



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 10	
Unit 37	
Verbal Communication Objectives	
Spoken Interaction • Can deal with less routine situation on public transport (e.g. asking where to get off). • Can give simple instructions (e.g. how to get somewhere, how to play a game) • Can interact in routine situation, but participation in open discussions is fairly restricted. • Can use a limited range of fixed expressions to ask someone to wait.	
Spoken Production • Can convey simple relevant information emphasizing the most important point • Can deliver an adequate short rehearsed announcement on a routine topic.	
Listening • Can follow the main points of extended discussion around them if in standard speech. • Can follow many films in which visuals and action carry much of the storyline.	
Vocabulary Objectives	
Socializing and Relationships • Can use general language related to making social arrangements. (<i>free/busy on/at; can('t)/let's make it; plans for; get together; let's say; how about?, etc.</i>) • Can use polite language related to requesting, giving and refusing permission. (<i>Do you mind if ...?; Is it OK to...?; Sure; Go ahead; No problem; Sorry but I can't, etc.</i>) • Can use polite language related to turn-taking in an informal discussion. (<i>That's OK, but; What do you think?; Does everyone agree to that?; Can I say something?, etc.</i>) • Can use informal language related to starting and closing a casual conversation. (<i>How's things/it going?; What's new with you?; I've got to (gotta) go now; better be off, etc.</i>) Health and Body • Can use some detailed language related to ailments and accidents. (<i>get sick; take a sick day; pain/ache in; feel sick/dizzy/faint; have surgery; break a bone, etc.</i>)	

Can name common healthcare professionals. (<i>see a doctor/GP; nurse; dentist; optician; specialist; paramedic; therapist, etc.</i>)	
Grammar Objectives	
Adjectives and Adverbs - Can use basic adverbial phrases to express frequency. (<i>every day; once a week; twice a year, etc.</i>) - Can use too/enough with simple adverbs of manner. (<i>She speaks too fast; He eats too quickly; They don't work hard enough, etc.</i>) Modal Verbs - Can express prohibition, obligation and lack of obligation in the present or future. (<i>must; have/need to; should; don't have/need to; needn't; can't; mustn't; shouldn't, etc.</i>) - Can ask for, give or refuse permission in the present or future. (<i>can; could; may; allowed to; able to; can't; not allowed to; won't be able to, 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>) Reported Speech and Indirect Questions - Can report speech in a limited way using say followed by either present or future. (<i>He says he can do it; She said she is happy; She said she'll do it, etc.</i>)	
Written Communication Objectives	
Writing - Can write a basic formal email/letter requesting information. - Can write about experiences, feeling and reactions in a simple connected text.	Reading Can understand clearly written, straightforward instruction on a piece of equipment

Unit 38	
Verbal Communication Objectives	
Spoken Interaction • Can convey simple information of immediate relevance and emphasize the main point. • Can carry out a prepared structured interview with some spontaneous follow-up questions. • Can give or seek personal views and opinion in discussing topics of interest • Can express likes and dislikes with some justifying explanation. • Can foreignize a mother tongue word and ask for confirmation.	
Spoken Production • Can summarize short written passages using the original wording and ordering. • Can ask about or explain a problem with reasonable precision. • Can tell a story or describe something in a simple list of points.	
Listening • Can derive the probable meaning of simple, unknown words from short, familiar contexts. • Can follow detailed directions.	
Vocabulary Objectives	
Thoughts, Feelings, Perceptions, and Opinions • Can use some detailed language related to feelings (<i>disappointed with; frustrated; exhausted; upset about; pleased with; hurt by; anxious about, etc.</i>) • Can use appropriate language related to expressing strength of opinion (<i>hate/can't stand; fed up with; (not) keen on; quite like (BrE)/kind of like (AmE), etc.</i>) • Can use some detailed language related to feelings about people (<i>love; can't stand; irritated by; attracted to; find him/her + -ing, etc.</i>) • Can use a range of language related to degree of surprise, interest or indifference. (<i>Really?; You're joking! (BrE)/kidding! (AmE!); No way!; You'll never guess what; So (what)?, etc.</i>) • Can use a range of language related to degree of happiness, satisfaction or dissatisfaction. (<i>[really] pleased with; delighted with; That's great/perfect; I'm not happy with; Is that OK?, etc.</i>) • Can use a range of language related to reasons for opinions and actions. (<i>I think it's a good idea to/if</i>	

