



## 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 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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| Unit 49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Verbal Communication Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can explain why something is a problem</li> <li>• Can speak in general terms about environmental problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Spoken Production</b> <ul style="list-style-type: none"> <li>• Can use synonyms to describe or gloss an unknown word.</li> <li>• Can comment, describe, or speculate on visual material in detail, using appropriate vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Listening</b> <ul style="list-style-type: none"> <li>• Can follow main points of recorded material on familiar topics if relatively slow and clear.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Vocabulary Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Natural World and Environment</b> <ul style="list-style-type: none"> <li>• Can use general language related to environmental problems. (<i>pollution; air; sea; water; recycling; rubbish/garbage; toxic, etc.</i>)</li> <li>• Can use some detailed language related to common plants. (<i>bush; flower bed; wood; fields; wild flowers; in bloom; blossom; scent; leaves; petals, etc.</i>)</li> </ul> <b>Workplace and Jobs</b> <ul style="list-style-type: none"> <li>• Can use basic signposting language related to structuring a presentation. (<i>I'd like to begin by; then move on to; and finally look at; take any questions, etc.</i>)</li> <li>• Can use general language related to operating instructions for everyday office machinery. (<i>load paper; replace a cartridge; press/click on/select; clear/delete; call the helpdesk, etc.</i>)</li> <li>• Can use some detailed language related to the requirements for a job. (<i>experience; professional qualifications; degree; diploma; communication skills, etc.</i>)</li> </ul> |  |
| Grammar Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Past Tenses</b> <ul style="list-style-type: none"> <li>• Can signal that a past situation was only temporary and liable to change. (<i>I was living in Rome at the time; I was going out with Enrique, etc.</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

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| <p><b>Present Perfect</b></p> <ul style="list-style-type: none"> <li>• Can talk about events that have just happened and affect the present (BrE). (<i>The alarm's just gone off; I've already had some lunch; Hurry, the match has started, etc.</i>)</li> <li>• Can distinguish between <i>been</i> and <i>gone</i> with the present perfect (BrE). (<i>They've been to New Zealand; He's just gone to the shop; He hasn't gone yet, etc.</i>)</li> <li>• Can talk about repeated actions in the past that are likely to happen again. (<i>He's phoned three times already today; How many times have you seen them live?, etc.</i>)</li> </ul> <p><b>Present Tenses</b></p> <ul style="list-style-type: none"> <li>• Can talk about situations that are changing as we speak using the present continuous. (<i>Prices are going up; He's getting better; It's getting colder; We're getting hungry, etc.</i>)</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Can ask for information about possessions or relationships with <i>whose</i>. (<i>Whose bag is this?; Whose car is parked there?; Whose classes are the best?, etc.</i>)</li> <li>• Can ask and answer negative yes/no questions asking for agreement or checking information. (<i>Wasn't the film rubbish? Yes, it was; Isn't she going out with him; No, she isn't, etc.</i>)</li> </ul> <p><b>Relative, Participle, and Other Clauses</b></p> <ul style="list-style-type: none"> <li>• Can introduce a relative (BrE)/adjective (AmE) clause about reason with <i>why</i>. (<i>Do you know why they didn't go to the party?; I don't know why it didn't work properly, etc.</i>)</li> </ul> |                                                                                                                                                                                                                                                     |
| <b>Written Communication Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                     |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can summarize the main message from simple diagrams (e.g. graphs, bar chart)</li> <li>• Can summarize and comment on factual information within their field of interest.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Can distinguish between fact and opinion in relation to common topics.</li> <li>• Can recognize the function/purpose of visual illustrations accompanying a reading text.</li> </ul> |

