

雅思考试成绩描述及提升建议

姓名：朱玥

考试类型：学术类

性别：女

考试日期：2023-08-10

您的成绩

听力 7.0	该分数段的考生通常能够听懂篇幅较长的发言，理解详细的任务指示或说明，有些任务内容复杂。能够识别说话者虽未直接表达但暗示出来的想法、态度、观点或目的。能轻松理解所听话语的含义，包括理解句内指称和跨句指称的含义，且无需逐个加工词语和结构。能理解广泛领域中的词语，包括一些地道表达、技术和学术用语，即使所听材料的语言和内容复杂，理解也无障碍。 7.5分的考生能够更好地运用和展示这些听力技能。 提升建议： 多听时事类、纪实类或在线谈话类节目，在听的过程中不要暂停或重听。听的时候，尽可能多地记下所听的内容，包括生词、大意、具体观点以及观点之间的相互联系。然后自己重新组织所听的内容，看看自己能够做到何种程度。多听上述节目，并加大自己要重新组织的信息量。 当说话者不直接说出他想表达的意思时，我们会运用有关策略进行猜测。想想自己母语中会用到哪些策略，并将其用到英语中。
阅读 7.0	该分数段的考生通常能够阅读各种事实类和论述类文本，该类文本可能内容复杂且信息量大。能就通用类和专业性的诸多话题，很好地运用丰富的词汇知识建构意义，其理解可在句子和句群层面实现。能够理解论证内容，区分主旨和支撑细节，较好地理解态度、观点和隐含意义。能够运用略读和浏览等阅读策略，并能综合信息进行推断。 7.5分的考生能够更好地运用和展示这些阅读技能。 提升建议： 在这一级别，重要的是扩大你进一步阅读的文本范围。同时，继续提高根据不同类型文本选用不同阅读方式的意识。某种特定类型的文本通常具有何种特征？该类文本中，信息是如何构成并组织起来的？需要进行推论吗？文本中是否有总结性语句？要学会运用上述知识，并以恰当的方式完成阅读任务。而且，应该尽可能高效地识别总论点或分论点。 作为练习，可从网上找几篇议论文，然后找出其观点和看法的异同。
写作 6.0	该分数段的考生一般能够作答所有问题，有些作答较全面，有些则欠缺。 （学术类）考生能够进行概述。 （培训类）书信写作目的基本清晰；行文语气有时未能保持前后一致。 涵盖了主要内容和要点。观点和主要论点具有相关性，但结论可能不甚清晰。出现一些无关或错误细节。论点安排符合逻辑，从开篇至结尾，行文推进清晰。能恰当地运用一些衔接词，但有些使用有误。在任务2中，会使用段落写作，但未能保持段落间的逻辑性。能使用足够的词汇回答问题，并试图使用不常用词汇。有时出现拼写错误，但不影响读者理解。能综合使用简单句和复杂句。语法和标点使用错误通常不会对读者造成阅读困难。 6.5分的考生能够更好地运用和展示这些写作技能。 提升建议： 练习在写作中提供信息、进行论证。确保文章涵盖所有必须的观点，同时提供支撑性论点与细节。重读文章，看是否能让观点变得更为清晰。论证的前后顺序是否符合逻辑？有时将顺序加以颠倒会让思路更加清楚。你也可以尝试运用恰当的衔接手段，将句子进行组合或者切分；尝试重新分段。 继续积累词汇。意义相近的词语，在正式程度、语气和隐含意义上却可能不尽相同。注重掌握适用于特定的写作任务、写作情景与写作内容的最佳词语。挑战自我，争取写出更为复杂的句子。就算出错，也无需过于忧虑；只需进行检查，看如何加以改正。
口语 6.0	该分数段的考生通常能够进行详尽的口头表达，会因重复、自我纠正或因搜寻词语或语法形式时的犹豫致使表达有时不够清晰、流利。讲话大体上有条理，观点表达大体连贯，但会出现一些错误。有足够的词汇量进行话题讨论，内容清晰、详尽，虽会经常出错，通常能够很好地变换措辞。能在有限范围内使用简单和复杂的语法结构。使用较为复杂的结构时，可能会经常出错，但其语言通常易于理解。发音清晰、有效，但可能存在问题。虽然有时单词发音不清晰，但通常易于理解。 6.5分的考生能够更好地运用和展示这些口语技能。 提升建议： 与其他英语学习者谈论较抽象的话题或较难的时事话题。尽量讨论得时间长些，同时使用你所掌握的最恰当的词语尽可能准确地表达自己的想法。当然，你的很多想法也要用到复杂的语法结构。如果你使用了一些简单句，就要有条理地把它们整合在一起，使你的观点更加明确。 多听（多读）英语，学习自然表达法和惯用语。听的时候，注意说话者的节奏以及重读的单词。看看自己的节奏是否与他们相同？自己是否重读了该重读的单词？

IELTS Score Explainer and Candidates Feedback

Candidate Name: ZHU YUE

Test Version: Academic

Gender: Female

Test Date: 2023-08-10

Your Score

Listening 7.0	Test takers at this band can typically follow extended speech and understand detailed instructions to complete tasks, including some involving complex ideas. They can identify ideas, attitudes, opinions or purposes which are implied by the speaker but not directly stated. They can easily understand meaning, including references within and between sentences, without having to process individual words and structures. They can understand a wide range of vocabulary, including some idiomatic, technical, and academic language, even when the language and ideas are complex. Test takers at band 7.5 demonstrate these listening skills more strongly. How to improve: Listen to current affairs and documentary programmes, or online talks, without pausing or repeating the recording. Try to remember as much as you can, including new words, main ideas, specific points, and their relationship to each other. Afterward, reconstruct what you've heard. How much are you able to reconstruct? Listen more and try to increase the amount that you can reconstruct. When speakers don't directly say what they mean, we use strategies to guess their meaning. What are some of these strategies that you use in your own language? Use the same strategies to understand them in English.
Reading 7.0	Test takers at this band can typically deal with a variety of factual and opinion-based texts that may be complex and dense with information. They are very good at using their wide vocabulary knowledge to create meaning, both within and across sentences, on a range of general and specialised topics. They can follow an argument and distinguish between main ideas and supporting details, and are good at understanding attitude, opinion and implication. They are able to do this by using reading strategies such as skimming and scanning, and by synthesizing information and drawing inferences. Test takers at band 7.5 demonstrate these reading skills more strongly. How to improve: At this level, it is important to broaden the range of texts you read further. Continue to develop your awareness of how to read different types of texts differently. What features does that particular type of text typically have? How is information structured and arranged in such texts? Will it require making inferences? Will there be a summary somewhere? Use your knowledge of these and approach the reading task in an appropriate way. Where you want to know the overall argument or specific arguments, try to do this as efficiently as possible. As an exercise, try to find several opinion-based texts on the internet, and then determine the similarities and differences in their opinions and views.
Writing 6.0	Test takers at this band can typically address all parts of the question, some more fully than others. (AC) They can give an overview. (GT) The letter has a generally clear purpose; the tone is sometimes not consistent. 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. Test takers at band 6.5 demonstrate these writing skills more strongly. How to improve: 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.
Speaking 6.0	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 effective, but there may be problems. They are usually easy to understand, although words may be unclear at times. Test takers at band 6.5 demonstrate these speaking skills more strongly. How to improve: 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. 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?