

THE IMPORTANCE OF ENGLISH IN THE BUSINESS WORLD

The rapid breakdown of national barriers over the last decade has resulted in English language skills acquiring a great deal of importance in business circles.

IE wishes to impress upon its students that an ability to communicate in English is vital, particularly in the present economic climate. The vast majority of companies list English amongst the essential qualities required for posts at management level. A lack of English skills is a serious handicap to any young aspiring professional, and in recognition of this fact IE demands a minimum level of English from its students. The minimum level should by no means be considered high enough to resolve language requirements in what is at the moment a highly competitive work market. It is designed to make sure that the student has at least a reasonable base on which they can build a level that will help them face fierce competition when they begin to search for work. There is nothing more frustrating than seeing someone far less qualified or capable obtain the post that you wanted for the sole reason that they have a superior level of English.

No-one should underestimate the importance of the English language in the business world today. In view of this fact IE stipulates that students must provide proof of an acceptable level of fluency in order to qualify for the titles of MBA programs, LL.M. programs and Master in International management (Spanish track). The qualifications listed overleaf will be accepted as such. The student may also sit for the English exam offered by IE, the details of which are available in this dossier. Any student that fails to fulfil these requirements before the end of their program will have eighteen months, as from the closing date of the course, to obtain any of the alternative qualifications.

EXIT ENGLISH REQUIREMENTS 2010-2011

The following qualifications will be accepted as proof of an acceptable level of English and may be presented either at the beginning of or during the course.

□ **TOEFL**, Minimum scores:

- TOEFLiBT (Internet-based) 72
- Computer-based TOEFL 200
- Paper-based TOEFL (en papel) 533

TOEFL scores are only considered valid if obtained less than two years before presentation. Please note that Institutional TOEFL exams are NOT valid.

IELTS, with 6.5 points or over. This qualification is only considered valid if obtained less than two years before starting the Master's program.

□ The **CAMBRIDGE FIRST CERTIFICATE (BEC VANTAGE)** issued by Cambridge University. As in the case of TOEFL, this qualification is only considered valid if it was obtained less than two years before starting the Master's program.

□ The **CAMBRIDGE ADVANCED CERTIFICATE (BEC HIGHER)** issued by Cambridge University. This qualification is considered valid only if it was obtained less than three years before starting the Master's program.

□ The **CAMBRIDGE PROFICIENCY (CPE)** issued by Cambridge University. In this case the title must have been obtained less than four years before the start of the Master's program.

□ The **CAMBRIDGE BUSINESS ENGLISH CERTIFICATE** 3, 4 or 5 issued by Cambridge University. Like the Cambridge first Certificate, this qualification is only considered valid if it was obtained less than two years before starting the Master's program.

□ The **LONDON CHAMBER OF COMMERCE AND INDUSTRY EXAM** "fluency" level. This exam must have been obtained less than two years before the start of the Master's program.

□ A **University Degree** in English.

□ A pass certificate for **level five English from La Escuela Oficial de Idiomas** (Spain). This qualification must have been obtained less than 4 years before starting the Master's program.

□ Certificate to prove that the candidate has attended a **University course in an English-speaking country for a period of at least three years**. This certificate must be accompanied by academic transcripts.

□ **GMAT** of minimum 550 points.

□ **A Level GCSEs** issued by the British education authorities.

□ **High School Graduation Certificate** complete with the official seal of the North American school in question.

Should the student choose to present any of the above documents, he or she must bring the original, for inspection only, and a photocopy.

For more information on these qualifications:

www.toefl.org, www.britcoun.org, www.ielts.org, www.lccieb.com,
<http://persona4.iddeo.es/eoicentral>

Please note that the IE English exam is by no means a soft option. The level is much higher than the minimums requested in this list of qualifications. The reason for this policy is that the IE English exam is aimed at students with a high level of English who may have many qualifications and evidence of stays in an English-speaking country but do not have any of the qualifications listed in the dossier, or their qualifications are out of date according to the stipulated deadlines. It is also designed for occasions when there is some kind of doubt surrounding a qualification. Students with merely acceptable levels are advised to consult the minimum qualifications on the list in this dossier, and select accordingly.

