

Information and Application 2021



TESOL

Teaching English to Speakers of Other Languages.



TESOL is an intensive 6-week teacher training course for non-native English speakers where you study both the theory and practice of English Language Teaching. This NZQA approved course is based on best practice in communicative language teaching and includes peer teaching as well as assessed teaching with real students.

To meet the entry requirements for this course you need to:

- have a minimum level in English of Upper-Intermediate (B2 to Advanced (C1) or IELTS 5.0 (or subject to interview if you are below this).
- fulfil the NZLC application criteria.
- be aged 18 or over.

TESOL Course Contents:

- Methodology based on current trends and theories of language learning.
- Roles of teachers and learners
- Language and skills teaching
- Background to language learner and teaching
- Language awareness for teaching purposes
- Lesson planning and resource development
- Managing the classroom

Key Features of the course:

- Taught by highly experienced and qualified teacher trainers
- NZQA Level 4 approved course completion certificate
- 2 Assessed written assignments
- 4 Observed peer teaching practice sessions with oral and written feedback from course trainers
- 1 Formally assessed final lesson with current NZLC students
- Performance reports from trainers and tutor supported study time
- TKT Modules 1, 2 and 3 Preparation
- Work placement / work experience support provided and opportunities to work as a Teacher Aide at NZLC
- Pre-course task provided

SAMPLE TIMETABLE:

	Monday		Tuesday to Friday
13:45 – 15:15	Input Session	13:45 – 14:45	Input Session
15:30 – 16:30	Input Session	15:00 – 16:00	Preparation & Feedback
17:00 – 18:30	Input Session	16:30 – 18:30	Teaching Practice

TKT Modules 1, 2 + 3:

Cambridge

English Teaching



Cambridge Assessment
English

Authorised Centre

TKT: Module 1 (80 minutes / 80 questions)

Language and background to language learning and teaching.

What does TKT: Module 1 Test?

This module tests candidates' knowledge of the terms and concepts common in English language teaching. It also focuses on the core knowledge underpinning the learning of English and knowledge of the options and resources the teacher can use in the classroom.

TKT: Module 2 (80 minutes / 80 questions)

Lesson planning and use of resources for language teaching.

What does TKT: Module 2 test?

This module focuses on the knowledge and skills teachers need to be able to plan a lesson framework or series of lessons. Teaching in this context also refers to any assessment required by the teacher to consolidate learning. It also focuses on the resources that are available to guide teachers in their lesson planning.

TKT: Module 3 (80 minutes / 80 questions)

Managing the teaching and learning process.

What does TKT: Module 3 test?

This module tests candidates' knowledge of what happens in the classroom during language learning, the teacher's role and the ways in which the teacher can manage and exploit classroom events and interactions.

TESOL Fees:

- Enrolment Fee : \$250
- TESOL 6 weeks course: \$2700
- Material Fee: \$100

TKT Fees:

- TESOL TKT Modules 1, 2, 3 - \$280
- Additional postage fee

Reissuing of TKT Certificate:

Cambridge University cannot reissue Cambridge TKT certificates.

NZLC TESOL certificates and reports can be issued at a cost of \$50 per document.

2021 Course Dates:

TESOL Auckland + (TKT Modules 1,2 + 3 Dates)

- | | |
|-------------------|----------|
| • 5 Jan – 12 Feb | (13 Feb) |
| • 29 Mar – 7 May | (8 May) |
| • 21 Jun – 30 Jul | (31 Jul) |
| • 13 Sep – 22 Oct | (23 Oct) |



TKT Booking & Payment Options:

- Your enrolment is accepted when your applicant test fee is received.
- Full payment is required at least 7 weeks in advance of your test date (failure to do so will result in your booking being cancelled).
- Cancellations can be accepted no less than 7 weeks prior to the test date with a cancellation fee of \$50.
- can be accepted no less than 7 weeks prior to the test date with a cancellation fee of \$50.
- Postponements will only be accepted 5 weeks prior to the test date with a surcharge of \$50.
- Late applications can be accepted with full payment of the test fee plus a late fee of \$30 per module. This must be received no later than 5 weeks prior to the test date.
- **NO** changes to applicant details are possible less than 7 weeks prior to the test date.

