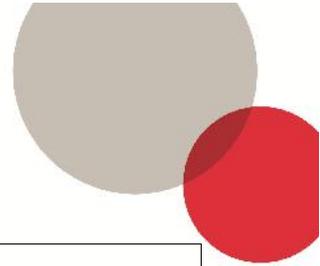


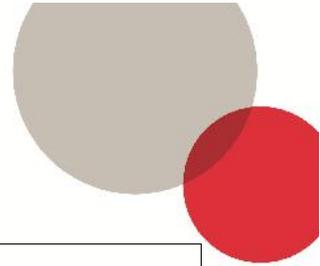
IELTS Overall Band Scores Explained

Band score	
9	Expert User The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8.0/8.5	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.
7.0/7.5	Good User The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6.0/6.5	Competent User The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5.0/5.5	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.
4.0/4.5	Limited User The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3.0/3.5	Extremely Limited User The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent User The test taker has great difficulty understanding spoken and written English.
1	The test taker has no ability to use the language except a few isolated words.



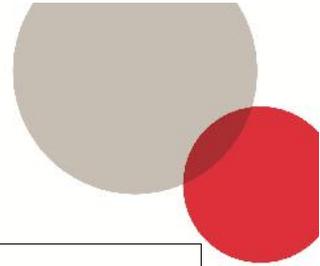
Listening – Your Scores Explained

Band score	
9	Test takers at Band 9 can typically understand a very wide range of vocabulary, including specialised, technical and academic terminology and idiomatic language. They can identify a speaker’s purpose and attitude and recognise agreement or disagreement between speakers when these are implied as well as when they are more directly stated. They can follow a complex abstract argument and use their understanding of the overall meaning to predict how it might develop.
8.0/8.5	Test takers at Band 8.0 can typically understand a wide range of vocabulary, including idiomatic language and fixed phrases or unusual collocations, as well as technical and academic language. They can identify words and process the grammatical context automatically, and so are able to concentrate on the development of the overall meaning of what is said by a speaker or speakers, even when this is spoken quickly and includes complex and detailed argumentation. Test takers at Band 8.5 demonstrate these listening skills more strongly.
7.0/7.5	Test takers at Band 7.0 can typically understand a wide range of vocabulary, including some technical and academic language, even when the language and ideas are complex and the speech is relatively fast. They can identify some ideas, attitudes, opinions or purposes which are implied by the speaker but not directly stated. They can easily understand meaning, including references within and between sentences, without having to process individual words and structures. Test takers at Band 7.5 demonstrate these listening skills more strongly.
6.0/6.5	Test takers at Band 6.0 can typically understand most vocabulary relating to a range of topics, including some terms typical of academic English. They can recognise facts, attitudes, opinions and purposes when these are directly stated, and identify agreement or disagreement between speakers on both general and academic topics. They can understand meaning without having to process individual words and structures and can remember enough of what they have heard to understand references such as pronouns. Test takers at Band 6.5 demonstrate these listening skills more strongly.
5.0/5.5	Test takers at Band 5.0 can typically understand vocabulary relating to familiar and some less familiar topics. They can understand main ideas and details in factual texts on everyday topics, as well as attitudes, opinions and purposes where these are directly stated, and relationships such as cause and effect. In order to do this, they can keep short sections of the text they have just heard in their short-term memory even when these contain some unfamiliar words. Test takers at Band 5.5 demonstrate these listening skills more strongly.
4.0/4.5	Test takers at Band 4.0 can typically understand vocabulary on familiar topics. They can process short parts of texts even when these contain some unfamiliar words. However, they have to concentrate hard to understand the words and grammar in a text, which means they may have difficulty understanding its overall meaning. They can use the speaker’s tone of voice (e.g. positive or negative) and their use of stress to help identify the main points. Test takers at Band 4.5 demonstrate these listening skills more strongly.
3.5 and below	Test takers at these bands can typically understand some familiar vocabulary, including numbers, times and dates. They can identify important words when these are familiar and are stressed by the speaker, and when the situation is familiar, but they have difficulty recognising words and processing grammar in connected speech.



