

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：2024-10-12

您的成绩

听力 5.5	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。 5.5分的考生能够更好地运用和展示这些听力技能。 提升建议： 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。
阅读 6.5	该分数段的考生通常可以阅读各种事实类和论述类文本，该类文本内容可能相对复杂且信息量相对较大。能就通用类的诸多话题和部分专业性话题，较好地运用词汇知识建构意义，其理解可在句子和句群层面实现。能够理解隐含意义，也能基本理解相对复杂的观点和论点。通常能够运用略读和浏览等策略，并能大体上综合信息进行推断。 6.5分的考生能够更好地运用和展示这些阅读技能。 提升建议： 要阅读不同类型的文本，包括通用类和学术类文本，而不是仅仅局限在你的学科领域。在通用类文本中，内容要点出现的位置可能与你的预期不一致；在学术类文本中，有时作者很少表明观点或者观点很难被发现，有时信息量大。要注意这些差异，并根据具体文本调整阅读策略，比如，何时选择仔细阅读，何时快速阅读。建议给自己限制一下阅读的时间，这样，即便你仔细阅读，也会更快、更高效。
写作 5.5	该分数段的考生通常能部分地回答问题。 （学术类）可能细节过多，缺乏概述，或者缺乏数据。 （培训类）书信的写作目的可能有时欠清晰，语气有时不得体。 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。 5.5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。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。
口语 5.5	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。 5.5分的考生能够更好地运用和展示这些口语技能。 提升建议： 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。

IELTS Score Explainer and Candidates Feedback

Candidate Name: CHEN XU

Test Version: Academic

Gender: Female

Test Date: 2024-10-12

Your Score

Listening 5.5	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. Test takers at band 5.5 demonstrate these listening skills more strongly. 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.
Reading 6.5	Test takers at this band can typically deal with a range of factual and opinion-based texts that may be relatively complex and dense with information. They are good at using their vocabulary knowledge to create meaning, both within and across sentences, on a range of general topics and some specialised ones. They can understand implied meanings, and have some ability to understand somewhat complex opinions and arguments. They can generally use reading strategies such as skimming and scanning, and can generally synthesize information and draw inferences. Test takers at band 6.5 demonstrate these reading skills more strongly. How to improve: Try to read different types of texts, including general and academic texts, and not just in your subject area. In general interest articles, the main point may come in a different place than you expect. In academic texts there will be fewer opinions, or they may be harder to spot. On the other hand, they can be dense with information. Be aware of the differences, and adjust the reading strategies you use depending on the text you're reading. Decide when to read carefully and when to read quickly. In any case, you may want to give yourself a set amount of time, so that even your careful reading is done more quickly and efficiently.
Writing 5.5	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. 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. Test takers at band 5.5 demonstrate these writing skills more strongly. 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.
Speaking 5.5	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. Test takers at band 5.5 demonstrate these speaking skills more strongly. 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.