change in her brother's behaviour.
- D feels foolish that her brother's attention is so important to her.

34 In the fourth paragraph, what is Caitlin's purpose in describing the island?

- A to express her positive feelings about it
- B to explain how the road was built
- C to illustrate what kind of weather was usual
- D to describe her journey home

35 In 'because of that' in line 31, 'that' refers to the fact that

- A locals think it is odd to walk anywhere.
- B it is easier for people to take the bus than walk.
- C people have everything they need on the island.
- D there is nowhere in particular to walk to from the island.

36 What do we learn about Caitlin's reactions to the boy?

- A She felt his air of confidence contrasted with his physical appearance.
- B She was able to come up with a reason for him being there.
- C She realised her first impression of him was inaccurate.
- D She thought she had seen him somewhere before.

Część 5: test wielokrotnego wyboru

FCE: Reading and Use of English (przykłady)

Good preparation leads to success in ballet dancing



A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

- | | |
|--|---|
| A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement. | E The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result. |
| B The ballet shoe offers some support, but the real strength is in the muscles, built up through training. | F No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits. |
| C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine. | G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline. |
| D Ballet technique is certainly extreme but it is not, in itself, dangerous. | |

Część 6: uzupełnianie brakujących części tekstów

FCE: Reading and Use of English (przykłady)

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

Which paragraph

- states how surprised the writer was at Duncan's early difficulties?
- says that Duncan sometimes seems much more mature than he really is?
- describes the frustration felt by Duncan's father?
- says that Duncan is on course to reach a high point in his profession?
- suggests that Duncan caught up with his team-mates in terms of physical development?
- explains how Duncan was a good all-round sportsperson?
- gives an example of how Gavin reassured his son?
- mentions Duncan's current club's low opinion of him at one time?
- mentions a personal success despite a failure for the team?
- explains how Duncan and his father are fulfilling a similar role?

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Część 7: dopasowywanie odpowiedzi do tekstów

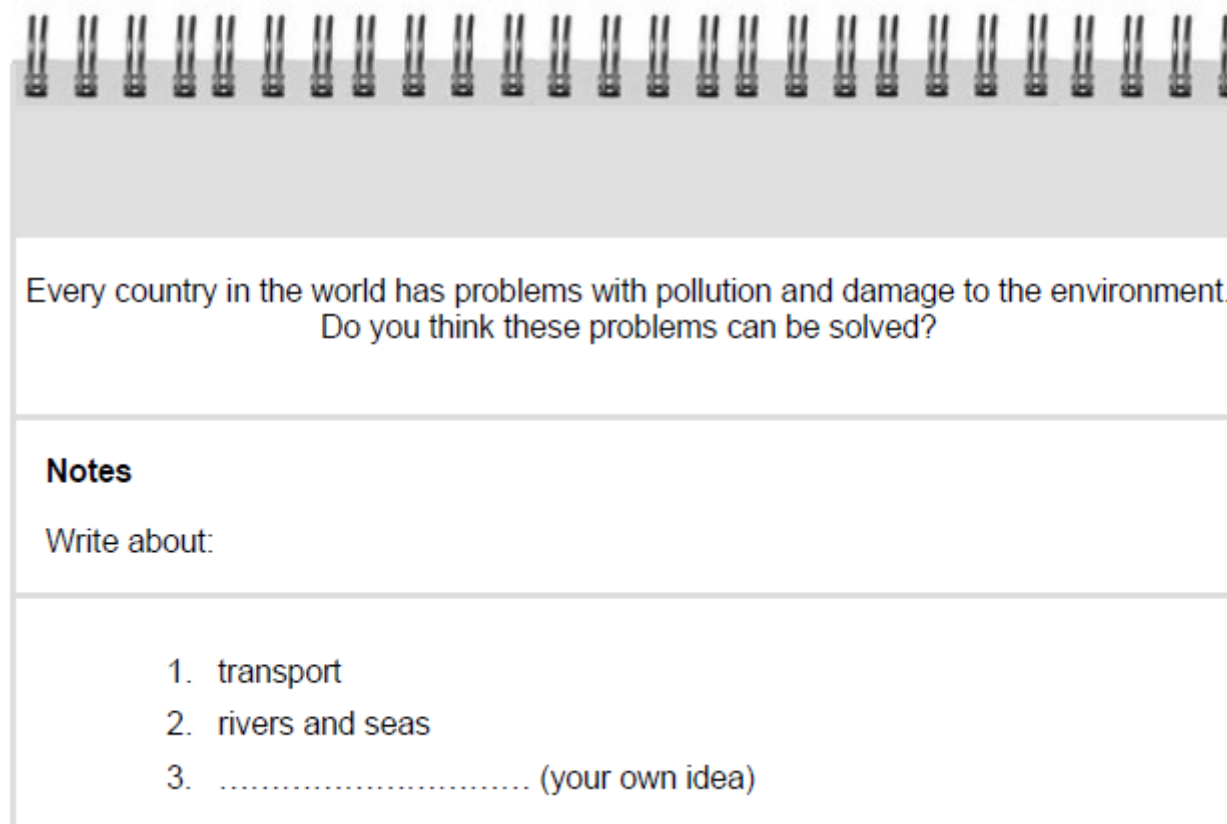
Cambridge English: First (FCE)