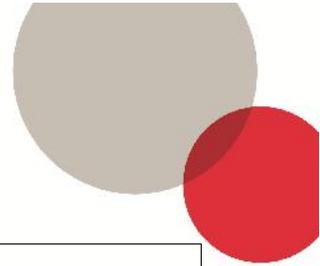
Listening – ‘How to Improve’ Advice

Band score	
9	Not applicable
8.0/8.5	Listen to discussion programmes, especially those on abstract topics with which you are less familiar, without pausing or repeating the recording. Try to predict how the discussion might develop. Note how the speakers express and qualify their opinions, and the techniques they use to 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 meanings which are not directly stated. After listening to a discussion programme, try to reconstruct the discussion yourself.
7.0/7.5	Listen to, or watch, current affairs and documentary programmes, or online talks, without pausing or repeating the recording. Try to remember as much as you can, including new words, main ideas, specific points, and their relationship to each other. Afterwards, reconstruct what you’ve heard. How much are you able to reconstruct? Listen again and try to increase the amount that you can reconstruct. Use strategies to guess meanings which are not directly stated.
6.0/6.5	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 that you can review them. Continue to develop your vocabulary by reading widely.
5.0/5.5	Listen regularly to short authentic recordings and video clips on TV or the internet. Use the English subtitles to help you. Beyond main ideas and specific details, try to understand how ideas are related, or how an argument is developed. Learn common words and expressions used in talks and presentations. Continue to learn more words on different topics.
4.0/4.5	Try to learn more English words, and not just on everyday topics. If the pronunciation of a new word is not obvious, check it in an online dictionary. Listen to the recordings in an English language coursebook. Listen to them several times. Use the written transcript or subtitles at first to help you, and then listen again without the transcript or subtitles until you can easily understand the ideas and the points being made. Make a note of words you don’t know. Check their meaning and then try using them in sentences.
3.5 and below	Try to learn more English words, especially those used in everyday situations. Find out how the words are pronounced so that you can recognise them when they are spoken in a sentence. Make sure you can identify factual information such as dates and prices. Make sure you can recognise the letters of the alphabet and can write down words when they are spelled out.



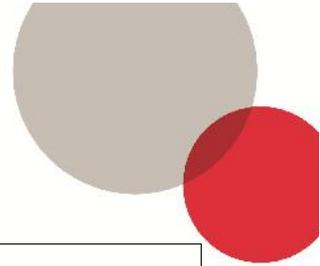
Reading - Your Scores Explained

Band score	
9	Test takers at Band 9 can typically deal with ease with a variety of factual and opinion-based texts that are complex and dense with information. They demonstrate complete understanding of vocabulary, both within and across sentences, on a broad range of general, specialised and technical topics. They use appropriate strategies, including reading at speed and reading carefully. They are highly skilled at understanding attitude, opinion and implication, following an argument, and distinguishing between main ideas and supporting detail.
8.0/8.5	<p>Test takers at Band 8.0 can typically deal effectively with a variety of factual and opinion-based texts that are often complex and dense with information. They demonstrate thorough understanding of vocabulary, both within and across sentences, on a broad range of general, specialised and technical topics. They are likely to use appropriate strategies, including reading at speed and reading carefully. They are skilled at understanding attitude, opinion and implication, following an argument, and distinguishing between main ideas and supporting detail.</p> <p>Test takers at Band 8.5 demonstrate these reading skills more strongly.</p>
7.0/7.5	<p>Test takers at Band 7.0 can typically deal with a variety of factual and opinion-based texts that may be complex and dense with information. They demonstrate very good understanding of vocabulary, both within and across sentences, on a range of general and specialised topics. On the whole, they are likely to use appropriate strategies, including reading at speed and reading carefully. They are good at understanding attitude, opinion and implication, and can follow an argument and distinguish between main ideas and supporting detail.</p> <p>Test takers at Band 7.5 demonstrate these reading skills more strongly.</p>
6.0/6.5	<p>Test takers at Band 6.0 can typically deal with a range of factual and opinion-based texts that may be relatively complex and dense with information. They demonstrate good understanding of vocabulary, both within and across sentences, on a range of general topics and some specialised ones. They may use appropriate strategies, including reading at speed and reading carefully. They are usually efficient at locating key information and understanding main ideas. They can usually understand fairly complex opinions and arguments.</p> <p>Test takers at Band 6.5 demonstrate these reading skills more strongly.</p>
5.0/5.5	<p>Test takers at Band 5.0 typically deal reasonably well with straightforward factual and opinion-based texts. They are able to understand vocabulary, both within and across sentences, on a broad range of general topics. They may generally use appropriate strategies, including reading at speed and reading carefully. They are mainly efficient at locating key information and understanding main ideas. They understand simply expressed opinions and straightforward arguments.</p> <p>Test takers at Band 5.5 demonstrate these reading skills more strongly.</p>
4.0/4.5	<p>Test takers at Band 4.0 typically have a limited ability to deal with straightforward factual and opinion-based texts. They are able to understand vocabulary, both within and across sentences, on a range of general topics. At times, they may use appropriate strategies, including reading at speed and reading carefully. They can generally locate key information and understand main ideas. They can often understand simply expressed opinions and straightforward arguments.</p> <p>Test takers at Band 4.5 demonstrate these reading skills more strongly.</p>
3.5 and below	Test takers at these bands typically find straightforward factual and opinion-based texts a challenge, as their understanding of vocabulary is limited to familiar topics. They are not likely to use an appropriate strategy such as reading at speed or reading carefully. They often have problems locating key information and understanding simply expressed opinions.



