



UNIVERSIDADE DE SÃO PAULO
Comissão de Relações Internacionais da FEA-RP/USP
International Office



ENGLISH LANGUAGE CERTIFICATE

Name of the student	
Home university	

Based on:

Course work in a language course completed.
Number of hours enrolled: _____
Evaluated by:
Name of the assessing person: _____
Name of the Institution: _____
Telephone: _____ e-mail: _____
Stamp of the Institution (mandatory): _____

An interview and a sample of written work (assessed abilities: listening, reading, speaking, writing).
Date(s): _____ Place(s): _____
Evaluated by:
Name of the assessing person: _____
Telephone _____ e-mail: _____
Address: _____
Stamp of the Institution (mandatory): _____

His/her language skills were assessed according to the Common European Framework of Reference for Languages as follows:

LISTENING

Good (B1, CEFR*): He/she can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she 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.

Very good (B2, CEFR*): He/she can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. He/she can understand most TV news and current affairs programmes. He/she can understand the majority of films in standard dialect.

Advanced (C1, CEFR*): He/she can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. He/she can understand television programmes and films without too much effort.

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Superior (C2, CEFR*): He/she has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. He/she has some time to get familiar with the accent.

READING

Good (B1, CEFR*): He/she can understand texts that consist mainly of high frequency everyday or job-related language. He/she can understand the description of events, feelings and wishes in personal letters.

Very good (B2, CEFR*): He/she can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. He/she can understand contemporary literary prose.

Advanced (C1, CEFR*): He/she can understand long and complex factual and literary texts, appreciating distinctions of style. He/she can understand specialised articles and longer technical instructions, even when they do not relate to his/her field.

Superior (C2, CEFR*): He/she 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.

SPOKEN INTERACTION

Good (B1, CEFR*): He/she can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she 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).

Very good (B2, CEFR*): He/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. He/she can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.

Advanced (C1, CEFR*): He/she can express himself/herself fluently and spontaneously without much obvious searching for expressions. He/she can use language flexibly and effectively for social and professional purposes. He/she can formulate ideas and opinions with precision and relate his/her contribution skilfully to those of other speakers.

Superior (C2, CEFR*): He/she can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. He/she can express himself/herself fluently and convey finer shades of meaning precisely. If he/she does have a



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problem he/she can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

SPOKEN PRODUCTION

- Good (B1, CEFR*):** He/she can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. He/she can briefly give reasons and explanations for opinions and plans. He/she can narrate a story or relate the plot of a book or film and describe my reactions.
- Very good (B2, CEFR*):** He/she can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. He/she can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Advanced (C1, CEFR*):** He/she can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.
- Superior (C2, CEFR*):** He/she 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

WRITING

- Good (B1, CEFR*):** He/she can write simple connected text on topics which are familiar or of personal interest. He/she can write personal letters describing experiences and impressions.
- Very good (B2, CEFR*):** He/she can write clear, detailed text on a wide range of subjects related to his/her interests. He/she can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. He/she can write letters highlighting the personal significance of events and experiences.
- Advanced (C1, CEFR*):** He/she can express himself/herself in clear, well-structured text, expressing points of view at some length. He/she can write about complex subjects in a letter, an essay or a report, underlining what he/she considers to be the salient issues. He/she can select style appropriate to the reader in mind.
- Superior (C2, CEFR*):** He/she can write clear, smoothly-flowing text in an appropriate style. He/she 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. He/she can write summaries and reviews of professional or literary works.

Additional comments relating to the student's language skills, when relevant:

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- In my opinion, he/she should have no major difficulty in attending university classes in which the language of instruction is English language.
- In my opinion, he/she should improve her/his language skills before beginning study at a university which the language of instruction is English language.

I declare that the above evaluation is true to the best of my knowledge and belief.

Nome do Avaliador:	Carimbo:
Assinatura:	

Vistar: