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Registration Number: 0000 0000 2029 4081

Date of Birth: 20 Jul 1984

Test Date: 14 Dec 2013

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## TOEFL Scaled Scores

Reading	21
Listening	28
Speaking	27
Writing	25
<b>Total Score</b>	<b>101</b>

Country of Birth: Germany

Inst. Code

Dept. Code

Native Language: GERMAN

Sponsor Code:

Test Center Code: STN11707B

Test Center Country: Germany

----- Security Identification -----

ID Type: National ID

ID No.: xxxxxxxxxxxxxxxxxxxxx5209

Issuing Country: Germany

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Reading Skills	Level	Your Performance
Reading	Intermediate	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> 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 <b>INTERMEDIATE</b> level typically</p> <ul style="list-style-type: none"> <li>• have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;</li> <li>• have a very good understanding of grammatical structure;</li> <li>• 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;</li> <li>• 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</li> <li>• can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.</li> </ul>
Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the <b>HIGH</b> 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 <b>HIGH</b> level typically can</p> <ul style="list-style-type: none"> <li>• understand main ideas and important details, whether they are stated or implied;</li> <li>• distinguish more important ideas from less important ones;</li> <li>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>• 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</li> <li>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>

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