COURTESY EXAMS ORGANISED BY IE BUSINESS SCHOOL

IE Business School will organise two courtesy English exams during the programme, one just after the beginning of the programme, and one at the end, the dates of these exams will be provided some time in advance.

These two exams will be identical in format. Any students that pass the exam at the first attempt will not have to repeat the exam at the end of the course. Students that fail or choose not to attend the first sitting of the exam will have the chance to retake it at the end of the course.

The English exams organised at IE Business School consist of a reading comprehension, a written essay, a vocabulary test and an aural exam. The exams are designed to evaluate the student's ability to understand written and spoken English in a business context and to express him or herself clearly and correctly. The different sections are as follows:

- 1 The reading comprehension consists of a text and ten multiple-choice questions. The student must remember that an incorrect answer implies a 0.25 point penalty. That is to say that each correct answer is worth a point, if a student leaves a question out there is no penalty, but if a wrong answer is given, the student loses a quarter of a point (see practice exam included in the file).
- 2 In the vocabulary section the student is given a sentence where there is a word or expression missing. The student must complete the sentence with the appropriate word or expression (see practice exam included in the file).
- 3 In the essay section the student is given two questions and must choose to write an answer to one of the two alternatives. The essay must be at least 300 words long. (see practice questions included in the file).
- 4 For the aural exam the student must listen to a short passage (approx. 8 minutes) and then provide brief answers to a series of written questions about the passage in his or her own words. These questions may refer to the general meaning of the passage or to specific points. The student will hear the tape first, and will then have approximately ten minutes to look at the questions and try to answer some of them. The student will then hear the tape again and will have a further ten minutes to complete the questions.

THE MARKING SYSTEM

The marking system for the different sections is as follows:

- Reading Comprehension: 25 points
- Vocabulary Section: 25 points
- Written Essay: 25 points
- Aural Test: 25 points

Students must obtain a minimum of **50%** of the maximum number of points in EACH AND EVERY SECTION. A high score in one section will not compensate for a fail in another. Students have 1 ¼ hours to complete the written exam.

The aural exam lasts approximately 40 minutes.

Write or circle your answers on the actual question sheet, which means you must give in the question sheets complete with answers at the end of the exam. If you complete your answers before the end of the exam, you are requested to stay in the exam and use the remaining time to check through your paper.

The recommended maximum amounts of time to spend on each section are as follows:

- Reading Comprehension 30 mins
- Vocabulary section 10 mins
- Essay Section 35 mins

ESSENTIAL GRAMMAR

It is essential for the student to understand and be perfectly capable of using the following grammatical structures:

- articles
- pronouns
- use of auxiliary verbs
- automatic differentiation between modal and normal verbs
- verbs + infinitive or gerund
- prepositions (grammatical uses of for, at, on, in, etc.)
- someone / body / where / thing (+ else)
- tense differentiation with particular emphasis on: continuous present / simple (habitual) present
- present perfect / present perfect continuous + since / for
- past continuous / past simple
- conditionals—real / unreal 1st 2nd and 3rd
- verbs of petition and order (I want **you to do** something) verb + ob + inf
- positioning of adverbs of frequency and auxiliary adverbs (before or after the verb?)
- still / yet / already / any longer
- uses of the infinitive
- modal verbs in the past:
must
should
might + have + participle
may
ought to
could
- some
- both / both us
- neither / neither of you)
- all / all them
- none
- correct use of passive - all tenses
- revision of uses of get
- to have something done get
- comparisons (as..... as, not so as)
- unless, otherwise, in case
- what like? (como es ?)
- myself, yourself, etc.
- uses of shall and will (apart from the future)
- differentiation of don't have to / needn't / mustn't

- whose
- too / enough / plenty
- quite a/ such a/ rather a.....
- question tags (isn't it? aren't they? couldn't you?)
- can / could / be able

ESSENTIAL AREAS

The following areas must be covered by the student not only for the purpose of passing the exam, but also to enable the student to handle different situations that will almost certainly arise at work.

