



Application pack

Teacher courses: DELTA

The relevant forms and further information can be found on our website www.bellenglish.com/Teacher

ALL APPLICANTS

Please tick to confirm you have included the following documents in the application:

- Application form
- Additional task (last page)
- Full up-to-date CV
- Scanned copies of any relevant qualifications (e.g. CELTA, Trinity TESOL cert, other Delta modules, university degrees)

PERSONAL INFORMATION

Please enter your name as you would wish it to appear on any certificate awarded.

Surname:

First name:

Title: Mr Mrs Miss Ms Other please specify:

Male Female

Date of birth (day/month/year):

Nationality:

First language:

Present occupation:

Address:

City:

Country:

Post/zip code:

Email:

Telephone (including international dialling code):

OO

Mobile/cellphone (including international dialling code):

OO

How did you hear about Bell? Educational Tour Operator

Teacher Family/friend Event

Online search/Bell website Bell email Social media

Other please specify:

SPONSORSHIP DETAILS

Sponsorship details Please only fill in this section if you are not paying for the course yourself to provide contact details for the person/company paying the fees.

Name of sponsor:

Address:

Post/zip code

Telephone (including international dialling code):

OO

Email:

MODULE TWO APPLICANTS ONLY

Please tick to confirm you have included the following documents in the application:

- Lesson planning task
- RDT nomination form (not required for face-to-face Module Two)
- RDT's full up-to-date CV (can be sent by RDT directly, not required for face-to-face Module Two)

COURSE DETAILS

Please indicate which course(s) you are applying for (please refer to our website for exact course dates):

MODULE ONE

- M1.1 Online (spring)
- M1.F2F Face-to-face
- M1.2 Online (autumn)

MODULE TWO

- M2.1 Online (spring)
- M2.F2F Face-to-face (summer)
- M2.2 Online (autumn)

MODULE THREE

- M3.1 Online (spring)
- M3.2 Online (autumn)
- M3.OND Online on-demand

If you choose M3 Online on-demand option please indicate your preferred start date (has to be the first Monday of the month) giving reasonable notice

Module Three Assignment: Please indicate which specialist area you would like to focus on for your M3 assignment (if you have two possible choices and would prefer to get advice please indicate which ones you are considering):

- Business English (BE)
- Teaching young learners/young adults (specified age group required with 5-year range e.g. 8-13, 14-19) (YL)
- English for Special Purposes (ESP)
- English for Academic Purposes (EAP)
- Teaching examination classes (EX)
- Teaching one-to-one (1to1)
- ESOL learners with literacy needs (ESOL)
- CLIL/Embedded ESOL (teaching English through subject/work-based learning) (CLIL)
- Teaching monolingual classes (MON)
- Teaching multilingual classes (MUL)
- Teaching in an English-speaking environment (ESE)
- Teaching in a non-English-speaking environment. (NESE)
- Teaching learners online/through distance/blended learning (DL)
- Teaching English to learners with special requirements e.g. visual/hearing impairment, dyslexia, ASD (SR)
- Language development for teachers (LDT)
- Language support (e.g. on mainstream teaching programmes, specialist skills support, such as supporting writing needs) (LS)
- ELT Management (ELTM)

I have ticked more than one specialism and would like to get advice on my final choice from my tutor at the beginning of the course



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DISABILITIES AND LEARNING DIFFICULTIES

Do you have a learning difficulty or disability such as dyslexia, visual impairments, mobility issues or emotional/behavioural difficulties?

No Yes

If yes, please specify:

ELT EXPERIENCE

Years of experience:

Countries taught in:

Sectors taught in:

State	Private	Primary
Secondary	Further Education	Higher Education
Professional/In-company		Other (please specify)

MODULE ONE CANDIDATES:

Will you need special arrangements e.g. wheelchair access, type instead of handwrite exam, etc., for the Module One exam due to medical reasons (Please note you will be required to supply medical evidence)?

No Yes

EDUCATION

Please supply the name of schools/universities/colleges you have attended and qualifications gained.

