

# TOEFL® (Test of English as a Foreign Language)

## Internet-based Test (TOEFL iBT)

### Examinee score Report

Name: **Student A**

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

Gender: M;

Test Date: 31 jul 2015

Student A

China

Native Country: China

Native Language: CHINESE

Sponsor Code:

Test Center Country: China

Inst. Code

Dept. Code



THE GATEWAY TO SUCCESS

#### TOEFL Scaled Scores

Reading	8
Listening	14
Speaking	15
Writing	10
<b>Total Score</b>	<b>47</b>

Reading Skills	Level	Your Performance
Reading	LOW (0-14)	<p>Test takers who receive a score at the <b>LOW</b> level, as you did, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.</p> <p>Test takers who receive a score at the <b>LOW</b> level typically:</p> <ul style="list-style-type: none"> <li>• have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent;</li> <li>• have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text;</li> <li>• have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and</li> <li>• can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding.</li> </ul>
Listening Skills	Level	Your Performance
Listening	INTERMEDIATE (14-21)	<p>Test takers who receive a score at the <b>INTERMEDIATE</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 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 <b>INTERMEDIATE</b> level typically can:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• understand how information is being used (for example, to provide support 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, 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</li> <li>• 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.</li> </ul>

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Speaking Skills		Level	Your Performance
Speaking about Familiar Topics	LIMITED (1.5-2.0)		Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.
Speaking about Campus Situation	LIMITED (1.5-2.0)		Your responses indicate that you have some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on. While you are able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent you from fully expressing your ideas. Problems with pronunciation make it difficult for listeners to understand you at times.
Speaking about Academic Course Content	LIMITED (1.5-2.0)		In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.
Writing Skills		Level	Your Performance
Writing based on Reading and Experience	LIMITED (1.0-2.0)		Your response was judged as limited due to: <ul style="list-style-type: none"> <li>failure to understand the lecture or reading passage;</li> <li>deficiencies in relating the lecture to the reading passage; and/or</li> <li>many grammatical errors and/or very unclear expressions and sentence structures.</li> </ul>
Writing based on Knowledge and Experience	LIMITED (1.0-2.0)		You attempted to express your opinion, but your response indicates notable deficiencies, such as: <ul style="list-style-type: none"> <li>your response contains insufficient detail;</li> <li>your ideas and your connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or</li> <li>your response is only marginally related to the question that was asked.</li> </ul>

**THIS IS THE ONLY PERSONAL RECORD YOU WILL RECEIVE. PLEASE RETAIN FOR YOUR RECORDS.**

This score report provides four section scores and a total score. An analysis of your strengths and weaknesses in English is included. The level pertaining to each skill should not be generalized beyond the performance on this test. Skill levels and their associated descriptions are not intended for use by institutions as part of their admissions criteria and will not be shared unless you grant permission.

**Information About Scores:** The following scaled scores are reported for TOEFL iBT. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

Sections	Scaled Scores
Reading	0-30
Listening	0-30
Speaking	0-30
Writing	0-30
<b>Total Score</b>	<b>0-120</b>

**Institution Code Numbers:** The code numbers on this score report are the ones you selected at the time you registered. If any of the numbers you indicated are not shown, they were incorrect and the TOEFL office was unable to send those score reports. To have additional official score reports sent, follow the directions on the attached Score Report Request Form.

**Score Legends:**

Reading Skills	
Level	Scaled Score Range
High	22-30
Intermediate	15-21
Low	0-14

Speaking Skills		
Level	Task Rating	Scaled Score Range
Good	3.5-4.0	26-30
Fair	2.5-3.0	18-25
Limited	1.5-2.0	10-17
Weak	0-1.0	0-9

Listening Skills	
Level	Scaled Score Range
High	22-30
Intermediate	14-21
Low	0-13

Writing Skills		
Level	Task Rating	Scaled Score Range
Good	4.0-5.0	24-30
Fair	2.5-3.5	17-23
Limited	1.0-2.0	1-16
Score of Zero	0	0

DEPT.	WHERE THE REPORT WAS SENT
00	Admissions office for undergraduate study or an institution or agency that is not a college or university
01,04-99	Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law

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Nowadays, many people use Internet to do a lot of things. In my opinoin, I think Internet provides people with a lot of valuable information. I think using Internet's advantage in more than disadvantage

Firstly, it spend a point of time. For example, one want to check a word who use dictionary ,and another one also want to check this word who use Internet. The answer come out is the man who used Internet wins. Therefore, using Internet is more concision than the other ways.

