

Preferred course dates 1:

Preferred course dates 2:

Preferred course dates 3:

A. PERSONAL INFORMATION / BACKGROUND

First name: Last Name:

Email:

Phone: Skype:

Address:

Date of Birth: Place of Birth:

Nationality: First Language:

Other languages spoken, and to what level of proficiency:

Lang: Proficiency:

Lang: Proficiency:

HKID / Passport No:

Visa: Work Tourist Dependent Study Permanent ID Need to Apply

Trinity CertTESOL

Application Form & Pre-interview Task



Academic qualifications:

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Present job position: Date started:

How did you hear about the CertTESOL at English for Asia?

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Reasons for applying for this course:

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This course involves time management and assignment work under pressure. Please give details of any physical, mental or learning difficulties that you are aware of, which may affect your performance on the course. If you do not have any such issues, please write NONE. This will be treated in strictest confidence.

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Do you have any future teaching plans, should you be successful on the course?

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B. TEACHING AND LEARNING EXPERIENCES

1. Do you have any previous experience as a teacher, trainer or mentor in any area, professional or academic? If yes, give a brief summary.

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2. Briefly outline a situation where you had a positive learning experience. What made this a successful learning situation?

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C. LANGUAGE AWARENESS

1. Using grammatical terminology, indicate the relationship between the pairs of words below.

e.g. tall/short = opposite adjectives

a) Hi darling! / Good morning Sir!

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b) chair/furniture

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c) Susie/her

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d) they/them

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e) contract/contract

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f) happy/happily

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g) fat/thin

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h) been/gone

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i) steal/stole

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2. Identify all parts of speech in the following sentences, using the abbreviations below:

a) Would you buy a used car from this man?

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b) Hiking is a hobby of mine.

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c) Holidays are extraordinarily expensive.

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Adj	adjective
Aux	auxiliary
Det	determiner
Mod	modal auxiliary
Pro	pronoun
Rel Pro	relative pronoun

Adv	adverb
Conj	conjunction
N	noun
Prep	preposition
V	verb

3. In each of the following pairs of contrasting sentences indicate the differences in meaning which the verbs in italic lettering give to the sentences.

e.g. *I start work at 9.00 every day.*

I started work at 9:00 every day in my last job.

Explanation:

The first sentence shows a present habit - something that is always true. The second sentence shows a habit that was true in the past.

a) *I live* in Hong Kong.
I am living in Hong Kong.

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b) Frank and Betty *went* to Paris last year.
Frank and Betty *have been* to Paris.

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c) She *smokes* when she gets home.
She *will smoke* when she gets home. I hate it!

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- d) She was sleeping while he knocked on the door.
She had been sleeping for 2 hours when he knocked on the door.

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4. Pair up the words in the list below according to their vowel sound.

phone state book door care clock glove head eat
friend wash weight put lawn first shoe tough her
food bear home me

e.g. weight and state

- a) and
- b) and
- c) and
- d) and
- e) and
- f) and
- g) and
- h) and
- i) and
- j) and

5. Underline the mistakes in the following sentences and using grammatical terminology, give a brief explanation of the error.

a) I was quicker than you was!

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b) Who's purse is this? Is it yours?

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c) He worked hardly all night.

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d) The weather is more hot here than in France.

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e) I have been there last week.

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D. TEACHING SKILLS

1. Imagine you are speaking to a learner of English. Without using grammatical terminology, how would you explain the difference *in concept* between the following pair of sentences? (Write a short paragraph).

a) She stopped talking to me.

b) She stopped to talk to me.

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c) She saw the cat eat a mouse.

d) She saw the cat eating a mouse.

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e) I think Star Wars is great.

f) I'm thinking of seeing the new Star Wars film.

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2. Imagine you are preparing a lesson about going shopping. Choose a type of shopping which you feel is appropriate to the needs of a group of learners aged 20-25.

Shopping situation:

a) What 10 vocabulary items would you teach for this teaching focus?

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b) What 5 spoken phrases would you teach to enable students to be able to go shopping comfortably in English?

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3. What are some differences between teaching young learners and teaching adults?

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4. What kind of language learning activities might be more appropriate for younger learners? Suggest three activity types, and say why they are appropriate.

a)

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b)

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c)

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THIS IS THE END OF THE PRE-INTERVIEW TASK. THANK YOU.