- Presentations and Introductions.
- Description of a company or post within a company.
- Description of one's professional career, personal experience, qualifications and professional skills.
- Description of future plans and projects.
- Opinions and personal preferences.
- Participation in discussions, supporting or contesting other people's opinions.
- Suggestions and offers.
- Criticism and advice.
- Numbers, quantities, prices and dimensions.
- Forecasts and estimates.
- Comparisons.
- Sequencing.
- Telephone calls, understanding messages, asking and giving information.
- Gleaning information from press articles.
- Writing letters, memos and reports.

BIBLIOGRAPHY

Recommended books for class and self-study.

Collins Cobuild (Series)

Recommended books for grammar practice.

English Grammar in use, Raymond Murphy. C U P

Grammar with Exercises, John Eastwood. Oxford

Recommended reference books.

Larousse, Gran Diccionario. Larousse (General English)

Diccionario de Economía, Ramon Tamames. Alianza Editorial (Commercial English) Diccionario Terminológico de Economía, Comercio y Derecho, Emilio Muñiz Castro, Editorial Fontenebro. (Commercial English)

Recommended Publications

The Financial Times The Harvard Business review

Useful websites

Financial Times - <http://news.ft.com/home/rw/> Merriam-Webster dictionary - www.m-w.com/ Harvard Business Review - www.bbsp.harvard.edu/products/hbr/index.html

ESSENTIAL VOCABULARY

This list is intended to serve as a basic guide for the student and is by no means definitive.

English / Spanish

account / cuenta

accountant / contable

acknowledge / (v) reconocer

achievement / logro

added value / valor añadido

advertise / (v) anunciar

advertisement / anuncio

agree / acordar, estar de

acuerdo

agreement / acuerdo

aim / objetivo

allocate / (v) asignar, distribuir

allowance / subvención

appraisal / valoración

appraise / (v) evaluar

approach / (v&n)

planteamiento, enfocar

assembly line / cadena de

montaje

assets / activos

available / disponible

(to) back / (v) apoyar

back-up / apoyo

balance sheet / balance de

situación

bargain / ganga

batch / lote

bankrupt / en quiebra

behaviour / comportamiento

bid / (v&n) puja, ofertar

board / comité, junta

borrow / (v) tomar prestado

branch / sucursal

brand / marca

breakdown / desglose, fracaso

budget / presupuesto

burden / carga, peso

English / Spanish

employer / patrón

entrepreneur / empresario

campaign / campaña

cater for / (v) atender las

necesidades de

challenge / reto, desafío

channel / (v&n) canalizar, canal

charge / (v&n) tarifa, cobrar

chart / gráfica/o

clearing house / cámara de

compensación

clerk / administrativo

commodity / mercancía

consumer / consumidor

consumption / consumo

contractor / contratista

core business / negocio básico

current assets / activo circulante

customer / cliente

deal / trato, acuerdo

deal with / (v) tratar con

depreciation / amortización

debit / débito

debt / deuda

decrease / (v&n) reducción,

reducir

deed / escritura

delivery / entrega

demand / la demanda

development / desarrollo

discount / descuento

dispatch / (v&n) envío, enviar

downsize / (v) reducir el tamaño

de una empresa

draft / borrador

earn / (v) ganar (dinero)

employ / (v) contratar, emplear

employment / empleo

employee / empleado

label / (v&n) etiqueta,

etiquetar

launch / (v&n) lanzar,

lanzamiento

English / Spanish

account / cuenta
accountant / contable

acknowledge / (v) reconocer
achievement / logro
added value / valor añadido
advertise / (v) anunciar
advertisement / anuncio

agree / acordar, estar de acuerdo
agreement / acuerdo
aim / objetivo
allocate / (v) asignar, distribuir
allowance / subvención
appraisal / valoración
appraise / (v) evaluar
approach / (v&n)
planteamiento, enfocar
assembly line / cadena de montaje
assets / activos
available / disponible
(to) back / (v) apoyar
back-up / apoyo
balance sheet / balance de situación
bargain / ganga
batch / lote
bankrupt / en quiebra
behaviour / comportamiento
bid / (v&n) puja, ofertar
board / comité, junta
borrow / (v) tomar prestado

branch / sucursal
brand / marca
breakdown / desglose, fracaso
budget / presupuesto
burden / carga, peso