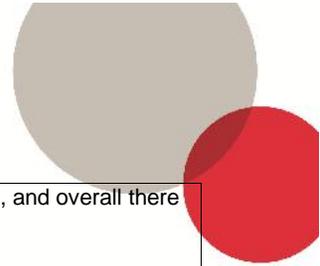
Reading – ‘How to Improve’ Advice

Band score	
9	Not applicable
8.0/8.5	<p>Read a wide range of complex texts on general and specialised topics from sources such as newspapers, academic publications and special interest magazines. Continue to develop your awareness of how to read different types of texts differently. Limit the amount of time you give yourself to read a text.</p> <p>Search the internet for several opinion-based texts on the same topic so that you can compare different attitudes, views and ideas. Try to capture those differences in short (one-sentence) summaries.</p>
7.0/7.5	<p>Broaden the range of texts you read. Read texts on general and specialised topics from sources such as newspapers, academic publications and special interest magazines. Continue to develop your awareness of how to read different types of texts differently. Limit the amount of time you give yourself to read a text.</p> <p>Search the internet for several opinion-based texts on the same topic so that you can compare attitudes, views and ideas. Practise distinguishing between the main idea and supporting detail by underlining the key point in each paragraph.</p>
6.0/6.5	<p>Try to expand your vocabulary by reading a range of general texts and some specialised ones from sources such as academic publications and magazines. Limit the amount of time you give yourself to read a text. Practise using different reading strategies – reading quickly and reading carefully. Also practise distinguishing between the main idea and supporting detail by underlining the key point in each paragraph.</p>
5.0/5.5	<p>Try to increase your vocabulary by reading texts from sources such as newspapers, magazines and academic publications on topics that you are familiar with. Practise reading quickly by giving yourself a specific amount of time to read a text. Also practise identifying important points by underlining them in the text.</p>
4.0/4.5	<p>Try to learn more English words by reading texts on topics that interest you from sources such as newspapers, magazines and short stories. Try to understand new words in the text, guessing if necessary. Afterwards, look up the words you didn't know. Practise reading quickly by giving yourself a specific amount of time to read a text. Also practise identifying important points by underlining them in the text.</p>
3.5 and below	<p>Try to learn more English words by reading a lot. Read texts on topics that interest you from sources such as magazines and simplified books. Practise reading quickly by watching the news or video clips with English subtitles. Also try reading quickly to find specific information, e.g. in notices, timetables and menus.</p>



