


# Delta Application Pack

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Please return this application with all required attachments to: [delta@bellenglish.com](mailto:delta@bellenglish.com)

## CONTENTS

Personal Details.....	<a href="#">2</a>
Module 1 Tasks.....	<a href="#">5</a>
Module 2 Tasks.....	<a href="#">9</a>
Module 3 Tasks.....	<a href="#">15</a>

# DELTA APPLICATION PACK

## PERSONAL DETAILS

### ALL APPLICANTS

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

- Application form
- Additional task
- 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): .....

00 .....

Mobile/cellphone (including international dialling code): .....

00 .....

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): .....

00 .....

Email: .....

### MODULE TWO APPLICANTS ONLY

During the course I will be teaching:

- Face-to-face
- Online

If face-to-face, I would like my RDT to:

- be present in the classroom
- observe me remotely via a livestream (please ensure your classroom is suitably equipped for this)

RDT nomination:

- I have already nominated an RDT for the course
- I need Bell to help me find an RDT for the course

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

- The two Delta Module 2 tasks
- RDT nomination form if applicable
- Nominated RDT's full up-to-date CV if applicable (can be sent directly by the nominated RDT)

### 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)
- M1.2 Online (autumn)

MODULE TWO

- M2.1 Online (spring)
- M2.2 Online (autumn)
- M2.9M (March–November)

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 (any Monday of the year) giving reasonable notice

Module Three: Please indicate which specialist area you would like to focus on for your M3 assignment (if you have more than one possible choice 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

# DELTA APPLICATION PACK

Have you taken a DELTA module with Bell before? Yes    No

If yes, please indicate which: M1    M2    M3

If yes, then you can skip this and the next page.

## 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 / online teaching:

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 .....

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 .....

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:

# DELTA APPLICATION PACK

## 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)

## DISCLAIMER

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

I understand that if I have used an AI tool when completing the following application tasks, I must acknowledge this by stating the name of the tool, the task it was used for and how it was used.

# DELTA APPLICATION PACK

## MODULE 1 TASKS

Please complete the following three tasks if you are applying for Module 1.

Please attach as separate Word or PDF documents.

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.

### TASK THREE

Look at the material from the Cutting Edge Starter Students' Book (Third Edition) by Cunningham, Moor & Grace (Pearson Longman, 2016) on the pages 6-8, and

• identify six assumptions about language and/or learning that the authors appear to have made.

(Your assumptions should be about language and/or learning in general rather than about a specific learning context).

• Give an example activity (or activities) from the material that illustrates this assumption.

Here are two examples of the sort of thing you should write. Please use the same format in your answer:

**Example 1:**

**Assumption:** The use of visuals helps clarify the meaning of language items

**Example:** Vocabulary exercise 1

**Example 2:**

**Assumption:** When teaching a grammatical structure it is important to include a focus on pronunciation

**Example:** Grammar Focus 1, exercise 2, Pronunciation box

# 08

## YOU CAN DO IT!

### IN THIS UNIT

- Grammar: *can/can't*; Questions with *can*; Review of questions
- Vocabulary: Verbs – things you do; Parts of the body
- Task: Do a class survey
- Language live: Skills and interests; Making requests



58

### Vocabulary Verbs – things you do

1 Look at the photos. Which verbs in the box can you see?

dance	drive a car	paint a picture	play chess	ride a bike
run	sing	swim	take photographs	walk

2a Choose the correct answers.

- 1 I **take / play** a lot of photographs when I go on holiday.
- 2 I **swim / walk** to work every day because I don't like going by bus.
- 3 I love **swimming / driving** in the sea when I go on holiday.
- 4 I usually **play / paint** chess with my grandfather on Sunday afternoons.
- 5 I like **dancing / talking** when I go to a party with my friends.
- 6 I **sing / run** in the park at the weekend because I want to keep fit.
- 7 I always **walk / paint** a picture of the beach when I go on holiday.
- 8 I never **drive / ride** my car to the town centre because it's so busy.
- 9 I **run / ride** a bike to work in the summer but not in the winter.
- 10 I like listening to music in the car and **talking / singing** the songs.

b 8.1 Listen and check.

3a Which of the sentences in exercise 2a are true for you? Rewrite the false sentences to make them true for you.

b Work in pairs and compare your sentences.

I take a lot of photographs when I go on holiday! Do you?

No, I don't ...

Continued on next page



## Reading Amazing people!

- 1 Read the text about amazing people. What abilities do they have?

