



ERANET-MUNDUS and ERANET-PLUS: Euro-Russian Academic Network – MUNDUS and PLUS  
Language Certificate for 2<sup>nd</sup> Call for Applications (ERANET-PLUS)  
Language Certificate for 3<sup>rd</sup> Call for Applications (ERANET-MUNDUS)



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's 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).

APPLICANT PERSONAL DETAILS			
Name and Surname:	Evgenii Potapov		
Level of Mobility:	Undergraduate	Master	Post-doctorate
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 the teacher:	Petrovicheva Yulia Nikolayevna
Name of department:	International Affairs
Phone (incl. code):	+7(4852) 788680
e-mail:	capblack2007@yandex.ru

APPLICANT LANGUAGE LEVEL (Teacher only)			
The candidate level of knowledge of the language is:			
<input type="checkbox"/> A1 Breakthrough (Basic user)	<input type="checkbox"/> A2 Waystage (Basic user)	<input type="checkbox"/> B1 Threshold (Independent user)	<input type="checkbox"/> B2 Vantage (Independent user)
		<input checked="" type="checkbox"/> C1 Effective Operational Proficiency (Proficient user)	<input type="checkbox"/> C2 Mastery (Proficient user)

DECLARATIONS	
APPLICANT:	TEACHER:
<input checked="" type="checkbox"/> I promise to follow a higher language course if I 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 of the partner institutions in the ERANET-MUNDUS or ERANET-PLUS consortium and that I am qualified to evaluate the applicant's language knowledge of the language assessed.
Signature and date:	Signature and date (STAMP):
16/12/2014 [Signature]	[Stamp: International Affairs YSU] 16/12/2014 [Signature]

By signing I promise to hand in the corresponding International Language Certificate, if I am selected, before June 10<sup>th</sup>, 2014.





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EVALUATION						SCALE	
	A1	A2	B1	B2	C1	C2	
UNDERSTANDING	Listening	I can recognise 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.	Teacher: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	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.	Teacher: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> C1 <input type="checkbox"/> C2
SPEAKING	Spoken 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 of information 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.	Teacher: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> C1 <input type="checkbox"/> C2
	Spoken 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 a clear, smoothly-flowing 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.	Teacher: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> C1 <input type="checkbox"/> 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.	Teacher: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> C1 <input type="checkbox"/> C2

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