



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 7	
Unit 25	
Verbal Communication Objectives	
Spoken Interaction - Can ask for and give very basic information about the home. - Can describe people, places and possessions in simple terms. - Can describe their family, living conditions, education and present, or most recent, job.	
Spoken Production Can describe clothes as part of an everyday purchase or to describe someone's appearance. Can describe basic activities or events that are happening at the time of speaking.	
Vocabulary Objectives	
Culture, Customs, Religion, and Traditions - Can recognize and name the most common faith groups. (<i>Christian; Muslim; Islam; Catholic; Sikh; Hindu, etc.</i>) Family, Friends, and People - Can use some basic language related to someone's appearance. (<i>tall; short; young; old; large; good-looking; attractive; dark-haired; blue-eyed, etc.</i>) - Can use common language related to living arrangements. (<i>live with; roommate; share a flat/apartment with; by myself, etc.</i>) - Can use some basic language related to someone's personality. (<i>friendly; nice; shy; funny; interesting, etc.</i>) House and Home - Can name very common household activities. (<i>get up; have breakfast/dinner; have a wash; take a shower/bath; watch TV; go to bed, etc.</i>) - Can name very common household furniture and appliances. (<i>sofa; chair; armchair; carpet; curtains; bed; lamp; picture; bookshelf, etc.</i>) - Can name very common objects for cooking and eating. (<i>cup; plate; knife; fork; spoon; pot, etc.</i>)	
Grammar Objectives	
Nouns and Articles Can use plural and common uncountable nouns without an article with some control. (<i>listen to music; play with kids; talk to friends; have lessons; watch TV, etc.</i>)	

• Can begin to use some common fixed phrases that omit the article. (<i>by phone; by email; at work; in town; in bed; at home; on holiday, etc.</i>) Possessives, pronouns and quantifiers • Can use this to make a basic introduction. (<i>This is Maria; This is my sister; This is my teacher, etc.</i>) -ing Forms and Infinitives • Can express preferences using would + like, love, hate and prefer + infinitive. (<i>I'd love to come to your party; I'd hate to miss it; I'd prefer to go to the Italian restaurant, etc.</i>)	
Written Communication Objectives	
Writing • Can write simple sentences about their educational background and present or past job. • Can write simple sentences about families and living conditions. • Can write a short, simple description of a familiar object.	Reading • Can understand simple instructions on everyday equipment (e.g. pay machines).

Unit 26	
Verbal Communication Objectives	
Spoken Interaction • Can say what they like and dislike. • Can use brief, everyday expressions to ask for and give personal details. • Can use brief, everyday expressions to describe wants and needs, and request information.	
Spoken Production • Can make simple references to the past using <i>was/were</i>.	
Listening • Can understand and follow short, simple social exchanges. • Can note down a phone number from a recorded message.	
Vocabulary Objectives	
Health and Body • Can name common parts of the body. (<i>fingers; toes; shoulders; face; mouth; lips; chest, etc.</i>) Socializing and Relationships • Can use some basic language related to making and accepting simple apologies. (<i>Sorry; Excuse me; It's OK; No problem; It's fine; You're welcome, etc.</i>) • Can use basic general language related to the status of a relationship. (<i>married; single; going out with; girl/boyfriend; just friends; best friends, etc.</i>) Thoughts, Feelings, Perceptions, and Emotions • Can use basic language related to expressing strong likes and dislikes. (<i>just love; hate; can't stand; really enjoy; be into, etc.</i>) • Can use some basic language related to someone's emotional state. (<i>happy; sad; bored; excited; relaxed; nervous; upset, etc.</i>)	
Vocabulary Objectives	
Nouns and Articles • Can use the definite article when talking about musical instruments. (<i>play the guitar; play it on the piano; play the drums; play the violin, etc.</i>) Present Tenses • Can describe a picture and what is happening in it using the present continuous. (<i>A man is smiling; Two people are talking; He's waiting for something, etc.</i>)	