Secondly, it is comprehansive. My classmate they have an arguement about a localism. Therefore, we checked it. All the ways we used, only Internet can found this localism.

Obviously, it is convenience.

However, according to a phylosopher: nothing is absolute. everything has a good face and a bad face. Therefore, I have to acknowledge that using the Internet also have some disadvantadge. However, nowadays is a information explosion age, if you don't use Internet, in chinese we siad: only pigeons in a cage.

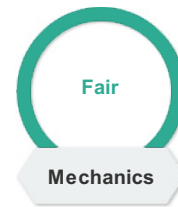
Therefore , you have to

评分

评语

1.5

- 文章结构不清晰，论点之间的联系不充分
- 支持或阐述论点时所使用的解释、例证和和细节不合适或不充分
- 句子结构或用法存在较为严重的错误



详细剖析

Grammar

您的文章在Grammar方面的整体表现良好。全文只出现了少量的语法错误。其中，您在句子完整性和代词使用方面的表现十分令人满意。但是，在主谓一致方面出现了一些小失误。语法错误主要是指主谓是否一致，动词的时态、语态、语气的使用是否正确，词组的搭配是否合乎习惯等。为避免不必要的语法错误，对把握性不大的词组、句型绝不要用，而应使用那些自己熟悉的词组、句型来表达相同或相近的意思。

句子不完整

从整体上看，您的作文句子完整性很高，基本未出现句子支离破碎现象。如文中第5段的Therefore, we checked it体现了良好的句子结构完整性。在句子完整性方面，您的表现已近乎完美，在今后的写作过程中只需稍加注意即可。

### 主谓一致

在您的文章中，出现了频繁的主谓不一致情况。您对这个语法点的掌握非常不理想。

譬如Therefore, I have to acknowledge that using the Internet also have some disadvantage与For example, one want to check a word who use dictionary ,and another one also want to check this word who use Internet出现了Subject-Verb Agreement方面的错误。

建议您巩固该方面的知识，并有意识地加强训练。

### 动词形式

从动词形式上来看，通篇出现了一定数量的III-Formed Verbs。由此可见，您缺乏对动词形式的基本理解与掌握。

例如，All the ways we used, only Internet can found this localism中的found应改为find。

您在动词形式上的总体掌握较为一般，需要重视该方面的错误。请您阅读《新托福考试核心语法》等书籍进一步夯实基础。与此同时，建议您有针对性地做《朗文英语语法及用法词典练习册》中的习题。

### 代词

从Pronoun方面来看，您体现出超凡的代词应用技巧和能力，通篇未出现代词使用错误现象。

例如，文中第8段的However, nowadays is a information explosion age, if you don't use Internet, in chinese we siad: only pigeons in a cage恰好处地使用了we，有效地杜绝了行文冗余现象。

在这点上，您做得很棒。希望您能保持这方面的优势。

### 名词单复数

行文过程中，您能够严格遵守名词单复数的语法规则，通篇未发现该类型的错误。

在名词单复数方面，请继续保持您的competitive advantage。

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## Usage

本文在Usage方面展现了较高的水平。通篇在冠词使用、词性、选词、介词用法和动词时态等方面仅出现了个别无伤大雅的失误。

### 冠词

在Articles方面，您的文章出现了较多的冠词多余、缺乏、误用现象。该方面是您写作中的一个薄弱环节。

据统计，文中至少出现了6处冠词使用不当，例如However, nowadays is a information explosion age, if you don't use Internet, in chinese we siad: only pigeons in a cage等。