What to bring on your TKT test date:

- Photo ID (passport / International Student ID / Driver's license) & An eraser and pencil to write with.

What is the test date schedule?

- TKT Modules 1, 2, 3 – 9:30 a.m. - 3:10 p.m.

When will the certificate arrive?

Approximately 5 – 6 weeks after the date of the test.



STUDENT DETAILS

Today's date:	
Name:	
Nationality:	
Date of birth:	
Are you a current NZLC student?	☐ No. ☐ Yes. Student ID: _____ Current Level: _____
Course Start Date (1 st choice):	
Course Start Date (2 nd choice):	
Home Telephone Number:	
Mobile Telephone Number:	
Email Address:	
Skype Address:	
Other languages spoken:	
Have you taken a teacher training course before:	☐ No. ☐ Yes. Please give details:
Why are you interested in doing the TESOL course?	☐ Employment / career in teaching ☐ University study in English ☐ Interest in teaching ☐ Other Please give more details regarding your answer above:
Do you have experience of the following?	☐ Teaching a class of students ☐ Work as a teacher aide ☐ Work in an English-speaking country ☐ Living in an English-speaking country Please give more details regarding your answer above:

Student Declaration

Do you agree with the following?

- ☐ I feel I will be able to teach pre-intermediate students
- ☐ I can read academic text
- ☐ I will learn teaching terminology for the Cambridge exams
- ☐ I can easily understand when I listen to others
- ☐ I always participate in speaking activities
- ☐ I will follow my teacher trainer's advice
- ☐ I really want to do this course
- ☐ I have read the following summary of this course:

Duration: 6 weeks (Monday to Friday)

Input sessions:

- Language analysis
- Classroom management
- Lesson planning
- Other teaching skills

Teaching practice:

- 2hrs10 peer teaching (other TESOL students)
- 40mins lesson (NZLC pre-intermediate students)

Assignments:

- 1) Language skills (reading and speaking / writing)
- 2) Language analysis (grammar, vocabulary, pronunciation)

Exams:

Cambridge TKT test

Modules 1, 2 & 3 (Saturday, week 5: 9.00 a.m. – 2.40 p.m.)

This is an intensive course with:

- Homework tasks and readings
- Detailed lesson preparation
- Assignment writing
- Exam revision

These tasks will take place both during and after school hours.

Do you have any questions / comments?

TESOL Course Acceptance Terms and Conditions

Course entry is subject to meeting the placement test and / or Interview requirements. Acceptance or rejection onto the course is at the discretion of the Head of Teacher Training.

Declaration: I have read through and understand the above information:

