



Europass Language Passport

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



SURNAME(s) FIRST NAME(s)	Belov Iouri (Jurij, Juri)
Mother tongue(s)	Russian
Other language(s)	English, Swedish, French, Spanish (Castilian), Finnish, Norwegian

ENGLISH									
Self-assessment of language skills (**)									
Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C1	Proficient user	C2	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user
Diploma(s) or certificate(s)(*)									
Title of diploma(s) or certificate(s)				Awarding body			Date	European level(***)	
Translator of English and Swedish				Moscow State Linguistic University. Five years of full-time studies.			21.06.1994	-	
SAT Score: 520 (verbal), 91 (TSWE)				ETS, Educational Testing Service (USA)			02.05.1994	-	
GRE Score: 560 (verbal)				ETS, Educational Testing Service (USA)			05.07.1994	-	
TOEFL Score: TOEFL 633, TWS 4.0				ETS, Educational Testing Service (USA)			01.02.1994	-	
Linguistic experience(s) (*)									
Description						From		To	
Technical translator from English into Russian in Olympus NDT (Quebec City)						23/05/2006		13/07/2007	
Freelance translator (part-time)						10/05/2001		31/12/2005	
Translator/interpreter, Procter&Gamble (Russia)						15/10/1996		10/09/1998	
Part-time translator/interpreter in Russia, 10-day negotiations in Germany						01/10/1994		01/09/1995	

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.
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SWEDISH

Self-assessment of language skills (**)

Understanding		Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production	
B2	Independent user	C1	Proficient user	B2	Independent user	B2	Independent user

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

Title of diploma(s) or certificate(s)	Awarding body	Date	European level(***)
Translator of English and Swedish. I studied Swedish as a second foreign language during four years.	Moscow State Linguistic University (Russia)	21.06.1994	-
Summer Course of Swedish (20 days in Sweden)	The Swedish Institute (Sweden)	06.08.1994	-
Svenska för invandrare (väl godkänd)	Lansenutbildningar Hudiksvall (Sweden)	22.12.1999	-

Linguistic experience(s) (*)

Description	From	To
Freelance translator (part-time). Worked mainly for clients in Sweden.	01/01/2002	31/12/2005
Work in Sweden as a socio-therapist during 1.5 years. I communicated daily in Swedish and was exposed to the Swedish media (press, TV, radio). I also attended computer courses in Swedish (2 months).	11/03/1999	25/08/2000
The admission test to Åbo Akademi university in Finland (Språkprovet i svenska för sökande till Åbo Akademi med finska som skolutbildningspråk). My result was 159 points. The university requires from 100 to 135 points, and the average result of all the participants was 112.	04.05.2009	-

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FRENCH

Self-assessment of language skills (**)

Understanding		Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production	
B2	Independent user	C1	Proficient user	B2	Independent user	B2	Independent user

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

Title of diploma(s) or certificate(s)	Awarding body	Date	European level(***)
Computer courses (175 hours)	Centre RIRE	12.12.2005	-

Linguistic experience(s) (*)

Description	From	To
I worked as a technical translator in Olympus NDT (Quebec City). All office communication was in French. I wrote reports, e-mails, participated in trainings and discussed professional matters in French.	23/05/2006	13/07/2007
I lived in Quebec City. During this time I studied various courses of French (over 1 year in total) in this city.	25/02/2003	31/07/2007
I studied an advanced course of French provided by the company where I worked (Olympus NDT in Quebec City). The course was held once a week.	01/11/2006	31/05/2007
I exchanged conversational lessons of English and Russian for lessons of French with two persons in Moscow (whose French was native or near native) during 6 months. Earlier I had learned some French through self-study.	01/05/2002	31/10/2002

SPANISH; CASTILIAN

Self-assessment of language skills (**)

Understanding		Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production	
B1	Independent user	B1	Independent user	B1	Independent user	B1	Independent user

Linguistic experience(s) (*)

Description	From	To
I studied an intermediate course of Spanish conversation provided by the company where I worked (Olympus NDT in Quebec City). The course was held once a week.	01/11/2006	28/02/2007
I studied the language alone several months, and then passed an entrance examination of Spanish at Université Laval. At the university I attended a course of Spanish grammar (in Spanish) during one month.	01/05/2004	30/09/2004

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FINNISH

Self-assessment of language skills (**)

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B1	Independent user	B1	Independent user	B1	Independent user	B1	Independent user	B1	Independent user

Linguistic experience(s) (*)

Description	From	To
I have been living in Finland and have been studying Finnish (both alone and at several courses). In April 2009 I took the Finnish national language test (yki-testi) and got the level of B1.	02/08/2007	present

NORWEGIAN

Self-assessment of language skills (**)

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
A2	Basic user	A2	Basic user	A2	Basic user	A2	Basic user user	A2	Basic user

Linguistic experience(s) (*)

Description	From	To
In spring 2008 I studied on my own the Norwegian Course by the Linguaphone Institute.	spring 2008	spring 2008

(*) 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.

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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 articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
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.