



ENGLISH CORE COURSE

02/01/2026 - 31/12/2026

Leader mondiale nel campo della formazione linguistica da oltre 40 anni, Wall Street English è impegnata al fianco di chi desidera imparare l'Inglese in modo efficace e innovativo.

English Core Course è il corso che permette di esercitarsi nell'uso della grammatica e del lessico più comune utilizzato in situazioni di vita quotidiana piuttosto che lavorativa.

Medici, Farmacisti, Infermieri e Professionisti del settore sanitario potranno apprendere le terminologie più appropriate da utilizzare in contesti specifici che richiedono la massima professionalità e competenza linguistica.

Corsi di formazione, convegni e congressi non saranno mai più un problema da affrontare!

Il corso è strutturato per garantire flessibilità e massimo ritorno sull'investimento ai professionisti che spesso hanno turni ed orari sempre diversi e difficili da conciliare con un corso a giorni ed orari fissi.

LEVEL 11	
Unit 41	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● Can take part in clearly articulated routine discussion exchanging factual information. ● Can use a suitable phrase to invite others into a discussion. ● Can describe an experience, giving some details of feelings and reactions. ● Can initiate, maintain and close simple, face-to-face conversation on familiar topics. 	
<p>Spoken Production</p> <ul style="list-style-type: none"> ● Can produce linked sentences to convey a message. ● Can narrate a story. 	
<p>Listening</p> <ul style="list-style-type: none"> ● Can follow main points in TV programs on familiar topics if relatively slow and clear. ● Can follow main points of short talks on familiar topics if delivered in clear standard speech. ● Can extract key factual information such as prices, times and dates from messages and announcements delivered at normal speed. 	
Vocabulary Objectives	
<p>Family, Friends, and People</p> <ul style="list-style-type: none"> ● Can use common language related to relationships within an extended family. (<i>in-laws; step-/half-sister/brother; aunt/uncle; nephew/niece; cousins; married to; lives with, etc.</i>) ● Can use some detailed language related to appearance and personality. (<i>single; divorced; separated; slim; middle-aged; young-looking; cheerful; serious, etc.</i>) <p>House and Home</p> <ul style="list-style-type: none"> ● Can use some detailed language related to the house. (<i>up/downstairs; spacious; roomy; light; en suite (BrE); utility room; basement; central heating, etc.</i>) ● Can name the most common items of furniture. (<i>sofa; bed; dining table; wardrobe; chest of drawers; desk; chair; mirror, etc.</i>) <p>Shopping, Money, and Services</p> <ul style="list-style-type: none"> ● Can use some detailed language related to a shopping experience. (<i>browsing; sales; discount; in my size; sold out; look good on; try on; just looking, etc.</i>) 	

<ul style="list-style-type: none"> • Can use general language related to describing a shop. (<i>trendy; boutique; department store; reasonable; supermarket; good/bad selection, etc.</i>) • Can use general language related to complaining about a purchase in a shop/store. (<i>doesn't work; faulty; broken; receipt; under warranty/guarantee; refund; money back, etc.</i>) 	
Grammar Objectives	
<p>Modal Verbs</p> <ul style="list-style-type: none"> • Can express likelihood with a range of common modal verbs. (<i>should be ready; could be late; must be expensive; can't be easy; shouldn't take long, etc.</i>) <p>-ing Forms and Infinitives</p> <ul style="list-style-type: none"> • Can express purpose with an infinitive after some common verbs. (<i>went to buy it; came to see me; study to pass the exam, etc.</i>) <p>Past Tenses</p> <ul style="list-style-type: none"> • Can describe an unfinished action around a specific past time using while + past continuous. (<i>I saw her while I was shopping; We met while we were living in Paris; while I was sleeping, etc.</i>) <p>Possessives, Pronouns, and Quantifiers</p> <ul style="list-style-type: none"> • Can use a range of possessive forms including hers, his, its, ours, theirs and 's. (<i>These are ours; Let's go to theirs; I don't like hers; I gave him his; That's Anna's, etc.</i>) <p>Questions</p> <ul style="list-style-type: none"> • Can understand the difference in meaning between What does he like?/What's he like? (<i>What kind of music does he like? He likes hip hop; What's she like? She's very friendly, etc</i>) <p>Relative, Participle, and Other Clauses</p> <ul style="list-style-type: none"> • Can use prepositions instead of a pronoun in some relative (BrE)/adjective (AmE) clauses (<i>boy with dark hair; a car with a sunroof; woman with a child; a computer with a printer, etc.</i>) <p>Word Order and Sentence Patterns</p> <ul style="list-style-type: none"> • Can use it as the subject followed by adjective + infinitive. It was good to see you; (<i>It's difficult to pass the exam; It wasn't easy to find the restaurant, etc.</i>) • Can use the preposition for + -ing form to express purpose. (<i>I use it for washing the car; The money's for spending on holiday, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p>	<p>Reading</p> <ul style="list-style-type: none"> • Can generally understand details of events, feelings and wishes in letters emails and postings.

