

La Crisalide

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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 12	
Unit 45	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● Can repeat back what is said to confirm understanding and keep a discussion on course ● Can carry out a prepared interview, checking and confirming information as necessary 	
<p>Spoken Production</p> <ul style="list-style-type: none"> ● Can introduce a conversation topic with the present perfect and provide details in the past (<i>I've been to the UAE. It was two years ago and I went on a business trip, etc.</i>) ● Can describe current or past events, real or imagined, hypothetical 	
<p>Listening</p> <ul style="list-style-type: none"> ● Can follow much of everyday conversation if speakers avoid very idiomatic usage 	
Vocabulary Objectives	
<p>Media, Arts, Literature, and Entertainment</p> <ul style="list-style-type: none"> ● Can use general language related to a formal TV/radio interview. (<i>You make the point that; You mention/state that; Critics argue that; Are you saying that?; etc.</i>) ● Can use general language related to a TV series/soap opera. (<i>storyline with; in love with; cheat on; in last week's episode; cliffhanger; big shock, etc.</i>) ● Can use general language related to buying tickets for an event. (<i>reserve tickets for; price categories; adult/junior/senior citizen; availability; sold out; box office, etc.</i>) ● Can use general language related to a news article reporting an event. (<i>incident; alleged/reported that; early/late hours of; eye witness; emergency services, etc.</i>) ● Can name a range of common musical instruments. (<i>bass; drums; keyboards; trumpet; saxophone; flute; cello; synthesizer, etc.</i>) ● Can use general language related to the review of a film or book. (<i>directed by; adaptation of; played by; starring; blockbuster hit; soundtrack; franchise, etc.</i>) ● Can use general language related to the story of a film or a book. (<i>It's a great read; can't put it down; cliffhanger; gripping; action-packed</i>) ● Can use some detailed language related to a sporting event. match; win/lose; stadium; last-minute; favorite; winner; knock-out; final; crowd; court, etc. 	

Grammar Objectives	
<p>Conditionals</p> <ul style="list-style-type: none"> • Can offer personal advice using the hypothetical <i>if I were you</i>. (<i>I wouldn't do that if I were you; If I were you, I'd apologize, etc.</i>) <p>Discourse and Linking</p> <ul style="list-style-type: none"> • Can use a range of devices to show the relationship between a problem and a solution. (<i>The solution/answer to the problem/issue is to; is solved/prevented by, etc.</i>) • Can use a range of expressions to show agreement and disagreement. (<i>so am/do I; me too; neither do I; nor do I; same here, etc.</i>) • Can show simple agreement using <i>so</i> and <i>too</i>. (<i>So do I; So is he; I do, too; I am, too, etc.</i>) <p>Nouns and Articles</p> <ul style="list-style-type: none"> • Can use abstract uncountable nouns without an article where appropriate. (<i>I gave up hope; We need to think about transport; I need information on; I love poetry, etc.</i>) <p>Present Perfect</p> <ul style="list-style-type: none"> • Can introduce a conversation topic with the present perfect and provide details in the past. (<i>I've been to the UAE. It was two years ago and I went on a business trip, etc.</i>) <p>Reported Speech and Indirect Questions</p> <ul style="list-style-type: none"> • Can report simple statements with some control of grammatical changes (<i>He said (that) he was tired; She told me (that) she wasn't feeling well, etc.</i>) <p>Word Order and Sentence Patterns</p> <ul style="list-style-type: none"> • Can say how they feel about a situation using <i>it + noun + infinitive/that</i>. (<i>It's a pity to leave now; It was a pleasure to meet her; It's a shame (that) we have to go, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can show a basic direct relationship between a simple problem and a solution. • Can clearly signal the end of a simple narrative or description. 	<p>Reading</p> <ul style="list-style-type: none"> • Can recognize the direct repetition of ideas as a simple cohesive device.

