

# Trinity TYLEC at English for Asia Pre-interview Task

## **A. Personal information / Background**

Preferred Course Dates:

Surname:

First name:

Telephone:

Email:

Address:

Date of Birth:

Place of Birth:

Nationality:

First Language:

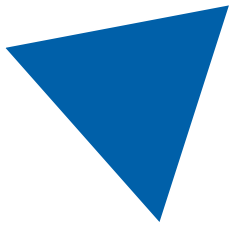
Other Languages Spoken (and to what level of proficiency):

Passport No.:

### **Academic qualifications:**

Present job position:

Date started:



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## Teaching qualification

Date Obtained:

Course Provider:

## Teaching Experience

From (date):

To (date):

Company:

Position held:

Details of main responsibilities:

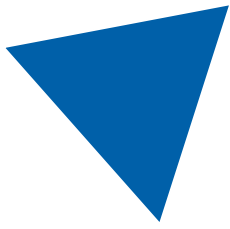
From (date):

To (date):

Company:

Position held:

Details of main responsibilities:



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Reasons for applying to this course:

Special learning needs or any medical conditions e.g. stress / sleep disorders etc:

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

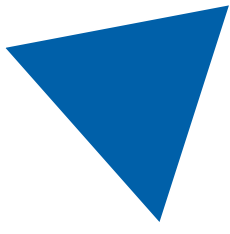
Are you currently teaching young learners?

Are you currently teaching at least two different levels or age groups?

Will you be employed as a teacher for the duration of the course?

Will you be able to make arrangements with your employer to observe 4 hours of lessons by experienced teachers?

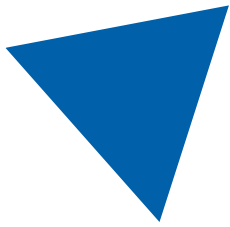
Will you be able to make arrangements with your employer to set up a live link via a computer for observation of 5 hours of teaching practice?



## **Teaching and Learning Experiences**

Briefly outline a situation where you helped a learner with a language problem. Give details of the problem, what you did to support the learner, and the outcome.

Reflective practice is very important on the TYLEC course. As a practicing teacher, give details of one thing that you have learned about language teaching through reflecting on your lessons and how you put it into practice later on.



## B. Language Awareness

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

**e.g. play / played**

“Play” is the base or infinitive form of the verb, whilst “played” is the past simple form. We know this because it has *ed* on the end. *-Ed* is a suffix which marks the past simple tense for regular verbs, so “*played*” is a regular verb. We use the past simple for finished actions in the past, e.g. *I played football last week.*

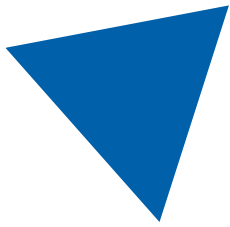
a) walk/ walking

b) good / worst

c) amazingly / quickly

d) the / a / an

e) eat /eaten



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

f) If it rains, I think I will stay at home.

g) She came to the dinner but was half an hour late.

h) Give me three loaves of bread and two apples.

**N = noun**

**Prep = preposition**

**V = verb**

**Aux = auxiliary verb**

**Adj = adjective**

**Det = determiner**

**Adv = adverb**

**Pr = pronoun**

**Conj = conjunction**



**3. Look at the following sentences. Choose 2-3 of them and with reference to a specific group of learners that you teach, give details of any grammatical features that they might find difficult.**

*e.g. I teach an elementary group of adult Vietnamese learners. I think that they would find "He always comes to class late" quite difficult because the verb is third person and needs to be conjugated. In Vietnamese, suffixes are not used to represent person or number so they often leave out the -s. I've noticed with my group that this is particularly common when subject and verb are separated, like in this case where an adverb is used.....*

- a) Normally, I like animals, but I don't like my teacher's pet snake or the scary dogs that live on my street.
- b) I don't see why I have to put up with this!
- c) She hadn't done her homework and that was why Mr Needham got angry.
- d) He huffed, and he puffed, and he blew the house in!
- e) The day was absolutely fantastic!
- f) I need some advice about what to buy my mum for her birthday. Can you give me some tips?



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**4. Briefly outline 3-4 pronunciation problems that your learners have in the classroom with an explanation about why you think your learners have this problem.**

**5. Transcribe the following words using the international phonemic alphabet and mark the stress use connected speech if needed.**

e.g. *handbag* /'hæmbæg/

a) washing machine

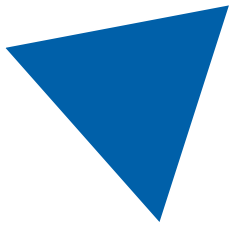
b) Christmas tree

c) situation

d) culture

e) thumb





## Teaching Young Learners

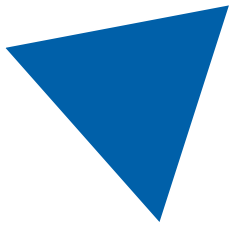
- 1. Imagine you are preparing a lesson about animals. Choose a specific context (e.g. *in the petshop, on the farm* etc) which you feel is appropriate to the needs of a group of learners aged 9-10.**

Context:

Write a main aim for your lesson:

Briefly outline the target language that you would teach these learners below and give reasons for your choices:

Briefly outline 3-4 lesson stages in the space below and give reasons for your choices:



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

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

**4. In your opinion, what does it mean for a child to be “safe” in a classroom setting?**