Type of qualification

School	University/Training College
ELT	English language proficiency

Name of institution

Qualification (Subject)

Dates Grades

Type of qualification

School	University/Training College
ELT	English language proficiency

Name of institution

Qualification (Subject)

Dates Grades

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School	University/Training College
ELT	English language proficiency

Name of institution

Qualification (Subject)

Dates Grades

Type of qualification

School	University/Training College
ELT	English language proficiency

Name of institution

Qualification (Subject)

Dates Grades

Levels taught:

Beginner	Elementary	Pre-Intermediate	Intermediate
Upper Intermediate		Advanced	
Other (please specify)			

Age groups:

Very young learners	Young learners	Adults
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Size of groups:

One-to-one
Small groups, specify size:
Large classes, specify size:
Other (please specify)

Course type:

General English	Business English	ESP
EAP	Exam preparation	
Teacher training	Other (please specify)	

Examinations taught for:

Number of hours per week you are teaching:

Course books currently used:



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OTHER WORK EXPERIENCE

If you have worked in other fields please provide a brief note of job titles and dates.

KNOWLEDGE OF FOREIGN LANGUAGES

Please give details of other foreign languages you speak and state your level for each one (i.e. fluent/good/fair/minimal)

ADDITIONAL TASKS (MODULE ONE APPLICANTS)

Please attach as a separate Word or PDF document

The three tasks below are based on the types of task you will expect to complete in the final exam. They are designed to be challenging and require careful thought and consideration so don't be put off at first reading. Please take your time and keep your answers as clear and concise as possible. We recommend you spend between about an hour completing them.

TASK ONE

Give three core beliefs you hold about language teaching, provide an explanation/rationale for each and an example of how you apply the principle in the classroom. The examples should be of specific classroom activities that cover a range of levels and types of class. Do not write more than 600 words in total.

Here's an example of the sort of thing you should write:

Belief: *Language learning should be enjoyable*

Rationale: *If learners are enjoying themselves then they are more relaxed (their affective filters are low) and therefore more receptive to language instruction. They are also more likely to use the language and worry less about making mistakes with it.*

Example: *At intermediate level I often play a 'backs to the board' game in which the learners are put into two groups, with one member sitting facing them and with their back to the whiteboard. I then write a lexical item on the board and the rest of the group have to give verbal clues to these learners so that they guess the item before their counterpart from the other group. The clue givers are not allowed to say the actual lexical item or any of its parts. This activity is an effective way of recycling lexis, and students generally enjoy the competitive element of the game, losing any inhibitions about shouting out their clues. It works with both adults and children.*

Belief 1:

Rationale:

Example:

Belief 1:

Rationale:

Example:

Belief 1:

Rationale:

Example:

TASK TWO

The following advice is often given to teachers who want to develop their learners' listening skills:

1. Use plenty of recorded material.
2. Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary, etc.
3. Before the learners listen, set a listening task which directs them to an overall 'gist' understanding of the passage.
4. Check the answers to this task, playing the recording again if necessary.
5. Set a further task, or tasks, which direct learners to a more detailed understanding.
6. Only use the audio transcript (if there is one) as a last resort.
7. Make the recording, and the tasks, as 'authentic' as possible.
 - a) Explain the rationale behind tips 2, 3, 5 and 7

(Number 1 has been done as an example).

1. *The idea here seems to be that practice makes perfect: the more recorded material learners are exposed to, the more accustomed they will become to having to listen to real-time language use and become less intimidated by it. It is also presumably assumed that it will become easier for them to understand spoken language.*
- b) Provide one possible disadvantage of tips 2, 3, 5 and 7 (Number 1 has been done as an example).
 1. *Exposure to large amounts of recorded language is only really useful if it is accompanied by tasks that help the learners understand the speech, help them realise where their difficulties lie, and raise their awareness of useful listening strategies. Simply providing a lot of listening could be demotivating, especially if the recordings are of authentic language use.*



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TASK THREE

The text (171 words) for this task is reproduced below. It was written by a learner in an advanced (CEF level C1) class in response to the following task:

A film magazine is running a series on international cinema. It has invited readers to send in reviews of films set in their own country.

You decide to send in a review of such a film, considering how effectively the film illustrates particular aspects of life and attitudes in your country. Write your answer in 300-350 words.

"Pane e tulipani-bred and tulips" a film by Silvio Soldini A funny picture of relationships in the contemporary Italy

Rosalba is south Italian housewife who spent a boring life, taking care of her horrible husband and her two children. During a bus trip, she is lost in a service station and decides to take the opportunity to visit Venice before coming home. Her trip to Venice will change her life, giving her the opportunity to experience new friendships and a love relationship. This film ironically describes the life of middle class housewife who is completely absorbed by the children care and the house cleaning. To date many Italian women, especially in the South of Italy, are housewives. The husband also represents some Italians who rule a family without any empathy, and think egoistically. In the film the relationship between a young man -the detective Costantino-his mother is shown. For example he has to phone her very often, otherwise she calls him very hangrily, asking him what he had eaten at lunch or dinner! I warmly recommend the view of " Pane e tulipani" for its light description of Italian relationship.

