



Europass Language Passport

Part of the European Language Portfolio developed by the Council of Europe



SURNAME(S) FIRST NAME(S)	Lancellotti Elisa
Date of birth (*)	15/10/84
Mother tongue(s)	Italian
Other language(s)	English, German, French, Portuguese

ENGLISH									
Self-assessment of language skills (**)									
Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B2	Independent user	B2	Independent user	B2	Independent user	B2	Independent user	B2	Independent user
Diploma(s) or certificate(s) (*)									
Title of diploma(s) or certificate(s)				Awarding body		Date		European level (***)	
Qualifying examination for the English language				University of Bologna		2004		B 1	
English course for the intermediate level				Inarch		2013		B 2	
Linguistic experience(s) (*)									
Description						From		To	
Exchange program in Finland: one month living with a English-speaking family						16/06/00		10/07/00	
Exchange program in Sweden: two weeks in an international Camp						14/07/01		28/07/01	
University exchange program called "Erasmus" in Karlsruhe (Germany) where I could speak English						01/10/06		05/08/07	
Work exchange program "Leonardo" by the German association FASBA in Verden (Germany) where I could speak English; during that I have attended an English course for the intermediate level organized by the Italian sending organization Inarch.						01/06/13		22/12/13	

Explanatory note
 The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format
 More info on the Europass Language Passport: <http://europass.cedefop.europa.eu> - More info on the European Language Portfolio: www.coe.int/portfolio
 The template of the Europass language passport can be downloaded free of charge from the above websites.
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GERMAN

Self-assessment of language skills ^(**)

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B2	Independent user	B2	Independent user	B2	Independent user	B2	Independent user	B2	Independent user

Diploma(s) or certificate(s) ^(*)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level ^(***)
Zertificat Deutsch Zeugnis B1	Goethe-Institut	26/06/08	B1
Zertificat Deutsch Zeugnis B2	Telc – language tests	14.12.14	B2

Linguistic experience(s) ^(*)

Description	From	To
University exchange program “Erasmus” in Karlsruhe (Germany) where I attended 3 language course	01/10/06	05/08/07
I attended for one year the language’s german school DAF in Modena (the first part of the level B2)	01/10/09	30/06/10
Work exchange program “Leonardo” by the German association FASBA in Verden (Germany) where I’m attending a language course for the level B2.	01/06/13	22/12/13

(*) Headings marked with an asterisk are optional. (**) See Self-assessment grid on reverse. (***) Common European Framework of Reference (CEF) level if specified on the original certificate or diploma.

FRENCH

Self-assessment of language skills ^(**)

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
A2	Basic User	B1	Basic User	A1	Basic User	A1	Basic User	A1	Basic User

Linguistic experience(s) ^(*)

Description	From	To
Study at school for 3 years	1995	1998
Some holidays in French	2003	today

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PORTUGUESE

Self-assessment of language skills ^()**

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
A1	Basic User	A1	Basic User	A1	Basic User				

Linguistic experience(s) ^(*)

Description	From	To
During my "Erasmus" in Karlsruhe (Germany), I lived for 8 month with 2 Brazilians	01/10/06	01/05/07

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EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	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.
S P E A K I N G	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 skilfully 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.
W R I T I N G	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.