**LANGUAGE CERTIFICATE**

How to fill in the Assessment Grid:

* EVALUATION GRID: shows major categories of language use at each of the six levels. It profiles’ the applicant main language skills.
* Applicant: fill in APPLICANT PERSONAL DETAILS, DECLARATION applicant section and the EVALUATION GRID (only applicant section).
* Teacher: fill in TEACHER INFORMATION, APPLICANT LANGUAGE LEVEL, DECLARATION teacher section and the EVALUATION GRID (only teacher section).

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| **Applicant personal details** | | | | |
| Name and surname: | |  | | |
| Level of mobility: | | \_Undergraduate \_Master \_Doctorate \_Post-doctorate | Home institution: | South Ural State University |
| Language to be assessed: | | English | | |
| **Teacher information**  **The teacher must be a professional language teacher of the language to be evaluated and work in the specific language department.** | | | | |
| Name of teacher: | Ksenia Volchankova | | | |
| Name of department: | Foreign Languages Department | | | |
| Phone (incl. code): | +7-351-267-97-98 | | | |
| e-mail: | volchenkovakn@susu.ru | | | |

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| **Applicant language level (Teachers only)** | | | | | |
| The candidate level of knowledge of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_language is | | | | | |
| * A1   Breakthrough | * A2   Waystage (basic) | * B1   Threshold  (independent user) | * B2   Vantage  (independent user) | * C1   Effective Operational Proficiency (Proficient user) | * C2   Mastery  (Proficient user) |

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| **DECLARATIONS** | |
| APPLICANT | TEACHER: |
| * I promise to follow a higher language course if am selected, previously to the start of the academic course (only for applicants that lack the minimum language requirement by one level). | By signing I declare that I am, at the moment, academic staff of one Higher Educational Institution and that I am qualified to evaluate the applicant’s language knowledge of the language assessed. |
| Signature and date:  \_\_/\_\_/\_\_\_\_\_  By signing I promise to hand in the corresponding International Language Certificate upon request | Signature and date (STAMP):  \_\_/\_\_/\_\_\_\_\_ |

