

✉ [celta.application@ilcfrance.com](mailto:celta.application@ilcfrance.com)  
[www.ilcfrance.com](http://www.ilcfrance.com)

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

## CAMBRIDGE CELTA COURSE APPLICATION FORM

<b>Format:</b>	<input type="checkbox"/> <b>4-week FULL TIME intensive CELTA course</b> <input type="checkbox"/> <b>5-week FULL TIME 100% online CELTA course</b> <input type="checkbox"/> <b>12-week PART TIME extensive Online Blended CELTA</b>	
<b>Course dates:</b> <i>(please indicate the course you are applying for)</i>		

<b>Surname</b>	
<b>First Names</b> (underline name used)	
<b>Date &amp; Place of Birth</b>	
<b>Nationality</b>	
<b>First language</b>	
<b>Languages spoken</b> <i>(please indicate all languages spoken, level of fluency and any exams / certifications taken with grades &amp; dates)</i>	
<b>Current Address</b>	
<b>Telephone Number</b>	
<b>Email address</b>	

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

**Qualifications** (candidates should be eligible for entry into higher education)

Names of highest qualifications	Academic Level	Institution(s)	Dates
	<input type="checkbox"/> School leaver level <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate		

**Employment History**

Employer	Position held	Dates

**Teaching Experience or Training** (teaching experience is not a prerequisite for acceptance; CELTA is a pre-service course)

Age group	Type (individual / group lessons)	Level	Dates

**Interests**

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**Please explain your motivation for doing the CELTA course.**

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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 carefully as it is one of the factors we take into consideration when making a decision about your application.

**You may like to refer to a grammar book and/or dictionary when preparing your answers to PART 1; being able to research language is an essential part of the course.**

## PART 1 - LANGUAGE

### SECTION A: Grammar

In the following utterances (1-4) there is a mistake. In each case:

1. What is the mistake?
2. What is the correct version?
3. Write in simple terms, as if speaking to a learner of English, how you would make the correction clear.

#### EXAMPLE:

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

1. The mistake is ...	<i>Present simple has been used instead of present continuous to describe an action taking place now, or around now.</i>
2. The corrected version is ...	<i>I'm reading a book at the moment.</i>
3. I would make this clear by ...	<i>I would write the sentence on the board and underline the error and I would ask the students if they can correct it. I would use a timeline to show that 'reading' is an action 'in progress'.</i>

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

1. The mistake is ...	
2. The corrected version is ...	
3. I would make this clear by ...	

**2. A: I'd like some informations about the CELTA course.**

**B: Of course, everything you should need is on our website.**

1. The mistake is ...	
2. The corrected version is ...	
3. I would make this clear by ...	

**3. A: Can you come for a drink tonight?**

**B: Sorry, I'll go to see 'Hamlet' at the National Theatre.**

1. The mistake is ...	
2. The corrected version is ...	
3. I would make this clear by ...	

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

1. The mistake is ...	
2. The corrected version is ...	
3. I would make this clear by ...	

## SECTION B: Vocabulary

Language learners often confuse words.

- a. Explain the difference between the following pairs of words (1-3).
- b. Outline some ideas on how you might teach these differences in meaning.

### EXAMPLE:

He **robbed** the bank. Vs. He **stole** the money.

a. The difference in meaning is ...

*'steal' means taking something from someone without permission. 'Rob' means taking money or property illegally from a person or place, often using threats or violence. He stole money from the bank*

b. I would teach this by ...

*I would ask the following questions: Can you steal from a person? Yes. Can steal a person? No. Can you rob a bank? Yes. Can you steal a bank? No. I'd show a humorous picture of someone trying to pick up a bank and run away with it.*

1. He **borrowed** some money. Vs. He wanted to **lend** him some money.

a. The difference in meaning is ...

b. I would teach this by ...

2. The man was very **thin**. Vs. The man was very **skinny**.

a. The difference in meaning is ...

b. I would teach this by ...

3. The house was very **isolated**. Vs. The house was very **secluded**.

a. The difference in meaning is ...

b. I would teach this by ...

## SECTION C: 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)

## SECTION D: Language in context

Look at the short dialogue below and match the function of each utterance.

A. Hey, Bob!	<b>ASKING FOR HELP</b>
B. Yeah?	<b>REFUSAL AND EXPLANATION</b>
A. Give me a hand with the suitcase, will you?	<b>ACKNOWLEDGING SPEAKER</b>
B. Sorry, but Jenny's waiting for me.	<b>ACCEPTING RESPONSE</b>
A. OK. Never mind.	<b>ATTRACTING ATTENTION</b>

The dialogue is clearly a very informal one between two speakers who know each other. Write the same dialogue between 2 strangers using the same functions.

A.	
B.	
A.	
B.	
A.	

## PART 2 - PROBLEMS AND SOLUTIONS

In addition to the course hours, you will need to spend a considerable amount of time working at home planning lessons and writing assignments.

Identify at least three potential obstacles which could hinder your progress and think of possible solutions.

Problem	Solution
<b>EXAMPLE:</b> I have young children	Childcare (ask grandparents to help)

Is there anything in particular you would like to discuss in the interview or anything you think the interviewer needs to know in terms of your background or present situation?

## PART 3 - APPROACHES TO TEACHING AND LEARNING

You are teaching the phrase 'Would you like' to a group of beginners. Think of an activity to help you to do this.

### Essay

Think of two different learning experiences in your life, one of which was successful and one which was not. Identify the three main factors in each case, which made the experience successful or unsuccessful (250-500 words).

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## CONCLUSION

It is standard practice in CELTA interviews to:

- Test your knowledge of the English language.
- Explore your views on language teaching.
- Ask you about any personal situations which may affect you on the course.

We have a policy of equal opportunity and diversity at our centre. Any personal information you disclose will be treated with confidentiality.

**Keep a copy for yourself and return to ILC**