

UNIVERSITY of CAMBRIDGE ESOL Examinations

English for Speakers of Other Languages

Level 4 Certificate in Teaching English to Speakers of Other Languages (CELTA)*

This is to certify that
ANDREA BREZANOVÁ
 has been awarded
Pass

Certificate in English Language Teaching to Adults

Date of Award **SEPTEMBER 2008**
 Centre Number **CZ003**

Accreditation Number **100/2664/2**

* This level refers to the UK National Qualifications Framework

Chief Executive

University of Cambridge ESOL Examinations

Date of Issue **29/09/08**

Certificate Number **ccpf385203**



Qualifications and
Curriculum Authority



Rewarding Learning



AWDURDDO
CYMRU/TESTERALL
CYBRI/WLWAC ASIADU
CYBU
QUALIFICATIONS
CURRICULUM
ASSESSMENT AUTHORITY
FOR WALES



**Internet-Based Test Examinee Score Report
for the Test of English as a Foreign Language**

Test Date: 07 Mar 2008

Sponsor Code:

Inst. Code: _____

Dept. Code: _____

Registration Number: 0000 0000 0506 4927

Name: Brezanova, Andrea

Gender: F **Native Country:** Slovakia

Date of Birth: 29 Nov 1980

Native Language: SLOVAK

000152

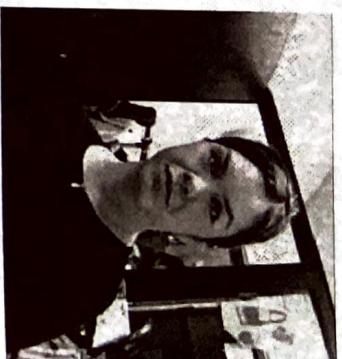
M00839

Brezanova, Andrea
4 Arrowhead
Nantucket, MA 02554
United States

TOEFL SCALED SCORES	
Reading	26
Listening	27
Speaking	26
Writing	27
Total Score	106

The face of this document has a multicolored background – not a white background.

18



Reading Skills	Level	Your Performance
Listening Skills	Level	Your Performance

Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

Test takers who score at the HIGH level, typically

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;
- can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and
- can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

Reading

High
(22-30)

Reading Skills

Level

Your Performance

Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.

When listening to lectures and conversations like these, test takers at the HIGH level typically can

- understand main ideas and important details, whether they are stated or implied;
- distinguish more important ideas from less important ones;
- understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and
- synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

Listening

High
(22-30)

Listening Skills

Level

Your Performance



Name: Brezanova, Andrea

Last (Family/Surname) Name, First (Given) Name Middle Name

Email: klarada@hotmail.com**Gender:** F**Date of Birth:** 29 Nov 1980**Test Date:** 05 Feb 2011**M07650****Brezanova, Andrea**

HC01

Box 6091

guayanabo, puerto rico 00971

Puerto Rico

**Test Center Country:** Puerto Rico**Native Country:** Slovakia**Native Language:** SLOWAK**Sponsor Code:****Test Center Code:** APCN-5221**Test Center Country:** Puerto Rico

TOEFL Scaled Scores	
Inst. Code	Dept. Code
8892	99
8173	99
Total Score	
112	

Reading Skills**Level****Your Performance**

Test takers who receive a score at the **HIGH** level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

Test takers who score at the **HIGH** level, typically

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;
- can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and
- can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

Listening Skills**Level****Your Performance**

Test takers who receive a score at the **HIGH** level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.

When listening to lectures and conversations like these, test takers at the **HIGH** level typically can

- understand main ideas and important details, whether they are stated or implied;
- distinguish more important ideas from less important ones;
- understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and
- synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

CELTA

Cambridge Certificate in Teaching English to Speakers of Other Languages

Andrea Brezanová

attended 120 out of 120 hours of
the CELTA course at AKCENT International House Prague
from 21st July to 15th August 2008
and was awarded the following grade:

Pass

Overall Assessment

Andrea came to the course with little previous EFL teaching experience and made pleasing progress, especially in the last stages of the course. She was hard-working and worked well with her colleagues. In addition, she tried hard to incorporate what she learnt from lesson feedback and input into her teaching. Her written work was clearly written. With further guidance and experience she should become an effective teacher of English as a foreign language.

Lesson Planning Skills

Andrea learnt to identify appropriate aims and to plan lessons in order to achieve those aims. She was able to take into account the needs of her students as well as their learning background. She could adapt materials to ensure that her lessons achieved their aims. She incorporated a good variety of activities and varied her feedback stages. Her lesson planning skills met the requirements of the course.

Classroom Teaching Skills

Andrea interacted well with the students and developed a confident classroom presence. She is sensitive to her students' needs, provides a supportive learning environment and deals well with student contributions. On a number of occasions she corrected their errors effectively and sensitively. She was able to clarify grammar and vocabulary well and provide useful practice of target language. Andrea needed to learn to give instructions clearly and worked on this successfully, which allowed lessons to proceed smoothly. She needs to continue to work on this and the clarity of her classroom language. Her classroom teaching skills met the standard required for the course.



Andy Lewis
Main Course Tutor



Cathy Bowden
Course Tutor



Dana Hánková
Course Tutor