



## CERTIFICATE FOR ENGLISH

한태욱 (HAN TAEUK)

Recipient Name

1999/02/23

Date of Birth

IH (INTERMEDIATE HIGH)

Rating

2A1664133470

Test ID

2024/12/27

Test Date

2026/12/26

Certificate Expiration Date

*Martha A. Abbott*

**Martha Abbott**

ACTFL Interim Executive Director

To verify this proficiency rating using the Certification, visit [www.opic.or.kr/verify](http://www.opic.or.kr/verify)

## PROFICIENCY REPORT

Oral Proficiency Interview (OPIc) Rating

ACTFL Certified Rating System



OPI

S

**IH**

**INTERMEDIATE HIGH  
PROFICIENCY**

AH

AM

Speakers at the Intermediate High sublevel are able to converse with ease and confidence when dealing with routine tasks and social situations that require an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. The breadth of their vocabulary and language control reduces the need for pauses and reformulations when they speak on such topics. The influence of other languages that they know may be evident in their articulation, stress, and intonation patterns, but rarely interferes with successful communication.

OPIc

AL

**IH**

IM

IL

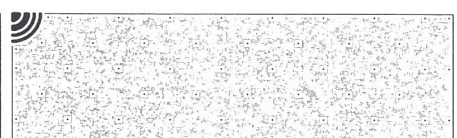
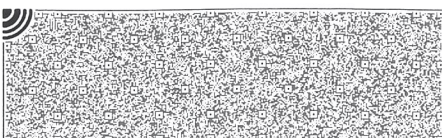
NH

NM

NL

At the Intermediate High sublevel, speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. They often can narrate and describe in all major time frames using connected discourse of paragraph length. When they do so, their speech exhibits one or more features of breakdown, such as inability to fully carry out narration or description in the appropriate major time frame, difficulty maintaining paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Learn more about the OPIc and your rating at [actfl.org/educator-resources/actfl-proficiency-guidelines](http://actfl.org/educator-resources/actfl-proficiency-guidelines)



# Score Report



Recipient Name	HAN TAEUK
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Rating	IH (INTERMEDIATE HIGH)
Language	ENGLISH

## ACTFL INTERMEDIATE HIGH LEVEL SPEAKERS - FUNCTIONAL HIGHLIGHTS

Speakers at the Intermediate High sublevel can easily handle Intermediate level tasks. When performing Advanced level tasks, they can:

- Engage in conversations and can discuss topics that are autobiographical and some that are beyond their personal experience, but they cannot maintain this level of discourse all the time.
- Narrate and describe events that have occurred in the past, present and future but cannot always maintain the appropriate time frame throughout the response.
- Successfully handle routine social situations with an unanticipated complication but not all the time.
- Communicate in oral paragraphs with sufficient accuracy to be understood by communication partners but not all the time.

## ACTFL INTERMEDIATE HIGH - SPEAKERS

Communication Tasks	Converse with ease and confidence when dealing with Intermediate level tasks. Able to handle a substantial number of tasks associated with the Advanced level such as narrating and describing in major time frames using paragraph length discourse, but not all the time, typically exhibiting one or more features of language breakdown.
Contexts/Content	Can address uncomplicated tasks in social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence.
Discourse Type	Speak in sentence strings and connected sentences. May be able to produce short paragraph-like discourse some of the time.
Accuracy	Are generally understood by communication partners, although some gaps in communication may occur, and the influence of other languages that they know may be evident in their articulation, stress, and intonation patterns. These areas of breakdown rarely interfere with the overall successful communication of the speaker's ideas.

## TIPS FOR IMPROVING PROFICIENCY

- Focus on speaking with more accuracy in all major time frames (past, present and future). Work to correct errors in verb forms and time markers used to indicate major time frames: past, present and future.
- Practice telling stories. Be sure to tell the whole story from beginning to end. Use words and phrases that support the sequence of events so that the listener is not confused about when events took place.
- Deal with the unexpected. Role play situations where it's necessary to resolve an unexpected turn of events (e.g., a lost wallet, a missed airplane, locked door, etc.). Role play practice is particularly helpful in developing strategies to "think on your feet" and get around unknown words and phrases by describing what you mean.
- Speak in cohesive paragraphs. Use connecting words and phrases within and between sentences. This is necessary to help produce oral paragraphs and to develop greater clarity, organization, and depth in speech.
- Increase fluency and improve delivery. Practice speaking to improve the flow of speech to reduce hesitations and self-corrections. Ensure that clear pronunciation and correct inflection is maintained, even as the rate of speech is increased.