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| <ul style="list-style-type: none">• Can write personal emails/letters giving some details of events, experiences and feelings. | |
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Unit 42	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● Can generally follow what is said and repeat back details to confirm understanding ● Can take some initiative in an interview but is generally very dependent on interviewer ● Can convey meaning with an approximate substitute word and invite correction. ● Can ask someone to clarify or elaborate what they have just said. 	
<p>Spoken Production</p> <ul style="list-style-type: none"> ● Can relate the plot of a book or film and describe their reactions ● Can describe events, real or imagined. 	
<p>Listening</p> <ul style="list-style-type: none"> ● Can listen to a short narrative and predict what will happen next. 	
Vocabulary Objectives	
<p>Politics, History, Law, and Society</p> <ul style="list-style-type: none"> ● Can use basic language related to a political system. (<i>government; party; vote; election; left/right wing; parliament; socialist, etc.</i>) ● Can use general language related to the nature of a crime. (<i>murder; hijack; kidnap; terrorist attack; robbery; victim; casualty; bomb; arrest, etc.</i>) <p>Cultures, Customs, Religion, and Traditions</p> <ul style="list-style-type: none"> ● Can use general language related to an exhibition or museum. (<i>gallery; sculpture; antique; opening times; modern; works of art; exhibits; on display, etc.</i>) ● Can use general language related to customs in their own country. (<i>vegetarian; alcoholic drinks; smoking; typical food; public holidays, etc.</i>) <p>Food and Drink</p> <ul style="list-style-type: none"> ● Can name limited ranges of types of meat, fish, fruit and vegetables. (<i>beef; pork; chicken; cod; salmon; grapes; lemons; raisins; peanuts; spinach; peas, etc.</i>) ● Can use common language related to preparing and cooking food. (<i>peel; mix; stir; slice; fry; grill; boil; bake; peel, etc.</i>) ● Can use some detailed language related to a restaurant experience. (<i>atmosphere;</i> 	

<p><i>traditional/modern; (un)friendly service; choice; bill; tip, etc.)</i></p> <p>Science and Technology</p> <ul style="list-style-type: none"> • Can use general language related to science and the scientific process. (<i>chemistry; physics; biology; research into; scientist; experiment; lab; tests; invent, etc.</i>) 	
Grammar Objectives	
<p>Conditionals</p> <ul style="list-style-type: none"> • Can describe possible outcomes of a future action or situation. (<i>If we don't hurry, we'll be late; What will you do if they don't call?, etc.</i>) <p>Discourse and Linking</p> <ul style="list-style-type: none"> • Can show the simple relationship between a cause and a result. (<i>because; as a result + clause; as a result of + noun; the reason why + clause; therefore, etc.</i>) <p>Future Forms</p> <ul style="list-style-type: none"> • Can make predictions about future events and situations with going to. (<i>it's going to; it's not going to; I don't think it's going to rain; What's going to happen?, etc.</i>) • Can express certainty about the present or future using will. (<i>That will be really difficult; She'll be late; I'm sure it won't be open, etc.</i>) <p>Nouns and Articles</p> <ul style="list-style-type: none"> • Can make generalisations about groups and nationalities using the definite article + adjective. (<i>the unemployed; the Brazilians; the young; the rich; the Europeans, etc.</i>) <p>Possessives, Pronouns, and Quantifiers</p> <ul style="list-style-type: none"> • Can distinguish between a few/little and few/little. (<i>Few of his films are successful; There's little information at the moment, etc.</i>) <p>Words That Go Together</p> <ul style="list-style-type: none"> • Can use some common phrasal verbs that can be separated by the object. (<i>put a jacket on; switch the light off; turn on the TV; take off your shoes, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can write straightforward, detailed descriptions on a range of familiar topics. 	<p>Reading</p> <ul style="list-style-type: none"> • Can generally understand straightforward factual texts on familiar topics. • Can identify the main topic and related ideas in a structured text with support.