Unit 46	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> • Can deal with less common situation in a shop, post office (e.g. returning an unsatisfactory purchase). • Can make a polite complaint, clearly stating what the problem is. 	
<p>Spoken Production</p> <ul style="list-style-type: none"> • Can define the features of something concrete for which they can't remember the word 	
Vocabulary Objectives	
<p>Shopping, Money, and Services</p> <ul style="list-style-type: none"> • Can use polite language related to making a complaint or describing a problem. (<i>I'd like to complain about; there seems to be a problem with; money back/refund, etc.</i>) • Can use general language related to banking services. (<i>account; overdraft; pay-in; withdraw; cash machine; mortgage; borrow; credit card, etc.</i>) • Can use some detailed language related to general household finance. (<i>expenses; income; interest rate; credit repayments; loan; in debt; overdraft, etc.</i>) • Can use general language related to problems when shopping. (<i>hours; out of stock; nothing in my size; sold out; poor service; queue (BrE)/line (AmE), etc.</i>) • Can use general language related to quality, acceptability and adequacy. (<i>good/low/poor quality; lacking; top of the range (BrE)/line (AmE); it'll do, etc.</i>) <p>Clothes, Jewelry, Cosmetics, and Fashion</p> <ul style="list-style-type: none"> • Can use some detailed language related to common items of clothing. (<i>stylish; tight; baggy; designer label; old-fashioned; trendy, etc.</i>) • Can use some common language related to materials clothes and accessories are made from. (<i>wool; cotton; nylon; synthetic; plastic; leather; denim, etc.</i>) <p>Formality and Register</p> <ul style="list-style-type: none"> • Can make very polite spontaneous offers and suggestions using <i>shall</i> (BrE). (<i>Shall I do it for you?; Shall I get him to give you a call?; Shall I help you?, etc.</i>) • Can use basic but appropriate language in a formal letter of complaint. (<i>writing to complain about; issue/problem with; poor service/quality; request that you, etc.</i>) 	

<ul style="list-style-type: none"> • Can accept or decline an invitation formally using basic but appropriate language. (<i>I'm afraid I won't be able to; I'd love/be delighted to; unfortunately; have to decline, etc.</i>) 	
Grammar Objectives	
<p>Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Can begin to sequence multiple adjectives in an appropriate order. (<i>dark curly hair; brown leather bag; exciting new action movie; friendly young Spanish girl, etc.</i>) • Can use adverbs to express likelihood. (<i>probably; possibly; certainly; definitely, etc.</i>) <p>Conditionals</p> <ul style="list-style-type: none"> • Can talk about present or future outcomes of a hypothetical situation. (<i>I'd call her if I had her number; If I had the money, I'd buy it, etc.</i>) <p>Formality and Register</p> <ul style="list-style-type: none"> • Can make very polite spontaneous offers and suggestions using <i>shall</i> (BrE). (<i>Shall I do it for you?; Shall I get him to give you a call?; Shall I help you?, etc.</i>) • Can use basic but appropriate language in a formal letter of complaint. (<i>writing to complain about; issue/problem with; poor service/quality; request that you, etc.</i>) • Can accept or decline an invitation formally using basic but appropriate language. (<i>I'm afraid I won't be able to; I'd love/be delighted to; unfortunately; have to decline, etc.</i>) <p>Future Forms</p> <ul style="list-style-type: none"> • Can express spontaneous decisions and offers using <i>'ll</i>. (<i>Don't worry, I'll get it; I'll help you if you like; I'll give him a call; We'll get back to you, etc.</i>) <p>Modal Verbs</p> <ul style="list-style-type: none"> • Can express possibility in the future with <i>will/won't be able to</i>. (<i>Will you be able to take the test?; I won't be able to meet you tomorrow, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can take messages, communicate enquires. and explain problems 	<p>Reading</p> <p>Can identify the main topic and related ideas in a structured text</p>