English / Spanish

employer / patrón

entrepreneur / empresario

environment / medio

campaign / campaña
cater for / (v) atender las necesidades de
challenge / reto, desafío
channel / (v&n) canalizar, car
charge / (v&n) tarifa, cobrar
chart / gráfica/o
clearing house / cámara de compensación
clerk / administrativo

commodity / mercancía
consumer / consumidor
consumption / consumo
contractor / contratista
core business / negocio básico
current assets / activo circula
customer / cliente

deal / trato, acuerdo

deal with / (v) tratar con
depreciation / amortización
debit / débito
debt / deuda
decrease / (v&n) reducción, reducir
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discount / descuento
dispatch / (v&n) envío, enviar
downsize / (v) reducir el tamaño de una empresa
draft / borrador
earn / (v) ganar (dinero)
employ / (v) contratar, emple
employment / empleo
employee / empleado

label / (v&n) etiqueta, etiquetar
launch / (v&n) lanzar, lanzamiento
lack / (v&n) faltar, falta

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breakdown / desglose, fracaso
budget / presupuesto
burden / carga, peso
English / Spanish
employer / patrón

entrepreneur / empresario

campaign / campaña
cater for / (v) atender las necesidades de
channel / (v) canalizar, canal
charge / (v&n) cargar, cobrar
charter / (v&n) canalizar, c
clear / (v&n) aclarar, aclarar
compensation / o
clerk / administrativo

commodity / mercancía
consumer / consumidor
consumption / consumo
contractor / contratista
core business / negocio básico
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earn / (v) ganar (dinero)
employ / (v) contratar, emplear
employment / empleo
employee / empleado

label / (v&n) etiqueta, etiquetar
launch / (v&n) lanzar, lanzamiento

READING COMPREHENSION

Read the following text and answer the questions.

The Art of Seduction

Seducing your customers into buying your product and building a loyalty from that initial purchase are key marketing problems.

Few steps are more important in that seduction than getting the packaging right. Ugly, old fashioned presentation can ruin a brand or newly launched product; first impressions are critical. But packaging designers in particular are fast learning that in a recession they need to demonstrate the commercial, bottom-line value of their work; cosmetic skills alone are not enough.

The traditional UK jam and marmalade market has been in steady long-term decline - down from 109 tonnes in 1984 to 89,500 tonnes in 1991. In the 1980s healthier, lower-sugar diets became fashionable, product innovation seemed limited, preserves manufacturers waged price wars, and own-label preserves took market share from brands. All that left little room for lavish promotional spending. The only growth niche seemed to be in low-sugar preserves, but consumers were turned off by unconventional tastes and textures.

Chivers Hartley, a division of Premier Brands and a traditional name in Preserves, decided to develop a low-sugar preserve range which also tasted good. It set about new product development in conjunction with a London design consultancy, The Design Bridge.

Chivers developed a new cooking process with a much higher fruit content, emulating the taste and texture of higher-sugar jams and marmalades. But equally important was the development of a new packaging design.

Chivers set itself the target of taking 5% of the low-sugar market last year. During the first full year of the new range, called Hartleys Extra Fruit, it took 7%. According to Mike Whetter, Chivers Hartley's marketing manager, the packaging design was "absolutely fundamental. If you get your design right you are well on the way to success. If you get it wrong, then you will never succeed."

Perfecting the packaging design can also help make or break product relaunches. In February 1990 Chivers Hartley took a step into what was then a relatively new market, ready-made convenience desserts, with a range called Chivers Fruit Cup. The market has grown to a retail value now of some 19m pounds annually.