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| <ul style="list-style-type: none">● Can take notes of key points during a lecture on a familiar topic if delivered clearly.● Can write a basic summary using the original wording and order of short written passages. | |
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Unit 43	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> • Can reasonably fluently relate a simple narrative or description as a linear sequence. • Can express and respond to feelings (e.g. Surprise, happiness, interest, indifference). • Can express opinions and react to practical suggestions of where to go, what to do, etc. 	
<p>Spoken Production</p> <ul style="list-style-type: none"> • Can give detailed accounts of experiences, describing feelings and reactions. • Can describe dreams, hopes and ambitions. • Can re-tell a familiar story using their own words. 	
<p>Listening</p> <ul style="list-style-type: none"> • Can understand simple technical instructions for everyday equipment. 	
Vocabulary Objectives	
<p>Numbers, Physical Properties, and Measurements</p> <ul style="list-style-type: none"> • Can use some detailed language related to the form and condition of an object. (<i>hard; rough; soft; shiny; slightly/a bit damaged/worn; brand new; second-hand; broken, etc.</i>) • Can name a range of common materials. (<i>It's made (out) of plastic/metal/leather/silk/cotton/nylon/wood/rubber/steel, etc.</i>) • Can use basic general language related to common graphs and bar charts. (<i>bar/pie chart; graph; rise/increase/fall by; a fall/increase of; peak of/in; between, etc.</i>) • Can use general language related to the dimensions of an object in numeric terms. (<i>weighs about 1kg; 2lbs; 3 meters long/high; height; weight; centimeters/cm; wide, etc.</i>) 	
Grammar Objectives	
<p>Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Can modify comparisons with words (e.g. much, a lot/lots, a bit). (<i>a bit taller than; much more expensive than; a lot busier, etc.</i>) <p>Conditionals</p> <ul style="list-style-type: none"> • Can make a conditional offer in the present or future. (<i>I'll pay for lunch if you pay for dinner; I'll help you if you help me, etc.</i>) <p>Discourse and Linking</p>	

<ul style="list-style-type: none"> • Can follow the simple linear structure of a short formal talk. (<i>I'd like to start with/by, then go on to; first part is about; before we begin; conclude by, etc.</i>) <p>-ing Forms and Infinitives</p> <ul style="list-style-type: none"> • Can use infinitives after certain verbs. (<i>agree to do it; promise to do it; offer to help; refuse to leave; want to go, etc.</i>) <p>Passive Forms</p> <ul style="list-style-type: none"> • Can use common passive phrases in the present and past simple. (<i>made of/by/in; built in; painted/written/directed by; discovered/invented by/in, etc.</i>) <p>Reported Speech and Indirect Questions</p> <ul style="list-style-type: none"> • Can report speech in a limited way using tell/ask + object + either present, past or infinitive. (<i>She told me she's single; We told them we were late; He asked me to help him, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can write a brief standard report conveying factual information, stating reasons for actions. • Can write a description of an event, a recent trip-real or imagined • Can narrate a story demonstrating a range of language within a simple linear sequence. • Can produce continuous writing which is generally intelligible throughout 	<p>Reading</p> <ul style="list-style-type: none"> • Can understand simple technical information (e.g. instructions for everyday equipment).

