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|---------------------|--|--------------------------------|
| Official Use | | Application received on |
| Interview | <input type="checkbox"/> yes <input type="checkbox"/> no | Comments |
| Interviewer | | |
| Date of Interview | | |

CAMBRIDGE CELTA COURSE APPLICATION FORM

4-week intensive course

- ☐ 11 January 2021 to 05 February 2021
- ☐ 1st March to 26 March 2021
- ☐ 29 March to 23 April 2021
- ☐ 31 May to 25 June 2021
- ☐ 05 July to 20 July 2021
- ☐ 02 to 27 August 2021
- ☐ 30 August to 24 September 2021
- ☐ 27 September to 22 October 2021
- ☐ 15 November to 10 December 2021

13-week extensive Online Blended CELTA

- ☐ 04 January 2021 to 02 April 2021
- ☐ 06 April 2021 to 03 July 2021
- ☐ 08 November 2021 to 18 February 2022

**PHOTOGRAPH
ESSENTIAL**

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| Surname: | |
| First Names: (underline name used) | |
| Date of Birth: | |
| Place of Birth: | |
| Nationality: | |
| Current Address: | |
| Telephone Number: | |
| Email address: | |

| | | |
|---|------------------------------|-----------------------------|
| I want to fund part or the all course fees with my CPF | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| I want to fund part or the all course fees with an external funding | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Pole Emploi ID Number: (only if applying for external funding) | | |

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| Languages: <i>(please indicate <u>all</u> languages spoken, level of fluency and any exams / certifications taken with grades & dates)</i> | |
| Educational qualifications & Institutions: | |

| Employment History | | |
|--------------------|-------|---------------|
| Employer | Dates | Position held |
| | | |
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| Interests |
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| Please explain your <u>motivation</u> for doing the CELTA course. |
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| Please describe some of your <u>views</u> on English Language Teaching (ELT) |
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| How did you hear about the course at ILC France? |
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PRE-INTERVIEW TASK

The object of this task is to help you start thinking about language from a learner's point of view, and to begin to consider approaches that may be used in the classroom.

Please complete all the tasks on the next pages. Some of these questions will be discussed with you in more depth during the interview.

PLEASE WRITE YOUR ANSWERS IN THE SPACES PROVIDED

PART 1 - LANGUAGE

SECTION A: Grammar

In the following sentences:

1. Correct the error if you think there is one
2. Name the tense of the verb if you can
3. Comment briefly on the meaning of the tense

Example: *I read a book at the moment.*

1. *I'm reading a book at the moment*
2. *Present Continuous / Progressive*
3. *Used here to express the idea of an action taking place at the moment of speaking.*

1. **She is getting up at six o'clock every day**

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|----|--|
| 1. | |
| 2. | |
| 3. | |

2. **I've been to Italy two years ago**

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

3. **A: Can you come for a drink tonight?**
B: Sorry, I'll go to see 'Hamlet' at the National Theatre.

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|----|--|
| 1. | |
| 2. | |
| 3. | |

4. **When I got to the station, I realised I left the tickets at home.**

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|----|--|
| 1. | |
| 2. | |
| 3. | |

5. How would you explain the difference in meaning to a foreigner between these two examples?

- a) He's been to Bermuda.
- b) He's gone to Bermuda.

SECTION B: Vocabulary

Foreign learners often confuse words. Explain the difference between the following words.

Example : *He robbed the bank.*
He stole the money.

'Steal' means taking something from someone without permission. If you steal an object you do not intend to return it. 'Rob' means stealing from someone or somewhere. If you rob a bank, you steal money from that place . If you rob a person, you steal something from that person. Stealing and robbing are illegal activities.

1. Borrow vs lend

2. Thin vs skinny

3. Win vs beat

SECTION C: Use of language (Part I)

Read this text. Make any corrections you feel are necessary.

Many english speaking people is intresting in doing a course like that and say afterwards that if they had had to do the course again then they would of approached it different. The first thing they all say that it is important to have not too many other thing's going on in your life at the same time, it is impossible to do a fulltime job and to follow the intensive CELTA course. Many persons say after the interview they would of studied there grammer more before if they would ever of known.

What the course tries promote is the principal of a more comunicative way. What is that means we try helping the student's to learn about the language by making them to use it comunicatively in situations were there are some kind of similarity to real life and learn about pronounciation to.

A main comment is that there definately is quiet alot of work to do out side of the course timetable, and most people agreed on however was that the course gave them many experiences.

SECTION C: Use of language (Part II)

Describe your views on what constitutes good teaching practice. Give examples from your own experience as a learner and/or teacher. (500 words. Continue on a separate sheet if necessary).

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SECTION D: Language in context

Look at the exchange below and the labels on the right.

A: Would you like to come to the cinema tonight?

INVITING

B: Yes, I'd love to.

ACCEPTING AN INVITATION

We call these labels (i.e. 'Inviting', 'accepting an invitation') **FUNCTIONS**. It is simply a way of categorising the speaker's intention. Look at the short dialogue below and label the function of each utterance. Put your answers in the spaces on the right.

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|--|----------------------|
| A. Hey, Bob! | ATTRACTING ATTENTION |
| B. Yeah? | |
| A. Give me a hand with the suitcase, will you? | |
| B. Sorry, but Jenny's waiting for me. | |
| A. OK. Never mind. | |

The dialogue is clearly a very informal one between two speakers who know each other. Write a similar dialogue in the space below on the same topic - using the same functions - between two people who don't know each other.

| | |
|----|----------------------|
| A. | ATTRACTING ATTENTION |
| B. | |
| A. | |
| B. | |
| A. | |

PART 2 - PRONUNCIATION

Underline the stressed syllable in the words below.

Example : *hospital* *understand*

- | | | | | |
|---------------|-----------------|------------------|------------------|-------------------|
| 1. allow | 2. prediction | 3. controversial | 4. prefer | 5. preference |
| 6. photograph | 7. photographic | 8. photographer | 9. record (noun) | 10. record (verb) |

PART 3 - APPROACHES TO TEACHING AND LEARNING

Answer **briefly** please.

1. Think of two different **learning** experiences in your life, one of which was successful and one which was not. List the three main factors in each case, which made the experience successful or unsuccessful.

2. **How** would you try to **get across the meaning** of the phrase '*Would you like...?*' (as in 'Would you like a coffee?') to a group of **beginners**? Describe the different steps you would use to help your learners understand and practise this expression, and the appropriate replies.

CONCLUSION

Please remember that you may be asked to deal with the points discussed in this task at greater depth in the interview.

We hope that having done this task you have a clearer idea of the three key factors involved in being an effective language teacher:

- ✓ the successful management of people.
- ✓ a clear understanding of the language you are teaching.
- ✓ the ability to put this understanding to practical use in the classroom.