

SURNAME(s) First name(s)	<b>BOURAS, Dimitrios</b>				
Date of birth (*)	3 January 1966				
Mother tongue(s)	GREEK				
Other language(s)	ENGLISH, FRENCH				
LANGUAGE	<b>ENGLISH</b>				
Self-assessment of language skills (**)	<b>UNDERSTANDING</b>		<b>SPEAKING</b>		<b>WRITING</b>
	Listening	Reading	Spoken interaction	Spoken production	
European level (***)	Proficient user (C2)	Proficient user (C2)	Proficient user (C2)	Proficient user (C2)	Proficient user (C2)
Diploma(s) or certificate(s) (*)	Proficiency in English <small>Title of diploma(s) or certificate(s)</small>	Cambridge University <small>Awarding body</small>	1981 <small>Date</small>	European Level (***)	
Linguistic experience(s) (*)	Was brought up with English as a second mother tongue, taught by English native speaker living with our family since age 4.		1970	1975	
	Continued English lessons throughout primary school and during first four years of high-school.		1975	1981	
	Graduate studies, University of British Columbia, Vancouver, B.C., Canada		1989	1995	
	<small>Description</small>		<small>From</small>	<small>To</small>	
LANGUAGE	<b>FRENCH</b>				
Self-assessment of language skills (**)	<b>UNDERSTANDING</b>		<b>SPEAKING</b>		<b>WRITING</b>
	Listening	Reading	Spoken interaction	Spoken production	
European level (***)	Independent user (B2)	Independent user (B2)	Independent user (B2)	Independent user (B2)	Independent user (B2)
Diploma(s) or certificate(s) (*)	Certificat 1 <small>Title of diploma(s) or certificate(s)</small>	Lycée Léonin French-Greek high school, Athens, Greece <small>Awarding body</small>	1981 <small>Date</small>	European Level (***)	
Linguistic experience(s) (*)	Math, physics, chemistry and biology in French, in addition to separate language lessons, Lycée Léonin French-Greek high school.		1977	1983	
	The lack of nontrivial use has severely impacted my language skills in French over the years. However, I feel confident that even short term intensive practice (e.g. six months) will quickly restore them to their 1983 level.		1983	onwards	
	<small>Description</small>		<small>From</small>	<small>To</small>	

(\*) 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.

### 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.eu.int> - More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio). The template of the Europass language passport can be downloaded free of charge from the above websites.

**EUROPEAN LEVELS – SELF-ASSESSMENT GRID**

		<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>	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.
	<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>S P E A K I N G</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 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.
	<b>Spoken Production</b>	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.
<b>W R I T I N G</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. 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.