



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 4	
Unit 13	
Verbal Communication Objectives	
Spoken Production Can link words or group of words with very basic linear connectors like <i>and</i> or <i>then</i>	
Listening Can identify the key information in a short, simple exchange.	
Vocabulary Objectives	
Grammar Objectives	
Discourse and Linking - Can use a limited range of linking words to sequence events or activities. (<i>First I get up, then I have breakfast; after that I leave; next we go, etc.</i>) - Can show the beginning and end of a sentence with very basic punctuation. (<i>full stops/periods (AmE); capital letters; question marks; commas in lists and short answers</i>) - Can express very basic cause and effect with <i>because</i>. (<i>I'm laughing because he's funny; I'm wearing a jumper because it's cold in here, etc.</i>) Modal Verbs - Can express possibility with <i>can</i>. (<i>I can do it today; I can't meet you tomorrow, etc.</i>)	
Written Communication Objectives	
Writing - Can use basic pronunciation (e.g. commas, full stops, question marks) - Can understand the structure of a basic, single-clause sentence - Can link groups of words with simple connectors like <i>and</i>, <i>but</i>, and <i>because</i> - Can use very basic connectors like <i>and</i>, <i>but</i>, <i>so</i>, and <i>then</i>	

Unit 14	
Verbal Communication Objectives	
Spoken Production Can describe basic activities or events that are happening at the time of speaking	Spoken Interaction Can describe basic activities or events that are happening at the time of speaking
Listening Can understand short, simple, instructions addressed carefully and slowly.	
Vocabulary Objectives	
Holidays (BrE)/Vacations (AmE), Travel, and Transportation - Can name very common types of transportations (<i>bus; car; coach; train; underground (BrE)/subway (AmE); bicycle/bike; motorbike; plane; boat, etc.</i>) - Can use some very basic stock language related to transport (<i>by plane; by train; on holiday (BrE)/vacation (AmE); hotel; stay, etc.</i>)	
Grammar Objectives	
Nouns and Articles - Can use very common regular and irregular nouns in the plural form. (<i>people; women; boys; classes; books; pens; days; chairs; children, etc.</i>) - Can use some common plural nouns with the correct verb agreement. (<i>His jeans are new; My glasses are old; Her clothes are nice; Her shorts are blue, etc.</i>) Present Tenses - Can talk about daily routines with the present simple but with limited control. (<i>I get up at 6 a.m.; I don't have breakfast; Do you drive to work?; He doesn't go out, etc.</i>) - Can describe actions happening at the time of speaking with the present continuous. (<i>I'm watching TV; What are you doing?; She's not listening; He's checking his email, etc.</i>)	
Written Communication Objectives	
	Reading Can recognize basic plural forms of nouns (e.g. cars, books)

Unit 15
Verbal Communication Objectives
Spoken Interaction • Can ask and answer simple questions in areas of immediate need or on very familiar topics • Can ask and answer basic questions about family and friends in a limited way
Spoken Production • Can name simple references to the past using <i>was/were</i> • Can give a short, structured description of home, family and job, with support.
Listening • Can understand basic questions about personal information (such as home, family, job) when delivered slowly and carefully.
Vocabulary Objectives
Family, Friends, and People • Can name very basic family relations (<i>family; people; mother; father; brother; sister; son; daughter, etc.</i>) • Can use basic language related to themselves and their family relations (<i>three sisters/brothers; alone; children; 20 years old; at home, etc.</i>)
Grammar Objectives
Adjectives and Adverbs • Can talk about routines with very basic adverbs of frequency and prepositions of time. (<i>every day; every week; at the/every weekend; on Mondays; never; sometimes, etc.</i>) Nouns and Articles • Can use a/an to talk about the names of jobs. (<i>She's a teacher; I'm a student; She's a doctor; He's an architect, etc.</i>) Questions • Can ask and answer basic yes/no questions. (<i>Is it cold? Yes, it is; Are you Spanish? No, I'm not; Is he married? Yes, he is, etc.</i>) Word Formation • Can name very common job names based on common verbs. (<i>teach/teacher; study/student; act/actor; art/artist; paint/painter; drive/driver, etc.</i>)

Unit 16
Verbal Communication Objectives
Spoken Interaction Can use brief everyday expressions to describe wants and needs, and request information
Listening Can understand questions addressed carefully and slowly
Vocabulary Objectives
Numbers, Physical Properties, and Measurements Can use very basic language related to the properties of objects. (<i>big; small; light; heavy, etc.</i>)
Science and Technology Can name a few very common items of IT equipment. (<i>computer; laptop; internet; mobile, etc.</i>)
Health and Body - Can name very basic parts of the body. (<i>head; leg; back; feet; eyes; nose; hair; arm, etc.</i>) - Can name some very common ailments. (<i>have a cold; have the flu; feel sick, etc.</i>)
Grammar Objectives
Possessives, Pronouns, and Quantifiers - Can use object pronouns in simple phrases and sentences. (<i>give him the book; tell me the time; ask them a question, etc.</i>) - Can use the possessive pronouns mine and yours with the verb be. (<i>that's mine; it's yours; this book is not mine, etc.</i>)

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