### Amazing people!

*You Magazine* finds some amazing people who can do amazing things!

- Vadim Ivanov is from Russia and he's a chess player. He plays chess very well and he sometimes plays a lot of chess games at the same time. In fact, he can play over 300 chess games at the same time! He doesn't always win them all – but his record is playing 310 games and winning 282 of them!
- Alvaro and Alicia Sánchez are twins and they live in Argentina with their parents. They can't walk because they are only nine months old, but they can swim. In fact, they can swim 25 metres in the swimming pool. They go swimming every day and they love it!
- Emiko Kimura is 20 years old and she is an art student from Japan. She can't paint in the same way as her friends because she doesn't have any hands. She can paint with her feet and she wins a lot of competitions because her pictures are fantastic. Mostly, she likes painting pictures of people.

- 2 Read the text again. Are these statements true (T) or false (F)?

- Vadim Ivanov plays chess against over 300 people at the same time.
- He always wins all the games.
- Alvaro and Alicia Sánchez are babies.
- They walk to the swimming pool every day.
- Emiko studies art in Japan.
- She is very good at painting.

- 3 Discuss with other students. Do you know anyone who has similar abilities to the people in the text?

## Grammar focus 1 can/can't

- 1 Complete the sentences with the verb phrases.

can swim	can play	can paint
can't paint	can't walk	can't win

- Vadim Ivanov \_\_\_\_\_ chess very well.
- He \_\_\_\_\_ every game.
- Alvaro and Alicia Sánchez \_\_\_\_\_.
- They \_\_\_\_\_ because they are babies.
- Emiko Kimura \_\_\_\_\_ with her hands.
- She \_\_\_\_\_ with her feet.

### GRAMMAR

#### can/can't

I/You/He/She/ We/They	can play chess. can swim very well. can't run very fast. (= cannot) can't ride a bike. (= cannot)
--------------------------	--

- 2 8.2 Write sentences using the prompts and **can** (✓) or **can't** (X). Listen and check.

He / **play** tennis / ✓  
He **can play** tennis.

- He / **play** chess / X
- They / **swim** 25 metres / ✓
- She / **remember** all her friends' birthdays / X
- He / **play** the piano / X
- He / **cook** well / ✓
- They / **drive** / X
- You / **speak** a foreign language / ✓
- I / **run** fast / X
- She / **read** music / ✓
- They / **dance** very well / X

### PRONUNCIATION

- 1 Listen to the sentences again. Notice the pronunciation of **can** and **can't**.

/kæn/ /kɑ:nt/

- 2 Practise saying the sentences.

- 3a Think about you, your friends and people in your family. Rewrite the sentences in exercise 2.

*My cousin Dimitri can play chess.  
I can't swim 25 metres.*

- b Work in pairs and compare your sentences.

Unit 8, Study & Practice 1, page 112





## Grammar focus 2 Questions with *can*

1 Match the photos with the job adverts below.

### DO YOU WANT TO BE A DANCE TEACHER?

Can you sing, dance or play the piano?  
email: [info@danceteachersdirect.com](mailto:info@danceteachersdirect.com)

### Do you want to be a personal trainer?

Can you swim, run and play tennis?  
If yes ... this is the job for you!  
Call Mick on 07789 566433.

### Do you want to be a nanny?

Nanny for friendly family with three children.  
Can you drive a car, cook well and speak English?  
Phone 0845 677879 and speak to Annie.

2a 8.3 Olivia wants a job for the summer holidays.  
Read the job adverts and listen. Tick the things Olivia  
can do and cross the things she can't do.

b Which job do you think is good for Olivia? Why?

### GRAMMAR

#### Questions with *can*

Questions	Short answers
Can you dance?	Yes, I/you/he/she/we/they can.
Can he/she play tennis?	No, I/you/he/she/we/they can't.
Can they speak English?	

3a Write questions using *can* and the prompts.

- you / sing well *Can you sing well?*  
1 you / play tennis  
2 you / swim  
3 you / run fast  
4 you / cook well  
5 you / play the guitar  
6 you / ride a bike  
7 you / drive a car  
8 you / speak three languages

b 8.4 Listen to conversations with the questions in  
exercise 3a. Does each person answer *yes* or *no*?

### PRONUNCIATION

- Listen again to the conversations in exercise 3b. Notice  
the pronunciation of *can* in the questions and the  
short answers.
- Practise saying the questions.

4a Work in pairs. Ask and answer the questions in  
exercise 3a. Find three things your partner can do  
but you can't do.

b Tell the class.