Bearing in mind the level of the learner, comment on one strength and weakness in the text in each of the following categories.

Task achievement and effect on reader

Strength:

Weakness:

Organisation

Strength:

Weakness:

Range and accuracy of lexis

Strength:

Weakness:

ADDITIONAL TASKS (MODULE TWO APPLICANTS)

Please attach as a separate Word or PDF document

TASK ONE

In a maximum of 750 words, outline the main ways in which your teaching has changed since you first started, giving examples when necessary.

TASK TWO

Write a lesson plan for 60-minute lesson with a class that is familiar to you. Your plan should be based around one of the texts provided at the end of this document. You may shorten the text or cut it up but not alter the content. Please make sure that your plan includes both:

- work on helping learners become more skilful at reading (or possibly listening if you choose Text 3) and
- a focus on a system (choose one from the following list):
 - a) a discrete grammatical item;
 - b) a number of grammatical items;
 - c) a set of lexical items;
 - d) an aspect of discourse;
 - e) a feature or features of pronunciation (probably only relevant if you're using Text 3).

Your plan should:

- contain a brief profile of the class, explaining who they are, why they are learning English, the general level of the group and what sort of problems they have;
- state your overall aims/objectives as precisely as possible;
- list anticipated problems the learners might have in the lesson along with some suggested solutions;
- include a thorough account of classroom procedures, with information about classroom management, patterns of interaction and approximate timings;
- include an aim or aims for each stage of your procedure;
- include samples of any additional materials (published or self-made) you would use.

Please use the lesson plan template at the end of this document. A typical lesson plan of this kind might run to three or four sides of A4. Bear in mind that the reader of these plans will not be able to infer what is not stated, so please write them as explicitly as possible.

ADDITIONAL TASK (MODULE THREE APPLICANTS)

Please attach as a separate Word or PDF document

Please complete TASK A if you are applying for any Module Three specialisation other than ELT Management.

Please complete TASK B if you are applying for the ELT Management option.

Please complete BOTH tasks if you are considering ELT Management as one of several options.

TASK A: How do you assess your students' learning and their needs, at what points during a course, and why? Write around 600 words.

TASK B: Describe and comment on the mechanisms used to recruit, support and evaluate teachers in your LTO. Write around 600 words.

I am aware that the course requires considerable hours of study alongside any work I'm doing and will sign a relevant disclaimer upon acceptance

Yes No

PLEASE NOTE: If your application is successful you will need to pay a non-refundable deposit within 7 days of being notified to reserve your place. The balance of your fees must be paid before the course begins to guarantee access to/your place the course. If you are accepted after that time, the full fees are due immediately. We will not hold places open for applicants who do not pay their full fees when they are due. There are no refunds for withdrawal or cancellation. For full terms and conditions please see our website: www.bellenglish.com/termsconditions. All courses are subject to demand.

Please email this form to: delta@bellenglish.com

Bell, Hillscross, Red Cross Lane, Cambridge CB2 0QU, UK Tel: +44 (0) 1223 275598

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I have read and accept the privacy policy attached.

Haçienda nightclub and Abbey Road in top 10 for UK historic sites

Manchester club hotspot and Beatles recording studio among those on Historic England's heritage list

Mark Brown | Tue 6 Feb 2018 00.01 GMT | Last modified on Tue 6 Feb 2018 08.20 GMT



Shakespeare's birthplace, the austere parsonage where the Brontë sisters wrote *Jane Eyre*, *Wuthering Heights* and *Agnes Grey*, and *The Haçienda*, the Manchester nightclub which was a pillar of the 80s club scene, have all been included in the top 10 of a new UK heritage list.

All three are being celebrated as part of a Historic England campaign titled *A History of England in 100 Places*.

The 10 historic places for music and literature were nominated by the public and chosen by the novelist Monica Ali.

"It is a fun exercise but also an important one," said Ali. "First of all, it is an acknowledgement of how the arts have shaped our society, especially at a time when arts are becoming more and more marginalised.

