



GBSB GLOBAL
BUSINESS SCHOOL

PROGRAMS: English Language Preparation (ELP)*

TEST REPORT FORM

Date

Candidate Number

CANDIDATE DETAILS

Family Name

First Name

Candidate ID

Date of Birth

Sex (M/F)

Scheme Code

Country of Nationality

First Language

TEST RESULTS

Listening Reading Writing Speaking



CEFR Level

Administrator's signature

*The program focuses on the key skills of reading, writing, speaking and listening
<https://www.global-business-school.org>
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A DETAILED ENGLISH TEST REPORT

Candidate 0000121722

RUDENKO IULIIA

CEFR Level B2

1. ENGLISH LANGUAGE PREPARATION (ELP)

ELP is a foundation program that combines intensive English language preparation, study skills and a cultural orientation.

The English Language Preparation program offers you a unique opportunity to make rapid progress in academic English. This Program is designed to teach you to communicate effectively in English in professional contexts. You will expand your English vocabulary, improve your ability to write and speak in English in both social and professional interactions, and learn terminology and skills that you can apply to business negotiations, telephone conversations, written reports and emails, and professional presentations.

The foundation program and English Language Preparation will help you to Learn study skills such as note-taking in English, academic writing and participating in seminars in English.

The exam is conducted both on a GBSB-school basis and on-line through the Internet.

2. THE MAIN POINTS OF THE EXAM

The program focuses on the key skills of reading, listening, speaking and writing.

Reading (60–80 minutes)

The Reading section consists of questions on 3-5 passages, each approximately 700 words in length. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Passages require understanding of rhetorical functions such as cause-effect, compare-contrast and argumentation. Students answer questions about main ideas, details, inferences, essential information, sentence insertion, vocabulary, rhetorical purpose and overall ideas. Prior knowledge of the subject under discussion is not necessary to come to the correct answer.

Listening (60–90 minutes)

The Listening section consists of questions on six passages, each 3–5 minutes in length. These passages include two student conversations and four academic lectures or discussions. The conversations involve a student and either a professor or a campus service provider. The lectures are a self-contained portion of an academic lecture, which may involve student participation and does not assume specialized background knowledge in the subject area. Each conversation and lecture passage is heard only once. Test-takers may take notes while they listen and they may refer to their notes when they answer the questions. Each conversation is associated with five questions and each lecture with six. The questions are meant to measure the ability to understand main ideas, important details, implications, relationships between ideas, organization of information, speaker purpose and speaker attitude.

Speaking (20 minutes)

The Speaking section consists of six tasks: two independent and four integrated. In the two independent tasks, test-takers answer opinion questions on familiar topics. They are evaluated on their ability to speak spontaneously and convey their ideas clearly and coherently. In two of the integrated tasks, test-takers read a short passage, listen to an academic course lecture or a conversation about campus life and answer a question by combining appropriate information from the text and the talk. In the two remaining integrated tasks, test-takers listen to an academic course lecture or a conversation about campus life and then respond to a question about what they heard. In the integrated tasks, test-takers are evaluated on their ability to appropriately

synthesize and effectively convey information from the reading and listening material. Test-takers may take notes as they read and listen and may use their notes to help prepare their responses. Test-takers are given a short preparation time before they have to begin speaking. The responses are digitally recorded, sent to Online, and evaluated by three to six raters.

Writing (50 minutes)

The Writing section measures a test taker's ability to write in an academic setting and consists of two tasks: one integrated and one independent. In the integrated task, test-takers read a passage on an academic topic and then listen to a speaker discuss it. The test-taker then writes a summary about the important points in the listening passage and explains how these relate to the key points of the reading passage. In the independent task, the test-taker must write an essay that states their opinion or choice, and then explain it, rather than simply listing personal preferences or choices. Responses are sent to the ETS OSN and evaluated by at least 3 different raters.

3. INTERNET-BASED TEST

The four-hour test consists of four sections, each measuring one of the basic language skills (while some tasks require integrating multiple skills), and all tasks focus on language used in an academic, higher-education environment.

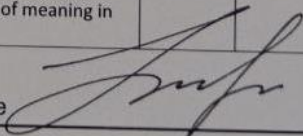
The test cannot be taken more than once every 12 days.

4. CHARACTERISTICS OF COMPETENCES IN ENGLISH

Below is a table of levels of the English language competences and related rating points for their evaluation

Level of language	Proficiency CEFR	Level characteristic	IELTS Score	Rating scale 0..100
Basic user	A1-A2	Can understand isolated phrases and commonly used expressions that are necessary for everyday communication in the spheres of personal life, family life, shopping, local geography, work. Can communicate in simple and usual situations, where you need a simple and direct exchange of information on familiar and familiar topics.	0.0 to 3.5	0..39
Independent user	B1-B2	Can understand the main ideas of the text on both a concrete and an abstract theme, including discussions on the specialty. Can communicate freely with native speakers. Can clearly, in detail speak on a wide range of topics; express their opinion on a particular problem, suggesting various arguments for and against.	4.0 to 6.5	40..74
Proficient user	C1-C2	It can understand almost everything that hears or reads without difficulties. It can remove information from various oral or written sources, summarize it and make an argumentized statement in a coherent form. It can be spontaneous, very fast and accurate, differentiating the subtle shades of meaning in rather difficult situations.	7.0 to 9	75..100

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