

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



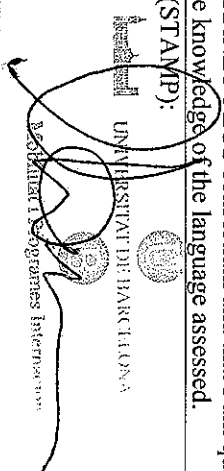

How to fill in the Assessment Grid:

- 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).

APPLICANT PERSONAL DETAILS			
Name and Surname:	ALBINA SHILO		
Level of Mobility:	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Post-doctorate <input type="checkbox"/> Staff	Home Institution:	
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:	Dr. Marc Ruiz-Zorrilla Cruzate
Name of department:	General Linguistics
Phone (incl. code):	34 93 4034699
e-mail:	

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 checked="" type="checkbox"/> B2 Vantage (Independent user)	<input type="checkbox"/> C1 Effective Operational Proficiency (Proficient user)
			<input type="checkbox"/> C2 Mastery (Proficient user)	

DECLARATIONS	
<b>APPLICANT:</b>  <input 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).  Signature and date:	<b>TEACHER:</b>  By signing I declare that I am, at the moment, academic staff of one of the partner institutions in the ERANET-PLUS consortium and that I am qualified to evaluate the applicant's language knowledge of the language assessed.  Signature and date (STAMP): <div style="text-align: right;">               18/12/2014                UNIVERSITAT DE BARCELONA              Assessment Programmes International           </div>

By signing I promise to hand in the corresponding International Language Certificate, if I am selected, before June 10<sup>th</sup>, 2015.

EVALUATION							SCALE	
A1	A2	B1	B2	C1	C2		Applicant:	Teacher:
<b>UNDERSTANDING</b>  <b>Reading</b> 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.		<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
							<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input checked="" type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
<b>SPEAKING</b>  <b>Spoken Interaction</b> 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.	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.		<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
							<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input checked="" type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
<b>WRITING</b>  <b>Writing</b> 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 relevance. 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.		<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
							<b>Applicant:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input checked="" type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2	<b>Teacher:</b> <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2

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