"Secondly, and no less importantly, these are not only places in which to learn about the past, they also invite contemplation, reflection and – just maybe – inspiration, thus passing the creative baton to future generations."

The list is strikingly diverse and contains the obvious as well as the more surprising. Shakespeare's birthplace in Stratford-upon-Avon is an example of the former. "How could it not be included?" said Ali.

The West Yorkshire home of Charlotte, Emily and Anne Brontë is also on the list, along with Chawton, the house in Hampshire where Jane Austen lived for the last eight years of her life and refined and finished her novels *Sense and Sensibility*, *Pride and Prejudice* and *Northanger Abbey* and wrote *Mansfield Park*, *Emma* and *Persuasion*.

Ali said Austen might have her legions of fans, but was still "underrated".

"She is one of literature's great innovators... and the inventor of the 'free indirect' style that is so commonly adopted by novelists today."

Other writers in Ali's list are Charles Dickens and his former home in Doughty Street,

London, where he wrote *Oliver Twist* and *Nicholas Nickleby*; and George Orwell, who moved to Canonbury Square in Islington in 1944 after a bomb destroyed the family home in Kilburn.

Ali said Orwell's work remained as fresh and urgent today as it ever was and the renewed interest in Nineteen Eighty-Four "since the beginning of the Trump administration, proves once again his prescience and assures his place in the country's literary history".

Among the music sites are *The Haçienda*, the Manchester nightclub which opened on 21 May 1982. It was where the Smiths performed three times in 1982, the venue for Madonna's first UK gig in 1984, and, in 1986, one of the first British clubs to play house music. By 1988, it was host to the *Happy Mondays* and *Madchester* and the second summer of love.

The club closed in 1997 and Ali has fond memories. "The Haçienda was the first nightclub I ever went to in the 80s. No club ever topped that for me. It was the coolest place I've ever been."

Another club on the list is the *100 Club* at 100 Oxford Street, London, which opened as the *Feldman Swing Club* in 1942 and is the world's longest-surviving live music venue. It was a place after the second world war where you might catch BB King or Louis Armstrong, while in the 1970s it hosted the first UK punk festival, with bands including *Sex Pistols* and *The Clash*.

The top 10 is completed by the *Abbey Road Studios* in London, a place which will always be associated with the Beatles; *Chetham's Library* in Manchester, the oldest free public reference library in the English speaking world and a meeting place for Marx and Engels; and the neighbouring houses in *Brook Street*, London, where Handel and Jimi Hendrix lived, 200 years apart.

All 10 places will be explored in podcasts presented by radio presenter Emma Barnett. Other categories include loss and destruction, which will be judged by Mary Beard, and science and discovery, which will be judged by Robert Winston.

The full list

- **Shakespeare's birthplace, Stratford-upon-Avon**
- **Abbey Road Studios, St John's Wood, London**
- **Jane Austen's House, Chawton, Hampshire**
- **The 100 Club, 100 Oxford Street, London**
- **George Orwell's home, Islington, London**
- **The Haçienda, Manchester**
- **The Brontë parsonage, Haworth, West Yorkshire**
- **Handel & Hendrix in London, 23 and 25 Brook Street**
- **Charles Dickens' former home in Doughty Street, London**
- **Chetham's Library, Manchester**

<https://www.theguardian.com/culture/2018/feb/06/hacienda-nightclub-and-abbey-road-in-top-10-for-uk-historic-sites> retrieved 06.02.18

The country running out of space for its millionaires

What do you do when you're the ruler of a country that runs out of space for its super rich?

Katie Beck | 6 February 2018



Over 30% of the roughly 38,000 residents of Monaco are millionaires

Imagine a pint-sized country – less than a square mile in size (2 square kilometres) – with sun-drenched, quiet streets, no dog poo and no income tax to pay. A place where motor racing and yachting are the national pastimes and people hop into a helicopter to get from A to B instead of hailing a taxi.

Now imagine that one in three of the people who live there are millionaires – often many times over.

This little oasis has, in fact, become such a magnet for millionaires that many more want to relocate to its sunny shores. So, the local authorities have taken the radical step of allowing the construction of artificial islands out across the sea to house them all.

Sounds too bizarre to be true, but perched on the picturesque cliff tops of the French Riviera, such an odd place does exist. **An estimated 2,700 more millionaires are hoping to claim a piece of this diminutive country for themselves in the next 10 years**

It's the tiny principality of Monaco – millionaire hub of the world, with the highest number of millionaires per capita.