| Unit 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| Verbal Communication Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>Can give brief comments on others' views during discussions</li> <li>Can give brief comments on the views of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Spoken Production</b> <ul style="list-style-type: none"> <li>Can explain the main points in an idea or problem with relative precision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Listening</b> <ul style="list-style-type: none"> <li>Can take messages and communicate enquiries and problems in detail</li> <li>Can identify the main reasons in favor of and against an argument or idea in a standard discussion.</li> <li>Can recognize examples and their relation to the idea they support.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |  |
| Vocabulary Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Business, Industry, and the Economy</b> <ul style="list-style-type: none"> <li>Can use general language related to the state of the economy. (<i>booming; growth; recession; high inflation; trends; credit crunch; crisis; GDP; downturn, etc.</i>)</li> <li>Can use general related to the functions and departments of a company. (<i>sales; marketing; advertising; PR; R&amp;D; production; customer service; accounts, etc.</i>)</li> </ul>                                                                                                                                                                                                                     |  |
| Grammar Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Discourse and Linking</b> <ul style="list-style-type: none"> <li>Can use a range of markers to introduce a counter-argument. (<i>however; on the other hand; although; though, etc.</i>)</li> <li>Can use <i>either + or</i> in relation to a choice between two things. (<i>We can either take the bus or get a taxi; We can have either Italian or Chinese food, etc.</i>)</li> </ul> <b>-ing Forms and Infinitives</b> <ul style="list-style-type: none"> <li>Can use object + infinitive without <i>to</i> after <i>make, help, and let</i>. (<i>Help her find it; Make him do it; Let me help you; Help me carry this, etc.</i>)</li> </ul> <b>Passive Forms</b> |  |

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| <ul style="list-style-type: none"> <li>• Can ask or talk about something that should have happened without referring to the subject. (<i>It hasn't been delivered yet; They haven't been told yet; Has it been released yet?, etc.</i>)</li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• Can use prepositional phrases to mean alone. (<i>I could live by myself; She went on her own; I did it all by myself, etc.</i>)</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Can use reply questions to continue a conversation. (<i>My computer's not working. Isn't it? Really? What's wrong with it?, etc.</i>)</li> </ul> <p><b>Relative, Participle, and Other Clauses</b></p> <ul style="list-style-type: none"> <li>• Can give more information about a noun using a participle clause. (<i>She was at home studying for her test; The music written by Lennon and McCartney, etc.</i>)</li> </ul> <p><b>Word Formation</b></p> <ul style="list-style-type: none"> <li>• Can recognize and form adjectives from a wider range of suffixes (e.g. <i>ous, ent, ive, al</i>). (<i>famous; dangerous; different; excellent; attractive; supportive; musical; central, etc.</i>)</li> </ul> |                                                                                                                                                                                                                                                                                                                                          |
| <b>Written Communication Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can introduce a counter-argument in a simple discursive text using <i>however</i>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Can recognize examples and their relation to the idea they support.</li> <li>• Can scan a longer text or different texts in order to locate specific information.</li> <li>• Can use reference materials (including the Internet) to check factual information</li> </ul> |

| Unit 51                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| Verbal Communication Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can express their thoughts in some detail on cultural topics (e.g. music, films).</li> <li>• Can summarize and comment on a short story or article and answer questions in detail.</li> <li>• Can use a range of expressions to express feelings (e.g. sympathy, surprise, interest) with confidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Spoken Production</b> <ul style="list-style-type: none"> <li>• Can summarize and give opinions on issues and stories and answer questions in detail.</li> <li>• Can consistently use the appropriate form when referring to finished and unfinished time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Listening</b> <ul style="list-style-type: none"> <li>• Can follow most of a clearly structured presentation within their own field.</li> <li>• Can recognize when examples are being given in a structured presentation in their own field.</li> <li>• Can understand a large part of many TV programs on familiar topics.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Vocabulary Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Family, Friends, and People</b> <ul style="list-style-type: none"> <li>• Can use language related to less traditional family relationships. (<i>only child; single parent; foster parent; adopted child; orphan; separated; divorced, etc.</i>)</li> <li>• Can use language related to lifestyles and living conditions of different social groups. (<i>immigrants; teenagers; senior citizens; retired people; the poor/rich; single parents, etc.</i>)</li> </ul> <b>Socializing and Relationships</b> <ul style="list-style-type: none"> <li>• Can use informal language related to making arrangements with friends. (<i>What shall we (sh'we) do? (BrE); something on then; pick you up at; I'd rather, etc.</i>)</li> <li>• Can use some detailed language related to the status of a relationship. (<i>happy together; in love; fall in love; (un)faithful; cheat on; happily married; go steady, etc.</i>)</li> <li>• Can use stock language related to checking the appropriateness of a new word. (<i>Can you say that?; Do you say...?; Is it OK to say...?; Is that the right word/phrase?, etc.</i>)</li> </ul> <b>Thoughts, Feelings, Perceptions, and Opinions</b> <ul style="list-style-type: none"> <li>• Can use a range of language related to feelings. (<i>I felt like crying/hugging/shouting; It felt as if/though; embarrassed; awkward, etc.</i>)</li> </ul> |  |