您对定冠词、不定冠词和零冠词的写作应用水准偏低。请您注意总结归纳高频问题并对症下药。

### 词性

在词性误用方面（例如形容词与副词混淆、名词与形容词混淆、名词与动词混淆等），您的文章出现了一定数量的错误。

例如文章Obviously, it is convenience中的convenience就出现了词性错误，建议改为convenient。

希望您用词时，不要只从词义层面上考虑，却对词性的误用浑然不觉。请特别注意形容词与名词或代词的位置关系，副词与动词的位置关系以及形容词与副词的位置关系等。

### 用词

通篇看来，您的用词不太贴切与地道，选词水平离native speaker尚有一定差距。

语言的丰富多变是体现一个考生语言能力的重要指标，在同一篇文章里，用词要尽量避免重复。适当的时候，还要运用一些修辞手法。

一般来说，要把握选词的准确性，可以从以下三方面入手。

一、通过广泛大量的阅读，了解英语词汇与社会、历史、政治和文化的内在联系，写出符合语言习惯并地道地表达出英语语言的逻辑性和连贯性的文章。

二、在英语写作中特别要注意同义词和近义词的区别。

三、考生应当注意英语词汇和中文词汇无法对应的部分的转化和表达。

### 介词

在介词应用（例如介词误用、介词搭配、介词遗漏或多余等）方面，您的整体表现十分出色。全文基本不存在improper prepositions。

建议您善用分类法将介词的用法意义和固定搭配等进行分类整理，然后集中进行记忆。在写作过程中，注意不同介词的甄别和选用。

### 动词时态

成文过程中，您能够针对不同语境选用多样且精准的动词时态。通篇基本未出现Verb Tense方面的失误。

托福独立写作绝大部分使用的是一般现在时，一般现在时第三人称要使用单数，但描述过去发生的事例时应使用过去时。

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## Mechanics

您对Mechanics这块知识点掌握得较好。文章只出现了少量的Spelling、专有名词大小写、句首字母大小写方面的问题。

### 拼写

在Spelling方面，全文出现了一定数量的拼写错误。您在单词拼写上的表现平平。

如In my opioin, I think Internet provides people with a lot of valuable information中的opioin就出现了拼写错误，应更正为opinion。

Typo是托福英语写作中容易引起失分的重要因素之一。建议您对自身的单词拼写较为频繁的失误进行总结，并且注意预防和克服这些拼写错误。

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## 首字母大小写

英语中除了句子开头第一个字母要大写外,人名、专有名词、节日名词以及月份等词的首字母也都要大写。您的文章在以上方面存在一定数量的大小写错误。

如文中第8段everything has a good face and a bad face中的everything一词出现了首字母大小写错误,应改为Everything。

在正规的IBT考试中,不像Microsoft Word一样,一旦发现大小写错误就会自动出现下划线来提示你。所以大家平时的练习中就要自觉养成手动切换大小写的良好习惯。

## Style

您对Style的掌握程度较为一般。全文在长短句的搭配使用、句型复杂度、分段合理性和文章字数方面出现了一定数量的失误。

## 短句

您在文章短句数量安排方面表现非常不理想,全文出现了大量的过短句子。

例如,文中第6段中,就存在短句过多现象。

过短的句子是指结构过于简单、单词过少的句子。需要注意的是,英文写作不能一味地使用短句,因为段落中的短句过多,不仅使得段落显得单调,而且使得段落非常零散、内容浅薄。一旦发现段落中尽是短句,建议您在语句的主干上增添一些修饰成分。

## 长句

通篇未出现过长的句子。文章较为流畅,表意清晰。

过长句子是指结构过于复杂、词语过多的句子。您在写作中对长句数量的安排十分合理,请继续保持。

## 句型复杂度

在Sentence Complexity方面,您基本没有能力使用强调句、各类从句、双重否定句、倒装句等复杂句型。全文的句型复杂度较低。

文中第6段中的句型复杂度较低。

要学会用复杂的单词和结构表达意群,注重句子的多样性。对于同一语意的不同表达,同学们可以从改变句子的开头开始练习。您还可以着重复习并运用主语从句、同位语从句、强调句、倒装句等高分句型,适当背记一些诸如'It is an unassailable fact that...'的句型。在写作中将漂亮的句型秀一秀,也不失为扩充文章、冲刺高分的好思路。