Unit 44	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● Can put over a point of view clearly, but has difficulty engaging in debate ● Can express opinions as regards possible solutions, giving brief reasons and explanations. ● Can briefly give reasons and explanations for opinions, plans and actions. ● Can use simple language to evaluate the effectiveness of an action or activity. ● Can make a complaint 	
<p>Spoken Production</p> <ul style="list-style-type: none"> ● Can reasonably fluently relate a narrative or description as a linear sequence of points ● Can link a series of shorter, discrete simple elements into a connected discourse. 	
<p>Listening</p> <ul style="list-style-type: none"> ● Can identify the main point of TV news items where the visual supports the commentary. ● Can generally follow rapid or extended speech, but may require repetition or clarification. 	
Vocabulary Objectives	
<p>Media, Arts, Literature, and Entertainment</p> <ul style="list-style-type: none"> ● Can use general language related to the characters and events of a book. (<i>character; it starts with; hero; it's about; it's set in; twist; plot; in the end, etc.</i>) ● Can use general language related to a news item. (<i>story/report on; economy; scandal; celebrity; in the news/papers; conflict; environment, etc.</i>) ● Can use general language related to common types of TV programs (<i>soap opera; reality show; documentary about; chat/talk show; series; live broadcast, etc.</i>) <p>Workplace and Jobs</p> <ul style="list-style-type: none"> ● Can use some detailed language related to their place of work. (<i>long hours; breaks; canteen (BrE)/cafeteria (AmE); colleagues (BrE)/co-worker (AmE), etc.</i>) ● Can use some detailed language related to their job. (<i>work for; work in; responsible for; duties include; do a lot of; the head of; in charge of, etc.</i>) ● Can use general language related to a questionnaire or interview. (<i>Can you tell me about...?; What about...?; Tell me more about; I'd like to know (more) about, etc.</i>) 	

<ul style="list-style-type: none"> • Can use appropriate language related to a formal letter or email. (<i>Dear Sir/Madam; Yours faithfully/sincerely/truly; With best regards; grateful if you could, etc.</i>) • Can use appropriate language related to a basic letter of application/cover letter. (<i>with reference to; availability; CV/resumé; attached/enclosed; as advertised, etc.</i>) 	
Grammar Objectives	
<p>Discourse and Linking</p> <ul style="list-style-type: none"> • Can show a chronological sequence in a narrative using a range of linking devices. (<i>during; after/before + -ing; until; eventually; in the end; throughout; from; till, etc.</i>) <p>-ing Forms and Infinitives</p> <ul style="list-style-type: none"> • Can speculate using verb + to be + adjective. (<i>appears to be happy; pretends to be cool; doesn't seem to be difficult; supposed to be easy, etc.</i>) • Can use -ing forms after certain verbs. (<i>begin/start watching; consider leaving; imagine living abroad; look forward to hearing, etc.</i>) <p>Present Tenses</p> <ul style="list-style-type: none"> • Can describe the plot of a film or book using the present simple. (<i>It takes place in ...; It begins with ...; They fall in love; The story starts with; They meet in Rome, etc.</i>) <p>Relative, Participle, and Other Clauses</p> <ul style="list-style-type: none"> • Can omit that, who, which in a defining relative (BrE)/restrictive adjective (AmE) clause. (<i>He's the friend (who) I told you about; That's the movie (that) I wanted to see, etc.</i>) • Can describe a job or the use of something with as. (<i>work as a waiter; use it as a ruler/guide; use it as a cup/seat, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can make simple, logical paragraph breaks in a longer text. • Can write a simple review of a film, book or TV program using standard conventions. • Can write a basic letter of application with limited supporting details. • Can convey information and ideas on abstract and concrete topics and seek confirmation 	<p>Reading</p> <p>Can understand questions in quizzes and questionnaires on familiar topics.</p>

CURRICULUM VITAE

TERESA HANCOCK

PERSONAL INFORMATION

Name: Teresa Ann Hancock

Date and place of birth: 27 October 1978, Hamilton (ON), Canada

Current Address: Via Umberto Saba, 12, Roma (RM), Italy

Phone number: +39-327-321-9412 , +1-905-985-9854

E-mail address: teresa.hancock.ca@gmail.com

EDUCATION

- 2010: Università di Pisa, CLI, Pisa, Italy - B1 Italian
- 2007: Oxford Seminars, Toronto, Ontario, Canada
Certification of **TESOL** (Teachers of English to Speakers of Other Languages)/ **TESL**
(Teaching English as a Second Language)
- 2003-2004: Ontario Institute for Studies in Education of the University of Toronto, Toronto, Ontario
Bachelor of Education, Intermediate/Senior - History and Classical Studies/Latin
- 2001-2003: University of Toronto, Toronto, Ontario, Canada
Master of Arts, in Ancient Studies/ History and Archaeology
Major Paper: "The Influence of the Phoenicians on the Island of Crete
During the Early Iron Age." Supervisor: Dr. Joseph W. Shaw
- 2000: University of Malta, Msida, Malta
Semester of Undergraduate Study on Exchange; Major: Archaeology
- 1997-2001: Bishop's University, Lennoxville, Quebec, Canada
Bachelor of Arts, with distinction, in Classical Studies with minor in Classical Languages
- 1992-1997: Port Perry High School, Port Perry, Ontario, Canada
Ontario Secondary School Diploma (OSSD)