But the dominant green colour of the original packaging meant that retailers frequently placed the product - fruit in jelly - on shelves next to canned fruit. Consumers failed to be tempted, and the product reached only 60% of all retail outlets.

"We found that the graphics of the pack were totally underselling the product and were not conveying what was inside the Pot. The pack itself was not exciting them to pick it up and try it," says Whetter.

Chivers Hartley literally went back to the drawing board. Design Bridge worked out new colours, graphics and packaging, and the Fruit Cup range was relaunched earlier this year.

Mike Whetter is confident that the range will increase its market share from the 5% taken on relaunch to 8% by the end of the year. The total cost of relaunching Fruit Cup, including design work, he puts at 120,000 pounds.

"New product launches like this are very difficult; marketing money here is sacred, we have to make every pound work hard for us. We have a total marketing spend of about 2m pounds annually; about 3.5% of turnover," says Whetter.

Packaging designers are increasingly being consulted at an early stage of new product development. The Design Bridge was called in by chocolate manufacturers Terry's of York, which in 1989 decided to produce a premium "special treat" chocolate bar. Aimed at 25-44 year old women, the new bar was designed to capture qualities such as "indulgence", "richness" and "uniqueness" in an already crowded market. The design brief was to develop packaging which would sell the bar as a luxurious treat; understated, yet appealing to women purchasers looking for more than a quick chocolate "fix".

The new bar, called Moments, exceeded its first year sales targets by 47%, with retail sales of 10m pounds in 1991 - an achievement in a market where more than four out of five new product launches fail.

Good packaging design is vital but only one element in an overall sales promotion effort. Nevertheless, get it wrong and it can be costly: Your chances of success are quite limited, the consumer will only grasp one or two elements of the design on the pack. "But given the choice between 1m pounds for six weeks of television advertising and 60,000 Your chances of success are quite limited, the consumer will only grasp one or two elements of the design on the pack." But given the choice between 1m pounds for six weeks of television advertising and 60,000 pounds for design work on a brand launch, it must make sense to get the drawing board out before hiring the film crew.

Taken from THE FINANCIAL TIMES

Complete these statements by circling the best answer (there may be more than one possibly correct answer) according to the text. If you change your mind after you have already circled one answer, cross it out completely before circling another. There is 0.25 point penalty for answering a question incorrectly. There is no penalty for omitting a question.

1) Jam and Marmalade Sales in the UK have?

- a) dropped.
- b) soared.
- c) rocketed.
- d) levelled off.

2) Jam manufacturers' initial response to decline has been?

- a) to offer better tastes and textures.
- b) to lower their prices.
- c) to become more fashionable.
- d) to increase money spent on promotions.

3) Chivers new range jams were?

- a) low in sugar and taste.
- b) based on a traditional recipe.
- c) similar in taste to conventional jams.
- d) the idea of a London consultant.

4) The new packaging design for Chivers Extra Fruit was?

- a) the reason for the product's success.
- b) more successful than expected.
- c) played an important role in the success of the new product.
- d) very attractive.

5) The problem with the original Fruit Cup packaging was that?

- a) it was an awful colour
- b) it did not represent the contents of the pot.
- c) it only tempted 60% of the customers.
- d) it wasn't attractive enough.

6) "Marketing money here is sacred" means?

- a) the money available for marketing was quite enough.
- b) lack of money meant that the marketing team had to be careful how they spent it.
- c) the marketing department had a great deal of work.
- d) relaunches are very expensive.

7) The passage tells us that it is now common for packaging designers to be called in?

- a) for luxury foods.
- b) because competition is fierce.
- c) more often.
- d) very soon after the company has decided on a new product.

8) One of the problems facing Terry's of York with their new luxury chocolate bar was?

- a) it could only appeal to women in a certain age group.
- b) it was competing with many similar products.
- c) women wanted something that took a long time to eat.
- d) it was difficult to make it look luxurious enough.

9) "Moments" chocolate bar was?