## 分段合理性

全文整体段落划分较清晰,但个别段落的划分并不十分合理。

对于写作来说,分段是影响整篇文章得分非常重要的一个因素,甚至可以说是一篇作文的门面。因为托福的改卷考官往往在批改一篇作文上只会花2-3分钟,如何在这短短几分钟的时间内给人留下深刻印象,文章的分段结构是第一关键。应对国外考试作文,尤其是托福的写作,最简单,看似最cliché,但同时也是最经典的,就是“五段论”的结构。简而言之,就是“总分总”的结构。

## 字数

您的Word Count远未达到托福独立写作的字数要求(300字),这将会导致失分。

对于独立写作的字数要求,官方的说法是:"An effective response is typically about 300 words long. If you write fewer than 300 words, you may still receive a top score, but experience has shown that shorter responses typically do not demonstrate the development of ideas needed to earn a score of 5."可见,若想获得高分,考生最好能将文章写到300字以上,虽然有些文章字数不足但仍可获得满分,可是事实上这种情况罕有,要充分地对照题展开阐述,从而有利地支持文章观点,充足的字数是必须的。

## Organization&Development

在Organization和Development层面上,您的文章结构基本清晰,展开基本充分。但是一些论点所用的解释、例证或细节没有充分展开。

建议在条件允许的情况下多开展针对性练习。如针对此项评分原则,考生可以练习如何运用连接词,如何安排过渡句,以及如何事先构思,用最清晰的思路、最统一的思想、最直白的回答完成一篇最有挑战性的托福独立写作。

## 组织

在Organization方面,您的文章脉络基本清晰,组织有序。虽然在个别部分的组织上有所欠缺,通篇基本具备导论、主旨、分论点、论证、总结部分,基本符合托福独立写作的要求。

例如,从整体结构上看,文章缺乏强有力的Conclusion。

托福写作通常是一个五段三点式的写作,通常我们也叫鱼骨头(Fish Bone)式。这样的结构就是最为普遍的议论文结构,开头段+中间三段+结尾段。千万不要小看这样的结构,以为这样的结构过于简单,过于八股。其实,新托福写作考查的也就是考生是否会熟练运用这样的结构去表达自己对一个观点的看法。美国的高中生会专门用一年的时间来学习这样的结构。所以在准备托福写作的时候,应该特别注意要熟练运用五段三点式这样的结构。

## 发展

您的文章在Development方面表现处于中下水平,您基本无法使用足够的例子或细节对分论点进行论证,导致段落展开不充分。

如文章第8段中的论述篇幅过短,希望能引起您的注意。

托福独立写作评分标准在文章的论证发展上提出了三点要求:1.要有说理;2.要有例子;5.要有细节。细节分为两个方面,一是语言的细化,主要体现在用词的准确性上,这是需要一段时间的积累加上特别训练才能达到的。二是例子的细化,体现在描述的细致性上,要做到这一点,除了刻意加上一些人名地名,显得描写细致以外,还需要学生多看原味英语,细细体味。考生的论据一定要具体、明确,且对论点有支持作用,而不能空洞陈词滥调。

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## LexicalComplexity

### 词汇复杂度

纵观全文，您的写作应用词汇量一般。同时，您使用复杂词汇的能力尚待提升。

全文中存在不少简单词汇，例如one,time等。

托福独立写作虽然不要求大家要应用多复杂、多高级的词汇，但是能拿到托福独立写作高分的考生都能尽量避免初级词汇在托福独立写作中占据重要地位的现象。这是需要大家在平时对词汇进行大量的积累和不断的练习才能达到的。如果有充分的时间，可以选择一些文字类新闻多一些的英文网站，通过阅读新闻来积累单词。首先，很多社会新闻可以成为我们写作的构思素材；其次，多元化的新闻不容易让人产生死背单词的枯燥感。

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