Reading & Use of English 1 h 15 min	
Writing 1 h 20 min	Część 1 – zadanie obowiązkowe – esej (140-190 słów) Część 2 – do wyboru artykuł, list/e-mail, sprawozdanie, esej, recenzja lub opowiadanie (140-190 słów)
Listening 30 minut +10 min transfer	
Speaking 14 minut (w parach)	

Cambridge English: First (FCE) – Writing Task 1

In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Every country in the world has problems with pollution and damage to the environment.
Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)

Cambridge English: First (FCE) – Writing Task 2

You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

You see this announcement on an English-language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned?
Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

You have received this email from your English-speaking friend David.

From: David

Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

Cambridge English: First (FCE)

Reading & Use of English 1 h 15 min	
Writing 1 h 20 min	
Listening 30 minut +10 min transfer	Część 1 – test wielokrotnego wyboru Część 2 – uzupełnianie zdań Część 3 – dopasowywanie odpowiedzi na pytania do tekstów Część 4 – test wielokrotnego wyboru (w sumie 30 pytań)
Speaking 14 minut (w parach)	

Cambridge English: First (FCE) – Listening

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

1 You hear a message on a telephone answering machine.

Why is the speaker calling?

- A to confirm some arrangements
- B to issue an invitation
- C to persuade someone to do something

2 You hear two people talking about a water-sports centre.

The man says the centre should

- A pay more attention to safety.
- B offer activities for small children.
- C provide all the equipment needed.

Cambridge English: First (FCE)

Reading & Use of English 1 h 15 min	
Writing 1 h 20 min	
Listening 30 minut +10 min transfer	
Speaking 14 minut (w parach)	Część 1 – przedstawienie się i krótka rozmowa Część 2 – indywidualne wypowiedzi (1' na kandydata), omówienie zestawu zdjęć Część 3 – rozmowa kandydatów między sobą (3') Część 4 – dyskusja z egzaminatorem na zadany temat (4')

FCE: Speaking

Interlocutor Now, I'd like you to talk about something together for about two minutes.
(3 minutes for groups of three).

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why these ideas would attract more tourists to the town.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

.....

Interlocutor

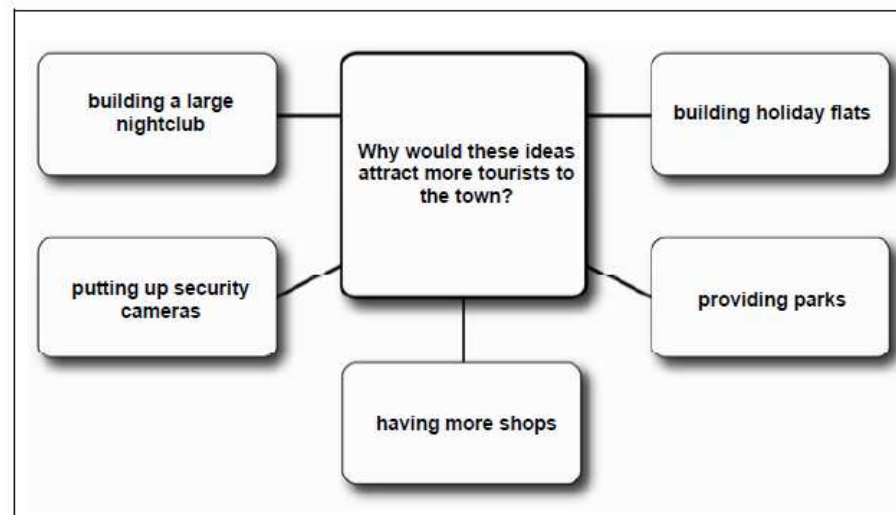
Thank you.