EXPERIENCE IN EDUCATION/ESL

- 2017-2019 *Wall Street English* (WSE Italy Srl), Florence, Rome, Italy
Regional Service Manager (Centre-South)
(www.wallstreet.it)
- responsible for leading and managing the ESL Teaching and support Team of six schools in Florence and Rome
 - ensuring all staff provide a consistent premium English educational experience
 - creation of an environment in which all staff and students are inspired and motivated
 - guarantee the learning of adult students through quality control of teaching methods and use of the Wall Street English method
 - creation of specialized content to support Corporate and Individual sales in the personalization and optimization of courses to meet monthly and annual sales objectives
 - recruitment, selection, training and development of native, CELTA or TESOL qualified teachers and Academic Directors for the schools through training, feedback, SWOT appraisals
 - implementation and national network training to Academic Directors and ESL staff of franchisee schools in new functionality of the Core Course
 - feedback and plenary sessions with the WSE International Product team
 - control of teaching and didactic costs for each school in relation to WSE Italy P&L

- 2016

 - reporting and analysis of statistics on activity levels, progress of learning, student retention and renewal rates regionally, nationally and internationally

Wall Street English (WSE Italy Srl), Florence, Italy
National Franchising Service Manager

 - responsible for offering support to the service teams in the 60 franchisees in Italy in terms of products, costs, staff selection, and training
 - guarantee the learning of students through quality control of teaching methods and use of the Wall Street English method
 - reporting and analysis of statistics on activity levels, progress of learning, student retention and renewal rates nationally
 - implementation and national network training of new functionality in the Core Course
- 2011-2015

Wall Street English (Pearson Education), Pisa, Italy
Director of Academics and Teacher, English as a Second Language
(www.wallstreetenglish.com / www.wallstreet.it/scuola-inglese-pisa)
- 2008-2011

Wall Street Institute, Lucca, Italy
English as a Second Language Teacher
- 2007-2008

Banting Memorial High School, Simcoe County District School Board, Alliston ON
Latin and Civics Teacher, Grades Nine to Eleven

 - designed and taught grades nine to eleven Latin curricula for academic courses, providing provisions for students with IEPs;
 - devised and co-taught curriculum for Grade 10 civics course;
 - organized and implemented special events in the areas of Latin, Greek and history.
- 2007

Durham District School Board, Whitby ON
Supply Teacher, Grades Six to Twelve
- 2004-2006

Branksome Hall, Toronto ON
History and Latin Teacher, Grades Nine to Twelve

 - designed and taught grades nine to twelve Latin curricula, for both Ontario ministry and International Baccalaureate courses, emphasizing multiple learning styles and providing feedback for each student;
 - devised and co-taught curriculum for history courses;
 - advisor to intermediate level students for attendance and community service;
 - organized and implemented special events in the areas of Latin, Greek and history.
- 2003-2004

University of Toronto Schools, Toronto ON
Teaching Assistant, Grades Seven to Eleven, Latin and Classical Studies

 - designed and taught Latin lessons using a variety of language learning strategies;
 - implemented compacted and extended lessons for accelerated learners;
 - organized and coached Junior Boys basketball team of thirteen boys for the entire season.

