



Candidate Name
AMRINDER SINGH -
Candidate Number
716878
Centre Number
IN855
Test Date
07 Jan 2023
Overall 5.5 **Listening** 6.0 **Writing** 5.0 **Reading** 5.0 **Speaking** 5.0

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

Overall	Score	Modest User	
Overall	5.5	Modest User	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field. Advice to improve your score
Test	Score	Your result explained	
Listening	6.0	<p>Test takers at Band 6 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>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	5.0	<p>Test takers at Band 5 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>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>

Speaking	5.0	<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 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.</p>	<p>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> <p>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>
Writing	5.0		

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TRF Number:

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