



European skills passport

Table of contents

Name of attachment	Page
Julia olenkiewicz CV.pdf	2
Julia Olenkiewicz, passport.pdf	3
CIA Poland letter of application Julia Olenkiewicz.pdf	6

Julia olenkiewicz CV.pdf



Curriculum vitae

PERSONAL INFORMATION Julia Olenkiewicz

STUDIES APPLIED FOR Art- Photography Studies

EDUCATION AND TRAINING

09/03/2015–13/03/2015

Liceum Plastyczne w Gronowie Górnym, Elbląg (Poland)
History of Arts, Photography and Screenprinting Training

01/09/2014–Present

Liceum Plastyczne w Gronowie Górnym, Elbląg (Poland)
Learning in Fine Arts High School on a Photography profile

PERSONAL SKILLS

Mother tongue(s) Polish

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	B2	B2	B2	B2	B2
German	A2	A2	A1	A1	A1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills - good communication skills gained during the students exchange within Career In Art project

Job-related skills - good skill of working in photography studio

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Basic user	Basic user	Basic user	Basic user	Basic user

Digital competences - Self-assessment grid

Julia Olenkiewicz, passport.pdf



Language passport

Julia Olenkiewicz

Mother tongue(s) Polish	Other language(s) English, German
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English				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B2 Independent user	B2 Independent user	B2 Independent user	B2 Independent user	B2 Independent user
Certificates and diplomas				
Title	Awarding body		Date	Level*
–	–		–	–
Linguistic and intercultural experience				
Description			Duration	
Using languages while living or travelling abroad: I used the English language during the exchange with studentst from Turkey, Slovakia, Slovenia, Romania and Belgium within the Career In Art project.			07/03/2015–14/03/2015	

German				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
A2 Basic User	A2 Basic User	A1 Basic User	A1 Basic User	A1 Basic User
Certificates and diplomas				

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).



Title	Awarding body	Date	Level*
–	–	–	–
Linguistic and intercultural experience			
Description		Duration	
Using languages while living or travelling abroad: I used the German language during the two different school exchanges (in 2014 and 2015).		21/09/2015–28/09/2015	

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
 The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand 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.
	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.
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.	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.
	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 clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	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.
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. 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 a 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.

Common European Framework of Reference for Languages (CEFR) © Council of Europe

CIA Poland letter of application Julia Olenkiewicz.pdf

Julia Olenkiewicz
Nowy Dwór 7
82-300 Elbląg

30th May 2016

University of Gdańsk
Arts Department

Dear Sirs,

I am writing to apply for a place at your University, at the Arts Department, which I saw advertised in Artistic Journal of 25th May, 2016.

I have always been interested in Arts. Therefore I decided to go to Fine Arts High School in Gronowo Górze 4 years ago. In this school I had a chance to participate in different classes ranging from Drawing and Painting to Sculpture and Photography. I have received good and very good marks with the average score of 5.0. Going to that school has broadened my artistic knowledge and given me a taste of various techniques, which helped me choose my future career path.

My teachers have always praised me for my punctuality, organisation skills and creativity. Apart from that I believe I am honest, trustworthy and hard-working. I am a highly motivated person, therefore I am convinced your university will consider me a valuable student.

I have managed to receive various awards for my artistic creativity, including Grand Prix at the 2nd International Young Artists Competition, 3rd place at "A different view" contest for high school students in 2015 and many minor. Apart from that, I participated in an international exchange programme Erasmus+, Career In Art project, during which I went to various art workshops, developing my knowledge of artistic techniques and improving language skills.

Having in mind my all achievements, I trust I will be given entry to your Arts Department. I am open to come to an interview with your recruitment board and further examination.

I look forward to receiving your reply.

