



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 9	
Unit 33	
Verbal Communication Objectives	
Spoken Interaction • Can discuss what to do in the evening or at the weekend. • Can ask for and give or refuse permission • Can explain why they like or dislike about something. • Can express mild, normal and strong likes and dislikes concerning familiar things and activities. • Can make and accept offers • Can make and respond to invitations, suggestions, apologies, etc. • Can make and respond to suggestions.	
Spoken Production • Can describe a travel experience with a few very basic stock phrases. • Can explain simple procedures and rules in familiar contexts.	
Listening • Can recognize adverbs as words that describe actions. • Can understand enough to manage simple routine exchanges without undue effort. • Can extract essential details from short, everyday texts delivered slowly and clearly	
Vocabulary Objectives	
Cultures, Customs, Religion, and Traditions • Can use basic language related to features of their own culture. (<i>marriage; festival; public holiday; day off; celebrate, etc.</i>) Sports, Hobbies, and Interests • Can use very common language related to sports equipment. (<i>boots; kit; trainers (BrE)/sneakers (AmE); shorts; tracksuit; racket; ball; bat; towel, etc.</i>) • Can use very general language related to a match or sporting event. (<i>run; kick; ball; hit; miss; goal; save; penalty; point; touchdown; home run, etc.</i>)	
Grammar Objectives	
Possessives, Pronouns, and Quantifiers • Can express an absence of something with no. (<i>There's no sugar left; There's no point in waiting; There's no time to do it, etc.</i>)	

• Can use a range of quantifiers as pronouns. (<i>Do you want some?; Have you got any?; Is there enough?; There isn't much left, etc.</i>) Adjectives and Adverbs • Can modify an adjective using quite, very, really. (<i>I'm quite hungry; We're really late; It's very expensive; She's very friendly, etc.</i>) Past Tenses • Can use the past simple when referring to finished time. (<i>last week/month/year; yesterday; this morning (after midday); on Tuesday; in 2011; ago, etc.</i>) Modal Verbs • Can make and ask basic suggestions and give advice using should and let's. (<i>Let's go to a movie; Where should we go?; Which film should we see?; Let's go for a pizza, etc.</i>) Word Order and Sentence Patterns • Can use adverbs of frequency and manner in the appropriate position. (<i>I never watch TV; She drives fast; You should always tell the truth; He's always late, etc.</i>) Words that Go Together • Can begin to use and recognise common adjective + noun combinations. (<i>good swimmer; hard worker; good/best friend; good book; expensive shoes, etc.</i>)	
Written Communication Objectives	
Writing • Can write very short basic descriptions of events, past activities and personal experiences. • Can use common connectors to tell a story or describe an event	Reading • Can understand simple factual titles and headlines relating to common events. • Can make basic inferences or predictions about text content from simple headings, titles or headlines.

Unit 34	
Verbal Communication Objectives	
Spoken Interaction • Can make brief statements about and compare objects and possessions. • Can give short, basic descriptions of events and activities. • Can describe simple talents, skills and abilities. • Can discuss films, books or plays in simple terms, with support. • Can use common expressions to take and leave simple telephone messages.	
Spoken Production • Can communicate on basic themes if they can ask for help to express what they want to • Can use simple phrases to describe what something is used for.	
Listening • Can understand enough to respond to direct requests expressed clearly and slowly.	
Vocabulary Objectives	
House and Home • Can name a range of common activities in the home. (<i>relax; do housework; play video games; make dinner; get ready for/to go out, etc.</i>) • Can use common language related to housework and cleaning. (<i>do the dishes; clean; tidy/straighten (up); mess; dirt; do the laundry; wash clothes, etc.</i>) Media, Arts, Literature, and Entertainment • Can name very common types of entertainment activities. (<i>concert; the theatre; show; the opera, etc.</i>) • Can use some common language related to general news. (<i>report on TV/the radio/in the paper; on/in the news; celebrity; disaster; war; the economy, etc.</i>) • Can use basic language related to a general film or TV show. (<i>story; comedy; actor; adventure/action movie; cartoon/kids film/movie; starring, etc.</i>) • Can use limited language related to media and technology. (<i>blog; tweet; Facebook; podcast; video; DVD; satellite TV, etc.</i>) • Can name a few common musical instruments. (<i>guitar; piano; drums; violin, etc.</i>) Natural World and Environment • Can name a range of basic natural geographic features. (<i>sea; land; forest; mountain; river; hill; desert, etc.</i>) • Can name common natural materials. (<i>stone; sand; wood; oil, etc.</i>)	

Grammar Objectives	
Prepositions - Can use a range of prepositions in time phrases. (<i>before 7 p.m.; after breakfast; during lunch; between 3–4 p.m.; by Friday; in two days' time, etc.</i>) Present Perfect - Can refer to general personal experiences in the past using the present perfect. (<i>She's worked in several countries; I've been to Kiev before; I've never seen Star Wars, etc.</i>) Relative, Participle and Other Clauses - Can introduce a relative (BrE)/adjective (AmE) clause with when and where. (<i>It rained on the day when my sister got married; Is there a place where I can get a coffee?, etc.</i>) Words that Go Together - Can begin to use and recognise common adjective + preposition combinations. (<i>(not) good/bad at; different from; (not) interested in; (not) excited about, etc.</i>) - Can use some common prepositional and phrasal verbs. (<i>look after the children; put your jacket on; get up at 7 a.m.; look for the exit, etc.</i>) Word Formation - Can begin to recognise and form common noun endings from common adjectives. (<i>happy/happiness; important/importance; different/difference; ill/illness, etc.</i>)	
Written Communication Objectives	
Writing Can write a basic email/letter accepting or declining an invitation.	