Writing - Your Scores Explained

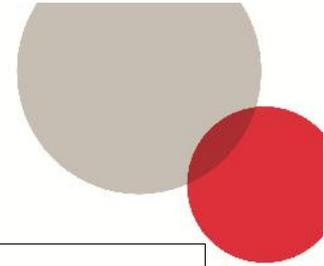
Band score	
9	Test takers at Band 9 can typically fully address all parts of the questions. Their own point of view and ideas are relevant, fully developed and well supported. The writing is coherent and cohesive without necessarily any obvious linking words. They can skilfully manage paragraphing. They use a wide range of vocabulary in a very natural and sophisticated way, with only rare, minor mistakes. They can use a wide range of sentence types with full flexibility and accuracy. Only rare, minor errors occur in grammar.
8.0/8.5	<p>Test takers at Band 8.0 can typically write a well-developed response to all parts of the question. The key features or bullet points are clearly described and illustrated. Their ideas are relevant, extended and supported. They can sequence their ideas logically, and link them all together well. In Task 2, their paragraphs are adequate and appropriate. They can use a wide range of vocabulary fluently and flexibly to communicate precise meanings. They can skilfully use uncommon words, with only rare mistakes in spelling or word form. They are able to use a wide range of sentence types, and most of these have no mistakes in them. Errors are only very occasional.</p> <p>Test takers at Band 8.5 demonstrate these writing skills more strongly.</p>
7.0/7.5	<p>Test takers at Band 7.0 can typically produce a clear overview of the graph or a clear viewpoint throughout the response. All parts of the task are covered. (GT) The letter has a clear purpose and a consistent, suitable tone.</p> <p>Test takers can support their main ideas with details and examples, although these might be too general and lack focus. The writing is well organised and leads logically to its conclusion. They can use a variety of linking words, with some over- or under-used. In Task 2 every paragraph has one main topic. They can flexibly use a range of vocabulary and use some less common words with some style, despite occasionally choosing the wrong word or making mistakes in spelling or in the form of a word. They are able to use a variety of complex sentences, and many of their sentences are correct. However, they still make a few mistakes with grammar and punctuation.</p> <p>Test takers at Band 7.5 demonstrate these writing skills more strongly.</p>
6.0/6.5	<p>Test takers at Band 6.0 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.</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>
5.0/5.5	<p>Test takers at Band 5.0 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 sometimes be unclear in places, 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 linking 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>
4.0/4.5	<p>Test takers at Band 4.0 typically try to answer the question but either do not cover all its key features or bullet points, or use an incorrect format; or the writing is not related to the topic. They can present their own view in places, and a few main ideas. (GT) The purpose of the letter is unclear and/or its tone is not suitable.</p> <p>The ideas are not logically arranged and the writing does not lead anywhere. Test takers can use some basic linking words, but typically cannot use paragraphs in Task 2.</p>



	They can use basic vocabulary but spelling mistakes cause strain for the reader. A few basic sentences are used correctly, but complex sentences are rare, and overall there are many mistakes in grammar. Test takers at Band 4.5 demonstrate these writing skills more strongly.
3.5 and below	Test takers at these bands can typically write a few ideas and can use a few linking words and a very limited range of vocabulary. The question might have been misunderstood, or not properly answered. The content may be only slightly related to the topic. Test takers might be relying on copying words from the question, or on memorised language. Spelling and grammar errors make the writing difficult to understand.

