

Candidate Name

ANJALI AMRAPALI VISHWANATH

Candidate Number

257400

Centre Number

IN855

Test Date

11 Nov 2017

OverAll 8.00 **Listening** 8.50 **Writing** 6.50 **Reading** 8.50 **Speaking** 8.00

Your official test report will be posted to you 13 days after the test. Please note the preview of your IELTS result cannot be used as official confirmation of your test result.

| Overall Band Score | | | |
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| Overall | 8.00 | Very Good User | The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well. |
| Test | Score | Your result explained | Advice to improve your score |
| Listening | 8.50 | Test takers at Band 8.5 can typically follow extended speech involving complex and detailed argumentation. They can identify and process language and grammar automatically, and so are able to concentrate on the development of the overall meaning of what is said by a speaker or speakers. They can understand a wide range of vocabulary, including idiomatic language and fixed phrases or unusual collocations, as well as technical and academic language. | Listen to discussion programmes, especially those on abstract topics you're less familiar with, without pausing or repeating the recording. Try to predict how the conversation might develop, then see if you're correct. Make it a point to notice how the speakers express and qualify their opinions, noting ways they say things that make their arguments particularly effective. Where speakers have different points of view, notice how they respond to one another's comments. Use strategies to infer ideas and meanings that are not directly stated. Afterwards, try to reconstruct the discussion to yourself, to check how much you have understood. |
| Reading | 8.50 | Test takers at Band 8.5 can typically deal effectively with a variety of factual and opinion-based texts that are often complex and dense with information. They are skilled at using their very wide vocabulary knowledge to create meaning, from sentence level to text level, on a range of general, specialised, and technical topics. They are good at following complex arguments and distinguishing between main ideas and | Your reading skills are already quite good. Continue to develop your awareness of how to read different types of texts differently. What features does that particular type of text typically have? How is information structured and arranged in such texts? Use your knowledge of these and approach the reading task in an appropriate way. Limit the amount of time you give yourself to read a text. As an exercise, try to find |

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| | | supporting details, and at understanding attitude, opinion and implication. They are good at using appropriate reading strategies, such as skimming and scanning, and at synthesizing information and drawing inferences. | several texts on the same topic so that you can compare opinions, views, definitions and conceptualisations of ideas. Academics often make fine distinctions, so see if you can determine these. You may even try to see if you can capture those differences by writing a one sentence summary. |
| Speaking | 8.00 | Test takers at this band can typically speak fluently and at a natural speed, with only occasional repetition or self-correction. Hesitation is usually to find ideas, and not to find words or grammar. Speaking is well-organised, ideas are clear and well linked, and topics are well developed. They use a wide range of natural, accurate and idiomatic vocabulary to discuss all topics, although with occasional errors in word choice, and can paraphrase well if needed. They can use a wide range of grammar structures. Most sentences are accurate, with only occasional errors. Pronunciation is generally natural and clear, with only occasional minor problems. They are always easy to understand, and their accent has very little effect on understanding. | Talk to other people about abstract and difficult current issues. Also try giving a talk on those topics, doing this twice, using different vocabulary and grammar structures each time. Ask yourself: Which words and structures worked best? Why? How might I express them even better? Then, try again, talking for longer and more smoothly until you think you have delivered your ideas in the best possible way. Continue to engage with natural English language materials and TV or on the internet. Pay attention to speakers' pronunciation. In particular, note how they use things like intonation and pauses to help convey what they are trying to say. Then, think of how you might incorporate those in your own speaking. |
| Writing | 6.50 | Test takers at this band can typically address all parts of the question, some more fully than others.(AC) They can give an overview.(GT) The letter has a generally clear purpose; the tone is sometimes not consistent.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. | 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. |

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The preview of your test result is provisional and may not be used as official confirmation of your achievement. Your test centre or the IELTS partners will not accept any responsibility in the event that your result fails to display here, whether due to technical fault or administrative procedures. Please note that the provision of this feedback and advice is to be used for guidance only.

TRF Number:

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