


PERSONAL INFORMATION

Enzo Farrugia

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Sex Male | Date of birth 27/12/2000 | Nationality French Italian

JOB APPLIED FOR

ICT security administrator

EDUCATION AND TRAINING

22/5/2018–29/6/2018

Hachette Livre
1 Avenue Gutenberg, 78316 Maurepas (France)
www.hachette-livre.fr

18/1/2019–22/3/2019

Hachette Livre
1 Avenue Gutenberg, 78310 Maurepas (France)
www.hachette-livre.fr

Inventory of computer equipment
set up an Excel chart

PERSONAL SKILLS

Mother tongue(s) French, Italian

Foreign language(s)

| | UNDERSTANDING | | SPEAKING | | WRITING |
|---------|---------------|---------|--------------------|-------------------|---------|
| | Listening | Reading | Spoken interaction | Spoken production | |
| English | B1 | B1 | B1 | A2 | B1 |
| italian | C2 | C2 | C2 | C2 | C2 |
| Spanish | A1 | A1 | A1 | A1 | A1 |

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 good knowledge of general computer language

Job-related skills Set up a DHCP, SSH, Samba, Apache
 Work with Debian command lines
 Mount and unmounta computer
 Install software

Digital skills






| SELF-ASSESSMENT | | | | |
|------------------------|------------------|------------------|------------------|------------------|
| Information processing | Communication | Content creation | Safety | Problem-solving |
| Independent user | Independent user | Independent user | Independent user | Independent user |

Digital skills - Self-assessment grid






Enzo Farrugia

Mother tongue(s)
French, Italian






Foreign language(s)
English, italian, Spanish

| English | | | | |
|--|--|---|--|--|
| Self-assessment of language skills | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| B1 Independent user | B1 Independent user | B1 Independent user | A2 Basic User | B1 Independent user |
| Linguistic and intercultural experience | | | | |
| Description | | | | Duration |
| Using languages for study or training: Exchange program with Erasmus | | | | 24/3/19–30/3/19 |

| italian | | | | |
|--|--|---|--|--|
| 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 |
| Linguistic and intercultural experience | | | | |
| Description | | | | Duration |
| Using languages while living or travelling abroad: Lived in Italy 7 years. | | | | – |
| – | | | | 1/6/07–16/12/14 |

| Spanish | | | | |
|--|--|---|--|--|
| Self-assessment of language skills | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| A1 Basic user | A1 Basic user | A1 Basic user | A1 Basic user | A1 Basic user |

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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