



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 8	
Unit 29	
Verbal Communication Objectives	
Spoken Interaction • Can establish social contact through greetings and farewells, introductions and giving thanks • Can introduce themselves on the phone and close a simple call. • Can communicate in routine tasks requiring simple, direct exchanges of information. • Can satisfy survival and routine travel needs. • Can answer simple questions and respond to simple statements in an interview • Can ask for and provide everyday goods and services.	
Spoken Production • Can use an inadequate word and use gestures to clarify what they want to say.	
Listening • Can recognize phrases and content words related to basic personal and family information.	
Vocabulary Objectives	
Socializing and Relationships • Can use basic polite language related to making and declining offers and invitations. (<i>I'd like to invite you to; I'm afraid I can't; I'm OK thanks; Sorry but; Would you like to come?, etc.</i>) • Can use basic language related to making social arrangements. (<i>free on/at; See you later/at/on; text/call me; Can you do Tuesday?; What about Monday?, etc.</i>) • Can use basic language related to informal thanks and apologies. (<i>Sorry; Thank you; Thanks; I'm sorry that; I want to apologize for the, etc.</i>) • Can use polite language related to simple thanks and apologies. (<i>Thanks (a lot) for; It was good/kind of you to; I'm (really) sorry that; I apologize for, etc.</i>) • Can use general language related to an informal telephone conversation. (<i>Hi Anna, it's Maria; I'm just calling to; I have to go now; See you later; Bye-bye, etc.</i>) Science and Technology • Can use general language related to telephone communication. (<i>text; (make a) call; dial a number; get through; busy; data; give someone a call, etc.</i>) Shopping, Money, and Services	

• Can use general language related to everyday goods and services. (<i>bank; post office; package; letter; bill; order; buy; send; pay for; fill in a form, etc.</i>) • Can use basic language related to general household finance. (<i>pay a bill; pay the rent; borrow/lend money; credit, etc.</i>)	
Grammar Objectives	
Prepositions • Can use basic prepositions in a range of common situations. (<i>go with a friend; at the station; on holiday; in bed; ice with your drink; for sale, etc.</i>) Adjectives and Adverbs • Can express adequacy and inadequacy with enough and too + adjective. (<i>The car's too expensive; The jacket is too small/not big enough; You're too late, etc.</i>) Modal Verbs • Can express possibility and ability in the past using could and couldn't. (<i>I couldn't go to the party; I couldn't swim when I was ten; women couldn't vote, etc.</i>) Word Order and Sentence Patterns • Can use direct + indirect objects together after verbs (e.g. give, tell, say, pass). (<i>Pass her the book; Give it to him; Give them some food; Don't tell me lies, etc.</i>) Questions • Can ask questions about the way to do something with how. (<i>How do you get there?; How do you open it?; How do you do it?; How do you say ...?, etc.</i>) Discourse and Linking • Can give a simple example using like or for example. (<i>people like my brother; popular film stars, for example Cameron Diaz, etc.</i>)	
Writing • Can give an example of something in a very simple text using like or for example	Reading • Can recognize silent letters in some common words

Unit 30	
Verbal Communication Objectives	
Spoken Interaction • Can give an extended description of everyday topics (e.g. people, places, experiences). • Can ask and answer questions about past times and past activities. • Can deal with practical everyday demands, exchanging straightforward factual information. • Can exchange information on routine topics, provided the other person helps if necessary. • Can use simple, everyday polite forms of greeting and address.	
Spoken Production • Can describe everyday aspects of their environment (e.g. people, place, job or study).	
Listening • Can recognize phrases and content words related to topics (e.g. shopping, local geography).	
Vocabulary Objectives	
Workplace and Jobs • Can use general language related to a job. (<i>work for; in charge of; responsible for; manage; look after; nine-to-five job; office/factory worker, etc.</i>) • Can use basic formal language related to work arrangements. (<i>meeting; calendar; diary (BrE); busy on/at; make/arrange an appointment; find a time/date, etc.</i>) Education, Study, and Languages • Can use very general language related to studying. (<i>take a course/class; lessons; classes; tests/ final exams; certificate; pass; study for/at, etc.</i>) Business, Industry, and the Economy • Can use very basic language related to professional relationships. (<i>manager; boss of; customer; run; in charge of, etc.</i>)	
Grammar Objectives	
Adjectives and Adverbs • Can modify a verb using a lot, a bit, a little, very much, really. (<i>It didn't hurt very much; She talked a lot; I only understand a bit; I really hate it, etc.</i>)	

Future Forms - Can describe fixed or timetabled future events with the present simple. (<i>The train leaves at 6 p.m.; The concert starts at 8; We land at 5 a.m. tomorrow, etc.</i>) Conditionals - Can describe simple relationships where one event always follows another. (<i>If you heat ice, it melts; If you don't water plants, they die; What happens if you press it?, etc.</i>) Relative, Participle and Other Clauses - Can replace the subject with relative pronouns who, that or which. (<i>He's my friend who lives in Prague; That's the car that/which is really fast, etc.</i>) Past Tenses - Can say when something happened in the past using when + past simple. (<i>I met him when I was at school; I played tennis when I was young, etc.</i>)	
Written Communication Objectives	
Writing Can reproduce key words and phrases from a short text within their limited competence.	Reading Can understand regulations (e.g. safety) when expressed in simple language.

