



IT PARK
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Entrance Test Report #482752

13/9/2022 10:00



CERTIFICATE

Of English Language Level

Og'abek Mustafoyev

demonstrated English ability at CEFR level B1 or above.

Please be informed that your level was defined in the setting of an automated test. Your results in full-scale international examinations that test all skills may differ.

This means that you have passed your entrance English test successfully and can proceed with the registration process.

Director of IT-Park University

Timur Azamatov

To learn more about what your result means, find your level in the table below and read the description on the right:

B1 or above¹	A1	General English skills: can understand and use very basic everyday expressions and phrases in very simple, everyday situations; can give very basic personal information (name, address, nationality, family, likes/dislikes) with very simple words and basic expressions; can communicate in a very simple way with the other person who is ready to help and who is talking very slowly and clearly.
	A2	General English skills: can understand sentences, phrases and simple expressions in everyday situations (e.g., very basic personal and family information, shopping, local geography, employment); can communicate in simple everyday tasks and exchange information on very simple topics in a limited way; can give a series of simple phrases and sentences; can give their impressions and opinions on personal interest topics (e.g. lifestyles, culture, stories), describing some everyday situations, basic personal needs and plans with simple words and expressions. Academic classroom skills: can understand questions and instructions addressed carefully and slowly to him/her and follow short and simple directions; can work with a classmate at a similar level to complete basic tasks, given a lot of time, support, and opportunity for repetition and clarification; can write short texts using level-appropriate grammar.
	A2+	General English skills: can understand sentences and simple common expressions that are used to talk about work, education, free time, etc.; can communicate in simple everyday tasks and exchange information on familiar and simple topics; can give a series of simple phrases and sentences on some familiar topics; can give their impressions and opinions on personal interest topics (e.g. lifestyles, culture, stories), describe everyday aspects of their life/work/experiences with simple words and expressions. Academic classroom skills: can understand simple directions relating to how to complete an assignment; can discuss everyday practical issues in a simple way when addressed clearly, slowly, and directly; can say what they think about things when addressed directly in a formal meeting, provided they can ask for repetition of key points if necessary; can say they don't understand for clarification purposes; can plan, organize, and write two-paragraph essays, using the basic organizational components; can edit writing for mistakes using level-appropriate grammar.
	B1	General English skills: can understand the main points of clear standard speech on familiar topics that are often met in work, education, holiday, etc.; can deal, in a limited way, with most situations while travelling in an area where English is spoken; can produce simple connected text on topics that are familiar or of personal interest; can produce a simple connected text on a range of familiar topics; can give their impressions, feelings and opinions, describe everyday aspects of their experiences, advantages and disadvantages, with simple words and expressions. Academic classroom skills: can generally follow the main points in a discussion, provided the speech is clearly articulated, at a reasonable rate, and in a familiar accent; can participate in a class discussion on a familiar topic by offering ideas and opinions, agreeing and disagreeing with others, and asking questions; can summarize and paraphrase simple texts in writing using basic noun clauses and vocabulary substitution.
	B2	General English skills: can understand the main ideas of complex text on both specific and abstract topics, including technical discussions in their field of specialization; can interact with a degree of fluency and spontaneity that makes regular interaction with proficient English speakers quite possible; can produce reasonably detailed texts on a variety of familiar topics, combining and evaluating information from different sources, explaining a viewpoint on an issue and giving the advantages and disadvantages of different options; can produce a detailed description of a complex process. Academic classroom skills: can engage in extended conversation or discussion on most topics, even in a noisy environment; can express his/her ideas and opinions clearly and respond to others' lines of argument convincingly; can usually follow most of what is said around him/her; can appropriately intervene, initiate and exit discussion and conversation; in writing can make grammatical choices based on the needs and conventions of the type of the written text.
	C1	General English skills: can understand a wide range of complex stretches of text and recognize implicit meaning; can express ideas fluently and spontaneously without much obvious searching for expressions, using language flexibly and effectively for social, academic and professional purposes; can produce clear well-structured texts of complex subjects, underlining the relevant issues, expanding and supporting points of view with reasons and examples, and rounding off with an appropriate conclusion; can employ conventions of a variety of genres, varying the tone, styles and register. Academic classroom skills: can keep up with a discussion, identifying accurately arguments supporting and opposing points of view; can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances; can express their ideas and opinions with precision, present and respond to complex lines of argument convincingly; can intervene appropriately in discussion; can initiate, maintain, and end discussions appropriately; can give feedback on and follow up statements and inferences and so help the development of the discussion; can get clarification of ambiguous points; can correct slips and errors if they have led to misunderstandings; can write a profound piece of writing which identifies flaws, recommends information, supports argumentation.

¹ The test is designed for university admission purposes with CEFR level A2+ being the minimum entry requirement, so the test does not discriminate between levels B1-C1. The information about these levels is given for reference purposes only.