# 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 email address.
* 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.
* At the end of the interview, you will usually be informed of the result of your application; there will be occasions when additional steps need to be taken and you will be informed if this is the case.
* 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!

**Grammar books**:

* "Practical English Usage", Michael Swan, OUP.
* "Grammar for English Language Teachers", Martin Parrott, CUP.
* “Teaching English Grammar”, Jim Scrivener, Macmillan.
* "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/)
* “Grammar for Language Teachers” from [www.elt-training.com](http://www.elt-training.com/) – 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%3Dntt_athr_dp_pel_1) [Steve Walters](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_2?_encoding=UTF8&amp;search-alias=books-uk&amp;field-author=Steve%20Walters) and [Diane Phillips,](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_3?_encoding=UTF8&amp;search-alias=books-uk&amp;field-author=Diane%20Phillips) Macmillan.

# Part A – Application Form

## The Course

|  |  |
| --- | --- |
| Dates of the course you are applying for |  |
| Alternative date (if applicable) |  |
| Date of application |  |

**Personal Information**

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| Languages spoken | Level of proficiency (if different in speaking, writing, reading and listening, please say so) |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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?

## 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.

|  |  |  |
| --- | --- | --- |
| **Level of study** | **Place of study and dates** | **Subjects and awards** |
|  |  |  |
|  |  |  |

## Teacher Training and Experience

|  |  |
| --- | --- |
| Do you have any formal training as a teacher of English or other languages? Please detail. |  |
| Do you have any experience of teaching English as a foreign / second language (please give schools, dates, details of ages and levels taught, coursebooks used, etc.). |  |
| If your answer to the above question is yes, please describe briefly your preferred approach and your thoughts on student-centred and teacher-led classrooms. |  |
| Do you have any formal training as a teacher of other subjects / areas? Please detail. |  |
| Do you have any experience of teaching other subjects? |  |

**Work Experience**

|  |  |
| --- | --- |
| Please detail your non-teaching work experience, including dates, starting with the most recent. |  |
| Any other information regarding your work or experience which you think may be relevant to this application. |  |

**Other Details**

|  |  |
| --- | --- |
| Will you require accommodation during the course? (If so, please give details of your requirements.) |  |
| Any other information that you think may be relevant to this application. |  |

**Referees**

Please provide the requested information for two referees who would be prepared to give relevant support to this application. Please do not provide two people from the same institution.

|  |  |  |
| --- | --- | --- |
|  | **Referee no.1** | **Referee no.2** |
| Name |  |  |
| Position / job |  |  |
| Email address |  |  |
| Telephone number |  |  |
| Address |  |  |
| In what capacity is the referee known to you? |  |  |
| For how long have you known the referee (or please give the dates when you were in regular contact with them)? |  |  |

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

**Name**:

**Date**:

# Part B – Pre-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

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:*

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| Incorrect sentence | I**’m going** to the cinema at least once a week. |
| Why is this incorrect? |  |
| Corrected sentence |  |
| Why is the sentence correct?

|  |  |
| --- | --- |
|  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**

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

* 1. (to an intermediate level student):
1. If he comes with us, he’ll learn some Spanish.
2. If he came with us, he'd learn some Spanish.
3. If he'd come with us, he'd have learnt some Spanish.
	1. (to an elementary level student):
4. She likes ice-cream.
5. She’d like an ice-cream.
	1. (to an upper intermediate level student):
6. She went to prison.
7. She's gone to prison.
8. She went to the prison.
9. She’s gone to the prison.
10. She’s in prison.
11. She’s at the prison.

## Part Three – Vocabulary

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

* 1. (to an intermediate level student):
1. Economy.
2. Economical.
3. Economics.
	1. (to a pre-intermediate level student – and please indicate the part of speech for these items):
4. Embarrassed.
5. Introvert.
	1. (to an elementary level student):
6. Smile.
7. Sneer.

## Part Four – Pronunciation

Divide the words below into **four groups** depending on the number of syllables and the syllable which is stressed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| recollect | recover | issue | tomorrow | frankly | exact |
| enroll | dungarees | allude | starting | starvation | unemployed |

|  |  |  |  |
| --- | --- | --- | --- |
| Group 1 | Group 2 | Group 3 | Group 4 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Part Five – Functional Language

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?

|  |  |
| --- | --- |
| **Example piece of language** | **Function** |
| “**If I were you**, I’d take an aspirin.” | *Giving advice.* |
| “**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 Six – Teacher Talk

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 Seven – Teaching Ideas

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?"

## Part Eight – Skills

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.

|  |  |  |
| --- | --- | --- |
| **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 Nine – Methodology

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?

## Part Ten – an Extended Piece of Writing

In this part we need to see an extended piece of writing so please answer in continuous prose (as in a semi-formal essay, the type of which you will need to write on the course). We request that you do not use any form of spell-check or grammar-check in writing this section.

The total word limit for the following is 150-300 words but please try to cover all of the prompt questions.

1. What, for you, are the most important qualities of a teacher?
2. Based on the above answer as well as on your work / study experience to date, the Pre- Interview Task and your knowledge and research of the CELTA, what do you expect to be your strengths and weaknesses on the course?
3. Why do you feel that doing the course at this time is the right choice for you?
4. What are your expectations of the course?
5. What are your plans for after the course, e.g., do you plan to return to the same job, do you want to travel, do you want to teach immediately and if so, where, etc.?