Candidates

⌚ 1 minute
(for pairs and groups of three)

Now you have about a minute to decide which idea would be best for the town.

.....



Część 3: rozmowa kandydatów między sobą

Cambridge English: First (FCE)

Reading & Use of English 1 h 15 min	7 części (52 pytań): test wielokrotnego wyboru, uzupełnianie brakujących wyrazów, tworzenie wyrazów pochodnych, przekształcanie zdań, test wielokrotnego wyboru, uzupełnianie brakujących części tekstów podanymi odpowiedziami, dopasowywanie odpowiedzi do fragmentów tekstu
Writing 1 h 20 min	Część 1 – zadanie obowiązkowe – esej (140-190 słów) Część 2 – do wyboru artykuł, list/e-mail, sprawozdanie, esej, recenzja lub opowiadanie (140-190 słów)
Listening 30 minut +10 min transfer	Część 1 – test wielokrotnego wyboru Część 2 – uzupełnianie zdań Część 3 – dopasowywanie odpowiedzi na pytania do tekstów Część 4 – test wielokrotnego wyboru (w sumie 30 pytań)
Speaking 14 minut (w parach)	Część 1 – przedstawienie się i krótka rozmowa Część 2 – indywidualne wypowiedzi (1' na kandydata), omówienie zestawu zdjęć Część 3 – rozmowa kandydatów między sobą (3') Część 4 – dyskusja z egzaminatorem na zadany temat (4')

Ważne pytania: FCE

- Jakie oceny dostanę z FCE?

180–190 punktów → Grade A (C1)

173–179 punktów → Grade B (B2)

160–172 punktów → Grade C (B2)

140–159 punktów → Level B1 (B1)

Mniej niż 140 punktów → Fail

- Ile muszę się przygotowywać do FCE?

ok. 600-650h nauki języka angielskiego

- Czy certyfikat Cambridge English: First (FCE) jest na całe życie?

TAK! 😊

IELTS - struktura

Listening 30 min + 10 min na transfer odpowiedzi	
Reading 1 h	
Writing 1 h	
Speaking 11-14 minut (indywidualnie)	

IELTS

Listening 30 min + 10 min na przeniesienie odpowiedzi	4 części (40 pytań): rozmowa 2 osób, monolog, rozmowa 2-4 osób, monolog. Rodzaje zadań: uzupełnienie zdań, notatek, streszczeń, tabeli i diagramów, zaznaczenie miejsc i kierunków na mapie, zaznaczenie etapów danego procesu na wykresie, udzielenie krótkich odpowiedzi lub pytania wielokrotnego wyboru. Ważne: tekst odsłuchiwany jest tylko jeden raz Pojawiają się różne akcenty
Reading 1 h	
Writing 1 h	
Speaking 11-14 minut	

IELTS - Listening

Section 1 Questions 1–10

Questions 1–5

Complete the notes below.

Write no more than two words and/or a number for each answer.