| Grammar Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                         |
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| <p><b>-ing Forms and Infinitives</b></p> <ul style="list-style-type: none"> <li>Can express a preference using <i>would rather</i> + infinitive without <i>to</i>. (<i>I'd rather take a taxi; We'd rather wait for them; I'd rather not go out tonight, etc.</i>)</li> </ul> <p><b>Possessives, Pronouns, and Quantifiers</b></p> <ul style="list-style-type: none"> <li>Can use <i>that</i> to refer to finished time and situations. (<i>that day; that week; that Monday; that summer; that weekend; that afternoon, etc.</i>)</li> </ul> <p><b>Present Perfect</b></p> <ul style="list-style-type: none"> <li>Can use the present perfect appropriately when referring to unfinished time. (<i>this week; today; this morning; all day; lately; for hours/days/weeks, etc.</i>)</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Can ask indirect questions after phrases (such as <i>do you know, can you tell me</i>). (<i>Can you tell me where the station is?; Do you know what time she arrives?, etc.</i>)</li> </ul> <p><b>Relative, Participle, and Other Clauses</b></p> <ul style="list-style-type: none"> <li>Can provide extra information to define exactly which or what kind of person or thing. (<i>That's the film I saw last week; I bought her the DVD (that) she wanted, etc.</i>)</li> </ul> <p><b>Word Formation</b></p> <ul style="list-style-type: none"> <li>Can form negatives and opposites from a wide variety of prefixes (e.g. <i>dis, ir, il, in</i>). (<i>disconnect; irregular; illegal; disadvantage; irresponsible; incomplete; incorrect, etc.</i>)</li> <li>Can understand the changed meaning of a verb with the prefix <i>re</i>. (<i>redo; replay; reappear; reorganize; rerecord; review; redraft; remarry, etc.</i>)</li> </ul> <p><b>Word Order and Sentence Patterns</b></p> <ul style="list-style-type: none"> <li>Can express a present or future preference using <i>would rather</i> + infinitive without <i>to</i>. (<i>I'd rather not eat there; I'd rather take a taxi; We'd rather stay in tonight, etc.</i>)</li> </ul> |                                                                                                         |
| Written Communication Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                         |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Can write personal emails/letters giving and commenting on news with some detail.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Reading</b></p> <p>Can identify the main conclusions in clearly signaled argumentative texts.</p> |

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| <ul style="list-style-type: none"><li>• Can write personal emails/letters describing experiences, feelings and events in detail.</li></ul> |  |
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| Unit 52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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| Verbal Communication Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>Can develop an argument well enough to be followed without difficulty most of the time.</li> <li>Can exchange information on a wide range of topics within their field with some confidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Spoken Production</b> <ul style="list-style-type: none"> <li>Can describe how to do something giving detailed instructions.</li> <li>Can collate information from several written sources and summarize the ideas orally.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Listening</b> <ul style="list-style-type: none"> <li>Can extract meaning of unknown words from context if topic discussed is familiar.</li> <li>Can understand problem and solution relationships in informal conversation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Vocabulary Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Science and Technology</b> <ul style="list-style-type: none"> <li>Can use some detailed language related to the use of computers. (<i>download; browser; update; wi-fi; icon; access; log on/off; flash/flash drive, etc.</i>)</li> </ul> <b>House and Home</b> <ul style="list-style-type: none"> <li>Can name less common items of furniture and basic furnishings. (<i>stool; blanket; pillow; curtains; blinds; sheet; mattress; lampshade, etc.</i>)</li> <li>Can use common language related to cooking, eating and cleaning. (<i>saucer; jar; jug; cutlery; toaster; coffee machine; microwave; fridge; dishwasher, etc.</i>)</li> <li>Can name common fixtures and fittings. (<i>socket; plug; light switch; tap (BrE)/faucet (AmE); shower; sink; wash basin; central heating, etc.</i>)</li> <li>Can use general language related to a household pet. (<i>breed; pedigree; cross between; kitten; puppy; litter; dog/cat food; long-/short-haired, etc.</i>)</li> </ul> |  |
| Grammar Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Discourse and Linking</b> <ul style="list-style-type: none"> <li>Can give and compare information from different sources. (<i>says/states that; say nothing about; is quoted as saying; differ on; agree on/that, etc.</i>)</li> </ul> <b>-ing Forms and Infinitives</b> <ul style="list-style-type: none"> <li>Can use object + infinitive after some common reporting verbs. (<i>Ask him to email me; She told</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

