

Name: NGUYEN, HOANG THAI

Last (Family/Surname) Name, First (Given) Name Middle Name

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Gender: M

Date of Birth: 28 Nov 1991

Registration Number: 0000 0000 2047 9524

Test Date: 22 Feb 2014

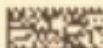
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NGUYEN, HOANG THAI

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Hanoi, N/A 10000

Viet Nam



TOEFL Scaled Scores

Reading ..... 28

Listening ..... 30

Speaking ..... 20

Writing ..... 25

Total Score ..... 103

Country of Birth: Viet Nam

Inst. Code

Dept. Code

Native Language: VIETNAMESE

Sponsor Code:

Test Center Code: STN13647A

Test Center Country: Viet Nam

Security Identification

ID Type: National ID

ID No.: xxxxxxxxxxxxxxxxxxxxxxx0737

Issuing Country: Viet Nam

09

Reading Skills

Level

Your Performance

Reading

High

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

Level

Your Performance

Listening

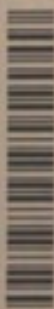
High

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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