Transport from Bayswater

Example	Answer
Destination	Harbour City

- Express train leaves at 1
- Nearest station is 2
- Number 706 bus goes to 3
- Number 4 bus goes to station
- Earlier bus leaves at 5

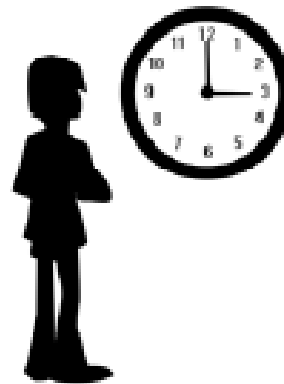
IELTS

Listening 30 + 10 min	
Reading 1 h	3 części (40 pytań): W całości do przeczytania: 2 000 – 2 200 słów. Każdy tekst jest łatwiejszy w początkowej części, następnie stopień trudności rośnie. Rodzaje zadań: uzupełnienie zdań, notatek, tabeli, diagramów lub wykresów, udzielenie krótkiej odpowiedzi, pytania wielokrotnego wyboru, dopasowanie tytułu akapitu do konkretnego ustępu tekstu, zweryfikowanie informacji w tekście (True/False/Not Given), wykazanie zrozumienia stanowiska autora, jakie zajmuje autor tekstu (Yes/No/Not Given).
Writing 1 h	
Speaking 11-14 min	

IELTS Reading (Academic)

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

MAKING TIME FOR SCIENCE



Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it’s actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

IELTS Reading (General Training)

SECTION 1

Questions 1–14

Read the text below and answer Questions 1–8.

EMERGENCY PROCEDURES

Revised July 2011

This applies to all persons on the school campus
In cases of emergency (e.g. fire), find the nearest teacher who will:
send a messenger at full speed to the Office OR inform the Office via phone ext. 99.

PROCEDURE FOR EVACUATION

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.)
2. All class work will cease immediately.
3. Students will leave their bags, books and other possessions where they are.
4. Teachers will take the class rolls.
5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.
6. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.

IELTS

Listening 30 + 10 min	
Reading 1 h	
Writing 1 h	<p>2 zadania: 1 – 150 słów (20 min.), 2 – 250 słów (40 min)</p> <p>General Training: zadanie 1 - napisanie listu, będącego odpowiedzią na problem określony przez twórców testu; np. udzielenie informacji, czy wyjaśnienie danej sytuacji. Zadanie 2 - zaprezentowania argumentacji na podany temat.</p> <p>Academic: zadanie 1 – opis treści przedstawionych w formie graficznej (diagram, tabela, wykres) oraz wyjaśnienia zawartej w niej informacji, objaśnienia przebiegu procesu, itp. Zadanie 2 - kandydat prezentuje swój punkt widzenia lub przedstawia swoją linię argumentacji na zadany temat.</p>
Speaking 11-14 min	

IELTS Writing Task 1

Academic Task

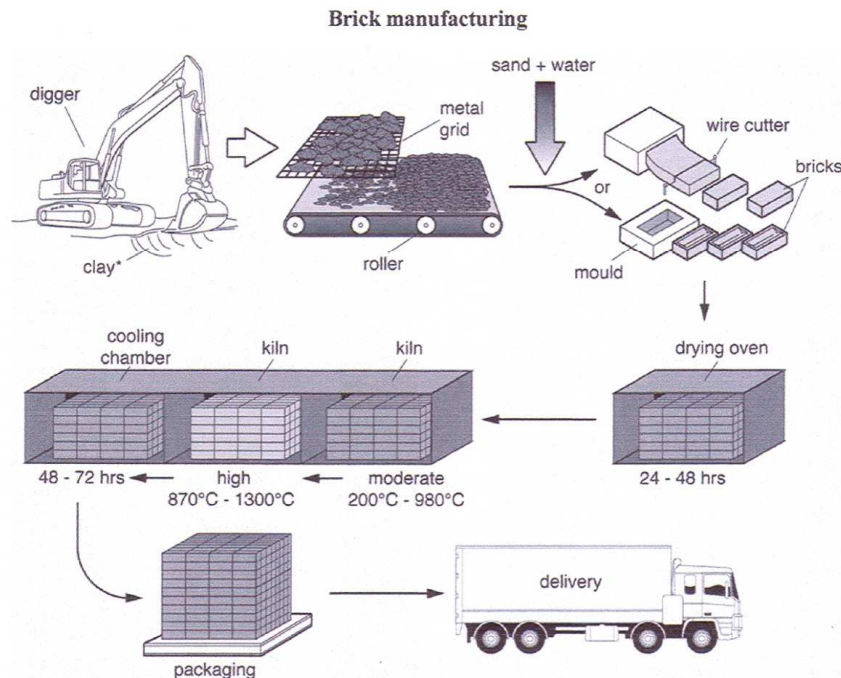
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured for the building industry.