If you drive along the Mediterranean coast of France, glimpses of pebbly beaches dotted with sun-bleached umbrellas poke through the cypress trees.

Then out of nowhere towering, concrete buildings emerge from an otherwise sleepy seafront. When you spot shimmering skyscrapers, Bugattis whizzing past and a world-famous casino, you know you've arrived in the city-state of Monaco. With the highest population density of any country in the world, and reputation as a playground for the world's super rich, demand for property here has soared.

But it's not just sea views these buyers are drawn to: this pocket-sized principality is also a tax haven.

Oliver Williams, head of wealth consultancy firm WealthInsights, analyses statistics describing the movement of wealth globally, and points out that it's no secret that people move to Monaco for financial reasons.

"It's got no income tax and no corporation tax for businesses doing most of their work in Monaco, so tax is the main reason we found for people wanting to move here. The

There will be 16,100 millionaires or multimillionaires in Monaco by 2026

other thing is simply lifestyle," he says.

Over 30% of the roughly 38,000 residents of Monaco are millionaires, according to Williams' research. "Next down the list are some Swiss cities like Geneva and Zurich and so on," he says.

That number is forecast to rise. According to Knight Frank property agency's analysis, there will be 16,100 millionaires or multimillionaires hoping to claim a piece of this diminutive country for themselves in the next 10 years, but at the moment they can't. There's no more room.

Research from Knight Frank show house prices in Monaco now top the world market

House prices in Monaco now top the world market with prices between €53,000 (\$67,000) and €100,000 (\$142,000) per square metre

with prices between €53,000 (\$67,000) and €100,000 (\$142,000) per square metre.

The city-state is building an extension



Architect rendering of the Portier Cove building site filled with water (Credit: Valode & Pistre)

Measuring just 0.78 square miles (2.02 square kilometres) Monaco is crowded, it's the second smallest country in the world (after Vatican City) and existing building space has already been stretched to the limit by carving homes into the mountainsides, building up into the sky and even tunnelling down into the ground.

So, in a bid to try and cater to the demands of this new super rich tribe, the current ruler, Prince Albert II, has agreed an ambitious land reclamation project.

The government of Monaco is overseeing the project and private financiers are paying for the build and will sell the real estate.

The £1.5 billion (\$2.1 billion) Offshore Urban Extension Project will add 15 acres of landmass to the principality by 2026. Portier Cove, will include a harbour big enough for 30 ships, a landscaped park and luxury residential buildings with plans for 120 new homes.

But the construction involves a Herculean effort: putting large concrete-filled watertight chambers, called caissons, into the sea, then draining the water from the surrounding area and filling it in with sand imported from Sicily to create an artificial

The £1.5 billion (\$2.1 billion) Offshore Urban Extension Project will add 15 acres of landmass to the principality by 2026

landmass jutting out from the seafront.

And expansion on this scale doesn't come without costs. Although French construction firm, Bouygues Travaux Publiques, are planning to relocate marine flora and fauna from the building site to other protected areas and creating a 3D-printed

artificial reef as part of the development, there are still risks.

Marine experts suggest that no matter how carefully you carry out land reclamation, disrupting the sea to build artificial islands will have a direct impact on natural surroundings and marine life.

It is estimated that hundreds of types of algae and thousands of marine organisms live in the waters that will be replaced by dry land. Environmentalists warn that there is no way to fully protect the area's fragile biodiversity in the face of such a large-scale offshore project.

Land reclamation is nothing new to Monaco – the principality has already expanded its territory by 20% since 1861 – but now even the deep ocean seems no match for property demand.

The principality has expanded by 20% since 1861

Still the eco-conscious prince – who drives an electric car and has donated millions through his foundation to environmental causes – is adamant further land expansion in his country must now be carefully weighed up against environmental concerns. The unique challenge for Portier Cove is that the builders are being asked to meet international sustainable urban development certifications including the HQE Aménagement, Building Research Establishment Environmental Assessment Method standard and the Clean Ports label.



Prince Albert II, reigning monarch of Monaco, is devising ways to balance housing all the country's millionaires but also minimise environmental disruption (Credit: Getty)

It is hoped the project will become a flagship example that other growing countries will look to follow.