Name: _____

Date: _____

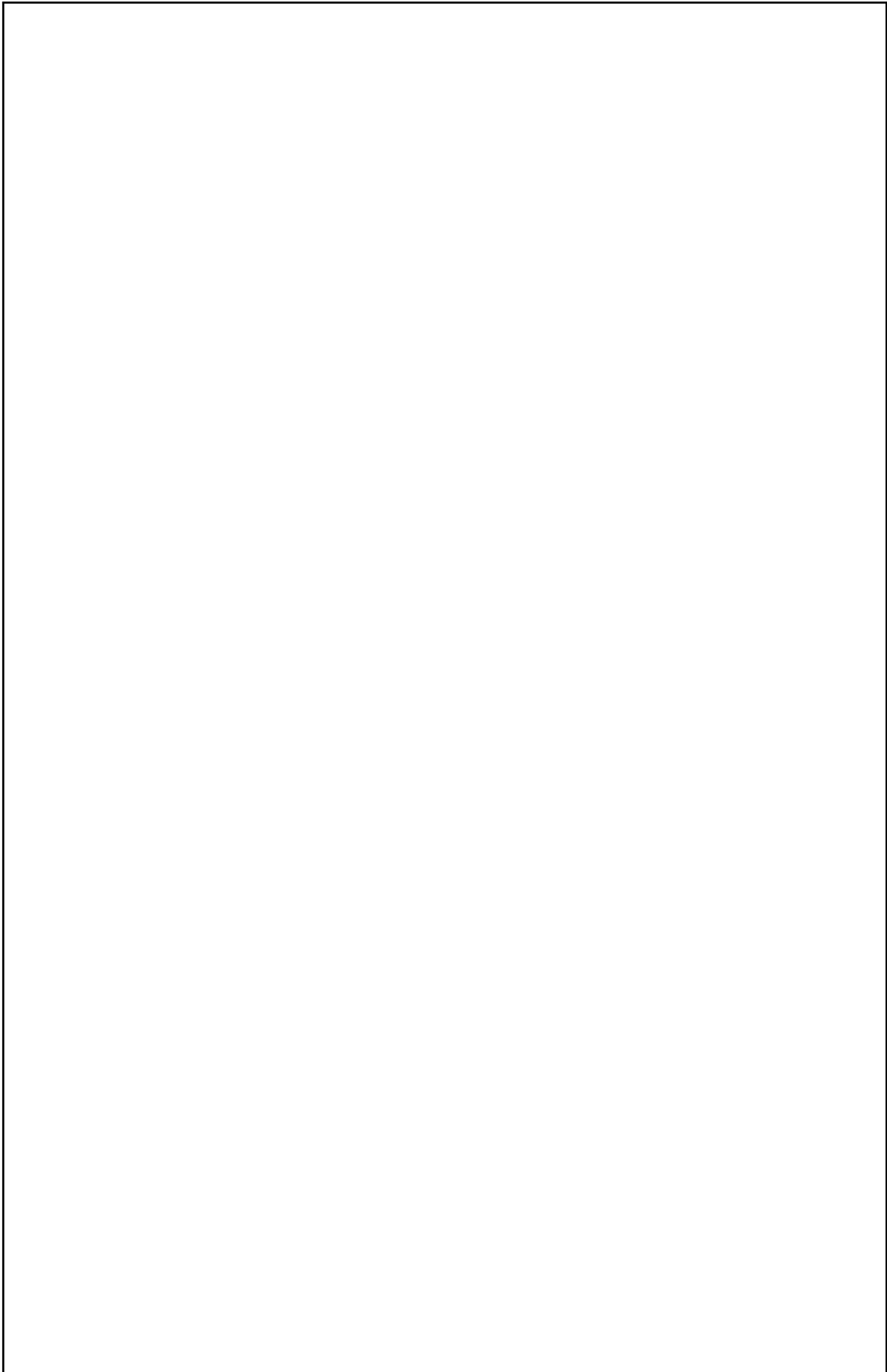
Signature: _____

Student Writing Task

WRITING- to be completed in pen.

Please answer the following question:

Why do you think you will be an effective English language teacher?



PLACEMENT TEST



**Reading / Grammar /
Vocabulary**
You have 40 minutes
to complete this part of the test
60 questions

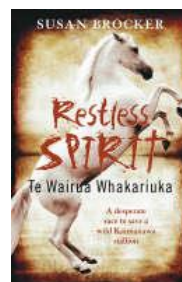
Read the following four texts and choose the best option to complete the sentences.

Write your answers on the answer sheet provided.

Example: Do you like to travel?

Yes, I love to (0) have / go / meet / make new people and see different cultures.

Name: Susan Bocker
Date of birth: 4 August 1961
Place of birth: Hamilton
Now living in: Tauranga



What is your favourite food?

Hot Thai and Indian food, yummy.

Do you have a nickname?

When I (1) **be / am / was / will be** little I was called Suzie Wong, and now my family and friends just (2) **name / say / talk / call** me Suzie.

How do you relax?

I (3) **drive / walk / ride / talk** my lovely big horse called Barney. I love trekking along the beach (4) **so / but / because / and** through the bush. I also play fetch and walk with my dog Yogi.

Who inspired you when you were little?

Walt Disney. I loved the films he made and the show Disneyland that was on TV when I was little.

What were you like at school?

I was very naughty! I always talked (5) **too many / very much / a lot of / too much** and asked too many questions.

What was your favourite/least favourite subject at school?

My favourite subject was English, especially writing stories. My (6) **most / best / top / least** hated subject was maths because I could never learn the times table off by heart.

What was the book you most loved as a child?

That's difficult because I loved so many. But I think if I had to choose it would be The Snow Goose, by Paul Gallico.