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| <ul style="list-style-type: none">• Can write a basic letter of complaint, requesting action | |
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Unit 47	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> • Can react to and express opinions regarding practical questions of where to go and what to do • Can compare and contrast alternatives about what to do, where to go, etc. • Can ask for and give advice in a standard conversation on familiar topics. 	
<p>Spoken Production</p> <ul style="list-style-type: none"> • Can relate the basic details of unpredictable occurrences (e.g. an accident). 	
<p>Listening</p> <ul style="list-style-type: none"> • Can distinguish between main ideas and supporting details in familiar, standard texts. 	
Vocabulary Objectives	
<p>Countries, Cities, Towns, and Public Places</p> <ul style="list-style-type: none"> • Can use general language related to how to get somewhere by car. (<i>traffic lights (BrE)/signals (AmE); motorway (BrE)/freeway (AmE); turning; one-way street, etc.</i>) • Can use some detailed language related to the main features of their home city. (<i>large-/medium-sized city; population of; parks; river; port; city center (BrE)/downtown (AmE), etc.</i>) • Can use some detailed language related to common transport problems. (<i>delay of about; announcement; stuck in traffic; accident; cancel a service, etc.</i>) • Can use some detailed language related to the features of a plane, train or boat. (<i>emergency exits; cabin; cockpit; crew; pilot/captain; life raft/vest; in-flight entertainment, etc.</i>) • Can use some detailed language related to rail travel. (<i>platform; track; online booking/ticket; buffet car (BrE)/dining car (AmE); high-speed, etc.</i>) <p>Food and Drink</p> <ul style="list-style-type: none"> • Can name some less common types of meat, fish, fruit and vegetables. (<i>lamb; veal; plaice; sole; crab; lobster; grapefruit; strawberry; pear; cabbage; carrots, etc.</i>) • Can name common types of beverage. (<i>beer; wine; fruit juice; cocktail; sparkling/still/tap water; soft drink; non-alcoholic, etc.</i>) • Can use some detailed language related to the taste of food. (<i>mouth-watering; delicious; tasty/tasteless; tempting; yummy; disgusting, spicy; sour, etc.</i>) 	

Grammar Objectives	
<p>Adjectives and Adverbs</p> <ul style="list-style-type: none"> Can modify a comparison with an adverb using <i>much, a little, a bit/lot, slightly/far more/less</i>. (<i>She did it a lot more quickly; Play it a bit more quietly; I did slightly less successfully, etc.</i>) <p>Discourse and Linking</p> <ul style="list-style-type: none"> Can show a simple relationship between a main point and an example in a structured text. (<i>for example; One example (of this) is; Examples of this/these include, etc.</i>) Can give supporting details using <i>that + be + when, where, what</i> or <i>why</i>. (<i>That's why prices are going up; That's what you need to do; That was where it all began, etc.</i>) Can use a range of linking words and phrases to introduce further ideas. (<i>in addition to; furthermore; what's more, etc.</i>) <p>-ing Forms and Infinitives</p> <ul style="list-style-type: none"> Can use infinitives after pronouns (e.g. <i>where, what, how</i>). (<i>where to go; what to do; how to get there; who to ask; when to leave; which to order, etc.</i>) <p>Nouns and Articles</p> <ul style="list-style-type: none"> Can omit the definite article appropriately with towns, cities, lakes, countries and mountains. (<i>Grenada; Mexico City; Lake Como; Saudi Arabia; Great Britain; Mount Everest, etc.</i>) <p>Past Tenses</p> <ul style="list-style-type: none"> Can talk about an interruption to an action that was happening at the time using <i>when</i>. (<i>I was eating when the phone rang; I was talking when you interrupted me, etc.</i>) <p>Reported Speech and Indirect Questions</p> <ul style="list-style-type: none"> Can report orders, requests and advice with object + infinitive. (<i>She told me not to do it; He warned us not to be late; She encouraged him to study, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> Can use limited discourse devices to link sentences smoothly into connected discourse Can write short, simple essays with basic structure on familiar topics. 	<p>Reading</p> <ul style="list-style-type: none"> Can understand the relationship between a main point and an example in a structured text

