

CERTIFICATE OF ACHIEVEMENT

This is to certify that АУБАКИРОВ ЕРЛАН ЖАНАЙДАРОВИЧ

achieved the following scores on the

TOEFL ITP' Test

Listaning Comprehension: 63 Structure & Written Expression: 57 Reading Comprehension: 67 Total: 617

Barid G. Dayne

Vice President and Chief Operating Officer Global Education Division, ETS

Under the auspices of U-Future Att Almaty Kazasinstan Date: 31 Jul 2020 Stee: 0656628



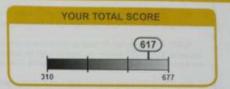
TOEFL® ITP Official Score Report

Student Name: AUBAKIROV, YERLAN

Student Number: 0196

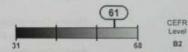
Date of Birth: 17 Dec 1985 Gender: M

Test Date: 31 Jul 2020



Listening Comprehension

Test takers who score between 54 and 63 may have the following strengths.



integrate information across two utterances in order to understand an implied meaning

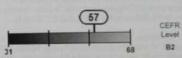
understand the meaning of a variety of idioms and colloquial expressions (e.g., "if's probably for the best," "All I can say is ...")

and, when listening to a short academic lecture or extended conversation, to:

understand a main idea or purpose that is explicitly stated or reinforced
 understand explicitly stated details that are reinforced or marked as important

Structure and Written Expression

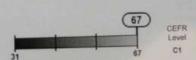
Test takers who acore between 53 and 63 may have the following strengths:



use suffixes and other morphemes in crafting appropriate word forms
modify nouns by adding participles, relative clauses, appositives, etc.
deal with multiple and less frequent uses of common words
understand limitations imposed by the use of specific vocabulary, as with phrasal verbs such as "refer to" inwhich only a particular preposition may follow a particular verb
recognize acceptable variations in basic grammatical rules, as well as exceptions to those rules.

Reading Comprehension

Test takens who score between 63 and 67 may have the following strengths.



Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when:

otexts contain an accumulation of low-frequency academic vocabulary comparisons and contrasts, causal relationships, illustrations, etc., are not explicitly stated or indicated by discourse markers texts are on abstract topics, such as music composition and computer animation

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82





