



## Europass Curriculum Vitae

### Personal information

First name(s) /  
Surname(s)

**Carlos Matallín Civera**

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Nationality

Spanish

Date of birth

02/02/1988

Gender

Male



### Desired employment / Occupational field

#### Work experience

Dates

25 March 2008 - 28 March 2008

Occupation or position held

Easter camp monitor

Main activities and  
responsibilities

Take care, educate and play with children.

Name and address of  
employer

Centro Excursionista de Valencia  
<http://www.centroexcursionista.org>

Type of business or sector

Outdoor leisure activities

Dates

14 December 2007 - 06 January 2008

Occupation or position held

Snowboard monitor

Main activities and  
responsibilities

Instruct the basics of snowboarding.

Name and address of  
employer

Federación de Deportes de Invierno de la Comunidad Valenciana at  
Ciudad de las Artes y de las Ciencias

Type of business or sector

Outdoor leisure activities

Dates

15 July 2007 - 28 July 2007

Occupation or position held

Summer camp monitor

Main activities and  
responsibilities

Take care, educate and play with children.

Name and address of  
employer

Centro Excursionista de Valencia  
<http://www.centroexcursionista.org>

Type of business or sector

Outdoor leisure activities

Dates

15 June 2005 - 15 September 2005

Occupation or position held

Waiter and assistant cook

Main activities and responsibilities	Supply customers with food and drink as requested.
Name and address of employer	Restaurante Club Social Monte Horquera
Type of business or sector	Hospitality industry
Dates	2004 →
Occupation or position held	Assistant Topographer
Main activities and responsibilities	Occasional help with topography projects.
Name and address of employer	Camp de Túria Mediambiental, S.L. <a href="http://www.campdeturiamediambiental.com">http://www.campdeturiamediambiental.com</a>
Type of business or sector	Engineering and construction
<b>Education and training</b>	
Dates	September 2006 - July 2007
Title of qualification awarded	Industrial Engineering (Year 2)
Principal subjects / occupational skills covered	Scientific-technical formation concerning industrial environment.
Name and type of organisation providing education and training	School of Industrial Engineering of the Polytechnic University of Valencia (ETSII - UPV)
Level in national or international classification	ISCED 5A
Dates	September 2006 - December 2006
Title of qualification awarded	Free time monitor
Principal subjects / occupational skills covered	Youthful entertainment and free time education.
Name and type of organisation providing education and training	Escola Valenciana d'Aire Lliure (EVALL) of Centro Excursionista de Valencia (CEV)
Dates	September 2005 - June 2006
Title of qualification awarded	Bachillerato de Ciencias de la Salud
Principal subjects / occupational skills covered	Secondary education before university.
Name and type of organisation providing education and training	Instituto de Educación Secundaria (I.E.S.) Ribarroja del Turia
Level in national or international classification	ISCED 3A
Dates	2001 - 2005
Title of qualification awarded	Educación Secundaria Obligatoria
Principal subjects / occupational skills covered	Compulsory secondary education.

Name and type of organisation providing education and training

Instituto de Educación Secundaria (I.E.S.) Ribarroja del Turia

Level in national or international classification

ISCED 2

### Personal skills and competences

Mother tongue(s)

**Spanish, Catalan**

Other language(s)

Self-assessment

European level (\*)

**English**

**French**

**German**

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C1	Proficient user	C2	Proficient user	C1	Proficient user	C1	Proficient user	C2	Proficient user
A2	Basic User	B1	Independent user	A2	Basic User	A2	Basic User	A2	Basic User
A2	Basic User	B1	Independent user	A2	Basic User	A2	Basic User	A2	Basic User

(\*) Common European Framework of Reference (CEF) level

Social skills and competences

Team spirit, Good communication skills gained through my experience as free time monitor and waiter.

Capability to adapt to many different environments.

Willing to travel and know other cultures.

Organisational skills and competences

Good experience in projects and team management acquired through working with the university classmates, leading people and assigning tasks to the proper person in order to get the better results for the group.

Entrepreneurship, always starting new exciting projects.

Sense of organization and time distribution needed for the preparation of camps.

Perseverance, self-denial and hard-work sacrifice.

Technical skills and competences

Good command of technical drawing and CAD software (I got the best marks in this subject) acquired as assistant topographer.

Computer skills and competences

Excellent command of computer office tools such **Microsoft Office** and **OpenOffice.org**.

Basic knowledge of graphic design applications such **The Gimp** (Photoshop) or **Inkscape** (Freehand, Corel...).

Knowledge and experience in **GNU/Linux** and **MS Windows** environments at systems administrator's level; exclusively using **Ubuntu** in my computers for some time.

Grasp of programming languages and domain of C, (X)HTML and CSS.

Artistic skills and competences	Good design skills mostly applied in design of web pages.
Other skills and competences	Any sport related to the mountains, practising trekking and snowboarding regularly.  Follow of the current mobile devices and gadgets scene, most interested in the ones which have any kind of relation to Open Source such as Openmoko or Nokia 770/N800/N810.  Gadgetaholic.
Driving licence	Category B (own car)
<b>Additional information</b>	Collaborator of the "Linux en Español" Association. <a href="http://www.linux.es">http://www.linux.es</a>  Full availability from this moment on.
<b>Annexes</b>	Food Handler Card.

**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>	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.
<b>S P E A K I N G</b>	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.

## EUROPEAN LEVELS - SELF ASSESSMENT GRID

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.
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