<http://www.bbc.com/capital/story/20180206-the-country-running-out-of-space-for-its-millionaires> retrieved 06.02.18

Green Eggs and Ham

Dr Seuss

© Dr. Seuss, Beginner Books, 1973

I am Sam
Sam I am

That Sam-I-am
That Sam-I-am!
I do not like
That Sam-I-am

Do you like
Green eggs and ham

I do not like them,
Sam-I-am.
I do not like
Green eggs and ham.

Would you like them
Here or there?

I would not like them
Here or there.
I would not like them
Anywhere.
I do not like
Green eggs and ham.
I do not like them,
Sam-I-am

Would you like them
In a house?
Would you like them
With a mouse?

I do not like them
In a house.
I do not like them
With a mouse.
I do not like them
Here or there.
I do not like them
Anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am.

Would you eat them
In a box?
Would you eat them
With a fox?

Not in a box.
Not with a fox.
Not in a house.
Not with a mouse.
I would not eat them here or there.
I would not eat them anywhere.
I would not eat green eggs and ham.
I do not like them, Sam-I-am.

Would you? Could you?
In a car?
Eat them! Eat them!
Here they are.

I would not,
Could not,
In a car

You may like them.
You will see.
You may like them
In a tree?

I would not, could not in a tree.
Not in a car! You let me be.
I do not like them in a box.
I do not like them with a fox
I do not like them in a house
I do not like them with a mouse
I do not like them here or there.
I do not like them anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am.

A train! A train!
A train! A train!
Could you, would you
On a train?

Not on a train! Not in a tree!
Not in a car! Sam! Let me be!
I would not, could not, in a box.
I could not, would not, with a fox.
I will not eat them with a mouse
I will not eat them in a house.
I will not eat them here or there.
I will not eat them anywhere.
I do not like them, Sam-I-am.

Say!
In the dark?
Here in the dark!
Would you, could you, in the dark?

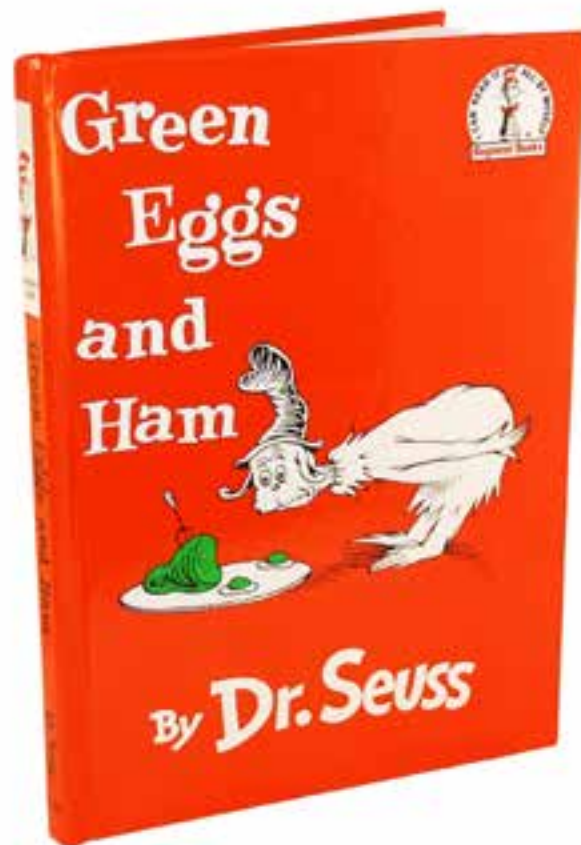
I would not, could not,
In the dark.

Would you, could you,
In the rain?

I would not, could not, in the rain.
Not in the dark. Not on a train,
Not in a car, Not in a tree.
I do not like them, Sam, you see.
Not in a house. Not in a box.
Not with a mouse. Not with a fox.
I will not eat them here or there.
I do not like them anywhere!

You do not like
Green eggs and ham?

I do not
Like them,
Sam-I-am.



Could you, would you,
With a goat?

I would not,
Could not.
With a goat!

Would you, could you,
On a boat?

I could not, would not, on a boat.
I will not, will not, with a goat.
I will not eat them in the rain.
I will not eat them on a train.
Not in the dark! Not in a tree!
Not in a car! You let me be!
I do not like them in a box.
I do not like them with a fox.
I will not eat them in a house.
I do not like them with a mouse.
I do not like them here or there.
I do not like them anywhere!

I do not like
Green eggs
And ham!

I do not like them,
Sam-I-am.

You do not like them.
So you say.
Try them! Try them!
And you may.
Try them and you may I say.