<i>we; I was trying to; If we do this, then; I (really) wanted to, etc.)</i> • Can use general language related to clarifying and elaborating meaning. (<i>Do you mean?; So you're saying; The point is that; So this means; What do you mean by...?, etc.)</i>) • Can use some detailed language related to dreams, hopes and ambitions. (<i>I'm hoping to; One day I'd love to; It's my dream to; I'm working on; My dream job is, etc.)</i>)	
Grammar Objectives	
Adjectives and Adverbs • Can use as ... as to express similarity or lack of similarity with adjectives and adverbs. (<i>as big as; the same as; not as good as; not as fast as; as slowly as, etc.)</i>) • Can say something is possible or not using too + adjective/not + adjective + enough + infinitive. (<i>She's old enough to vote; He's too short to reach; They're too far away to see, etc.)</i>) • Can use adjectives after verbs (e.g. look, sound, feel, taste, smell, seem, appear). (<i>He looks bored; It sounds funny; She seems nice; It doesn't seem difficult, etc.)</i>) • Can modify another adverb with words (e.g. really, very, quite). (<i>He talks really fast; She goes there quite often; She can speak Chinese very well, etc.)</i>) Present Perfect • Can talk about past experiences with present perfect + superlatives. (<i>the best book I've ever read; the worst film I've seen; the best holiday I've ever had, etc.)</i>) Present Tenses • Can signal that a situation is only temporary and liable to change using the present continuous. (<i>I'm living with my parents; She's working in Oxford; She's working a lot right now, etc.)</i>) Questions • Can ask simple questions about the subject. (<i>Who loves you?; Who saw you?; What eats birds?; Who is sitting here?, etc.)</i>) Word Formation • Can begin to recognise and form adjectives from common suffixes (e.g. y, ful, able, less). (<i>dirty; healthy; careful; helpful; comfortable; suitable; careless; useless; pointless, etc.)</i>)	
Written Communication Objectives	
Writing	Reading

• Can write everyday notes, personal emails or letters giving advice. • Can write personal letters describing experiences, feelings and events in some detail.	• Can recognize significant points in straightforward newspaper articles on familiar topics. • Can make simple inferences based on information given in a short article or written material.
--	--

Unit 39	
Verbal Communication Objectives	
Spoken Interaction • Can use simple techniques to start, maintain or end a short conversation. • Can ask for, follow and give detailed directions. • Can generally express belief, opinion, agreement and disagreement with some detail. • Can use common fixed expressions to develop an argument. • Can invite others to give their views on how to proceed.	
Spoken Production • Can express the main points they want to make comprehensibly. • Can give straightforward descriptions on a variety of familiar subjects. • Can reflect on own learning experience from a past event or situation. • Can follow everyday conversation, with some repetition of particular words and phrases.	
Listening • Can understand main points of standard speech on familiar topics (e.g. work, leisure). • Can recognize when examples are being given in standard conversations on familiar topics.	
Vocabulary Objectives	
Education, Study, and Languages • Can use general language related to their study history. (<i>study in/at; get a degree/diploma; major in; pass/fail an exam; graduate in, etc.</i>) • Can use general language related to the learning process. (<i>do/hand in homework/exercises; revise/study for an exam/test, etc.</i>) Business, Industry, and the Economy • Can use limited language related to a company and what it does. (<i>manufacturer; financial services; based in; employ; offices; factories; sales; brands, etc.</i>)	
Grammar Objectives	
Past Tenses • Can describe past routines and habits that no longer happen. (<i>used to; didn't use to; did you use to? I would; would you? etc.</i>)	

Possessives, Pronouns, and Quantifiers • Can group things using both, neither, either, each, every, all/none + of or a noun. (<i>I don't like either of them; Neither of us live here; all of us went; both boys passed, etc.</i>) • Can use the genitive of + of in a noun phrase. (<i>the end of the first half of the match; the styling of the front of the car, etc.</i>) Present Tenses • Can recognise verbs not commonly used in the continuous form and use them appropriately. (<i>Think; hear; seem; looks; tastes; feels; believe; belong; own; know; prefer; want; understand, etc.</i>) Questions • Can ask simple questions about the subject using prepositional verbs. (<i>What are you laughing at?; Who are you talking about?; What kind of music do you listen to?, etc.</i>) Words That Go Together • Can use a limited range of separable phrasal verbs + indirect object + object. (<i>thank him for the present; ask her for the book; invite them to the party, etc.</i>)	
Written Communication Objectives	
Writing • Can write letters/emails exchanging simple information, emphasizing the most important point. • Can write a description of a future event or activity.	Reading • Can understand the main information from simple diagrams (e.g. graphs, bar charts).