- a) a disappointment
- b) a flop
- c) a failure
- d) a hit

10) Spending money on packaging design can be?

- a) the most important part of a sales promotion.
- b) an expensive exercise.
- c) much wiser than rushing into TV commercials.
- d) a lot of hard work.

VOCABULARY SECTION - PRACTICE TEST (*)

Fill in the blanks in the following sentences with an appropriate word.

1. After various attempts to save the company, it was eventually declared _____.
2. Retailers buy their stocks from a _____.
3. Workers' rights are protected by an organisation called a _____.
4. The project was abandoned due to a _____ of funds.
5. A prediction of how much a company will sell in the future is called a sales _____.
6. Another word for general costs is _____.
7. Another word for buyer is _____.
8. The factory workers were totally dissatisfied with the company's proposals and immediately went on _____.
9. When a company needs extra money it often _____ money from the bank.
10. When someone puts money into a project in order to make money in the future they are making an _____.

(*) KEY

- 1) bankrupt 2) wholesaler 3) Trade Union 4) lack 5) forecast
6) overheads 7) purchaser 8) strike 9) borrows 10) investment

WRITTEN ESSAY - PRACTICE TEST

Write a minimum of 300 words on one of the following two questions.

1. Answer the following questions as if you were in a job interview.

i) Are you primarily interested in making money or do you feel that job satisfaction is more important?

ii) Do you prefer working for others or by yourself?

iii) What job would you choose in a company if you were completely free to do so? Why?

iv) What are your plans for your future career?

2. Write about the problems and advantages of setting up your own business.

IMPORTANT PLEASE READ THIS FULLY AND CAREFULLY

The following norms are designed to provide optimum exam conditions in order to give every student the same opportunity of passing the exam.

Students will be informed in writing of the date and time of each English exam that they may attend. All dates and times are final and may not be changed according to personal preferences or needs.

All students are required to check in at the door of the exam with their I.D. This identity must also be visible during the exam.

When you receive your exam paper, do not open it or look at the contents until the invigilator announces the start of the exam.

Do not speak from the moment the papers are given out. Any student who speaks **FOR ANY REASON WHATSOEVER** will have their paper and score cancelled. If you need anything, a pen for example, ask the invigilator. If you have any kind of problem, tell the invigilator. Do not make **ANY** kind of comment to anyone about the exam paper **OR ANY OTHER MATTER** until all the exam papers have been collected. Any kind of problem or comment should be made to the invigilator, not to any other person.

Any student whose exam is not based on his or her own work will have their exam cancelled and will not be permitted to sit the exam again.

Nobody may leave the exam until they have finished their exam. If you have some kind of special circumstances that make this difficult (e.g. medical condition), you must communicate this to the invigilator before the exam. If you believe that you will finish the exam quickly please sit at the end of a row in order to avoid disturbing people who are still doing the exam when you leave.

Students must answer all questions on the exam paper. Space is provided for notetaking on the exam paper. No other pieces of paper are permitted in the exam room.

Put only **ONE** answer to each of the reading comprehension multiple choice questions and the vocabulary questions. If you put two answers, one of them may be wrong and it will cancel out the other.

When the invigilator announces the end of the exam, students must stop writing **IMMEDIATELY**, or they risk having their papers cancelled because this is unfair to other students. No student is entitled to more time than the others.

The results of the exam will be available four weeks after the exam takes place.

IMPORTANT PLEASE READ THIS FULLY AND CAREFULLY

Make sure you bring **formal identification** to the exam and be prepared to leave it with the invigilator.

If you attend the exam, you will be subject to strict conditions (see "exam conditions"), mainly that there must be absolutely no form of communication **whatsoever** between candidates after the exam papers have been given out and that all answers and notetaking must be written on the space provided on the exam paper, which in turn must be kept intact. Please note that extra sheets of paper are not permitted. If you violate any of the conditions your exam will be cancelled automatically. **Anyone who does not agree with the conditions should not attend the exam** and is free to present any of the alternative qualifications listed in the initial dossier.