Unit 48	
Verbal Communication Objectives	
<p>Spoken Interaction</p> <ul style="list-style-type: none"> • Can use basic repertoire of conversation strategies to maintain a discussion • Can attempt new formulations and expressions, and check their appropriateness. • Can describe basic symptoms to a doctor, but with limited precision. 	
<p>Listening</p> <ul style="list-style-type: none"> • Can understand the majority of a radio program on a familiar topic. 	
Vocabulary Objectives	
<p>Politics, History, Law, and Society</p> <ul style="list-style-type: none"> • Can use general language related to a military conflict. (<i>soldiers/troops; battle; conflict/ fighting in; agree to a ceasefire; peacekeeping force, etc.</i>) • Can use general language related to immigration. (<i>refugees; immigrant workers; passport/visa; cross the border into; border controls; customs, etc.</i>) • Can use general language related to the crime/security situation in their city or country. (<i>high/low crime rate; (un)safe on the streets/at night; scared; security; organized crime, etc.</i>) <p>Health and Body</p> <ul style="list-style-type: none"> • Can use common language related to personal comfort and hygiene. (<i>hungry; thirsty; tired; sleepy; look/feel well/good; shave; brush/comb; soap; toothpaste, etc.</i>) • Can use some detailed language related to someone's medical history. (<i>childhood; sickness; operation; serious illness; operate on; suffer from; problems with, etc.</i>) 	
Grammar Objectives	
<p>Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Can say something is possible or not using <i>too + adverb/not + adverb + enough + infinitive</i>. (<i>They don't speak clearly enough to understand; I got up too late to catch the bus, etc.</i>) <p>Future Forms</p> <ul style="list-style-type: none"> • Can use the present to refer to the future after words (e.g. <i>when, as soon as, before</i>). (<i>I'll tell her when I see her; I'll call as soon as I get there; I'll do it before I leave, etc.</i>) 	

<p>-ing Forms and Infinitives</p> <ul style="list-style-type: none"> • Can use infinitives after stative verbs (e.g. <i>seem, suppose, look, appear</i>). (<i>He's supposed to send it to us; He seems to drive fast; She appears to work hard, etc.</i>) <p>Nouns and Articles</p> <ul style="list-style-type: none"> • Can use the definite article appropriately with common geographical names. (<i>the Amazon; the Atlantic; the UAE; the UK; the Alps; the Seychelles; the Caribbean, etc.</i>) <p>Passive Forms</p> <ul style="list-style-type: none"> • Can give an instruction without specifying who needs to do it. (<i>The report needs to be completed this week; Homework needs to be handed in today, etc.</i>) <p>Possessives, Pronouns, and Quantifiers</p> <ul style="list-style-type: none"> • Can use reflexive pronouns to refer to themselves. (<i>Did you enjoy yourself ?; I hurt myself; I told myself; I enjoyed myself; He blames himself, etc.</i>) <p>Present Perfect</p> <ul style="list-style-type: none"> • Can ask or talk about something that should have happened by now using <i>yet/still</i>. (<i>Have you done it yet?; Have they arrived yet?; They still haven't called back, etc.</i>) <p>Present Tenses</p> <ul style="list-style-type: none"> • Can express irritation at a reoccurring action using <i>always</i> + present continuous. (<i>She's always complaining; He's always going on about that; He's always losing things, etc.</i>) 	
Written Communication Objectives	
<p>Writing</p> <ul style="list-style-type: none"> • Can clearly signal chronological sequence in narrative text. • Can write a formal email/letter accepting or declining an invitation. 	<p>Reading</p> <ul style="list-style-type: none"> • Can follow chronological sequence in formal structured text.

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

SANDRA ASSENZO

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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