BULATS

English

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Candidate Test Report

Candidate Number: ***EN001***

Family Name: ***GANA***

First Name(s): ***Karim***

Test: ***English - Reading and Listening***

Company/Organisation: ***Weir Power & Industrial France***

Test Date: ***13/06/2019***

Language: ***English***

Overall Band [redacted] ***CEFR Level : B2***

Profile:

Overall Score	73	B2
Listening Score	75	C1
Reading/Language Knowledge Score	72	B2

The scores are given on a standard scale out of 100.

DP795

BULATS

ALTE

Summary of Typical Candidate Abilities		
CEFR	Ability	Description
C2	**Proficient**	Research has shown that typical candidates at this level can: • use the telephone persuasively and effectively • understand all but the most specialised letters and documents • put points persuasively when dealing with clients, and speak effectively and at length in meetings • write most kinds of letters and reports and take dictation on non-routine matters.
C1	**Advanced**	Research has shown that typical candidates at this level can: • use the telephone for most purposes • understand quickly most letters and documents, with some dictionary help • deal with clients effectively, handling matters outside their own field • write most letters and reports with few errors.
B2	**Upper Intermediate**	Research has shown that typical candidates at this level can: • use the telephone with good understanding • understand most reports and non-routine letters, with dictionary help • deal with clients and resolve most problems in their own field • write more complex messages and non-routine factual letters, if work is checked.
B1	**Lower Intermediate**	Research has shown that typical candidates at this level can: • use the telephone for routine messages (e.g. arrangements for a meeting) • understand routine letters and information about familiar products or services • deal with clients on routine matters (e.g. taking orders) and engage in limited conversation (e.g. talking about personal interests) • write factual messages and routine letters, if work is checked.
A2	**Elementary**	Research has shown that typical candidates at this level can: • use the telephone for simple messages (e.g. My flight is late. I will arrive at ten o'clock) • understand simple messages or instructions • deal with clients by asking and responding to simple questions (e.g. Where is the post office?) • write simple messages and letters following a standard model.
A1	**Beginner**	Research has shown that typical candidates at this level can: • understand simple phone messages, e.g. 'We're arriving tomorrow at half past four' • follow short simple written instructions especially if they contain pictures • pass on simple messages of a routine kind, such as 'Friday meeting 10 a.m. • write a simple routine request to a colleague, e.g. 'Can I have 20 x, please?'.

CEFR = Common European Framework of Reference for Languages

BULATS Reading and Listening test

Explanation of Scores

Scores for the BULATS Reading and Listening test are given on a standard scale out of 100. The scores relate to CEFR levels as follows: Level	pre-A1	A1	A2	B1	B2	C1	C2
Score	0 – 9	10 – 19	20 – 39	40 – 59	60 – 74	75 – 89	90 – 100

BULATS Speaking and Writing tests

Explanation of Scores

Scores for the BULATS Speaking and Writing tests are represented by a CEFR Level. A strong performance within a level is denoted by the word *High*.

TOEIC

LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

KNOW ENGLISH. KNOW SUCCESS.

Gana Karim	
Name	
	1986/11/09
Identification Number	Date of Birth (yyyy/mm/dd)
2017/06/02	2019/06/02
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)

LISTENING

Your score 440

5 — 495

READING

Your score 380

5 — 495

TOTAL SCORE

820

Client/Institution Name: IUT AIX EN PROVENCE-DEPT GMP

ETS GLOBAL-FRANCE , 43-45 Rue Taitbout, Paris, France, 75009

This score report is intended for use only by the institution which sponsored the test administration.

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Detach Here

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

READING

Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED (Your Percentage, 0% – 100%)
Can infer gist,purpose and basic context based on information that is explicitly stated in **short** spoken texts	89
Can infer gist,purpose and basic context based on information that is explicitly stated in **extended** spoken texts	78
Can understand details in **short** spoken texts	76
Can understand details in **extended** spoken texts	92

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED (Your Percentage, 0% – 100%)
Can make inferences based on information in written texts	64
Can locate and understand specific information in written texts	75
Can connect information across multiple sentences in a single written text and across texts	69
Can understand vocabulary in written texts	96
Can understand grammar in written texts	76

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

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109021-61502 • S815E200 • Printed in U.S.A.
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