TOEFL® (Test of English Internet-based Task () (C Examinee Score R

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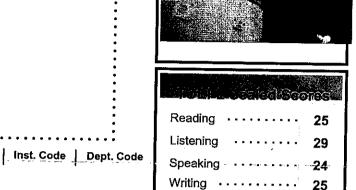
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Total Score · · · · · · ·

Country of Birth: Taiwan

Native Language: CHINESE

Sponsor Code:

Test Center Code: STN11191A

Test Center Country: Taiwan

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Issuing Country: Taiwan

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Reading Skills

Reading

Level

Your Performance

Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

Test takers who score at the HIGH level, typically

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;

can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and

can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

Listening Skills

Listening

Level

Your Performance

Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.

When listening to lectures and conversations like these, test takers at the HIGH level typically can

- understand main ideas and important details, whether they are stated or implied;
- distinguish more important ideas from less important ones;
- understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);
 - recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and
- synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.



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