*Which person from the past would you most like (7) **to meet / to be / to find / to greet** ?*

Gandhi. He loved peace and brought about good changes through his peaceful actions. He also inspired (8) **another / other / any / the** wonderful people like Dr Martin Luther King.

Who is your favourite author/children's author?

Again that's tricky as I enjoy so many, but I guess I'd say Jack London.

Why did you want to be a writer?

I've always loved writing, even when I was little. I think it was (9) **a / the / an / my** escape for me. I could go anywhere and do anything in my stories.

Do you have a special place where you write your books?

I live in a lovely old villa on a farm (10) **so / because / but / and** I write in my study which looks out over the hills to the sea.

What's the best thing and worst thing about being a writer or illustrator?

The best thing about writing is that I can let my imagination run wild. The worst thing is that it can be lonely sometimes.

If you weren't a writer, what would you like to be?

I would like to be a vet and work with (11) **pets / dogs / animals / people** , especially wild animals.

What advice would you give to aspiring writers or illustrators?

To all writers I would say write, write, write! And also read - read everything you (12) **can / must / should / might** find, and enjoy!

Kites – A popular hobby



People have been making and flying kites for about 2,000 years. No one knows for sure who invented the kite. Some historians believe the (13) **ancient / old / elderly / antique** Chinese may have started kite flying 2000 years ago. It is (14) **even / still / yet / already** a popular hobby in China, Japan and Korea and in (15) **another / much / those / other** countries of the Far East where beautifully decorated kites appear in different colours. In China there is even a special *Kites Day* on which (16) **people / children / child / person** and adults fly kites. In Japan families fly fish kites on Children's Day, May 5th.

Simple kites are (17) **obtained / moulded / made / caused** by crossing two sticks and covering (18) **it / they / him / them** with paper or cloth. Then (19) **I / you / he / it** attach a string at the end. More expensive kites have frames made of fiberglass, plastic or aluminium. The (20) **label / material / call / name** comes from a graceful bird called *kite*.

Kites are made in (21) **much / a lot / many / so** different sizes, colours and (22) **ideas / shapes / sounds / names**. A flat kite is the (23) **most dated / most aged / most ancient / oldest** and simplest (24) **type / method / idea / way** of kite. It (25) **achieves / flies / goes / succeeds** because air flows over and under the kite's wing. The (26) **stress / demand / pressure / force** under the wing helps the kite (27) **raise / heighten / take / lift** into the air.

Kites have also been (28) **attempted / used / tried / connected** in experiments. Early scientists sent kites up into the air to measure temperature at different heights. In 1752, Benjamin Franklin used a kite to prove that lightning was a form of electricity. He (29) **attached / joined / united / combined** a metal key to the string of a kite. When lightning hit the kite, electricity passed (30) **over / away / down / out** the string and Franklin got an electric shock. It was a very (31) **fatal / terrible / unhealthy / dangerous** experiment that you shouldn't copy.

Making a real difference for “Red Puppy Bikkie Day”



Kiwi bakers are being urged to heat up their ovens and whip up puppy-shaped biscuits for a good cause.

The Blind Foundation is (32) **fulfilling / fundraising / forgiving / forgoing** to pay for the breeding and training of guide dogs for (33) **dogs / them / people / animals** who are blind or have low vision.

“Red Puppy Bikkie Day” is on July 4 and keen bakers are (34) **encouraged / forced / suggested / explained** to make a difference by selling puppy-shaped biscuits.

Thousands of biscuits were baked and sold last year as part of the day and the foundation is hoping even (35) **some / any / more / the** bakers will take up the challenge this year.

Everyone who (36) **goes / enters / registers / signs** for the event gets a free puppy-shaped cookie cutter, along with access to tips, recipe ideas, decorating inspiration and resources to make their “Bikkie Day” a huge (37) **success / win / result / outcome**.

Foundation chief executive Sandra Budd says guide dog puppies now in training will one day be the (38) **ears / nose / hands / eyes** of New Zealanders who are blind or have low vision.

"Raising guide dogs requires a staggering (39) **number / amount / quantity / collection** of time, effort and money," she says.

They are taught to guide people around hazards, negotiate traffic, locate (40) **the same / interesting / average / common** destinations and travel on public (41) **travel / transport / transit / transfer**.