• Can distinguish in general between things we do regularly and things happening now. (<i>I get up at 7 a.m. every day vs. It's 7.02 a.m. and I'm getting up now, etc.</i>) Past Tenses • Can use was/were to talk about the past in a very basic way. (<i>It was cold yesterday; He wasn't at school last week; We were in Mexico on Monday, etc.</i>) Questions • Can ask simple questions in the past using wh-words. (<i>Where did you go?; What did you see?; How much did it cost?; When did he arrive?, etc.</i>)	
Written Communication Objectives	
Writing • Can write short, basic descriptions of places, people or things	Reading • Can identify specific information in simple letters, brochures and short articles

Unit 27	
Verbal Communication Objectives	
Spoken Interaction • Can describe everyday lives as a short series of simple sentences linked in a list. • Can tell a story or describe something in a simple list of points. • Can use simple language to describe people's appearance, personality and feelings.	
Spoken Production • Can use simple language to describe people's appearance	
Listening • Can understand clear, slow, simple, everyday conversations if the speaker takes the trouble.	
Vocabulary Objectives	
Media, Arts, Literature, and Entertainment • Can use very basic language related to TV viewing. (<i>channel; program; switch on/over/off; record; satellite/pay TV; cable, etc.</i>) • Can use very basic language related to using the internet. (<i>website; browse; social network; online; on the Web; search; to google something, etc.</i>) Food and Drink • Can name the basic meals of the day. (<i>breakfast; lunch; dinner; supper; a snack, etc.</i>) • Can use basic language related to typical food of their own culture. (<i>noodles; rice; chips/fries; burger; pasta, etc.</i>)	
Grammar Objectives	
Possessives, pronouns and quantifiers • Can describe quantity with enough/not enough and too much/many + noun. (<i>We have enough bread; There are too many people; I don't have enough money, etc.</i>) Discourse and Linking • Can use the definite article to refer back to something already mentioned. (<i>She was in the meeting; Did you see the match last night?, etc.</i>) • Can use a range of common linking words to sequence events or activities. (<i>to begin with; in the end; finally; before/after that; next, etc.</i>) Words that Go Together • Can name a number of activities with make and take. (<i>make lunch/dinner/a bed/friends; take a test/photo/break/holiday, etc.</i>)	

• Can use a limited number of phrasal verbs that do not take an object. (<i>sit down; wake/get up; hurry up; stand up; come in; go out; slow down, etc.</i>)	
Written Communication Objectives	
Writing • Can write short, simple, imaginary biographies and simple poems about people • Can write a short, simple paragraph about a familiar topic.	

Unit 28	
Verbal Communication Objectives	
Spoken Interaction • Can make and accept a simple apology. • Can make simple transactions in shops, post offices and banks • Can ask and answer questions about what they do at work and in their free time.	
Spoken Production • Can describe clothes as part of an everyday purchase or to describe someone's appearance.	
Listening Can follow changes of topic of factual TV news items and form an idea of the main content.	
Vocabulary Objectives	
Business, Industry, and the Economy • Can use very basic language related to economic and organizational entities. (<i>company; group; department; organization, etc.</i>) Science and Technology • Can use common language related to IT. (<i>software; log in; password; online; print; printer, etc.</i>) Shopping, Money, and Services • Can use general language related to the price of something. (<i>price tag/label; in a sale; on sale; discount (BrE)/marked down (AmE), etc.</i>) Politics, History, Law, and Society • Can name a few very common political roles. (<i>president; prime minister; king; queen, etc.</i>) Workplace and Jobs • Can use very basic language in relation to a job. (<i>work for; office; company; employees; earn; sell; work in/as, etc.</i>)	
Grammar Objectives	
Adjectives and Adverbs • Can use common adverbs to describe an action or ability. (<i>She works quickly; He talks loudly; She speaks English well; She sings beautifully, etc.</i>) Modal Verbs • Can express obligation and necessity in the present and future with have to. (<i>have to do my homework; I have to get up early tomorrow; You don't have to pay, etc.</i>) • Can express permission in the present with can. (<i>Can I use a dictionary?; You can't use a</i>	

<i>phone in class; People under 18 can't drive, etc.)</i>	
Written Communication Objectives	
Writing • Can write simple sentences about personal skills. • Can take a short, simple message provided the speaker repeats and reformulates.	Reading • Can understand questions in simple quizzes or questionnaires.

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

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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