Unit 31	
Verbal Communication Objectives	
Spoken Interaction • Can ask and answer questions about habits and routines • Can describe habits and routines. • Can deal with common aspects of everyday life (e.g. travel, eating, shopping). • Can ask and answer questions about basic plans and intentions. • Can give an opinion on practical problems, with some help when necessary. • Can ask for and give advice using simple language.	
Spoken Production • Can give a short, rehearsed personal presentation and cope with limited questions • Can describe future plans and intentions giving some limited detail.	
Listening • Can understand standard speech on familiar matters, with some repetition or reformulation.	
Vocabulary Objectives	
Numbers, Physical Properties, and Measurements • Can use general language related to quantity and number. (<i>a piece/pieces of; some/most of; a lot of; part of; a bit/bits of, etc.</i>) • Can use general language related to the shape of objects. (<i>round; square; thick; thin; circle; ball, etc.</i>) Clothes, Jewelry, Cosmetics, and Fashion • Can use common language related to the size of clothing. (<i>small; medium; large; extra-large; XXL; European size 43; US size ten, etc.</i>) Food and Drink • Can use simple general language related to a restaurant experience (<i>order; starters (BrE)/appetizers (AmE); waiter (BrE)/server (AmE); dessert; waiter; prices, etc.</i>)	
Grammar Objectives	
Nouns and Articles • Can distinguish nouns with a countable or uncountable meaning. (<i>Coffee is hot/Can I have three coffees?; I like cake/I baked two cakes, etc.</i>)	

Possessives, Pronouns and Quantifiers • Can use both, lots, some, a bit/lot/piece + of to refer to specific people or things. (<i>Lots of people like him; I lost both of my socks; I'd like a piece of cake, etc.</i>) • Can use both, lots, some, a bit/lot/piece + of to refer to specific people or things. (<i>Lots of people like him; I lost both of my socks; I'd like a piece of cake, etc.</i>) • Can use one to replace a regular countable noun. (<i>Which one do you like?; I bought a new one yesterday; Do you prefer the red or blue ones?, etc.</i>) • Can describe quantity using a bit/little/few. (<i>There's only a little/bit of milk left; Only a few people came; I've seen a few of his films, etc.</i>) • Can use a range of indefinite pronouns to talk about a person, object or place. (<i>anyone/body/thing; everyone; no one; nothing, etc.</i>) Prepositions • Can describe position using a range of common prepositions. (<i>stand behind/in front of/next to me; at the front/back; in the middle; above/below; near, etc.</i>) -ing Forms and infinitives • Can use infinitives without to after a range of modal verbs.	
Written Communication Objectives	
Writing • Can write short, simple messages relating to matters of immediate need.	

Unit 32	
Verbal Communication Objectives	
Spoken Interaction • Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). • Can initiate, maintain and close simple, restricted face-to-face conversations • Can express how they feel in simple terms. • Can ask for clarification about key words not understood using stock phrases. • Can ask very simply for repetition when they don't understand	
Spoken Production • Can make simple, direct comparisons between two people or things using common adjectives.	
Listening • Can generally identify the topic of discussion around them when conducted slowly and clearly • Can recognize when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly.	
Vocabulary Objectives	
Health and Body • Can use some very common language related to symptoms. (<i>headache; stomachache; feel bad/sick; blocked up (BrE)/stuffed up (AmE), etc.</i>) • Can use some common language related to medical assistance. (<i>doctor; hospital; help; feel sick; hurt, etc.</i>) Countries, Cities, Towns, and Public Places • Can use basic language related to parts of a building (<i>roof; windows, floors, lift (BrE)/elevator (AmE); stairs; ceiling; air-conditioning (BrE)/AC (AmE), etc.</i>) • Can recognize and say a range of nations and nationalities (<i>Japan/Japanese; Germany/German; Brazil/Brazilian; Egypt/Egyptian, etc.</i>)	
Grammar Objectives	
Possessives, Pronouns and Quantifiers	

• Can show that something is part of something using of. (<i>the roof of the house; the colour of her hair; the start of the lesson, etc.</i>) Adjectives and Adverbs • Can make basic comparisons with common regular and irregular adjectives. (<i>bigger than; more expensive than; more interesting than; taller than; later than, etc.</i>) Modal Verbs • Can express likelihood in the present and future using can and might. (<i>She might not be ready; We might be late; We might win; They can't be at home, etc.</i>) Questions • Can distinguish between a range of wh- words in questions including which. (<i>Which film did you see?; Where do you live?; When does the match start?, etc.</i>) • Can ask and answer basic questions with what/who + this/that. (<i>What's this? It's my phone; Who's that? It's the new teacher, etc.</i>) Discourse and Linking • Can express simple addition using a range of basic linking words and phrases. (<i>and; also; as well; too, etc.</i>)	
Written Communication Objectives	
Writing • Can make simple comparisons between people, places or things	

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