

雅思考试成绩描述及提升建议

姓名：张惺源

考试类型：学术类，机考

性别：男

考试日期：2019-10-20

您的成绩

听力 5.5	<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 6.0	<p>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。</p> <p>（学术类）考生能够进行概述。</p> <p>（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。</p> <p>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。</p> <p>6.5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、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。</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: ZHANG XINGYUAN

Test Version: Academic, Computer-delivered

Gender: Male

Test Date: 2019-10-20

Your Score

Listening 5.5	<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 6.0	<p>Test takers at this band can typically address all parts of the question, some more fully than others.</p> <p>(AC) They can give an overview. (GT) The letter has a generally clear purpose; the tone is sometimes not consistent.</p> <p>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.</p> <p>Test takers at band 6.5 demonstrate these writing skills more strongly.</p> <p>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.</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>