IE Business School will organise two English exams during the masters programme. If, on completion of your programme, you have still not obtained the minimum level of English required by IE Business School, you will not be able to attend any further exam at the school but you will have a further eighteen months during which you can present any of the alternative qualifications listed in the dossier. **If at the end of this period you have failed to present any of said qualifications you will have lost all opportunities to gain your full masters certificate.**

If you decide to attend the first IE Business School exam sitting during your masters course and you fail one or more of the four parts, you will be required to repeat the entire exam again if you decide to take it again.

IMPORTANT PLEASE READ THIS FULLY AND CAREFULLY

- The list of official exams accepted as proof of a minimum level of English is definitive. The selection criteria for these exams is a) solid reputation, b) controlled exam conditions, c) widespread use d) easy to control marking systems. The list is based on many years of experience. Other well-known exams are not included in the list because in our experience pass grades of said exams do not always reflect the minimum level required. Students with qualifications that are not included on the official list will be required to sit the courtesy exam or present one of the qualifications on the list.
- If there is **ANY** doubt on the part of the English exam coordinator surrounding the qualification you present (the deadline has passed, it is not the correct version, etc.) the student in question will be required to sit the IE English exam or present the correct version of the official qualification. **This happens frequently and is one of the main purposes of the courtesy exam.** Neither an impromptu conversation in English, no matter how brilliant, nor a dazzling reference will exempt a student from having to **go through the official channels like all other IE students.** Unfortunately, the sheer scale of the operation does not permit a personalised process here, and we expect students to be teamplayers in this aspect.
- The IE English exam is by no means a soft option, and any student who does not adhere to the conditions will have their exams automatically cancelled.
- Students who fail the IE courtesy English exam may only appeal by presenting one of the official qualifications. **Under no circumstances has an English exam grade ever been changed once it is issued - never has been, never will be.** Anyone who fails this exam is seriously lacking in English language skills. Period.
- Feigning ignorance of any of the conditions surrounding English at IE will not be accepted as an excuse for obtaining the full Master's qualification without fulfilling requirements.

TIPS FOR DOING THE EXAM

On the morning of the exam, look at an English text before you leave home. DO NOT TRY TO UNDERSTAND IT. Just relax and read it through. Thus, when you see your exam paper, seeing English will not come as such a shock to the system.

When you do the written comprehension, read the entire text through first, and do not worry if there are things that you cannot understand. Then look at the questions and read the text again, looking out for answers. Finally, Consult specific parts of the text as you write down your answers. You will find that you need quite an extensive vocabulary not only to read the text, but also to understand the answers.

If at any point you find yourself using too much time on one particular question or sentence, leave it and come back to it when you have finished the section.

When you write your composition, look at the alternatives and choose one. Spend some time writing down the points you are going to write about and organising the structure of your essay (remember that you must have enough material to write the minimum amount of words required). Pay particular attention to tenses and grammar. Nobody expects your composition to be perfect but you will lose points for basic mistakes, like the wrong tense, incorrect use of the auxiliary "do", misuse of verbs, etc. You will gain points for using a wide range of vocabulary correctly. Do not try to be too elaborate if your level of English is not high enough, use the English you know to express your ideas as clearly as possible. For example, if you need to write the verb "acompañar" and you do not know how to say it, do not invent a verb, say "to go with".

When you do the aural exam, try to relax during the first hearing. You will then be able to look at the questions and answer any that you feel you know after only one hearing. You will then hear the tape again. This time you might like to take notes but make sure that in doing so you do not miss any important points. You may prefer to try to answer as you listen to the tape, or you may wait until it has finished and then answer remaining questions. In general, you are asked for information in the same order as it is heard on the tape, although there may be some general questions too.

For the vocabulary section, either you know it or you don't! You are advised to look at the vocabulary lists and make sure that you know the vocabulary, not only for this section but for all sections. The list is limited, and certainly does not include all the vocabulary you are going to read or hear, but it is based on vocabulary that reoccurs in business literature and will be very useful for you when you use English in your professional career.