Maria can play tennis, but I can't. She can  
swim, but I can't ...

Unit 8, Study & Practice 2, page 112

# DELTA APPLICATION PACK

## MODULE 2 TASKS

Please complete the following two tasks if you are applying for Module 2.

Please attach as separate Word or PDF documents.

### TASK ONE

In a maximum of 750 words describe how your teaching has developed since you started. This task will help us to assess your writing skills and may also be used to advise you on your suitability for the course.

### 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 on pages 11–14. You may shorten the text or cut it up but not alter the content. Please make sure that your plan includes both:

- on helping learners become more skilful at reading (or possibly listening if you choose Text 3) and
- 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;
- anticipated problems the learners might have in the lesson along with some suggested solutions;
- a thorough account of classroom procedures, with information about classroom management, patterns of interaction and approximate timings;
- an aim or aims for each stage of your procedure;
- samples of any additional materials (published or self-made) you would use.

**Please use the lesson plan template on the next page.** 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.

# DELTA APPLICATION PACK

## 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.

# DELTA APPLICATION PACK

## MODULE 2 TASK TWO MATERIAL

### TEXT 1

## 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

### An estimated 2,700 more millionaires are hoping to claim a piece of this diminutive country for themselves in the next 10 years

French Riviera, such an odd place does exist.

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

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

here. The 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.

# DELTA APPLICATION PACK

## The city-state is building an extension

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



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

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.

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

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.

# DELTA APPLICATION PACK

## MODULE 2 TASK TWO MATERIAL

### TEXT 3

## Green Eggs and Ham

Dr Seuss

© Dr. Seuss, Beginner Books, 1973

I am Sam  
Sam I am

I would not,  
Could not,  
In a car

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

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

Do you like  
Green eggs and ham

I would not, could not in a tree.  
Not in a car! You let me be.

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

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.

Would you like them  
Here or there?

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

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

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.

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

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

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.

I would not, could not,  
In the dark.

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

Would you, could you,  
In the rain?

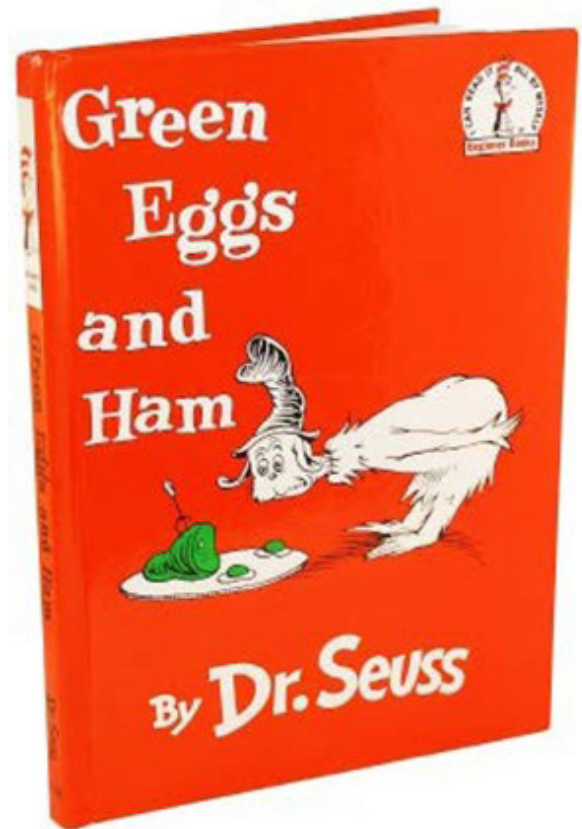
Not in a box.  
Not with a fox.  
Not in a house.  
Not with a mouse.  
I would not eat them here or there.  
I would not eat them anywhere.  
I would not eat green eggs and ham.  
I do not like them, Sam-I-am.

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!

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

You do not like  
Green eggs and ham?

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



Could you, would you,  
With a goat?

Try them and you may I say.  
Sam!  
If you will let me be,  
I will try them.  
You will see.

I would not,  
Could not.  
With a goat!

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!

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!

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 not like  
Green eggs  
And ham!

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

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

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

[http://www.lyricsfreak.com/d/dr+seuss/green+eggs+and+ham\\_20208487.html](http://www.lyricsfreak.com/d/dr+seuss/green+eggs+and+ham_20208487.html)  
retrieved 06.02.18

# DELTA APPLICATION PACK

## MODULE 3 TASKS

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.