Yours faithfully,
Julia Olenkiewicz

PERSONAL INFORMATION **Jana Novak**

JOB APPLIED FOR **Designer**

EDUCATION AND TRAINING

01/09/2012–24/07/2016

Graphic Designer

EQF level 5

SŠOF Ljubljana, Ljubljana (Slovenia)

General: English, Maths, Slovene, History, Chemistry, Physics, Psychology, Biology

Professional: Graphic Design, Drawing, Art History, 3D Animation, Literary Theory

PERSONAL SKILLS

Mother tongue(s) Slovenian

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C1	C1	C1	C1	B2
German	A2	A2	B1	B2	A2

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills - good communication with people acquired throughout secondary schooling and summer time jobs as animator

Organisational / managerial skills - good team-leading skills gained working as animator
- good managerial skills gained working as designer in family business

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Independent user	Proficient user	Proficient user	Independent user	Independent user

Digital competences - Self-assessment grid

ANNEXES

■ letter of application.pdf

letter of application.pdf

Mariborska ulica 16
9000 Murska Sobota
Slovenia

7/5/2016

Leanne Murphy
Wasser Ltd.
The White House
Argyle Way
Stevenage Herts
SG1 2AD
England

Dear Mrs Murphy,

 I am writing to you in order to apply for the job post of door-to-door fund-raiser you advertised on the web.

My name is Laura Kračun and I have just finished my secondary education at a grammar school in Ljubljana, Slovenia. Since I am now 18 years old and close to being independent, I have decided to take a gap year before continuing my education, mostly because I would like to gather some valuable work experience. In my years of studying, I have attended a course in rhetoric, which I believe would help considerably with door-to-door fund raising, and I have been told that I am good at persuading the toughest sceptics.

However, I would like to know more about the provided accommodation and the salary, since I have been wondering if I would be staying with other girls my age. Regarding the salary, I would like to know if you could share the specific numbers.

To me, this job seems especially interesting, since I love working with people, and because it would be an excellent opportunity to acquire the experience and skills needed for my future career.

I look forward to hearing from you.

Yours sincerely,

Laura Kračun

B) DALJŠI PISNI SESTAVEK (150–160 besed) (Čas reševanja: 40 minut)

Pravkar ste končali srednjo šolo. Odločili ste se, da boste pred nadaljevanjem študija eno leto delali. Na spletu ste opazili spodaj navedeni oglas.


Contact: Leanne Murphy
Wesser Ltd.
The White House
Argyle Way
Stevenage Herts
SG1 2AD
England

THE ULTIMATE GAP YEAR JOB FOR STUDENTS!

St John Ambulance is the UK's leading first aid charity responsible for safe public events, first aid training and emergency responses. Wesser's aim is to make sure St John can continue to deliver these vital services by raising funds through their door-to-door fundraising campaigns.

We are looking for individuals who are going to raise funds door-to-door at various locations in England and Wales. This is a full time job and we also provide accommodation. We offer a reasonable salary. We expect you to commit to a minimum contract of only four consecutive weeks but you are welcome to stay longer.

Napišite pismo – **prošnjo za službo** – v približno **150 besedah**.
Namesto svojega pravega imena navedite naslednje **namišljeno ime ter naslov**:

Tina/Tine Kovač, Mariborska ulica 16, 9000 Murska Sobota

In your **letter of application** of about 150 words, not necessarily in this order,

- state your **reasons** for writing,
- **introduce yourself** (age, gender, nationality, qualifications),
- describe at least **two** of your **skills**,
- ask about at least **two things** you would like to **know more about**,
- **explain** how you expect to benefit from the job.

(20 točk)

Adapted from: <<http://www.summerjobs4students.co.uk/>>, November 11, 2009



Pașaport european al competențelor
Andreea Branzan

Cuprins

Denumirea atașamentului	Pagina
CL-Europass-20160621-Branzan-RO.pdf	2
CV-Europass-20160621-Brinzan-RO.pdf	3

CL-Europass-20160621-Branzan-RO.pdf

Andreea Branzan

 Alea Scolii, Rovinari (România) 0040799794922  100009694005735@facebook.com

Secretariatul Țării lui Andrei
Țara lui Andrei
Strada Coralilor nr. 22
Sector 1 Bucuresti
România

Targu Jiu, 07 iunie 2016

Subiectul: înscriere în Tabăra Meseriașilor

Stimată doamnă/Stimate domnule,

Va adresez aceasta scrisoare de intentie pentru a-mi exprima dorinta de a ma implica in activitatile taberei meseriasilor, temele abordate fiind un subiect de incrucisare in oricare domeniu din viata fiecaruia.