Unit 35	
Verbal Communication Objectives	
Spoken Interaction	

• Can buy tickets on public transport using utterances (e.g. <i>Two return tickets, please</i>). • Can get information from a tourist office of a straightforward, non-specialized nature. • Can describe plans and arrangements • Can discuss what to do and where to go, and make arrangements to meet.	
Spoken Production • Can give a short basic description of events and activities. • Can describe past activities and personal experiences • Can describe very basic events in the past using simple linking words (e.g. then, next).	
Listening • Can recognize when examples are being given in short, everyday texts delivered slowly and clearly.	
Vocabulary Objectives	
Holidays (BrE)/Vacations (AmE), Travel, and Transportation • Can use general language related to cars and driving. (<i>drive; busy/quiet road; road sign; speed limit; traffic jam; park; car park (BrE)/parking (AmE), etc.</i>) • Can use common language related to public transport. (<i>good/bad service; change/get on/off at; station; catch a train, etc.</i>) • Can use general language related to a tourist office. (<i>tours; sightseeing; what would you recommend?, price; what's included?; times, etc.</i>)	
Grammar Objectives	
Possessives, Pronouns, and Quantifiers • Can use this to refer to immediate time and situations. (<i>this week; this Monday; this weekend; this lesson; this afternoon, etc.</i>) Preposition • Can describe a system of doing something or the creator of something using by. (<i>go by bus/train/bike; send by post (BrE)/mail (AmE)/email; book by Tolkien, etc.</i>) Future Forms • Can describe future arrangements with the present continuous. (<i>What are you doing on</i>	

<i>Saturday?; We're playing tennis tomorrow; We're meeting at 3 p.m., etc.)</i> -ing Forms and Infinitives - Can use common infinitives after something, anything and nothing. (<i>something to do; Have you got anything to eat?; I've got nothing to read, etc.</i>) Word Formation - Can begin to recognise and use common compound nouns. (<i>swimming pool; English teacher; DVD player; living room; shopping centre, etc.</i>) Formality and Register - Can use some appropriate stock phrases in informal letters and emails. (<i>See you; Lots of love; All the best; Cheers; How's it going?; Guess what?, etc.</i>)	
Written Communication Objectives	
Writing - Can write about everyday things (e.g. people, places, job, study) in linked sentences. - Can use appropriate openings and endings in simple informal emails. - Can write very simple, personal emails/letters expressing thanks and apology - Can write a basic informal email/letter of invitation with simple, key details. - Can write simple informal emails and online postings communicating news or opinions.	Reading - Can understand basic types of standard letters and emails on familiar topics. - Can identify specific information in a straightforward factual text.

Unit 36	
Verbal Communication Objectives	
Spoken Interaction • Can participate in short conversations in routine contexts on topics of interest. • Can adapt simple phrases to particular circumstances through limited lexical substitution • Can talk about personal possessions, including household pets. • Can express opinions and attitudes in a simple way. • Can give simple reasons to justify a viewpoint on a familiar topic.	
Spoken Production • Can use simple language to evaluate performance in a straightforward presentation.	
Listening • Can generally follow changes of topic related to their field when conducted slowly and clearly. • Can recognize when speakers agree or disagree in a conversation conducted slowly and clearly.	
Vocabulary Objectives	
Thoughts, Feelings, Perceptions, and Opinions • Can use basic language related to agreeing and disagreeing. (<i>do you think?; why do you say?; I agree/disagree, etc.</i>) Politics, History, Law, and Society • Can use basic language related to crime and law enforcement. (<i>police officer; crime; arrest; steal; rob; prison, 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>)	
Grammar Objectives	
Possessives, Pronouns and Quantifiers • Can use a range of possessive pronouns with common verbs. (<i>take mine; it's theirs; use ours; I lost mine; I took hers; I like his, etc.</i>) Adjectives and Adverbs	

• Can express basic superlatives with common regular and irregular adjectives. (<i>the biggest; the most expensive; the best/worst; the funniest, etc.</i>) • Can make basic comparisons with common regular and irregular adverbs of manner. (<i>Can you talk more slowly?; She runs quicker than me; He plays tennis better than me, etc.</i>) Word Order and Sentence Patterns • Can introduce a subordinate clause with verbs (e.g. know, think, believe, hope + that). (<i>I think (that) it's a stupid idea; I believe she's sick today; I hope (that) she likes it, etc.</i>) -ing Forms and Infinitives • Can use infinitives after some common adjectives. (<i>easy to do; happy to help; difficult to pass; hard to hear; isn't difficult to learn, etc.</i>) Discourse and Linking • Can show very basic contrast using however. (<i>Their products are very expensive. However, they are still very popular, etc.</i>) • Can introduce a noun with there's and give more information with it's. (<i>There's someone at the door. It's the postman, etc.</i>)	
Written Communication Objectives	
Writing • Can signal contrast in simple text with a limited range of language. • Can write a formal letter or email requesting information using basic conventions.	

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