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To whom it may concern

As a teacher of English as a foreign language working in Germany, I can say that I have known Thorben Langhinrichs for a number of years.

During two and a half years of his secondary modern school education, between the age of 12 and 14, he received English coaching to improve his exam results. At that time he was mischievous and extremely inattentive, lessons being of minor importance in his youthful life. Any endeavours of mine aimed at bringing his English up to an acceptable exam standard did not bear fruit.

However, last year, I was approached by a friendly, open and mature young man asking for my help filling in forms etc prior to a gap year in Australia. The very same Thorben. He told me he now knew how much time he had wasted at school, what had changed his opinion about education and brought about his reformation, how he had managed to continue on through school to gain the German equivalent of A-levels and also about his very definite plans for the future.

A year later, after his gap year in Australia and New Zealand, our paths crossed again. This time I became aware of a proficient student of English seeking every possibility to maintain the language fluency he had attained in Australia and to enhance this proficiency through in-depth language studies and conversation courses.

Thorben's gap year has given him not only an excellent knowledge of English, but has enabled him to develop many positive facets of his character and his own personal strengths as a non-assuming man with definite aims for the future. During language lessons we have spoken about many aspects of his future academic career, which he most definitely sees at a British university reading Economics.

Carol Jesse.



TOEFL
Internet-Based Test Examinee Score Report
for the Test of English as a Foreign Language

Registration Number:	0000 0000 0298 6682		
Name:	Langhinrichs, Thorben		
Gender:	M	Native Country:	Germany
Date of Birth:	12 Mar 1985	Native Language:	GERMAN
Test Date:	24 Feb 2007		
Sponsor Code:			
Inst. Code:	Dept. Code:		



M03792
Langhinrichs, Thorben
Hagebuttenwiese 4A
Uetersen, Schleswig-Holstein 25436
Germany

Beglaubigung
(nur zur Vorlage bei einer Behörde)

Es wird beglaubigt, daß die Kopie
mit dem vorgelegten Original übereinstimmt.
Uetersen, den 19. JUN. 2007

Stadt Uetersen

Bürgermeister
I. A. [Signature]

TOEFL SCALED SCORES	
Reading	27
Listening	20
Speaking	19
Writing	24
Total Score	90

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Reading Skills	Level	Your Performance
Reading	High (22-30)	<p>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.</p> <p>Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none"> • 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	Intermediate (14-21)	<p>Test takers who receive a score at the INTERMEDIATE 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 INTERMEDIATE level typically can</p> <ul style="list-style-type: none"> • 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; • understand how information is being used (for example, to provide support or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • 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 • 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.



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Speaking Skills	Level	Your Performance
Speaking about Familiar Topics	Fair (2.5-3.0)	Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication.
Speaking about Campus Situations	Fair (2.5-3.0)	Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles, and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary, and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.
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 Listening	Good (4.0-5.0)	You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> 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 (2.5-3.5)	You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as <ul style="list-style-type: none"> 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.

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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 colleges as part of their admission criteria and will not be shared unless you have granted 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
Total Score	0-120

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 official score reports sent, follow the directions on the attached Score Report Request Form.

DEPT.	WHERE THE REPORT WAS SENT
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law
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
00	Admissions office for undergraduate study or an institution or agency that is not a college or university

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

Additional information about TOEFL iBT scores can be found on the Learners and Test Takers section of the TOEFL web site at www.ets.org/toefl.

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