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| **EVALUATION** | | | | | | | | **SCALE** | |
|  | | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** |
| UNDERSTANDING | Listening | I can recognize familiar  words and very basic  phrases concerning  myself, my family and  immediate concrete  surroundings when people speak slowly and clearly. | I can understand phrases and  the highest frequency vocabulary related to areas of most immediate personal  relevance (e.g. very basic  personal and family  information, shopping, local  area, employment). I can  catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech  and lectures and follow even  complex lines of argument  provided the topic is reasonably  familiar. I can understand most  TV news and current affairs  programmes. I can understand  the majority of films in standard  dialect. | I can understand extended  speech even when it is not  clearly structured and when  relationships are only implied  and not signalled explicitly. I  can understand television  programmes and films  without too much effort. | I have no difficulty in  understanding any kind of spoken  language, whether live or  broadcast, even when delivered  at fast native speed, provided. I  have some time to get familiar  with the accent. | Applicant   * A1 * A2 * B1 * B2 * C1 * C2 | Teacher:   * A1 * A2 * B1 * B2 * C1 * C2 |
| Reading | I can understand familiar  names, words and very  simple sentences, for  example on notices and  posters or in catalogues. | I can read very short, simple  texts. I can find specific,  predictable information in  simple everyday material such as advertisements,  prospectuses, menus and  timetables and I can understand short simple  personal letters. | I can understand texts that consist  mainly of high frequency everyday  or job-related language. I can  understand the description of events,  feelings and wishes in personal  letters. | I can read articles and reports  concerned with contemporary  problems in which the writers  adopt particular attitudes or  viewpoints. I can understand  contemporary literary prose. | I can understand long and  complex factual and literary  texts, appreciating distinctions  of style. I can understand  specialised articles and longer  technical instructions, even  when they do not relate to my  field. | I can read with ease virtually all  forms of the written language,  including abstract, structurally or  linguistically complex texts such  as manuals, specialised articles  and literary works. | * A1 * A2 * B1 * B2 * C1 * C2 | * A1 * A2 * B1 * B2 * C1 * C2 |
| SPEAKING | Interaction | I can interact in a simple  way provided the other  person is prepared to  repeat or rephrase things at a slower rate of speech  and help me formulate  what I'm trying to say. I  can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple  and routine tasks requiring a  simple and direct exchange ofinformation on familiar topics  and activities. I can handle  very short social exchanges,  even though I can't usually  understand enough to keep the  conversation going myself. | I can deal with most situations likely  to arise whilst travelling in an area  where the language is spoken. I can  enter unprepared into conversation  on topics that are familiar, of  personal interest or pertinent to  everyday life (e.g. family, hobbies,  work, travel and current events). | I can interact with a degree of  fluency and spontaneity that  makes regular interaction with  native speakers quite possible. I  can take an active part in  discussion in familiar contexts,  accounting for and sustaining my  views. | I can express myself fluently  and spontaneously without  much obvious searching for  expressions. I can use  language flexibly and  effectively for social and  professional purposes. I can  formulate ideas and opinions  with precision and relate my  contribution skillfully to those  of other speakers. | I can take part effortlessly in any  conversation or discussion and  have a good familiarity with  idiomatic expressions and  colloquialisms. I can express  myself fluently and convey finer  shades of meaning precisely. If I  do have a problem I can  backtrack and restructure around  the difficulty so smoothly that  other people are hardly aware of  it. | * A1 * A2 * B1 * B2 * C1 * C2 | * A1 * A2 * B1 * B2 * C1 * C2 |
| Production | I can use simple phrases  and sentences to describe  where I live and people I  know. | I can use a series of phrases  and sentences to describe in  simple terms my family and  other people, living  conditions, my educational  background and my present or most recent job. | I can connect phrases in a simple  way in order to describe experiences  and events, my dreams, hopes and  ambitions. I can briefly give reasons  and explanations for opinions and  plans. I can narrate a story or relate  the plot of a book or film and  describe my reactions. | I can present clear, detailed  descriptions on a wide range of  subjects related to my field of  interest. I can explain a viewpoint  on a topical issue giving the  advantages and disadvantages of  various options. | I can present clear, detailed  descriptions of complex  subjects integrating subthemes,  developing particular  points and rounding off with  an appropriate conclusion. | I can present a clear, smoothlyflowing  description or argument  in a style appropriate to the  context and with an effective  logical structure which helps the  recipient to notice and remember  significant points. | * A1 * A2 * B1 * B2 * C1 * C2 | * A1 * A2 * B1 * B2 * C1 * C2 |
| WRITING | Writing | I can write a short, simple  postcard, for example  sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes  and messages relating to  matters in areas of immediate  needs. I can write a very  simple personal letter, for  example thanking someone  for something. | I can write simple connected text on  topics which are familiar or of  personal interest. I can write  personal letters describing  experiences and impressions. | I can write clear, detailed text on  a wide range of subjects related  to my interests. I can write an  essay or report, passing on  information or giving reasons in  support of or against a particular  point of view. I can write letters  highlighting the personal  significance of events and  experiences. | I can express myself in clear,  well-structured text,  expressing points of view at  some length. I can write about  complex subjects in a letter,  an essay or a report,  underlining what I consider to  be the salient issues. I can  select style appropriate to the  reader in mind. | I can write clear, smoothly flowing  text in an appropriate  style. I can write complex letters,  reports or articles which present a  case with an effective logical  structure which helps the  recipient to notice and remember  significant points. I can write  summaries and reviews of  professional or literary works. | * A1 * A2 * B1 * B2 * C1 * C2 | * A1 * A2 * B1 * B2 * C1 * C2 |

\* Levels and description extracted from the Common European Framework of Reference for Languages, Language Policy Division.