

雅思考试成绩描述及提升建议

姓名：陈旭

考试类型：学术类

性别：女

考试日期：2024-07-20

您的成绩

听力 6.0	<p>该分数段的考生通常能够听懂篇幅较长的讲话，理解详细的指示或说明，能大体理解直接陈述的事实、态度、观点和目的，能基本听出话语的主要内容，辨别与其相关和无关的信息，并能大体推断出隐含的意义，且无需逐个加工词语和结构。记住的信息足够多，能够理解指称的意义，如人称代词。能够理解与多种话题相关的大多数词语，包括学术英语中特有的一些术语。</p> <p>6.5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： 通过广泛阅读继续扩大词汇量。尽可能多地听英语，以便理解能够达到自动化的程度。听诸如访谈、电影等较长的听力材料，可根据需要设定英文字幕、亦可暂停或重听。及时记下不懂的词语，以便复习。要理解说话者未直接表明意义的语句。想想自己母语中会用到哪些线索来理解这些语句，并将这一策略用到英语中。</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 5.5	<p>该分数段的考生通常能够持续地进行讲话，但常常出现重复、自我纠正、放缓语速，或因搜寻词语或语法形式而犹豫。讲话并非始终清晰、有条理，经常过度使用某些连接词或短语。能够流畅地谈论简单话题，但在谈论欠熟悉话题及运用相对陌生的语言时，可能会出现困难。有足够的词汇量来谈论熟悉和陌生的话题，但词汇范围有限，经常出错，且变换措辞的能力有限。能够相当准确地使用简单的语法结构，也能使用为数不多的复杂语法结构，但通常会出错，可能令人费解。发音清晰、有效，但经常出错，有时造成理解困难。</p> <p>5.5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： 想一些你不了解的话题，包括一些抽象的话题，尽可能多地学习相关的英语单词。然后从中选择一个话题，用你能想到的词语进行谈论。说的过程中，努力将单词组成一个个语义块，这会为你的表达增色。留意那些难发音的单词，要不断重复朗读，直到读对为止。一个话题结束后，再来一遍，但这次要说得更长，并变换不同的表达方式。 如果条件允许，可与其他英语学习者进行对话。谈论那些你已经练习过的话题，可互相提问并进行讨论。在讨论过程中，若不懂某些单词或语法结构的用法，试着用其他词，变换个说法。讨论过后，要留意自己不会的词语和结构，这样也就知道了下一步的努力方向。 听英语节目，以改善自己的发音。</p>

## IELTS Score Explainer and Candidates Feedback

Candidate Name: CHEN XU

Test Version: Academic

Gender: Female

Test Date: 2024-07-20

### Your Score

Listening 6.0	<p>Test takers at this band 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> <p>Test takers at band 6.5 demonstrate these listening skills more strongly.</p> <p>How to improve: 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. 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>
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 5.5	<p>Test takers at this band can typically keep speaking, but there may be frequent repetition, self-correction, slow speech, or hesitation to search for words or grammar. Speaking is not always clear and well linked, often with an overuse of certain linking words or phrases. Although they can talk fluently on simple topics, there may be problems with less familiar topics and language. They have enough vocabulary to talk about familiar and unfamiliar topics, but the range is limited, there are frequent errors, and there may be limited ability to paraphrase. They can use simple grammar structures, and these are quite accurate. There are not many complex grammar structures, these usually have errors, and may be difficult to understand. Pronunciation can be clear and effective, but there are often problems, and these may make test takers difficult to understand at times.</p> <p>Test takers at band 5.5 demonstrate these speaking skills more strongly.</p> <p>How to improve: Think of topics you don't know about, including some abstract ones, and learn as many English words related to them as you can. Then talk about one of the topics using as many of the words as you can. When you speak, try to group words that go together in 'chunks' of meaning. This will make your delivery sound better. Notice words you find hard to pronounce and repeat these until you get them right. After you have finished speaking, try again, but this time talking longer and saying things in a different way. If you can, find other English speakers you can speak with. Talk about the topics you have worked on, ask each other questions, and have a discussion. While discussing, if you don't know words or grammar structures for something, try to say it in a different way using different words. Afterwards, note the words and structures you don't know so you know what to learn next. Listen to English programmes to help improve your pronunciation.</p>