

Ricardo Jevoux de Carvalho Júnior

📍 Rua Barão de Forrester, 768A - 3o esq, 4050272 Vila Nova de Gaia (Portugal)

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A native speaker of the Portuguese language, I was born in Rio de Janeiro and for more than ten years I work intensively with the English language in the educational field, as much in independent projects as along with large groups, even coordinating teams. I built my abilities with the competitive academic world in sight, for that I count myself amongst those who consider themselves hard to please and detail-oriented.

According to my education, I have gained a perspective of the many aspects of the vast Anglo-Saxon culture classic and modern, because of the opportunities I had to work with the many facets of the English language in conversation and written, for such I am capable of seizing or interpreting texts with complex concepts in varied themes in the languages I have mastered.

Besides the quality of the work, I offer a partnership, as much as a high level of responsiveness and flexibility. I always deliver on deadlines and hold the highest respect for the confidentiality of my clients.

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PERSONAL INFORMATION

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Sex Male | Date of birth 22/09/1986 | Nationality Brazilian

JOB APPLIED FOR

Freelancer Translator

WORK EXPERIENCE

12/08/2013–01/10/2014

Full Time In-House Translator

Primacy Idiomas, Rio de Janeiro (Brazil)

Translating official documents for Government-related companies, scientific papers, financial texts, engineering manuals and HSE procedures, environmental science, law.

01/01/2004–Present

Translator (Portuguese-English/English-Portuguese)

Freelance Translator, Niterói (Brazil)

Many articles and academic projects of diverse fields such as medicine, biology, anthropology, sociology, environment and philosophy.

- Translator and proofreader at Ted.com. Available at:

http://www.ted.com/talks/the_inspiration_of_second_life.html

- Translated from Portuguese to English the script of the short motion picture *The Baby of Tarlatana Rosa*.

- Translation of the catalog for the Movie Festival Youth & Rebelliousness presented at Caixa Cultural. Available at: www.juventudeerebeldia.com.br; and subtitles for the movie *Sweet Sixteen*.

- Translation of article "For a Performative Theatre in Pirandello: a brief dialogue with Deleuze and the theatre of repetition", published (in Portuguese and English) at v.4, n.3, of *Revista Brasileira de Estudos da Presença* (Sept. /Dec. 2014). Web address: www.seer.ufrgs.br/presenca.

- Translating diverse material for Aeria Games, such as dialogues, instructions, game-related material.

- Translating articles and publications for UTROS at <http://www.utros.be/>.

- Localization of website in the subject of health: <http://www.nagarjunaayurveda.com/>

- Legal and bussiness material for companies in the logistic sector.

- Translation of book of independent writer available at Amazon:

<http://www.amazon.com/dp/B00QY13LKU>

- Localization of studies from European to Brazilian Portuguese.

21/10/2014–16/12/2014

Translation of non-fiction literature

Independent Writer, Niterói (Brazil)

Translation of a non-fiction book about Tai Chi published as an e-book.

01/01/2007–31/12/2010

Translator (English-Portuguese)

SoQuadrinhos, Niterói (Brazil)

More than 500 comic books translated, in general from English to Portuguese, for SoQuadrinhos

website. Among the titles there can be found magazines, almanacs, hard covers, graphic novels and themes ranging from humor, drama, thriller, erotic, science fiction and even literature.

- 01/01/2006–31/12/2008** **Volunteer English teacher**
 Engineering Communitary Preparatory Course, Niterói (Brazil)
 Volunteering to teach English as a secondary language for students in the community who aimed entry to a university.
- 01/08/2011–01/03/2013** **Pedagogic Coordinator**
 Uptime Consultants Niterói, Niterói (Brazil)
 Leading the pedagogic team at the English Course Uptime Niterói.

EDUCATION AND TRAINING

- 12/03/2011–Present** **English/Portuguese Language and Literature**
 Universidade Federal Fluminense, Niterói (Brazil)
- 01/01/2003–31/12/2005** **High School**
 Colégio São Vicente de Paulo, Niterói (Brazil)
- 01/01/1998–31/12/2005** **Fluent English**
 Centro Cultural Brasil Estados Unidos, Niterói (Brazil)
 Basic English Course (480 hours)
 English Improvement Course (240 hours)

PERSONAL SKILLS

Mother tongue(s) Portuguese

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
Cambridge CAE diploma (Certificate in Advanced English) Certified PRO Translator in English to Portuguese Archaic Texts Course (6 hours) - UFF IELTS Certified					

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 Old texts, folklore, slangs, maxims, sayings, philosophy, education (pedagogy), linguistics, curriculum, letters, short stories, games, cinema, certifications (diplomas), medicine, anthropology, earth sciences, petrophysics, official documents, minutes, history, psychology, religion, arts, comic books.

Organisational / managerial skills Experience in leading teams aiming for tasks involving multiple objectives.






- Job-related skills**
- Translation, proofreading and editing
 - Writing
 - Subtitling, transcription

Digital competence SDL Trados, MemoQ, Wordfast, OmegaT, Microsoft Office (Access, Word, PowerPoint, Excel, etc.), Photoshop cc, Aegisub, Subtitle Workshop, Notepad ++, ABBYY Fineader 11.

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Mother tongue(s)
Portuguese

Other language(s)
English

English				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
C2 Proficient user	C2 Proficient user	C2 Proficient user	C2 Proficient user	C2 Proficient user
Certificates and diplomas				
Title	Awarding body	Date	Level*	
Cambridge CAE diploma (Certificate in Advanced English)	University of Cambridge	06/2008	C1	
Certified PRO Translator in English to Portuguese	ProZ.com	01/01/2014	C2	
Archaic Texts Course (6 hours) - UFF	Universidade Federal Fluminense	2008	C2	
IELTS Certified	–	–	–	
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 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.
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.

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