Consider ca acest program raspunde asteptarilor mele si domeniului de activitate pe care am ales sa-l urmez, sustinand faptul ca turismul nu reprezinta un dar, un aspect imprezibil de care se pot bucura doar cei norocosi. Totodata, practicand sport inca din copilarie as putea spune ca un exemplu de arta si creativitate il reprezinta karateul, in urma caruia am avut oportunitatea de a imi imbunatati diverse cunostinte prin participarea la concursuri atat nationale cat si internationale. In prezent studiez Turismul si Alimentatia si particip la diferite concursuri si cluburi, bazate atat pe munca in echipa cat si solo, am observat ca arta este bine simtita in jurul nostru si pot spune ca creativitatea se mai poate numi si distractia inteligentei. Pe langa asta, am avut ocazia sa fac parte dintr-un program Erasmus+ "Career In Art"- fiind unul dintre elevii participanti la schimbul din Belgia, care mi-a oferit sansa de a-mi dezvolta abilitatile de comunicare in limba engleza si franceza, dar si de a socializa si relationa mai usor in munca de echipa.

Cu toate acestea, vreau sa intaresc ideea ca ma incanta in mod favorabil tema proiectului, iar oportunitatea de a participa la acest proiect oferindu-mi o experienta unica atat educationala, cat si persoana, in conditiile in care voi avea contact cu elevi de aceeasi specialitate.

Vă mulțumesc,

Andreea Branzan

CV-Europass-20160621-Brinzan-RO.pdf



Curriculum vitae

INFORMAȚII PERSONALE

Andreea Maria Brinzan

 Aleea Scolii, Rovinari (Romania)

 0799794922

PROFILUL PERSONAL

EDUCAȚIE ȘI FORMARE

15/09/2008–31/08/2011

Invatamant Primar

Scoala Primara, Godinesti (România)

15/09/2011–31/08/2015

Invatamant Gimnazial

Scoala GFenerala, Godinesti (România)

15/09/2015–Prezent

Invatamant Liceal

Colegiul Auto Taian Vuia, TG JIU (România)

COMPETENȚE PERSONALE

Limba(i) maternă(e)

romana

Alte limbi străine cunoscute

	ÎNȚELEGERE		VORBIRE		SCRIERE
	Ascultare	Citire	Participare la conversație	Discurs oral	
franceza	B1	B1	B1	B1	B1
engleza	A1	A1	A1	A1	A1

Niveluri: A1 și A2: Utilizator elementar - B1 și B2: Utilizator independent - C1 și C2: Utilizator experimentat
Cadru european comun de referință pentru limbi străine

Competențe de comunicare

bune abilitati de comunicare dobandite in scoala
abilitati de lucru in echipa
buna integrare in colectiv

Competență digitală

AUTOEVALUARE				
Procesarea informației	Comunicare	Creare de conținut	Securitate	Rezolvarea de probleme
Utilizator independent	Utilizator elementar	Utilizator elementar	Utilizator elementar	Utilizator elementar

