INFORMAZIONI PERSONALI	Zingaro Vincenzo

ESPERIENZA PROFESSIONALE

01/05/2015–alla data attuale

Assistente redattore
Aisthesis - Pratiche, linguaggi e saperi dell'estetico (Firenze University Press), Firenze (Italia)

22/04/2015–alla data attuale

Aiuto segreteria di redazione
Atque. Materiali tra filosofia e psicoterapia - Moretti & Vitali Editore., Firenze/Bergamo (Italia)

01/10/2016–alla data attuale

Dottorando di ricerca in filosofia (curricula in estetica, teoretica e filosofia del linguaggio)
Università degli Studi di Firenze/Università degli studi di Pisa, Firenze/Pisa (Italia)

01/10/2015–alla data attuale

Tutor didattico IUL
Italian University Line, Firenze (Italia)

Tutor per l'insegnamento di Estetica all'interno del corso di laurea in "Metodi e Tecniche delle Interazioni Educative".

ISTRUZIONE E FORMAZIONE

04/10/2006–06/07/2012

Laurea di primo livello in "Comunicazione Linguistica e Multimediale"
Livello 6 QEQ

Università statale di Firenze, Firenze (Italia)

Conseguimento della laurea di primo livello in "Comunicazione Linguistica e Multimediale" (L20) con la votazione di 106/110.

01/10/2012–29/04/2015

Laurea Magistrale in teoria della comunicazione
Livello 7 QEQ

Università degli studi di Firenze, Firenze (Italia)

Conseguimento della laurea magistrale in "Teorie della Comunicazione" (LM-92) con la votazione di 110/110 e lode.

COMPETENZE PERSONALI

Lingua madre	italiano

Lingue straniere

COMPRENSIONE		PARLATO		PRODUZIONE SCRITTA
Ascolto	Lettura	Interazione	Produzione orale	
inglese				
C2	C2	C2	C2	C1
TOEFL iBT				
				Documenti collegati TOEFL Score Report.pdf
francese				
B2	B2	B1	B1	A2

Livelli: A1 e A2: Utente base - B1 e B2: Utente autonomo - C1 e C2: Utente avanzato
Quadro Comune Europeo di Riferimento delle Lingue

ALLEGATI

■ TOEFL Score Report.pdf

TOEFL Score Report.pdf 🔗

TOEFL iBT® Test Taker Score Report

Name: Zingaro, Vincenzo
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: v.zingaro@gmail.com

Gender: M   **Registration Number:** 0000 0000 2841 8685

Date of Birth: 26 Jul 1986   **Test Date:** 15 Jul 2016   **Sponsor Code:**

Zingaro, Vincenzo
Via Giovanni Sercambi, 37
Florence, Italy
Italy

Country of Birth: Italy | Inst. Code | Dept. Code
Native Language: ITALIAN
Test Center: STN14174A - Technet - Bologna - a Division of KION sPA
Test Center Country: Italy

TOEFL iBT Scaled Scores

Reading	28
Listening	26
Speaking	28
Writing	24
Total Score	**106**

18

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ID Type: National ID   **ID No.:** xxxxxxxxxxxxxxxxxxx0589   **Issuing Country:** Italy

Reading Skills	Level	Your Performance
Reading	High	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	Level	Your Performance
Listening	High	Test takers who receive a score at the **HIGH 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. 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 intentions indirectly); and • synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

Speaking Skills	Level*	Your Performance
Speaking about Familiar Topics	Good	Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.
Speaking about Campus Situation	Good	Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar, or vocabulary.
Speaking about Academic Course Content	Good	Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.

Writing Skills	Level*	Your Performance
Writing based on Reading and Listening	Good	You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with • slight imprecision in your summary of some of the main points and/or • use of English that is occasionally ungrammatical or unclear.
Writing based on Knowledge and Experience	Fair	You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as • you may not provide enough specific support and development for your main points; • your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or • grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL 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 the TOEFL iBT test. 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
Total Score	0-120

Score Legends:

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

Speaking Skills	
Level	Total Scaled Score Range
Good	26-30
Fair	18-25
Limited	10-17
Weak	0-9

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

Writing Skills	
Level	Total Scaled Score Range
Good	24-30
Fair	17-23
Limited	1-16
Score of Zero	0

Institution Codes: The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

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

Additional information about TOEFL iBT scores can be found on the Test Takers section of the TOEFL website at **www.ets.org/toefl.**

* Skill levels for speaking and writing individual skills are estimates of performance at the *item* level. The total writing and speaking scaled scores and ranges are more accurate. Therefore it is not appropriate to combine the individual skill levels. Doing so may lead to apparent inconsistencies between the diagnostic feedback and reported writing and speaking scores.