**Application form for the Cambridge CELTA course**

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

Thank you for your interest in our CELTA courses. The process for continuing with your application is as follows:

* We advise you to research the course online to make sure it is appropriate for you before applying; the interview process also seeks to make sure you are fully informed and suitable.
* Complete the following application form and Language Awareness tasks – because this form has to be emailed between the training centre, the interviewer and then back to you with comments, we politely request that you word-process this and submit it electronically.
* **Return the application form to the school’s email address: polyglot-exams@ukr.net.**
* We will contact you as soon as possible (within 5 days) and let you know if you have to amend your language tasks or can proceed to the interview stage.
* The interview will take place with a trained tutor via Skype if at all possible – if you do not currently have this, please download it from [www.skype.com](http://www.skype.com/) – alternative means can be arranged if this is not possible.
* You will usually be informed of the result of your application within 5 days. Occasionally, more time may be needed.
* The training centre will contact you to confirm the offer of a place and deal with payment and administrative details.
* Your place is **not** finally confirmed until you have paid your deposit.
* You will then receive the Pre-Course Task to help you prepare for the course – this is not handed in, marked or assessed in any way but it is essential you complete it as the course begins with the assumption that you have.
* You will also be given some suggestions for Pre-Course Reading – these are reproduced below. Please note that some of the grammar books will be helpful for you in completing the application tasks – using them demonstrates the ability to research and is *not* seen as cheating!

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| **Grammar books**:   * "Practical English Usage", Michael Swan, OUP. * "Grammar for English Language Teachers", Martin Parrott, CUP. * "Essential Grammar in Use", Raymond Murphy, CUP (this one is for CPs who have never studied English grammar – normally native speakers). * "How English Works", Michael Swan and Catherine Walter, OUP.   If you feel you are particularly weak on **Language Awareness**, the following online courses may be useful for you:   * “Grammar for Teachers Language Awareness Course”, a free course available from the Cambridge English Teacher website: [www.cambridgeenglishteacher.org](http://www.cambridgeenglishteacher.org/#_blank). * “Grammar for Language Teachers” from [www.elt-training.com](http://www.elt-training.com/#_blank) – This is a lengthy course with several video presentations – you can view a sample but then it has to be paid for – the latest available fee was £19.99. * <http://www.ucl.ac.uk/internet-grammar/home.htm> - This is another free course which is recommended by several CELTA Centres.   **Methodology books**: choose from the following – if you are short of time, the last named is easiest and quickest to read:   * "Learning Teaching", Jim Scrivener, Macmillan Heinemann (new edition 2005). * "The Practice of English Language Teaching", Jeremy Harmer, Longman. * "How to Teach English", Jeremy Harmer, Longman.   **Teaching Practice**:   * “The Art of Lesson Planning: A Handbook for Pre-Service and In-Service Teachers of English to Speakers of Other Languages”, Mike Cattlin (available on iBooks and Kindle Fire only), <http://www.troubador.co.uk/book_info.asp?bookid=3044> * “Teaching Practice Handbook” (Handbooks for the English Classroom), [Roger Gower](http://www.amazon.co.uk/Roger-Gower/e/B001HOM2ZE/ref=ntt_athr_dp_pel_1), [Steve Walters](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&search-alias=books-uk&field-author=Steve%20Walters) and [Diane Phillips](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_3?_encoding=UTF8&search-alias=books-uk&field-author=Diane%20Phillips), Macmillan. |

**Part A – Application Form**

**The Course**

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| Dates of the course you are applying for |  | |
| Preferred interview date |  |
| Date of application |  | |

**Personal Information**

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| Title (Mr / Mrs / Ms / etc.) |  |
| Your full name (as you would wish it to appear on a formal certificate) |  |
| The name you prefer to be known by |  |
| Date of Birth |  |
| Place of Birth |  |
| Nationality |  |
| Email address |  |
| Skype address |  |
| Permanent address (with post code) |  |
| Current address (if different) |  |
| Telephone number (with international codes) |  |
| Mobile number (with international codes) |  |
| Present occupation |  |
| Do you have any dietary, health or other special needs (include any information which you feel might affect your performance on the course bearing in mind it is of a stressful nature) |  |
| Next of kin name and emergency contact details |  |
| How did you find out about our courses? |  |

**Languages**

In the boxes below, please list the languages you speak in order of proficiency, starting with your native / mother tongue:

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| Languages spoken |  |
| Ukranian |  |
| English |  |
| Russian |  |
| German |  |
| Italian |  |
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Based on your language learning experiences, good or bad, what factors do you believe lead to successful learning and/or which lead to a lack of success?

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**Education**

Please state where you have studied, the subjects and the awards achieved, where applicable. Please start with the most recent and work backwards to the age of 17.

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| **Level of study** | **Place of study and dates** | **Subjects and awards** |
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**Teacher Training and Experience**

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**Work Experience**

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**Other Details**

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**In submitting this form, I declare that all information provided is complete, accurate and truthful.**

**Name**:

**Date**:

**Part B –Interview Task**

Please complete the following task carefully as it is one of the factors we take into consideration when making a decision about your application. Pease note that it is not only permissible but actively encouraged to refer to a grammar book and a dictionary in preparing your answers.  
  
Bear in mind that your explanations should reflect what you might say in a classroom to students and so should not be over-complicated.