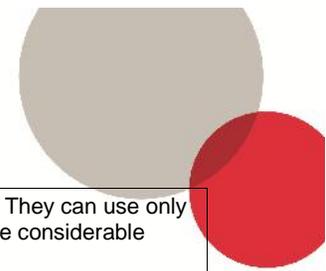
Writing – ‘How to Improve’ Advice

Band score	
9	Not applicable
8.0/8.5	When writing your Task 2, think about all aspects of the topic and try to include all angles on it, supported by as many relevant ideas and examples as you can think of. Be careful to paragraph perfectly, including only one main idea in each paragraph. Within your paragraphs, the sentences should be in a logical order and well-linked to each other. As well as practising your writing, don't forget to read, speak and listen to as much English as possible so that you are exposed to a very wide range of vocabulary and good models of correct, complex grammar. Well-written books, the radio or TV news are all suitable daily sources for this. You should be trying to increase your vocabulary, so every time you write something, why not challenge yourself to use at least one new word for the first time?
7.0/7.5	Take 5 minutes to make a plan before you write and check that every detail you put into your Task 2 writing is relevant and focused on the actual question being asked, not just on the same broad topic. Are you using enough linking words, but not too many, to ensure a smooth flow between your paragraphs? Try to use a wide range of vocabulary when you write, and eliminate any spelling errors in unusual words. Work on increasing the accuracy of your grammar and punctuation in complex sentences, and revise points which are still difficult for you to get exactly right, such as the use of articles.
6.0/6.5	With Academic Task 1, focus on getting all the details of the graph correct. For Task 2, try to give equal space to each part of the question. Check that your conclusion follows on logically from the body of your essay, and that it matches what you say in your introduction. At home you can practise brainstorming lots of examples (from your country, or people you know) to support different ideas. Adding examples into your writing will make your argument stronger and more interesting to read. Check the linking words in your writing – are you using them correctly? Keep improving the accuracy of your complex sentences and punctuation.
5.0/5.5	Include an overview of the graph in your Academic Task 1 writing, and always include some of the data from it. Think of a structure for your writing before you begin, and choose a logical sequence for your information or ideas. Every time you write something at school, at work or at home, try to write it in proper paragraphs. Work on increasing the accuracy of your spelling, and practise writing some complex sentences correctly. Make sure that you can finish your essay, so time your writing at home and aim to write 250 words in 40 minutes if you can.
4.0/4.5	Make sure that you describe all the main points of the graph, and check carefully to make sure that what you are writing is a correct description of it, without mistakes in the numbers or lines. With General Training Task 1 and both kinds of Task 2, make sure that you answer every part of the question. Try to arrange the ideas in your writing in a logical order, and practise using linking words. Work on your spelling, and on writing correct simple sentences.
3.5 and below	Take the time to look carefully at the graph or read each question slowly, making sure you understand it fully before you start to write. Check that everything you write is on the topic, with nothing irrelevant. Try to arrange what you write into a logical order. Work hard on your basic spelling and grammar. Do not copy strings of words from the question paper – try to use your own words instead.



Speaking - Your Scores Explained

Band score	
9	Test takers at this band can typically speak fluently and at a natural speed, with only rare repetition or self-correction. Hesitation is to find ideas, and not to find words or grammar. Speaking is very well organised, ideas are clear and well linked, and topics are fully developed. Test takers at this band use a wide range of natural, accurate and idiomatic vocabulary to discuss all topics. They can use a wide range of accurate grammar structures, with only very rare and natural errors. Pronunciation is natural and clear at all times, and is very easy to understand.
8.0/8.5	<p>Test takers at Band 8.0 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.</p> <p>Test takers at Band 8.5 demonstrate these speaking skills more strongly.</p>
7.0/7.5	<p>Test takers at Band 7.0 can typically speak with ease, clearly and at length, although with some repetition, self-correction, or hesitation to search for words or grammar. Speaking is generally well organised, and ideas are generally clear and well linked. They use a range of vocabulary to discuss a variety of topics, and can use some less common or idiomatic vocabulary, although not always accurately. They can paraphrase well if needed. They can use a range of grammar structures. Sentences are frequently accurate, although there are some errors. Pronunciation is generally natural and clear, but with occasional problems. Test takers at this band are usually easy to understand, and their accent does not have much effect on understanding.</p> <p>Test takers at Band 7.5 demonstrate these speaking skills more strongly.</p>
6.0/6.5	<p>Test takers at Band 6.0 can typically speak at length, although they are sometimes less clear or less fluent because of repetition, self-correction, or hesitation to search for words or grammar. Speaking is generally well organised, and ideas are generally well linked, but with some errors. Test takers at this band have enough vocabulary to discuss topics clearly and at length, although there are often errors, and they can usually paraphrase well. They can use simple and complex grammar structures but with limited range. There may be frequent grammar errors, particularly in more complex structures, but language is usually easy to understand. Pronunciation can be clear and effective, but there may be problems. They are usually easy to understand, although words may be unclear at times.</p> <p>Test takers at Band 6.5 demonstrate these speaking skills more strongly.</p>
5.0/5.5	<p>Test takers at Band 5.0 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, and often the test taker overuses certain linking words or phrases. Although test takers at this band 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, and these usually have errors and may be difficult to understand. Pronunciation can be clear and effective, but there may also be problems which make the test taker difficult to understand at times.</p> <p>Test takers at Band 5.5 demonstrate these speaking skills more strongly.</p>
4.0/4.5	<p>Test takers at Band 4.0 typically cannot keep speaking without noticeable pauses. Speech may be slow, and there may be frequent repetition or self-correction. There is only basic linking of ideas, and ideas may be difficult to follow or understand at times. They have enough vocabulary to talk about familiar topics, but there are very frequent errors, and there is only basic meaning on unfamiliar topics. They rarely attempt to use paraphrase. They can use basic grammar structures, and these are sometimes accurate, but complex grammar structures are rare. Frequent errors in grammar may cause misunderstanding. There are many problems with pronunciation. Words are often mispronounced, and this causes difficulty for the listener.</p> <p>Test takers at Band 4.5 demonstrate these speaking skills more strongly.</p>