Sam!
If you will let me be,
I will try them.
You will see.

Say!
I like green eggs and ham!
I do! I like them, Sam-I-am!
And I would eat them in a boat!
And I would eat them with a goat...
And I will eat them in the rain.
And in the dark. And on a train.
And in a car. And in a tree.
They are so good so good you see!

So I will eat them in a box.
And I will eat them with a fox.
And I will eat them in a house.
And I will eat them with a mouse.
And I will eat them here and there.
Say! I will eat them anywhere!

I do so like
Green eggs and ham!
Thank you!
Thank you,
Sam-I-am

http://www.lyricsfreak.com/d/dr+seuss/green+eggs+and+ham_20208487.html
retrieved 06.02.18

TASK TWO: LESSON PLAN TEMPLATE

Please attach as a separate Word or PDF document

Please use the lesson plan structure below when planning your response to task two. A typical lesson plan of this kind might run to three or four sides of A4. Bear in mind that the reader of these plans will not be able to infer what is not stated, so please write them as explicitly as possible.

Name:

.....

Date:

.....

CLASS PROFILE

Overview of the group: Who are they? Why are they learning English? What sort of problems do they have?

AIMS AND OBJECTIVES

Main aims and outcomes of the lesson

POTENTIAL PROBLEMS

POSSIBLE SOLUTIONS

PROCEDURE

STAGES	STAGE AIMS	PROCEDURE	TIME	INTERACTION FOCUS

ADDITIONAL MATERIALS

Include samples of any additional materials (published or self-made) you would use.



Privacy policy

Bell Educational Services Limited, known as 'Bell' is committed to processing your data fairly and lawfully. This privacy policy explains how we use any information we collect about you or your child when you engage with us.

Any reference to 'your data' includes any data collected on those attending our Young Learner courses, and so may be your child. It also includes Bell employees and, other individuals Bell engages with.

WHAT INFORMATION DO WE COLLECT ABOUT YOU?

We collect information about you when you book onto one of our courses or engage you in employment. Information is also collected when you submit an enquiry either through our website (bellenglish.com), directly by email, or if we meet you at an event. Website usage information is collected using cookies.

We will only collect information necessary to your relationship with Bell and will retain this data for no longer than is necessary for its intended purpose or until you request otherwise.

HOW WILL WE USE THE INFORMATION ABOUT YOU?

We collect information about you to process your booking, manage your account throughout this process and your time at Bell. With your permission we will occasionally contact you following your time with Bell, with offers on our products and services we think may be of interest to you.

Information gathered from your usage of our website will be used for internal analytics to inform how we can improve the website for the benefit of the customer journey.

We will only share your information with third parties that are necessary during your time with Bell. Bell will never share your information for marketing purposes with companies outside Bell.

MARKETING

We would like to occasionally send you information on our products and services which may be of interest to you. If you have consented to receive marketing, you can opt-out at any time.

If you no longer wish to be contacted for marketing purposes you can do so through the unsubscribe link on our emails, or by emailing enquiries@bellenglish.com. Where you do opt-out of communications from us, we will retain your information to ensure we do not contact you in the future, while still maintaining a record of your academic achievements with Bell.

ACCESS TO YOUR INFORMATION AND CORRECTION

You have the right to request a copy of the information we hold about you. If you would like a copy of some or all of your personal information, please email dpo@bellenglish.com or write to us at Bell, Red Cross Lane, Cambridge, CB2 0QU, and Bell will aim to respond within 40 days. We may make a small charge for this service.

We want to make sure that your personal information is accurate and up to date. You may ask us to correct or remove information you think is inaccurate.

COOKIES

Cookies are text files placed on your computer to collect standard internet log and visitor behaviour information. This information is used to track visitor use of the website and to compile internal reports on website activity.

You can set your browser to not accept cookies, however as a result some of the features on our website may not work as a result.

OTHER WEBSITES

If our website contains links to other websites, we are not responsible for its content. This privacy policy applies to our website only, so you should ensure you read their privacy policy.

CHANGES TO OUR PRIVACY POLICY

We will keep our privacy policy updated and under regular review and will place any updates on this webpage. This privacy policy was last updated 17 May 2018.

HOW TO CONTACT US

Please contact us if you have any questions about our privacy policy or information we hold on you:

- by email dpo@bellenglish.com
- or write to us, Bell, Red Cross Lane, Cambridge, CB2 0QU