**Part One – Grammar – 10 minutes**

For each of the following sentences:  
1. Correct the error, which is highlighted. Write the corrected sentence as done in the example.

2. Explain, as simply as possible, why the corrected version is more appropriate.  
            
*Example:*

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| Incorrect sentence | I **read** a book at the moment. |
| Why is this incorrect? | *Because the present simple does not refer to what you are doing at the moment of speaking but, for example, to habits. “I read a book every month” would be correct.* |
| Corrected sentence | *I’m reading a book at the moment.* |
| Why is the sentence correct? | *We use the present continuous to express the idea of an action taking place at or around the moment of speaking.* |

**1.1**

|  |  |  |  |
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| Incorrect sentence | I**’m going** to the cinema at least once a week. |  | |
| Why is this incorrect? |  |  | |
| Corrected sentence |  |  | |
| Why is the sentence correct? |  |  | |
| **1.2**   |  |  | | --- | --- | | Incorrect sentence | I **used to see** that film for the first time two years ago. | | Why is this incorrect? |  | | Corrected sentence |  | | Why is the sentence correct? |  |   **1.3**  A: Do you fancy playing tennis at 12 o’clock tomorrow?  B: I’m sorry, I can’t join you at that time (*and now choose from the following to complete the answer – please say which answers are possible and which are not. To give you a clue, two are incorrect for this context, one is preferable and the other two could be seen as possible; please explain your decisions*):   |  |  | | --- | --- | | *Answers* | *Correct or not and why* | | I have lunch with Mary. |  | | I’m having lunch with Mary. |  | | I’m going to have lunch with Mary. |  | | I will have lunch with Mary. |  | | I’ll be having lunch with Mary. |  | | | |  | | --- | |  | |  | |

**Part Two – Grammar – 10 minutes**

How would you explain to a *learner of English* the difference in meaning between the following pairs / sets of sentences?

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| * 1. **(to an elementary level student):** |  |
| 1. She likes ice-cream. 2. She’d like an ice-cream.   |  | | --- | |  |   **2.3** **(to an upper intermediate level student):** |  |
| 1. She went to prison.  2. She's gone to prison.  3. She went to the prison.  4. She’s gone to the prison.  5. She’s in prison.  6. She’s at the prison.   |  | | --- | |  | |  |

**Part Three – Vocabulary – 10 minutes**

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| How would you explain to a *learner of English* the difference in meaning between the following pairs / sets of words?  **3.1** (to a pre-intermediate level student – and please indicate the part of speech for these items):  1. Embarrassed.  2. Shy.  3. Modest. |  |
| |  | | --- | |  |   **3.2** (to an elementary level student):  1. Thin.  2. Slim. |  |

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**Part Four – Functional Language – 10 minutes**

A function is, put simply, what a piece of language does / expresses. For example, when you say “**If I were you**, I’d take an aspirin”, the function is that of *giving advice*. What are the functions of the following pieces of language? Provide your own example of the same function.

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| **Example piece of language** | **Function** | **Another Example** |
| “**If I were you**, I’d take an aspirin.” | *Giving advice.* | You should take an aspirin. |
| “**I wish I hadn’t** missed the train!” |  |  |
| “**Can I go** out and play?” |  |  |
| “**Let’s** have a drink!” |  |  |
| “**I’m really sorry** I broke your plate.” |  |  |
| “**Would you like** a piece of cake?” |  |  |

**Part Five – Teacher Talk – 10 minutes**

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| Re-phrase the following examples of "teacher talk" in language that an elementary level learner might understand:  **6.1**  So, what we’re going to do now is open our books on page 47 please.   |  | | --- | |  |   **6.2** |  |
| Could you possibly say what you just said again so that the others can hear?   |  | | --- | |  | |  |
| **6.3**  If I were to ask you what the name of this tense is would any of you actually know?   |  | | --- | |  | |  |

**Part Six – Teaching Ideas – 10 minutes**

Imagine you are teaching a **multilingual** group (therefore no use of translation) of **beginners** studying English for the first time (they may have had a couple of lessons and can use language such as “Yes”, “No”, “Please” and “Thank you”). How will you try to **convey** the meaning of the **phrase** "Would you like...?" with the target sentence being "Would you like a cup of coffee?"

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**Part Seven – Skills – 10 minutes**

Language teaching is not just about grammar and vocabulary; we also teach language skills, these being speaking, writing, reading and listening. The following are the stages of an example reading lesson. Please put a number in the middle column to indicate the order in which you would do the stages and then in the right hand column, briefly explain the rationale for your choice.

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| **Stage** | **Order** | **Rationale** |
| Students check answers in pairs |  |  |
| Brief open class feedback |  |  |
| Students check answers in pairs |  |  |
| Open class feedback in which students may be asked to justify their answers |  |  |
| Pre-teach vocabulary |  |  |
| Students read with a short, strict time limit |  |  |
| Generate interest in the text |  |  |
| An oral response-to-the-text task where students discuss what they have read |  |  |
| Predict the content |  |  |
| The teacher sets several more questions which encourage reading for detailed understanding |  |  |
| The teacher sets a question which encourages reading for gist (general understanding) |  |  |
| The text is further exploited for some of the language which was in it |  |  |
| Students read with a time limit |  |  |

**Part Eight – Methodology – 10 minutes**

Describe briefly what you see as the teacher’s main role in the classroom. Should the language classroom be teacher-led or student-centred? To what extent would you encourage pair-work and group-work and why?

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