

PERSONAL INFORMATION



Raul Alejandro Celis

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Sex Male | Date of birth Oct 1992 | Nationality Italian, Venezuelan

WORK EXPERIENCE

Jun 2015–Present

Production Assistant

La Diferencia, Barcelona (Spain)

- Facilitated production logistics for projects.
- Assisted audiovisual post-production works.
- Contributed with English language copywriting and translations.
- Participated in lighting department for corporate shooting.

Clients include Obra Social la Caixa, CaixaBank, Nestlé Health Science, Jetzy, Roca.

Dec 2014–Feb 2015

English Teaching

Freelance, Pescara (Italy)

- Taught A1/A2-level English lessons for students aged 15-23.
- Adapted lessons based on discovery of student's cognitive style.

Jun 2014–Aug 2014

Host

El Limoncello Restaurant, Caracas (Venezuela)

- Coordinated seating distribution and costumer attendance.
- Contributed with restaurant's management and accounting.

Feb 2014–Apr 2014

Community Manager / Faculty Orientaror

Escuela Nacional de Cine - ENC, Caracas (Venezuela)

- Managed and established outreach strategy for the school's social media and other online outlets.
- Provided student guidance and assisted administration's office.

Apr 2013–Sep 2013

Media Specialist

Casa de Venezuela Orlando, Orlando, FL (United States)

- Created social media strategy and new online image for the non-profit organization.
- Delivered series of video and photography works.
- Produced pilot project "Soy Venezolano y Vivo en Orlando" for the organization.
- Provided logistics for group's activism events aimed at the Venezuelan community in Orlando.

Jan 2013–Aug 2013

Camera Operator / Video Deparment Volunteer

Northland Church, Longwood, FL (United States)

- Volunteered as member of the video department for the church's weekly worships.

- Trained for multiple positions within the department: camera shader, CGI, video projectionist, technical director and camera operator.

Mar 2013–May 2013

Production Intern

WKMG-TV - CBS Affiliate, Orlando, FL (United States)

- Participated in the production team of the CBS Network affiliate for the Orlando, FL market.
- Improved skills in video and broadcast production.
- Active involvement in daily 30-minute evening newscasts.
- Participated in local TV productions: SeaWorld: Antarctica one-hour special, live coverage of the Orlando Predators arena football games at the Amway Center for the AFL.
- Other duties as intern for the production department included: Camera assistant, cable utility, floor director, production assistant, robotic camera operator.

Feb 2012–Oct 2012

Behind the Scenes Tour Representative

Full Sail University, Winter Park, FL (United States)

- Joined the Behind the Scenes Tour as a representative to guide student candidates for in-depth presentations of the school's Film program.

EDUCATION AND TRAINING

Oct 2014–May 2015

Italian Lessons

Centro Territoriale Permanente, Pescara (Italy)

- Attended A2 and B1 Italian lessons certified by the University for Foreigners of Perugia and CELI 2.

Jan 2011–Aug 2012

Bachelor of Science, Film & TV Production

Full Sail University, Winter Park (United States)

www.FullSail.edu

Developed a number of skills in the different departments within the film, video and TV production industries.

The school program incorporates the study of the pre-production, production and post-production phases of multimedia and audiovisual works. My experience covers from the conception of ideas/scriptwriting, production logistics to video and audio post-production duties.

I served as **camera operator**, **editor** and **art director** for major school productions.

Perfect attendance with overall GPA of 3.6/4.

Oct 2006–Nov 2009

Talent / Student

Skena Theater Company, Caracas (Venezuela)

Completed three years of theater acting workshops by the Skena Theater Company during my high school years. Acquired many theater acting and production skills during training and the staging of three plays targeted to children for our the school community in Caracas, Venezuela.

PERSONAL SKILLS

Mother tongue(s)

Spanish

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

English	C2	C2	C2	C2	C2
Test of English as a Foreign Language TOEFL					
Italian	B1	B1	B1	B1	B1
CELI 2					
Catalan/Valencian	B1	B1	A2	A2	A2
Curs Bàsic 1 - Consorci per a la Normalització Lingüística					

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
 Common European Framework of Reference for Languages

Job-related skills

- Camera Experience: BlackMagic Pocket, Sony FS5, Canon T3i, Canon 5d Mk II, Panasonic HVX 200.
- Experience in video/audio production workflow.

Digital competence






- Video Editing: AVID Media Composer 6, Final Cut Pro 7, Adobe After Effects CS5. Proficiency in video workflow and deliverables (video codec and file exporting/conversion).
 - Photography: Aperture, Adobe Photoshop CS5.
 - Audio Editing: Audacity, GarageBand.
 - Graphic Design: Adobe Illustrator CS5, Adobe Photoshop CS5.
- Adobe certificate in basic Adobe Photoshop & Adobe Illustrator skills.
- Windows & Mac OS. iOS. Microsoft Office & Apple iWork.
 - Social Media Management: TweetDeck, Hootsuite, Facebook Page.

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 Mother tongue(s)
Spanish

 Other language(s)
English, Italian, Catalan/Valencian

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*
Test of English as a Foreign Language TOEFL	ETS - Internet-Based Test Examinee Score Report, Caracas	22 May 2010	B1

Linguistic and intercultural experience






Description	Duration
Using languages for study or training: Completed a 2-year Bachelors Degree program in English.	2010–2012
Using languages at work: Contact with English-speaking employers and customers during my time as an employee and trainee.	2012–2013

Italian
Self-assessment of language skills

UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing






* 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).

B1 Independent user	B1 Independent user	B1 Independent user	B1 Independent user	B1 Independent user
Certificates and diplomas				
Title	Awarding body		Date	Level*
CELI 2	–		–	–
Linguistic and intercultural experience				
Description			Duration	
Using languages while living or travelling abroad: Contact with Italian-speaking natives in the Abruzzo region of Italy.			10/14–Present	
Using languages for study or training: Part of the Lingua Italiana per Stranieri programs at the Centro Territoriale Permanente and Auser Learning Center in Pescara.			10/14–Present	

Catalan/Valencian				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B1 Independent user	B1 Independent user	A2 Basic User	A2 Basic User	A2 Basic User
Certificates and diplomas				
Title	Awarding body		Date	Level*
Curs Bàsic 1 - Consorci per a la Normalització Lingüística	–		–	–
Linguistic and intercultural experience				
Description			Duration	
–			–	

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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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