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

Write at least 150 words.



*Clay: type of sticky earth that is used for making bricks, pots, etc.

General Training Task

Your local public library wants to make improvements to their services and facilities. In order to get ideas from the public, they have asked library users to send them suggestions in writing.

Write a letter to the librarian. In your letter

- **describe what you like about the library**
- **say what you don't like**
- **make suggestions for improvements**

Write at least 150 words.

IELTS

Listening 30 + 10 min	
Reading 1 h	
Writing 1 h	
Speaking 11-14 min	<p>Ważne: format: 1 kandydat: 1 egzaminator Wypowiedź nagrywana 3 części: 1 część (4-5 min): pytania dot. życia prywatnego (miejsca zamieszkania, rodziny, zawodu, studiów, zainteresowań, planów na przyszłość) 2 część (3-4 min.): kandydat mówi przez ok. 1-2 minut na zadany temat. Przed przystąpieniem do odpowiedzi można sporządzić notatki. 3 część (3-4 min.) - kandydat odpowiada na pytania</p>

Ważne pytania: IELTS

- Jakie oceny dostanę z IELTS?

IELTS to test diagnostyczny

Każdy otrzymuje certyfikat

Wynik z poszczególnych części i wynik całościowy na skali 0-9

- Czy certyfikat IELTS jest na całe życie?

TAK, w przypadku uznawalności krajowej na potrzeby projektów MEN, poszukiwania pracy! 😊

NIE, w przypadku procesów wizowych lub aplikacyjnych na studia w języku angielskim (wynik ważny 2 lata)

Porównanie egzaminów FCE i IELTS

FCE

Terminy egzaminów:

Wersja komputerowa (CB):
27/11, 05/12 w Warszawie

Wersja papierowa (PB):
7/11 w Warszawie,
12/12 w Lublinie i 13 innych
miastach

IELTS

Terminy egzaminów:

zawsze czwartki i soboty

co 2 tyg. w Warszawie i
Krakowie: 24/10, 7/11, 21/11,
05/12

w Lublinie: 08/10/2015,
kolejne w 2016

Porównanie egzaminów

FCE

Rejestracja online:

<http://examfinder.britishcouncil.pl/>

PB: 6 tyg. przed egzaminem

CB: 2 tyg. przed egzaminem

IELTS

Rejestracja online:

<https://ielts.britishcouncil.org/poland>

PB: na 4 tyg. przed egzaminem

Koszt egzaminu

FCE

Cena: 610 zł

W cenie:

- ✓ Test i jego ocena
- ✓ **1** certyfikat

IELTS

Cena: 720 zł

W cenie:

- ✓ Test i jego ocena
- ✓ **5** certyfikatów
- ✓ Kurs Road to IELTS

Porównanie egzaminów

Wyniki FCE



Wyniki IELTS

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: 01/03/1952 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	6.5	Reading	5.5	Writing	6	Speaking	6	Overall Band Score	6.0
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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: 04IR001129SMAI008G

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

FCE czy IELTS?

**Cambridge English: First
(FCE)**

Cambridge English
First
First Certificate in English (FCE)

**International English
Language Testing System
(IELTS)**



Bezpłatne materiały dla nauczycieli i uczniów

- Dla nauczycieli języka angielskiego

www.teachingenglish.org.uk



- Dla uczniów dorosłych

www.britishcouncil.org/learnenglish



- Przygotowanie do FCE

www.cambridgeenglish.org/exams/first/preparation/

Cambridge English

- Road to IELTS

www.roadtoielts.com/testdrive



- Take IELTS with the British Council

www.britishcouncil.org/takeielts



Dziękuję

Więcej informacji

www

www.britishcouncil.pl

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[BritishCouncilPolska](https://www.facebook.com/BritishCouncilPolska)

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[@plBritish](https://twitter.com/plBritish)