FREELANCE TRANSLATION AND EDITORIAL EXPERIENCE

- 2013-2018

TperTraduzione, Rome – ongoing translation work of projects for the Province of Roma, Lisciani Giochi, 79 Stories No One Ever Told You About Pompeii, Anuga Food Special 2013, De Cecco, Innova Group, Oleificio Zucchi, Eccellenze Italia, and EXPO 2015
- 2012

Capta Srl, Milan - translation of approx. 25,000 words of a business proposal
- 2012

Vinsys, Ltd., India - translation of legal documents (100,000+ words)
- 2011

English for Business Srl, Wall Street Institute, Pisa, Italy

- Translation of Individual Projects requested by students
 Clients: CNR Centro Nazionale di Ricerca (Pisa), Studio Legale Germani
 Dissertations and research projects for University of Pisa students
- 2011 *University of Pisa* - English editor of the Festschrift for Prof. Mario Benzi
 Dipartimento di Scienze Archeologiche (published Dec 2012)
- 2008-2011 *Wall Street Institute*, Lucca, Italy
 Translation of Individual Projects requested by Students
 Clients: Società Newcomen, Fubbiano Olive Oil Srl

PROFESSIONAL DEVELOPMENT, LEADERSHIP OPPORTUNITIES AND AFFILIATIONS

- 2004-present *Ontario College of Teachers*, Member – in Good Standing
- 2008 *Ontario Students Classics Conference 2008*, St. Catharine's ON
 Conference Coordinator
- 2007 Education Quality Assurance Office (EQAO)
 Ontario Secondary School Literacy Test (OSSLT), Long Answer Scorer
- 2004-2007 *Ontario Students Classics Conference*, St. Catharine's ON
 Archaeological Dig Practicum Supervisor
- 2004-2005 International Baccalaureate North America
 Completion of Levels I, II, III training at various locations in North America
- 2004 Ontario Education Research Council, Toronto ON
 Presented experience based research on dually exceptional learners (gifted and Asperger's Syndrome) at annual conference.
- 2003-2008 *Ontario Classical Association*, Toronto ON
 Secretary/ Board Member
- 2006 *Harry C. Maynard Academic Scholarship Fund*, Toronto ON
 Adjudicator/ Judge
- 2001-2008 *Archaeological Institute of America*, Toronto ON
 Webmaster/ Board Member
- 2001-2003 *University of Toronto Ancient Studies Program Committee*, Toronto ON
 Student Representative/ Committee Member
- 2001-2008 *Golden Key International Honour Society*, Bishop's University, Lennoxville QC
 Society member
- 1999-2001 *Bishop's University Classics Society*, Lennoxville QC
 Co-president

SCIENTIFIC AND RESEARCH ACTIVITIES

Fieldwork and Scientific Research:

- 2009-2012 Kos, Greece: "*Serraglio*", *Eleona*, and *Langada Archaeological Project (SELAP)*.
 Small finds analyst and Database Manager.
 Responsible for the study of small finds; coordination of team members for input of material into project database; design of project database.
- 2007-2012 Tragana, East Lokris: *Mitrou Archaeological Project*, *University of Tennessee*.
 Lab Director and Chief Cataloguer.
 Responsible for data input to online University of Tennessee database in collaboration with international specialists; facilitation of the movement of excavated material throughout the storage area to the proper specialists; liaison and information conduit for Greek Ephoria representative; study of behavioural implications of refuse evidence. (Supervisor: Dr. A. Van de Moortel, Professor).

- 2002-2006 Pitsidia, Crete, Greece: *Kommos Excavations, University of Toronto*.
Chief Cataloguer/ Archivist.
Responsible for data input and accuracy adjustment to database of 15,000 entries, generated reports based on research need and facilitated international team members' work on computer presentations and manuscripts; coordinated and tracked the movement and access to excavation objects both on and off-site to researchers and local museum exhibitions. (Supervisors: Drs. J.W. and M.C. Shaw).
- 2001-2005 Toronto, Ontario: *Kommos Excavations, University of Toronto*.
Research Assistant: preparation of documents, photos, and manuscripts for Bronze Age Aegean publications (Supervisors: Drs. J.W. and M.C. Shaw)
- 2000 Marsaxlokk, Malta: *Marsaxlokk Rescue Archaeological Project, University of Malta*.
Volunteer Archaeologist.