Competențele digitale - Grilă de auto-evaluare

Andreea Maria Brinzan

Limba(i) maternă(e) romana	Alte limbi străine cunoscute franceza, engleza
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franceza				
Autoevaluarea competențelor lingvistice				
ÎNȚELEGERE		VORBIRE		SCRIERE
 Ascultare	 Citire	 Participare la conversație	 Discurs oral	 Scriere
B1 Utilizator independent	B1 Utilizator independent	B1 Utilizator independent	B1 Utilizator independent	B1 Utilizator independent
Certificate și diplome				
Denumirea	Instituția emitentă	Data	Nivelul*	
–	–	–	–	
Experiență lingvistică și interculturală				
Descriere			Durata	
Utilizarea limbilor străine în șederi sau călătorii în străinătate: I have used it a lot during my stay during the last 4 summers in Belgium.			–	

engleza				
Autoevaluarea competențelor lingvistice				
ÎNȚELEGERE		VORBIRE		SCRIERE
 Ascultare	 Citire	 Participare la conversație	 Discurs oral	 Scriere
A1 Utilizator elementar	A1 Utilizator elementar	A1 Utilizator elementar	A1 Utilizator elementar	A1 Utilizator elementar

* Indicați nivelul în Cadrul European Comun de Referință (CECRL) dacă acesta este precizat pe certificat sau pe diplomă.
Pașaportul Lingvistic Europass face parte din Portofoliul Lingvistic European elaborat de către Consiliul Europei (www.coe.int/portfolio).



Certificate și diplome			
Denumirea	Instituția emitentă	Data	Nivelul*
–	–	–	–
Experiență lingvistică și interculturală			
Descriere		Durata	
Utilizarea limbilor străine în șederi sau călătorii în străinătate: I have used it during my last exchange in Belgium.		–	

* Indicați nivelul în Cadrul European Comun de Referință (CECRL) dacă acesta este precizat pe certificat sau pe diplomă.
Pașaportul Lingvistic Europass face parte din Portofoliul Lingvistic European elaborat de către Consiliul Europei
(www.coe.int/portfolio).

