

Internet-Based Test Examinee Score Report

for the Test of English as a Foreign Language		
Registration Number: 1000	diday/ofile	
Name: Multiplier in Test		,
Gender:	Native Country: Italy	1 1 2
Date of Birth:	Native Language: ITALIAN	

Test Date: 27 Jun 2009 Sponsor Code: st. Code Dept. Code:

## M09042

betteghella, maria piazza bovio 22 80133 napoli, italy Italy

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Reading	27
Listening	TEON
Speaking	
Writing	\$2.00 m
Total Score	MIEN

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ATCETCHIE SKILLS AND LEVEL 28	Youtherdinence
Reading	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 序号 Level	Your Performance
	Test takers who receive a score at the HIGH level, as you did, typically understand conversations and fectures 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

synthesize information, even when it is not presented in sequence, and make correct inferences on

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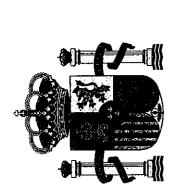
intentions indirectly); and

the basis of that information.

Listening



instituto Cervantes





El Ministro de Educación, Cultura y Deporte y, en su nombre, el Director del Instituto Cervantes, considerando que, conforme a la legislación vigente,

## Dona MARIA BETTEGHELLA

que nació el 14 de agosto de 1987 en NAPOLI (ITALIA), ha superado las pruebas celebradas en julio de 2015 en NÁPOLES (ITALIA), según lo previsto en el Real Decreto 1137/2002, de 31 de octubre (BOE de 8 de noviembre), modificado por el Real Decreto 264/2008, de 22 de febrero (BOE de 12 de marzo), expide el presente

## DIPLOMA DE ESPAÑOL COMO LENGUA EXTRANJERA NIVEL C1

Dado en Madrid, a 10 de septiembre de 2015.

La interesada,

El Director del Instituto Cervantes,

Víctor García de la Concha

El Director Académico,

IMMEIANLA

Julio Martínez Mesanza