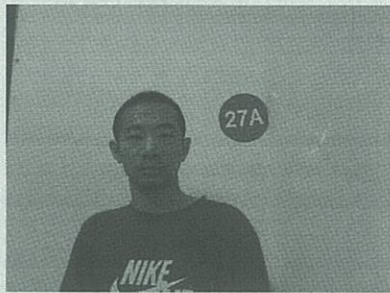


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| TOEFL Scaled Scores   |    |
|-----------------------|----|
| Reading . . . . .     | 21 |
| Listening . . . . .   | 22 |
| Speaking . . . . .    | 17 |
| Writing . . . . .     | 24 |
| Total Score . . . . . | 84 |

Country of Birth: China | Inst. Code | Dept. Code  
Native Language: CHINESE  
Test Center: STN80027A - HUNAN UNIVERSITY  
Test Center Country: China

----- Security Identification -----  
ID Type: National ID ID No.: 421181199606131317 Issuing Country: China

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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 level</b>, 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> |