Cadrul European Comun de Referință pentru Limbi Straine - Grila de auto-evaluare

		A1 Utilizator elementar	A2 Utilizator elementar	B1 Utilizator independent	B2 Utilizator independent	C1 Utilizator experimentat	C2 Utilizator experimentat
Înțelegere	 Ascultare	Pot să înțeleg expresii cunoscute și propoziții foarte simple referitoare la mine, la familie și la împrejurări concrete, când se vorbește rar și cu claritate.	Pot să înțeleg expresii și cuvinte uzuale frecvent întâlnite pe teme ce au relevanță imediată pentru mine personal (de ex., informații simple despre mine și familia mea, cumpărături, zona unde locuiesc, activitatea profesională). Pot să înțeleg punctele esențiale din anunțuri și mesaje scurte, simple și clare.	Pot să înțeleg punctele esențiale în vorbirea standard clară pe teme familiare referitoare la activitatea profesională, școală, petrecerea timpului liber etc. Pot să înțeleg ideea principală din multe programe radio sau TV pe teme de actualitate sau de interes personal sau profesional, dacă sunt prezentate într-o manieră relativ clară și lentă.	Pot să înțeleg conferințe și discursuri destul de lungi și să urmăresc chiar și o argumentare complexă, dacă subiectul îmi este relativ cunoscut. Pot să înțeleg majoritatea emisiunilor TV de știri și a programelor de actualități. Pot să înțeleg majoritatea filmelor în limbaj standard.	Pot să înțeleg un discurs lung, chiar dacă nu este clar structurat, iar conexiunile sunt numai implicite și nu semnalate în mod explicit. Pot să înțeleg programe de televiziune și filme fără prea mare efort.	Nu am nici o dificultate în a înțelege limba vorbită, indiferent dacă este vorba despre comunicarea directă sau în transmisiuni radio, sau TV, chiar dacă ritmul este cel rapid al vorbitorilor nativi, cu condiția de a avea timp să mă familiarizez cu un anumit accent.
	 Citire	Pot să înțeleg nume cunoscute, cuvinte și propoziții foarte simple, de exemplu, din anunțuri, afișe sau cataloage.	Pot să citesc texte foarte scurte și simple. Pot să găsesc anumite informații previzibile în diverse materiale cotidiene (de ex., reclame, prospecte, meniuri, orare) și pot să înțeleg scrisori personale scurte și simple.	Pot să înțeleg texte redactate, în principal, într-un limbaj uzual sau referitor la activitatea mea profesională. Pot să înțeleg descrierea evenimentelor, exprimarea sentimentelor și a urărilor din scrisori personale.	Pot să citesc articole și rapoarte pe teme contemporane, în care autorii adoptă anumite atitudini și puncte de vedere. Pot să înțeleg proză literară contemporană.	Pot să înțeleg texte faprice și literare lungi și complexe, sesizând diferențele stilistice. Pot să înțeleg articolele specializate și instrucțiunile tehnice lungi, chiar dacă nu se referă la domeniul meu.	Pot să citesc cu ușurință orice tip de text, chiar dacă este abstract sau complex din punct de vedere lingvistic sau al structurii, de exemplu, manuale, articole specializate și opere literare.
Vorbire	 Participare la conversație	Pot să comunic într-o conversație simplă, cu condiția ca interlocutorul să fie dispus să repete sau să reformuleze frazele sale într-un ritm mai lent și să mă ajute să formulez ceea ce încerc să spun. Pot să formulez întrebări simple pe teme cunoscute sau de necesitate imediată și să răspund la asemenea întrebări.	Pot să comunic în situații simple și uzuale care presupun un schimb de informații simplu și direct pe teme și despre activități familiare. Pot să particip la discuții foarte scurte, chiar dacă, în general, nu înțeleg suficient pentru a înțelege o conversație.	Pot să fac față în majoritatea situațiilor care pot să apară în cursul unei călătorii printr-o regiune unde este vorbită limba. Pot să particip fără pregătire prealabilă la o conversație pe teme familiare, de interes personal sau referitoare la viața cotidiană (de ex. familie, petrecerea timpului liber, călătoriile, activitatea profesională și actualități).	Pot să comunic cu un grad de spontaneitate și de fluiditate care fac posibilă participarea normală la o conversație cu interlocutori nativi. Pot să particip activ la o conversație în situații familiare, exprimându-mi și susținându-mi opiniile.	Pot să mă exprim fluent și spontan, fără a fi nevoie să-mi caut cuvintele în mod prea vizibil. Pot să utilizez limba în mod flexibil și eficient în relații sociale și în scopuri profesionale. Pot să-mi formulez ideile și punctele de vedere cu precizie și să-mi conectez intervențiile bine de cele ale interlocutorilor mei.	Pot să particip fără efort la orice conversație sau discuție și sunt familiarizat(ă) cu expresii idiomatice și colocviale. Pot să mă exprim fluent și să exprim cu precizie nuanțe fine de sens. În caz de dificultate, pot să reau ideea și să-mi restructuriez formularea cu abilitate, în așa fel încât dificultatea să nu fie sesizată.
	 Discurs oral	Pot să utilizez expresii și fraze simple pentru a descrie unde locuiesc și oamenii pe care îi cunosc.	Pot să utilizez o serie de expresii și fraze pentru o descriere simplă a condițiilor de viață, a studiilor și a activităților mele profesionale prezente sau recente.	Pot să leg expresii și să mă exprim coerent într-o manieră simplă pentru a descrie experiențe și evenimente, visele mele, speranțele și obiectivele mele. Pot să îmi argumentez și explic pe scurt opiniile și planurile. Pot să povestesc o întâmplare sau să relatez intriga unei cărți sau a unui film și să-mi exprim reacțiile.	Pot să prezint descrieri clare și detaliate într-o gamă vastă de subiecte legate de domeniul meu de interes. Pot să dezvolt un punct de vedere pe o temă de actualitate, arătând avantajele și dezavantajele diferitelor opțiuni.	Pot să prezint descrieri clare și detaliate pe teme complexe, integrând subtemele, dezvoltând anumite puncte și terminându-mi intervenția cu o concluzie adecvată.	Pot să prezint o descriere sau o argumentație cu claritate și fluiditate, într-un stil adaptat contextului; cu o structură logică eficientă, care să ajute auditorul să sesizeze și să rețină punctele semnificative.
Scritere	 Scritere	Pot să scriu o carte poștală scurtă și simplă, de exemplu, cu salutări din vacanță. Pot să completez formulare cu detalii personale, de exemplu, numele, naționalitatea și adresa mea pe un formular de hotel.	Pot să scriu mesaje scurte și simple. Pot să scriu o scrisoare personală foarte simplă, de exemplu, de mulțumire.	Pot să scriu un text simplu și coerent pe teme familiare sau de interes personal. Pot să scriu scrisori personale descriind experiențe și impresii.	Pot să scriu texte clare și detaliate într-o gamă vastă de subiecte legate de domeniul meu de interes. Pot să scriu un eseu sau un raport, transmitând informații sau argumentând în favoarea sau împotriva unui punct de vedere. Pot să scriu scrisori subliniind semnificația pe care o aibă personal evenimentelor sau experiențelor.	Pot să mă exprim prin texte clare, bine structurate, dezvoltând punctele de vedere. Pot să tratez subiecte complexe într-o scrisoare, un eseu sau un raport, subliniind aspectele pe care le consider importante. Pot să selectez un stil adecvat destinatarului.	Pot să scriu texte clare, cursive, adaptate stilistic contextului. Pot să redactez scrisori, rapoarte sau articole complexe, cu o structură logică clară, care să-l ajute pe cititor să sesizeze și să rețină aspectele semnificative. Pot să redactez rezumate sau recenzii ale unor lucrări de specialitate sau opere literare.

