

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and post graduate 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

IN855

Date

07/SEP/2019

Candidate Number

211620

Candidate Details

Family Name

KAUR

First Name

NEETU

Candidate ID

S4648404



Date of Birth

25/08/1998

Sex (M/F)

F

Scheme Code

Private Candidate

Country or Region
of Origin

Country of
Nationality

INDIA

First Language

PUNJABI

Test Results

Listening

6.0

Reading

5.5

Writing

6.0

Speaking

6.0

Overall
Band
Score

6.0

CEFR
Level

B2

Administrator Comments



Administrator's
Signature

Date

20/09/2019

Centre stamp



Validation stamp



Test Report Form
Number

19IN211620KAUN855A



Cambridge Assessment
English

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IDP IELTS Australia

Candidate Name: NEETU KAUR
CandidateNumber: 211620
CentreNumber: IN855
TestDate: 07/09/2019

Please contact your test centre for a remark request.

Overall	Listening	Reading	Writing	Speaking
6.0	6.0	5.5	6.0	6.0

Your IELTS Test Centre will send you your Test Report Form (TRF) to your postal address. If you have taken the computer-delivered IELTS test, we will post your TRF 5-7 days after your test date. If you take the IELTS paper-based test, we will post your TRF 13 calendar days after your test date. Please note the preview of your IELTS result cannot be used as official confirmation of your test result.

Overall Band Score		
6.0	Competent User	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
Speaking	6.0	<p>Test takers at this band can typically speak at length, although they are sometimes less clear or fluent because of repetition, self-correction, or hesitation to search for words or grammar. Speaking is generally well-organised, and ideas are generally well linked, but with some errors. They have enough vocabulary to discuss topics clearly and at length, although there are often errors, and they can usually paraphrase well. They can use simple and complex grammar structures but with limited range. There may be frequent grammar errors, particularly in more complex structures, but language is usually easy to understand. Pronunciation can be clear and</p> <p>Talk to other English speakers about more abstract topics or more difficult current topics. Keep the discussion going for as long as possible. At the same time, try to express your ideas as accurately as you can, using the best words you know. Many of your ideas will also require the use of complex grammatical structures. If you're using several simple sentences, try to join them up in a way that makes your point clearer.</p> <p>Listen (and read) in English more to help you pick up natural and idiomatic</p>

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be frequent grammar errors, particularly in more complex structures, but language is usually easy to understand. Pronunciation can be clear and effective, but there may be problems. They are usually easy to understand, although words may be unclear at times.

Listen (and read) in English more to help you pick up natural and idiomatic phrases. When listening, note the rhythm and also the words that the speaker stresses. Is your rhythm similar? Are you putting the stress on the right words?

Reading	5.5	<p>Test takers at Band 5.5 typically deal reasonably well with straightforward factual and opinion-based texts. They are able to use their vocabulary knowledge to create meaning, but mostly within sentences rather than across sentences. They can understand directly stated information, opinions and arguments, and some implied meanings. They are generally able to extract key words from texts, and have a limited ability to synthesize concrete information and make inferences.</p> <p>Try to read different types of texts, including some academic ones in your subject area. When reading, use different strategies to help you. For example, decide which parts need to be read carefully and which parts can be read more quickly or not at all. You can also try to make predictions based on the title or what you have already read, or guess the meaning using surrounding words and sentences.</p> <p>Re-read until you are confident that you understand the opinions and arguments. You might also want to identify the clues that tell you about important points, what the writer's attitude to the topic is, or where the writer is moving on to a different point.</p>
Writing	6.0	<p>Test takers at this band can typically address all parts of the question, some more fully than others.</p> <p>(AC) They can give an overview.</p> <p>(GT) The letter has a generally clear purpose; the tone is sometimes not consistent.</p> <p>Key features and bullet points are covered. The point of view and main ideas are relevant but the conclusion(s) may be unclear. Some details might be irrelevant or wrong. Test takers can arrange their ideas logically, so that the writing has a clear progression from start to finish. They are able to use some linking words well, but others with mistakes. They can paragraph their Task 2 writing, although not always logically. They have enough vocabulary to answer the question. They try to use some less common words. They make some spelling mistakes, but the reader can still understand. They can write a mix of simple and complex sentences. The grammar and punctuation mistakes do not usually cause difficulty for the reader.</p> <p>Practice writing to give information and make arguments. Make sure you cover all the points that need to be covered, providing supporting ideas and details. Reread your work and see if you can make your points clearer. Is the ordering of your ideas logical? Sometimes, rearranging them can make things clearer. You can also try joining up or separating sentences, using the right connecting devices, and changing where you divide your paragraphs. Continue to develop your vocabulary. Words can be similar in meaning but differ in formality, in their tone, and in their implications. Focus on learning the best words to use for the writing task, the situation, and what you want to say. Challenge yourself by producing sentences that are more complex. If you make mistakes with them, don't worry too much; just check and see how you can fix them.</p>

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Test	Score	Your score explained	Advice to improve your score
Listening	6.0	Test takers at Band 6 can typically follow extended speech and understand detailed instructions. They can generally understand directly-stated facts, attitudes, opinions and purposes. They can also generally pick out main ideas, and relevant and irrelevant information; and can also generally infer implied meanings. They can do this without having to process individual words and structures and can remember enough of what they have heard to understand references such as pronouns. They can understand most vocabulary relating to a range of topics, including some terms typical of academic English.	<p>Continue to develop your vocabulary by reading widely. Listen to as much English as you can so that your understanding becomes more automatic. Listen to longer recordings such as interviews and films, with and without English subtitles, pausing and repeating the recording when necessary. Note the words you didn't understand immediately, so you can review them.</p> <p>Try to understand those times when the speakers don't directly say what they mean. What are the clues you use to understand these in your own language? Use the same strategy to understand them in English.</p>

Disclaimer: The preview of your test result is provisional and may not be used as official confirmation of your achievement.

Your test centre or the IELTS partners will not accept any responsibility in the event that your result fails to display here, whether due to technical fault or administrative procedures.

Please note that feedback and advice are currently available only to test takers in Australia. This is a pilot project to help shape the content of feedback and advice that will become available globally at a later stage of the project. The provision of this feedback and advice is to be used for guidance only.

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