

## CANDIDATE'S TEST REPORT FORM

<b>Candidate's Name: PHUOCHUY NGUYEN</b>					
<b>Skills</b>	<b>Results</b>	<b>Band score</b>	<b>Overall Band Score</b>	<b>Suggested level</b>	<b>Comments/ Suggestions for improvements</b>
<b>Listening</b>	11/15	4	5	C1	<p>You can:</p> <ul style="list-style-type: none"> <li>• Understand a wide range of demanding, longer texts, and recognise implicit meaning.</li> <li>• Express yourself fluently and spontaneously without much obvious searching for expressions.</li> <li>• Use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul> <p>Indeed, the length of time it takes to progress in a language is dependent on numerous factors. Nonetheless, the Cambridge English Language Assessment proposes a guideline, which indicates that approximately 1,200 hours of guided learning are necessary for an intermediate learner to achieve a C2 proficiency. Therefore, to move from a C1 to a C2 would take approximately 350 to 400 hours of English training.</p>
<b>Reading</b>	11/12	5			
<b>Speaking</b>		4			
<b>Writing</b>		5			

### BAND DESCRIPTORS

Overall Score	Level	CEFR
0	Non-English User	-
1	Beginner	A1
2	Elementary	A2
3	Intermediate	B1
4	Upper Intermediate	B2
5	Advanced	C1

Skills	Number of correct answers	Band score
Reading	0 - 2	0
	3 - 4	1
	5 - 6	2
	7 - 8	3
	9 - 10	4
	11 - 12	5
Listening	0 - 2	0
	3 - 5	1
	6 - 8	2
	9 - 10	3
	11 - 12	4
	13 - 15	5

Speaking				
Date of Test: June 15th				
Examiner's Name: MINH NHAT				
Band	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<p>Good control of simple and complex grammar</p> <p>A wide range of vocabulary including less common lexis to answer all topics</p>	<p>Can fully explain answers</p> <p>Supporting ideas are relevant</p> <p>A wide range of cohesive devices</p>	<p>Easy to understand</p> <p>Natural intonation</p> <p>Can connect sounds throughout the talk</p>	<p>Responds immediately</p> <p>No support to continue talking</p>
4	Performance shares features of Bands 3 and 5			
3	<p>Good control of simple grammar</p> <p>A range of vocabulary to answer familiar topics</p>	<p>Can give full answers not phrases</p> <p>Can generally explain ideas</p> <p>Some simple cohesive devices</p>	<p>Can have clear sounds</p> <p>Try to have intonation and stress</p>	<p>Can give answers without thinking for too long</p> <p>Require little support to continue talking</p>
2	Performance shares features of Bands 1 and 3			
1	<p>Acceptable use of simple grammar</p> <p>Some appropriate words to answer familiar topics</p>	<p>Give short answers with only phrases</p> <p>Repeat the questions without answering</p>	<p>Can be generally understood</p>	<p>Require support and more questions to talk</p> <p>Long pauses</p>
0	Performance Below Band 1			
	Score: 4	Score: 5	Score: 4	Score: 4
<b>Final Speaking Score: 4</b>				
<p><b>Comments:</b> - Good grammar structure</p> <ul style="list-style-type: none"> <li>- In part 2, you should answer directly to the topic in order not to waste time</li> <li>- Good explanation with relevant vocab</li> <li>- Grammar mistakes: I very like =&gt; I enjoy/ I love...</li> <li>- Speak fluently part 1 and 3</li> </ul>				

<b>Writing</b>				
Date of Test: .....				
Examiner's Name: .....TRANG THU'.....				
<b>Band</b>	<b>Content</b>	<b>Communicative Achievement</b>	<b>Organization</b>	<b>Language</b>
5	<p>The writing answers all parts of the question</p> <p>The reader can fully understand the writing</p>	<p>The writing can hold the reader's attention effectively and present complex and straightforward ideas using appropriate tone and language.</p>	<p>The writing is well-organized and connected using a variety of linking words.</p> <p>The organization can create good effects to the message of the writing.</p>	<p>A wide range of appropriate vocabulary including less common words.</p> <p>A wide range of simple and complex grammar used with control.</p> <p>Rare errors may be present but do not affect the meaning</p>
4	Performance shares features of Bands 3 and 5			
3	<p>The writing answers some parts of the question</p> <p>The reader can understand the overall message</p>	<p>The writing can hold the reader's attention and present straightforward ideas using correct tone and language.</p>	<p>The writing is well-organized and connected using a variety of linking words.</p>	<p>A range of common vocabulary with some wrong use of less common words.</p> <p>A range of simple and some complex grammar with good accuracy.</p> <p>Errors do not affect the meaning</p>
2	Performance shares features of Bands 1 and 3			
1	<p>The writing does not answer the question</p> <p>The reader can only understand the writing a little</p>	<p>The writing can present some straightforward ideas in a somewhat correct tone and language.</p>	<p>The writing is connected using some basic linking words</p>	<p>Some repetitive uses of everyday vocabulary but generally appropriate</p> <p>Some good control of simple grammar</p> <p>Is generally understandable</p>
0	Performance Below Band 1			

	Score: ...5...	Score: ...5...	Score: 4.....	Score: ...4...
<b>Final Writing Score: ...5...</b>				
<b>Comments:</b> <ul style="list-style-type: none"><li>- All the bullet points are clearly presented.</li><li>- Attempt to use less common words despite occasional inaccuracies in word choice and word forms ( recommend ⇒ recommendation, stop business ⇒ stop cooperating/ doing business)</li><li>- You should vary your linking words to connect ideas.</li><li>- Plural nouns should also be paid attention ( some feedbackS, more workerS)</li></ul>				