The average time spent (42) **wanting / expecting / waiting / anticipating** for a guide dog is around 12 months but it can take longer if people have specific needs

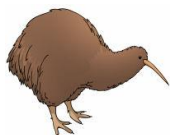
Budd says guide dogs allow those who are blind or have low vision to enjoy independence and freedom. Everyone who raises more than \$100 will go in the draw to name a guide dog puppy.

New Zealand

Kia Ora

New Zealand is in the south-western Pacific Ocean and consists of two larger mountainous islands, North Island and South Island, and various smaller islands. The islands have a lot of unusual wildlife not found (43) **somewhere / anywhere / nowhere / everywhere** else in the world, including birds such as the endangered kiwi. The islands were first inhabited by the Maori people, who came from Polynesia around 1000 AD. The Dutch (44) **revealed / discovered / noticed / moved to** the islands in the 1600s and named them New Zealand but they didn't (45) **populate / convert / settle / establish**; Captain James Cook brought the British to the islands in 1769.

Kiwis



Kiwis are flightless birds native to New Zealand, and have become a symbol and nickname for New Zealanders all over the world. They are about the size (46) **of / as / with / same as** a chicken. Kiwis are unusual because they have the largest eggs, (47) **due to / because of / connected to / in relation to** their own body size, of any bird in the world.

Sheep

New Zealand is also (48) **reputed / popular / notorious / famous** for its sheep! Sheep are (49) **kept / brought up / had / remained** all over the world to provide wool and food, but are particularly (50) **tied / associated / related / combined** with Australia, New Zealand and, within the British Isles, Wales.

Poi and Poi Dancers



Poi is the Maori (51) **saying / way / word / calling** for ball on a string. Poi were used many years (52) **since / ago / in the past / history** by the Maori people of New Zealand to (53) **power / strengthen / build / toughen** their arms and hands and build the skills needed for battle (men) and weaving (women). Eventually Maori women began to show off their skills in a (54) **traditional / established / customary / famous** dance.

Maori Tattoo

Important Maori men always had distinctive facial tattoos, often very (55) **involved / important / intriguing / intricate** designs which were (56) **time-sensitive / time-tested / time-consuming / time – wasting** and very painful! Women sometimes had tattoos around their mouths and chins, too.

Silver Fern



New Zealand has some of the most (57) **charming / beautiful / pleasing / handsome** ferns in the world and the silver fern is a national symbol. You often see the spiral shape of the unfurled silver fern leaf, the koru, in art, and koru necklaces carved out of bone were (and still are) popular.

There are about 190 (58) **ranges / genres / brands / species** of fern in New Zealand, ranging in (59) **size / width / structure / largeness** from a few centimetres up to 24 metres tall!

The silver fern is a symbol of New Zealand and is on the front of the rugby top of the national rugby team, the All Blacks. The national netball team is known as the Silver Ferns and the fern is their logo, too.

Maori Necklaces

Traditional Maori necklaces came in various different designs with special meanings, and they are still popular today.



The Haka

New Zealand rugby team, the All Blacks, is famous for the Haka - a traditional Maori war dance - that is performed to (60) **introduce / welcome / intimidate / encourage** the other team before the start of a rugby match!

PLACEMENT TEST – ANSWER SHEET

Please write all your answers on this sheet, and then complete the writing test.



First Name:	Family Name:
Country:	Student ID #:

General English	Young Learner	Young Learner + Activities
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Susan Brocker

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____

Making a real difference

32. _____	38. _____
33. _____	39. _____
34. _____	40. _____
35. _____	41. _____
36. _____	42. _____
37. _____	

Kites – A popular hobby

13. _____	25. _____
14. _____	26. _____
15. _____	27. _____
16. _____	28. _____
17. _____	29. _____
18. _____	30. _____
19. _____	31. _____
20. _____	
21. _____	
22. _____	
23. _____	
24. _____	

New Zealand

43. _____	52. _____
44. _____	53. _____
45. _____	54. _____
46. _____	55. _____
47. _____	56. _____
48. _____	57. _____
49. _____	58. _____
50. _____	59. _____
51. _____	60. _____

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Speaking	
Placement	