Cadrul European Comun de Referință pentru Limbi Straine (CEFR). © Consiliul European



European skills passport

Barbora Bagalová

Table of contents

Name of attachment	Page
CL-Europass-20160621-Bagalová-SK.pdf	2
CV-Europass-20160301-Bagalová-EN.pdf	3
Language passport.pdf	5

CL-Europass-20160621-Bagalová-SK.pdf

Bagalová Barbora

📍 Tekovská/12, 935 31 Horná Seč (Slovensko)

📞 (+421) 902552612 ✉ barborabagalova@gmail.com

Mr. Ivan Braš
ART production s.r.o.
74 Tulipan's street, 3th floor
811 01 Bratislava
Slovensko

Levice, 21. júna 2016
Graphic designer

Mr. Braš,

I wrote this motivation letter, because I saw your advertisement on web page of your company. Now I study last year at high school of art in Levice in department of graphic design. I am interested for your offer of position of graphic designer. I can get in for employed ratio, because of school, but just for one year. After that I wanna go to the university, but for external studium. Then I can work on completed ratio.

In past I never worked at advertisement company, but I had a lot of orders for graphic propagations. I'm very responsible and punctual and I think this is important for your company. Every time I try to create new, smart and simple design, which is the most requested in this age.

I don't have a problem with communication and I can work in collective projects. I work with graphic programs like Corel Draw and Adobe PS or Indesign.

I am really thankfuly for your attention and for your time. I can come for job interview anytime from Monday to Friday to the 16:00.

I hope we can meet soon.

Yours sincerely,

Bagalová Barbora

CV-Europass-20160301-Bagalová-EN.pdf



Curriculum vitae

PERSONAL INFORMATION

Barbora Bagalová



📍 Tekovská/12, 935 31 Horná Seč (Slovakia)
📞 +421 902552612
✉ barborabagalova@gmail.com

WORK EXPERIENCE

01/01/2016–Present

Waiter

HUQQA s.r.o., Levice (Slovakia)

- prepare of water pipe
- customer's service
- making drinks

02/07/2015–31/12/2015

Waiter

Café - Bar Elisza, Levice (Slovakia)

11/11/2014–31/10/2015

Cook in fastfood

Drink, Levice (Slovakia)

