

雅思考试成绩描述及提升建议

姓名：陈旭
性别：女

考试类型：学术类
考试日期：2023-08-12

您的成绩

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| 听力 5.0 | <p>该分数段的考生通常能够听较短的发言，并对所听信息进行加工，获取非连续性的信息，且能在一定程度听懂较为详细的说明。能够听懂直接陈述的事实、态度、观点和目的，理解主要内容并推断隐含的意义，但程度有限。为此，他们会短暂记住所听到的简短信息。能理解与熟悉的话题和相对陌生的话题相关的词语。</p> <p>5.5分的考生能够更好地运用和展示这些听力技能。</p> <p>提升建议： 继续扩充有关更多话题的词汇。此外，学习谈话或演讲中用以表明其组织结构的常用词语和表达。定时通过电视或网络听真实场景中的录音材料和视听片段，必要时可利用字幕帮助理解。除了理解主旨和具体细节之外，还要理解说话者彼此观点之间的联系，或故事内容的走向。利用说话人话语中的相关线索帮助理解这些内容。</p> |
| 阅读 5.5 | <p>该分数段的考生通常能较好地阅读直白型的事实类和论述类文本。能够运用词汇知识建构意义，但其理解大多限于句子层面。能够理解直接表达的信息、观点和论点，以及部分隐含的意义；大体上能够从文本中提取关键词，但综合具体信息和进行推断的能力有限。</p> <p>5.5分的考生能够更好地运用和展示这些阅读技能。</p> <p>提升建议： 要阅读不同类型的文本，包括你所在学科领域的一些学术类文本。阅读时要学会使用不同的策略，例如，确定哪些部分需要仔细阅读，哪些部分可以更快速地读或者根本不读。也可以试着根据标题或已经读过的内容进行预测，或者根据上下文猜测意思。 要重新阅读你读过的文本，直到你确信自己理解了文中的观点和论点。你也要识别出构成文章脉络的重点内容、作者的态度以及作者在何处开始论述另一个要点。</p> |
| 写作 5.5 | <p>该分数段的考生通常能部分地回答问题。</p> <p>（学术类）可能细节过多，缺乏概述，或者缺乏数据。</p> <p>（培训类）书信的写作目的可能有时欠清晰，语气有时不得体。</p> <p>考生能提出自己的观点和一些主要论点，尽管可能不会推导出任何结论。能部分地组织自己的行文，会使用一些连接词，尽管有时误用或过度使用。行文可能出现重复，任务2可能未使用段落写作。词汇量尚足以回答问题，尽管拼写错误对读者造成一定的理解困难。能够正确运用一些基本句子，并试图使用复杂句，但常出现错误。标点符号有时使用不当，语法错误对读者造成一定的阅读困难。</p> <p>5.5分的考生能够更好地运用和展示这些写作技能。</p> <p>提升建议： 练习在写作中提供信息。先试着用一句话总结出你所要传达的观点。开篇一句漂亮的总括句，有助于读者看懂后面的内容，你的文章便也轻松易读。然后将观点逐一进行斟酌，分别置于不同的段落，以便读者理清思路。切记信函（letter），报告（report）和议论文（essay）之间是有差别的，因此要确保你的文章与写作任务相匹配。 写作完成后，看看是否有些前后相邻的句子能够合成一个复杂句。如果文中反复提及某事，那么尽量使用不同的表达方式。这能使你的行文更加流畅。要检查拼写，确保无误。</p> |
| 口语 6.0 | <p>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。</p> <p>6.5分的考生能够更好地运用和展示这些口语技能。</p> <p>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？</p> |

IELTS Score Explainer and Candidates Feedback

Candidate Name: CHEN XU

Test Version: Academic

Gender: Female

Test Date: 2023-08-12

Your Score

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| Listening 5.0 | <p>Test takers at this band can typically listen to and process short stretches of speech to pick out discrete information, and can only somewhat follow detailed instructions. They can only understand directly-stated facts, attitudes, opinions and purposes in a limited way. They are also limited in their ability to pick out main ideas and infer implied meanings. In order to do this, they can keep short sections of what they have heard in their short-term memory. They can understand vocabulary relating to familiar and some less familiar topics.</p> <p>Test takers at band 5.5 demonstrate these listening skills more strongly.</p> <p>How to improve: Continue learning more words on more topics. In addition, learn common words and expressions used in talks and presentations to signal how the talk is organised. Listen regularly to authentic recordings and video clips on TV or the internet. Use the subtitles to help you if needed. Beyond main ideas and specific details, try to understand the relationship of one speaker's ideas to another speaker's ideas, or how a story is developing. Use the clues contained in the language they use.</p> |
| Reading 5.5 | <p>Test takers at this band 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>Test takers at band 5.5 demonstrate these reading skills more strongly.</p> <p>How to improve: 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. 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 5.5 | <p>Test takers at this band are typically able to partly answer the question. (AC) There may be too much detail and no overview, or no data. (GT) The purpose of the letter may be sometimes unclear, and the tone sometimes not suitable.</p> <p>Test takers can give their own point of view and some main ideas, although these may not lead to any conclusions. They can partly organise their writing, and can use some joining words, although these are wrongly used or over-used in places. The writing might repeat itself and the Task 2 might lack paragraphs. They have just enough vocabulary to answer the question, although spelling mistakes cause some difficulty for the reader. They are able to use some basic sentences correctly, and try some complex sentences, which often contain mistakes. Punctuation is sometimes faulty and the mistakes in grammar cause some difficulty for the reader.</p> <p>Test takers at band 5.5 demonstrate these writing skills more strongly.</p> <p>How to improve: Practice writing to give information. Try writing a one sentence summary of the points you want to make. A good summary sentence at the beginning of your work can help the reader know what's coming, making your work easier to read. Then, go through your points one by one. Put different points in different paragraphs, to make them easier to follow. Don't forget that letters, reports and essays are different, so make sure your writing matches what you're being asked to write. After you produce a piece of writing, see if there are sentences next to each other that can be combined into a complex sentence. If you're referring to something frequently, try to refer to it in different ways. This can often make your writing flow better. Check your spelling to make sure they are correct.</p> |
| 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 effective, but there may be problems. They are usually easy to understand, although words may be unclear at times.</p> <p>Test takers at band 6.5 demonstrate these speaking skills more strongly.</p> <p>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?</p> |