

## 雅思考试成绩描述及提升建议

姓名：李志成

考试类型：学术（Academic）

性别：男

考试日期：2019-05-18

## 您的成绩

听力 4.0	<p>该分数段的考生能够听懂的语言材料有限，信息加工能力不佳，即使获取非连续性信息的能力也有限。只有全神贯注，才能理解所听材料中的词语和语法，且只有借助说话者的语调和重音才可能识别出内容要点。通常能够理解熟悉话题中的词语。</p> <p>4.5分的考生能够更好地运用和展示这些听力技能。</p> <p><b>提升建议：</b> 尽量掌握更多的英语单词，不再限于日常生活话题中的词汇。遇到发音没有把握的单词，可用在线词典确定其准确的发音。 多听几遍录音（如课本中的录音）。初次听的时候可利用字幕或录音材料辅助理解，随后可不借助字幕或原文进行练习，直到听懂录音的要点和内容。记下所遇到的生词，弄清其确切含义，并尝试将其用到自己的表达中。</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><b>提升建议：</b> 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 5.0	<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><b>提升建议：</b> 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 3.0	<p>对3.5及以下分数的考生而言，通常交流能力非常有限，仅能做出有限、基本的回应，可能会频繁出现长时间停顿。仅能使用基本词汇和语法，错误频出。仅能说出背记的短语或个别单词。发音会造成相当大的理解困难。</p> <p><b>提升建议：</b> 努力多学一些英语单词。想一个自己喜欢的话题，然后尽可能多地找一些相关词语，并用这些词语造句，然后把这些句子按一定顺序排列起来。 大声地朗读几遍你写的句子，重复那些你觉得难发音的单词。然后再试着换不同的话题做同样的练习。 听一些发音清晰的英语节目，以改善自己的发音。</p>

## IELTS Score Explainer and Candidates Feedback

Candidate Name: LI ZHICHENG

Test Version: Academic

Gender: Male

Test Date: 2019-05-18

### Your Score

Listening 4.0	<p>Test takers at this band are typically limited in what they can hear and process, and only have limited ability to pick out discrete information in what they hear. They have to concentrate hard to understand words and grammar in what they hear, and may depend on the speaker's tone of voice and use of stress to identify main points. They can typically understand vocabulary on familiar topics.</p> <p>Test takers at band 4.5 demonstrate these listening skills more strongly.</p> <p><b>How to improve:</b>          Try to learn more English words, not just on everyday topics. If there are words whose pronunciation is not obvious, check by using online dictionaries.          Listen to recordings (for example, in course books) several times. Use the subtitles or written transcript at first to help you, and then listen again without the transcript until you can understand the points and ideas being made. Make note of words you don't know, check their meaning, and try using them in sentences yourself.</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><b>How to improve:</b>          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 5.0	<p>Test takers at this band are typically able to partly answer the question.</p> <p>(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><b>How to improve:</b>          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 3.0	<p>Test takers at these bands typically have very limited ability to communicate. Responses are very limited and basic and there may be frequent long pauses. They can only use basic vocabulary and grammar, make numerous errors, and may only be able to produce memorised phrases or individual words. Pronunciation may cause considerable difficulty.</p> <p><b>How to improve:</b>          Try to learn more English words. Think of a topic you like, then find as many English words as you can related to the topic. Use these new words in sentences and arrange them.          Read the sentences out loud several times, repeating those words you find hard to pronounce. Do this again for different topics.          Listen to English programmes where people talk clearly to help improve your pronunciation.</p>