EDUCATION AND TRAINING

02/09/2013–Present

Graphic designer

Stredná umelecká škola Ladislava Bielika, Levice (Slovakia)

General education subjects:

- slovak language and literature, english language, history, physics, informatics, math, economy

Expert subjects:

- history of art culture, figural draw, technical draw, technology, desing, graphic, foundations of photography

02/09/2004–30/06/2013

Elementary school of Andrej Kmeť, Levice (Slovakia)

PERSONAL SKILLS

Mother tongue(s)

Slovak

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	B2	B1	B2	B1	B2
German	A2	A2	A1	A1	A1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills - I like communication with people, I can talk with them about anything because I have a part-time job in bar and I speaking with our customers everytime when I am at work
- Reading is my favourite hobby and I think i have a big vocabulary because of it

Organisational / managerial skills I feel good when I can organized something, one time a would make money of it
(now I try orginize everything in school in our classroom and help with these things in my part- time job)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Independent user	Independent user	Basic user	Independent user	Independent user

Digital competences - Self-assessment grid

begginer with Corel Draw and Photoshop

Driving licence AM, B1, B

Language passport.pdf



Language passport

Barbora Bagalová

Mother tongue(s) Slovak	Other language(s) English, German
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English				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B2 Independent user	B1 Independent user	B2 Independent user	B1 Independent user	B2 Independent user
Certificates and diplomas				
Title	Awarding body		Date	Level*
–	–		–	–
Linguistic and intercultural experience				
Description	Duration			
–	–			

German				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
A2 Basic User	A2 Basic User	A1 Basic user	A1 Basic user	A1 Basic user
Certificates and diplomas				

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe
(www.coe.int/portfolio).



Title	Awarding body	Date	Level*
–	–	–	–
Linguistic and intercultural experience			
Description		Duration	
–		–	

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand 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.
	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.
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.	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 smoothly that other people are hardly aware of it.
	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 clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	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.
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. 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 a 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.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

PERSONAL INFORMATION



Jordy Joosten

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Jordyjoosten1@gmail.com

JJillustrations.com

Jordy Joosten is on Facebook

Sex Male | Date of birth 27/05/1997 | Nationality Dutch

PREFERRED JOB
PERSONAL STATEMENT

Graphic Designer / growing myself and the company.

WORK EXPERIENCE

Replace with dates (from - to)

Graphic Designer

Hanne Maes St*r-design Neerpelt

- Responsible for the graphic designs

EDUCATION AND TRAINING

09-01-2009 to 06-30-2016

Mater Dei Overpelt

Publicity and Illustration / Graphic Design

Very good knowledge of:

- Adobe Illustrator
- Adobe Photoshop
- Adobe Indesign

PERSONAL SKILLS

Mother tongue(s)

Dutch

Other language(s)

Replace with language

Replace with language

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
intermediate	intermediate	intermediate	intermediate	intermediate
English.				
intermediate	intermediate	intermediate	intermediate	intermediate
Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills

- good communication and social skills.

Organisational / managerial skills

- leadership: good organisational skills. At school I learned how to coordinate different projects.

- Job-related skills**
- A good insight of lay-out and colour schemes
 - Efficient and fast worker
 - Creative and inspired type of worker
 - Eager to learn
 - Good illustrator (digital and manual techniques)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Independent user	Independent user	Proficient user	Independent user	Independent user

Levels: Basic user - Independent user - Proficient user
[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificate(s)

- Adobe Illustrator
- Adobe Photoshop
- Adobe Indesign

- Other skills**
- Tattooing
 - Photography

Driving licence B

ADDITIONAL INFORMATION

Publications 2016: JAC "helping game"
The JAC is a Belgian consultancy and advice organ in order to support young people with specific problems. In cooperation with the JAC, I designed an educative game (packaging included) which became very successful: they have the intention to expand this publication.

References WICO Campus Mater Dei
Kloosterstraat 13 – 17
3900 Overpelt
Belgium