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| <p><i>them not to go; He doesn't want me to do it, etc.)</i></p> <p><b>Passive Forms</b></p> <ul style="list-style-type: none"> <li>• Can describe something bad that someone did to us without referring to the subject. (<i>I had my purse stolen; The school had its windows smashed; We had our car broken into, etc.</i>)</li> <li>• Can talk about events that have just happened without referring to the subject. (<i>It's just been done; It's already been fixed; They've already been marked, etc.</i>)</li> <li>• Can talk about someone else doing something for you without referring to the subject. (<i>I'm getting my hair done tomorrow; I had my car fixed yesterday; I'll get it sent to you, etc.</i>)</li> </ul> <p><b>Relative, Participle, and Other Clauses</b></p> <ul style="list-style-type: none"> <li>• Can introduce a relative (BrE)/adjective (AmE) clause about possession using whose. (<i>He's the man whose brother won a gold medal; the woman whose husband runs a hotel, etc.</i>)</li> </ul> <p><b>Words that Go Together</b></p> <ul style="list-style-type: none"> <li>• Can use some abstract nouns + preposition in a formal context. (<i>rise in prices; request for information; response to an issue; belief in the system, etc.</i>)</li> <li>• Can use some common multiword phrasal verbs with verb + noun + preposition. (<i>take part in; take care of; make friends with; go out with; make a complaint about, etc.</i>)</li> </ul> |                                                                                                                    |
| <b>Written Communication Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                    |
| <p><b>Writing</b></p> <p>Can write personal emails/letters about abstract or cultural topics (e.g. music, films).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Reading</b></p> <p>Can recognize the general line of an argument though not necessarily all the details.</p> |

# CURRICULUM VITAE

## TERESA HANCOCK

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### 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](http://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](http://www.wallstreetenglish.com) / [www.wallstreet.it/scuola-inglese-pisa](http://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 *111<sup>th</sup> 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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sandra.assenzo@gmail.com

Italian/Canadian

25 JANUARY 1975

## PROFESSIONAL BACKGROUND

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Wall Street English, Milan Italy</b><br>September 2014 - present    | <b>National Service Manager</b> <ul style="list-style-type: none"><li>• Responsible for delivering premium service and enabling learner outcomes by applying Standard Operating Procedures across the Italian network</li><li>• 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</li><li>• Forecasting, driving and achieving KPIs linked to educational delivery, quality and efficacy as well as to internal sales revenue targets</li><li>• Control and maintain educational standards in the centers</li><li>• Accountable for forecasting and driving annual, monthly and quarterly targets in service</li><li>• Balance service cost against annual sales targets to guarantee premium service delivery and company profitability</li><li>• Control and help advise on center level service staff costs through efficient scheduling and coordination with Service Managers</li><li>• Analyze and report annual, quarterly and monthly results and devise strategic improvement plans when required</li><li>• Implement new products.</li></ul> |
| <b>Wall Street Institute, Milan Italy</b><br>April 2003-September 2014 | <b>Service Manager</b> <ul style="list-style-type: none"><li>• Responsible for service offered to over 800 adult students</li><li>• Coordination of 14 members of staff to reach team objectives</li><li>• Scheduling and course start-ups for private and corporate students</li><li>• Recruit and train new staff members and ESL teachers</li><li>• Motivate, follow up and evaluate staff</li><li>• Coordination and application of internal client satisfaction plan</li><li>• Quality control in the classroom and levels of service</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Wall Street Institute, Milan Italy</b><br>January 2003-April 2003   | <b>ESL Teacher</b><br>Teaching of English as a second language to private and corporate adult learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Open Institute, Milan Italy</b><br>October 2002-December 2002       | <b>Head of Studies</b><br>Responsible for the teaching staff of a school of English in terms of schedules, training and evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Opening English School, Milan</b><br>January 2001-October 2002      | <b>ESL Teacher</b><br>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 | <b>TEFL certification</b>                                                                                                                                                                                                      |
| July 2000 | <b>Master Degree in Foreign Languages and Literature</b><br>Majored in English Literature and the teaching of English as a second language.<br>Università degli Studi di Palermo-Facoltà di Lettere e Filosofia, Palermo Italy |
| July 1993 | <b>High school diploma</b><br>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