3.5 and below	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 use only basic vocabulary and grammar, make numerous errors, and may only be able to produce memorised phrases or individual words. Pronunciation may cause considerable difficulty.
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Speaking – ‘How to Improve’ Advice

Band score	
9	Not applicable
8.0/8.5	Try to get as much practice as possible in Speaking in order to improve your fluency and pronunciation. Listening to natural English, e.g. on TV or the internet, will also help you to improve your pronunciation and your use of idiomatic vocabulary. Both listening and reading in English will help you to increase the range and accuracy of your vocabulary and grammar. You may need to work on the accuracy of some complex grammar structures, or possibly on some more basic structures, e.g. articles, where you may have particular difficulty.
7.0/7.5	Try to get as much practice as possible in Speaking in order to improve your pronunciation, and to reduce the need to hesitate. Practice using expressions to link and communicate your ideas. Both listening and reading in English will help you to increase the range and accuracy of your vocabulary and grammar, and to pick up natural and idiomatic phrases. You may need to work on the accuracy of some complex grammar structures, or possibly on some more basic structures, e.g. articles, where you may have particular difficulty.
6.0/6.5	Try to get as much practice as possible in Speaking in order to improve your pronunciation, and to reduce the need to hesitate. Ideally, this will be natural communication with other English speakers, but you could also practice the long turn in Part 2 by preparing a topic for 1 minute and then speaking for 2 minutes. Remember to focus on communicating, so that you do not hesitate too much in order to make corrections. Practise your vocabulary and grammar, for example through written exercises, in order to improve your accuracy. Both listening and reading in English will help you to increase the range and accuracy of your vocabulary and grammar, and to pick up natural and idiomatic phrases. In pronunciation, try to group words in phrases, and to get an English rhythm of speech with stress on the most important words.
5.0/5.5	Try to get as much practice as possible in Speaking in order to improve your pronunciation, and to hesitate less. Ideally, this will be natural communication with other English speakers, but you could also practice the long turn in Part 2 by preparing a topic for 1 minute and then speaking for 2 minutes. When speaking, you need to focus on communicating, so that you do not hesitate too much to think of words or grammar or to correct yourself. You need to improve the accuracy and range of your vocabulary and grammar, and you can do this through written exercises, reading and listening. When speaking, remember that if you cannot think of a word, you can always explain yourself a different way (paraphrase). As you become more fluent and pause less, your pronunciation will become more natural, but also remember to group words in phrases, and try to get an English rhythm of speech with stress on the most important words.
4.0/4.5	You need to get as much practice as possible in Speaking, to improve your pronunciation, and to speak without pauses. Speak with other English speakers when you can, but you could also practise the long turn in Part 2 by preparing a topic for 1 minute and then speaking for 2 minutes. You need to improve your vocabulary and grammar, and you can do this through written exercises, reading and listening. For pronunciation, make sure that you are easy to understand. Also remember to group words in phrases, and try to get an English rhythm of speech with stress on the most important words.
3.5 and below	You need to practise hard in all areas. Get as much practice as possible in speaking, but also improve your vocabulary and grammar through written exercises. Remember that reading and listening in English will help to improve your vocabulary and grammar, and that listening will help to improve your pronunciation.