Unit 40	
Verbal Communication Objectives	
Spoken Interaction • Can exploit a wide range of simple language to deal with most situations while travelling. • Can deal with common situation when making travel arrangements or travelling. • Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). • Can use suitable phrase to intervene in a discussion on a familiar topic. • Can ask and answer simple questions to gain information about a subject.	
Spoken Production • Can begin to use a repertoire of common idiomatic phrases in routine situations. • Can maintain a conversation but with difficulty when trying to say exactly what they mean. • Can collate short pieces of information and summarize them for somebody else.	
Listening • Can generally follow familiar topics if the speaker is clear and avoids idiomatic usage. • Can recognize when speakers agree or disagree in an extended conversation at normal speed.	
Vocabulary Objectives	
Holidays (BrE)/Vacations (AmE), Travel, and Transportation • Can use common language related to holiday accommodation. (<i>luxury/budget/cheap hotel; place to stay; reception area; good/bad service; clean rooms, etc.</i>) • Can use some detailed language related to a holiday. (<i>package deal; guided tour; go sightseeing/see the sights; delays; itinerary, etc.</i>) • Can use general language related to common ways of travelling. (<i>passenger; travel by/on; fly from/to; rent a car; first class; economy; coach; ferry, etc.</i>) • Can use some detailed language related to an airport experience. (<i>security; gate; lounge; immigration; passport control; visa; board; delay; check-in, etc.</i>) Natural World and Environment • Can use general language related to geographical features of a place of interest. (<i>forest; woodland;</i>	

<i>valley; peaceful; lively; coast; popular with; touristy; beautiful; full of, etc.)</i> - Can use some detailed language related to the weather. (<i>climate; stormy; foggy; misty; freezing; gale; thunderstorm; mild; changeable, etc.</i>) Countries, Cities, Towns, and Public Places - Can use detailed language related to how to get somewhere on foot. (<i>take the; turn left/right at the; go past the; go along; it's on the; you come to, etc.</i>) - Can use detailed language related to using public transport. (<i>take the blue line/bus; change/get off at; platform; ticket machine; return (BrE)/roundtrip (AmE), etc.</i>)	
Grammar Objectives	
Nouns and Articles - Can use common fixed phrases that do not require an article. (<i>at work; in bed; at home; by bus; have breakfast/dinner; at night; on Monday, etc.</i>) Possessives, Pronouns, and Quantifiers - Can use a phrase with 's to show a duration of time. (<i>a week's holiday; two days' pay; a year's break; a day's rest; six months' travelling, etc.</i>) Present Perfect - Can express the duration of an existing situation that started in the past. (<i>She's lived there since 2011; How long have you been here?; I haven't seen her for two weeks, etc</i>) Questions - Can ask simple indirect questions to get information. (<i>Can you tell me what time it is?; Do you know where he lives?; Could you tell me how much it is?, etc.</i>) Word Formation - Can begin to form negatives and opposites from common prefixes (e.g. un, im). (<i>unhappy; impossible; unreliable; uncomfortable, etc.</i>) - Can begin to recognise and form common compound adjectives. (<i>high-quality; well-known; ten-year-old; full-/part-time; self-service; high-speed, etc.</i>) - Can use a range of prepositions to describe movement. (<i>across; along; around; through; over; under; past, etc.</i>) - Can use like with certain common verbs to express similarity. (<i>it's like; looks like; tastes like; feels like; sounds like, etc.</i>)	
Written Communication Objectives	
Writing Can link a series of shorter familiar elements into a connected linear sequence of points.	Reading Can extract details in everyday letters, brochures and short official documents.

● Can write a description of a simple process in a familiar context. ● Can write clear, detailed travel directions in a letter, email, or web posting.	
--	--

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 TESL 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

- reporting and analysis of statistics on activity levels, progress of learning, student retention and renewal rates regionally, nationally and internationally
- 2016 *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

VIA GIOVANNI PAOLO II, 13 RONCELLO (MB)

+39-328-2781636

sandra.assenzo@gmail.com

Italian/Canadian

25 JANUARY 1975

PROFESSIONAL BACKGROUND

Wall Street English, Milan Italy September 2014 - present	National Service Manager - Responsible for delivering premium service and enabling learner outcomes by applying Standard Operating Procedures across the Italian network - Lead, recruit, train and develop a team of motivated, engaged, enabled and organized Service Managers who in turn will do the same with their teams - Forecasting, driving and achieving KPIs linked to educational delivery, quality and efficacy as well as to internal sales revenue targets - Control and maintain educational standards in the centers - Accountable for forecasting and driving annual, monthly and quarterly targets in service - Balance service cost against annual sales targets to guarantee premium service delivery and company profitability - Control and help advise on center level service staff costs through efficient scheduling and coordination with Service Managers - Analyze and report annual, quarterly and monthly results and devise strategic improvement plans when required - Implement new products.
Wall Street Institute, Milan Italy April 2003-September 2014	Service Manager - Responsible for service offered to over 800 adult students - Coordination of 14 members of staff to reach team objectives - Scheduling and course start-ups for private and corporate students - Recruit and train new staff members and ESL teachers - Motivate, follow up and evaluate staff - Coordination and application of internal client satisfaction plan - Quality 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