

Name: ZHANG, YICHAO

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

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Date of Birth: 15 Jul 1988

Registration Number: 0000 0000 1562 0503

Test Date: 13 Oct 2012

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ZHANG, YICHAO

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Xiamen City, Fujian 361005

China

Native Country: China

Native Language: CHINESE

Sponsor Code:

Test Center Code: STN80031B

Test Center Country: China

Inst. Code

Dept. Code

TOEFL Scaled Scores

Reading	25
Listening	21
Speaking	22
Writing	27
Total Score	95

85

Reading Skills	Level	Your Performance
Reading	High	<p>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.</p> <p>Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none"> 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	Intermediate	<p>Test takers who receive a score at the INTERMEDIATE 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, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.</p> <p>When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can</p> <ul style="list-style-type: none"> understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced; understand how information is being used (for example, to provide support or describe a step in a complex process); recognize how pieces of information are connected (for example, in a cause-and-effect relationship); understand, though perhaps not consistently, 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 from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.



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