

**TOEFL**Internet-Based Test Examinee Score Report
for the Test of English as a Foreign Language

Test Date: 12 Jul 2008

Sponsor Code:

Inst. Code: Dept. Code:

Registration Number: 0000 0000 0575 2206

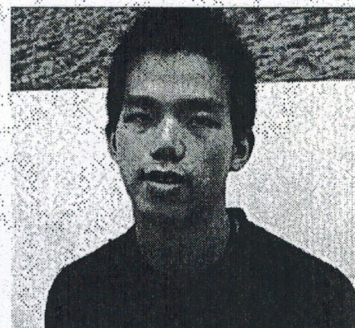
Name: HSU, CHENG-HAN

Gender:

Native Country: Taiwan

Date of Birth: 25 Dec 1985

Native Language: CHINESE



109484

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HSU, CHENG-HAN

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TOEFL SCALED SCORES

Reading	19
Listening	25
Speaking	15
Writing	20
Total Score	79

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Reading Skills	Level	Your Performance
Reading	Intermediate (15-21)	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the INTERMEDIATE level typically</p> <ul style="list-style-type: none">• have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;• have a very good understanding of grammatical structure;• can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense;• can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and• can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.
Listening Skills	Level	Your Performance
Listening	High (22-30)	<p>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.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none">• 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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