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Name: [REDACTED]

Email: [REDACTED]

Gender: M

Date of Birth: [REDACTED]

Registration Number: [REDACTED]

Test Date: [REDACTED]

Sponsor Code: [REDACTED]



TOEFL iBT Scaled Scores

Reading	26
Listening	25
Speaking	26
Writing	28
Total Score	105

Country of Birth: [REDACTED]

Inst. Code

Dept. Code

Native Language: [REDACTED]

Test Center: [REDACTED]

Test Center Country: [REDACTED]

Security Identification

ID Type: [REDACTED]

ID No.: [REDACTED]

Issuing Country: [REDACTED]

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Reading Skills	Level	Your Performance
Reading	High	<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	High	<p>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.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none">• 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.



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IELTS Test score



4th December 2017

To whom it may concern

I would like to certify that my student **Samuel DOUILLEZ**, who is applying for an internship within your company, meets your language prerequisite.

He is currently enrolled in a Master's Degree in Reservoir Geology major and is attending my English class. This course is taught entirely in English with a B2/C1 level; it is based on lessons taken from English materials and involves considerable interaction with students.

Samuel has shown a particular interest in the course, actively participating during my classes, and has already presented several topics by himself in English. I have no doubt that his communicative ability in the language, together with his professional and positive attitude, are sufficient for him to take full advantage of such a great opportunity with you.

I have no hesitation in recommending **Samuel DOUILLEZ** and hope his application will receive due consideration. Should you have any further questions, please contact me at the e-mail address below.

Yours faithfully,

Sonia GOUIRAND

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Recommendation letter

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