PUBLICATIONS

Articles:

- 2012 “The Minoans in the Southeast Aegean? The Evidence from the ‘Serraglio’ on Kos and Its Main Historical Implications,” in *Exchange Networks and Local Transformations. Interaction and Local Changes in Europe and the Mediterranean between Bronze and Iron Age*, eds. S. Sabatini and M.E. Alberti, Oxford (coauthored by S. Vitale).
- 2011 “The Minoan and Mycenaean Expansion in the Dodecanese. The Evidence from Kos and its Theoretical Implications,” in *Migrations in Bronze and Early Iron Age Europe (Prace Archeologiczne)*, eds. K. Dziegielewski, M.S. Przybyła, and A. Gawlik, Krakow (coauthored by S. Vitale).
- 2010 “More than just Waste: Behavioural Implications of the Refuse Evidence from Prehistoric Mitrou,” in *111th Annual Meeting Abstracts. Archaeological Institute of America*, Los Angeles, p. 26.

SCHOLARSHIPS AND AWARDS

- 2002 Ontario Graduate Scholarship, University of Toronto, Toronto, Ontario
- 2001 The President of Corporation Academic Prize, Bishop’s University, Lennoxville, Quebec
- 2001 The Mackie Prize in Classical Studies for Academics, Bishop’s University, Lennoxville, Quebec
- 1999 Captain Melville Greenshields Academic Scholarship, Bishop’s University, Lennoxville, Quebec
- 1999 The Alumnae Prize, Bishop’s University, Lennoxville, Quebec
- 1998 Prince of Wales Prize, Classical Studies, Bishop’s University, Lennoxville, Quebec
- 1997 Ontario Scholar, Port Perry High School, Port Perry, Ontario

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Italian/Canadian

25 JANUARY 1975

PROFESSIONAL BACKGROUND

Wall Street English, Milan Italy September 2014 - present	National Service Manager <ul style="list-style-type: none">Responsible for delivering premium service and enabling learner outcomes by applying Standard Operating Procedures across the Italian networkLead, recruit, train and develop a team of motivated, engaged, enabled and organized Service Managers who in turn will do the same with their teamsForecasting, driving and achieving KPIs linked to educational delivery, quality and efficacy as well as to internal sales revenue targetsControl and maintain educational standards in the centersAccountable for forecasting and driving annual, monthly and quarterly targets in serviceBalance service cost against annual sales targets to guarantee premium service delivery and company profitabilityControl and help advise on center level service staff costs through efficient scheduling and coordination with Service ManagersAnalyze and report annual, quarterly and monthly results and devise strategic improvement plans when requiredImplement new products.
Wall Street Institute, Milan Italy April 2003-September 2014	Service Manager <ul style="list-style-type: none">Responsible for service offered to over 800 adult studentsCoordination of 14 members of staff to reach team objectivesScheduling and course start-ups for private and corporate studentsRecruit and train new staff members and ESL teachersMotivate, follow up and evaluate staffCoordination and application of internal client satisfaction planQuality control in the classroom and levels of service
Wall Street Institute, Milan Italy January 2003-April 2003	ESL Teacher Teaching of English as a second language to private and corporate adult learners.
Open Institute, Milan Italy October 2002-December 2002	Head of Studies Responsible for the teaching staff of a school of English in terms of schedules, training and evaluation.
Opening English School, Milan January 2001-October 2002	ESL Teacher Teaching of English as a second language to adult learners, evaluating students' performance and giving any necessary feedback and study advice, designed lesson plans.

CEPU, Palermo	Tutor of English
October 2000-December 2000	Tutored groups of University and high school students in the English language. Designed own lesson plans.

GM Jewellery, Sciacca	Shop Manager
April 2000-October 2000	Managed jewelry shop in 5 star hotel resort. Responsible for the orders, sales and stock.

EDUCATION AND TRAINING

June 2014	TEFL certification
July 2000	Master Degree in Foreign Languages and Literature Majored in English Literature and the teaching of English as a second language. Università degli Studi di Palermo-Facoltà di Lettere e Filosofia, Palermo Italy
July 1993	High school diploma Liceo Scientifico Enrico Fermi indirizzo linguistico, Sciacca Agrigento Italy

PERSONAL SKILLS AND COMPETENCES

ENGLISH	Mother Tongue
ITALIAN	C2
FRENCH	A2

Good knowledge and use of Windows and MAC OS 10; Office software (Word, Excel, Powerpoint, Internet Explorer and Outlook); Internet Browsers Firefox, Chrome and Safari.

Autorizzo il trattamento dei miei dati personali, ai sensi del D.lgs. 196 del 30 giugno 2003.

Sandra Assenzo