

**Application form for the Cambridge CELTA course  
(Certificate in Teaching English to Speakers of Other Languages)**

## Part A – Application Form

### The Course

Dates of the course you are applying for (delete as appropriate)	<b>Part-time mixed-mode in Kyiv:</b> January 21- April 16, 2022
	<b>Part-time online:</b> January 21- April 16, 2022
	<b>Full-time face-to-face in Kyiv:</b> June 06 – July 01, 2022 July 04 - July 29, 2022 August 01 - August 26, 2022
	<b>Full-time online:</b> June 02- July 01, 2022 June 30- July 29, 2022 July 28 - August 26, 2022
	<b>Full-time face-to-face in Lviv:</b> July 04 - July 29, 2022
	<b>Part-time mixed-mode in Kyiv:</b> September 23- December 17, 2022
	<b>Part-time online:</b> September 23- December 17, 2022
Preferred interview date/time	
In person/online/by phone interview preferred	
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	

Permanent address (with post code)	
Current address (if different)	
Telephone number (with international codes)	
Mobile number (with international codes)	
Present occupation	
Please let us know if there are any <b>health issues</b> which could potentially affect your performance on the course – this could be an allergy, a pre-existing condition, or any medication you take. We need this information to be able to help you to prepare better for the course and to assist you during the course as well.	
Next of kin name and emergency contact details	
How did you find out about our 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 able to cope with the workload.
- ❑ Complete the following application form and Language Awareness tasks because this form has to be emailed between the training centre and the interviewer. If possible, please fill it in electronically.
- ❑ Return the application form to the school address [TTraining@ilc.org.ua](mailto:TTraining@ilc.org.ua) or the person you received from
- ❑ 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/Zoom or in person. If you do not use Skype or Zoom, please download it from [www.skype.com](http://www.skype.com) or <https://zoom.us/>
- ❑ . Alternative means can be arranged if this is not possible.
- ❑ You will usually be informed of the result of your application within 24-48 hours. Occasionally, more time may be needed.
- ❑ You will also receive the Pre-Course tasks, which are a self-study exercise, to be completed prior to the starting date of the course to help you better prepare for it.
- ❑ The training centre will contact you to confirm the offer of a place and deal with payment and administrative details.
- ❑ **We cannot guarantee a place on the course** until you have paid your deposit.
- ❑ Please see some of the books which can help you prepare for the course below. Please note that using these books while working on the application form demonstrates the ability to research is as not considered cheating.

**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.
- ❑ **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](http://www.troubador.co.uk/book_info.asp?bookid=3044)
- ❑ "Teaching Practice Handbook" (Handbooks for the English Classroom), [Roger Gower](#) [Steve Walters](#) and [Diane Phillips](#), Macmillan.

I have read and understood all of the above points:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/College/University	Qualifications obtained and Specialisation	Dates

**If English is not your first language, please, indicate the level of proficiency in both spoken and written English (including any information about language proficiency exams if ever taken)**

Spoken English
Written English

**If you speak any languages other than English, please indicate them below including the level of proficiency.**

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**Please provide information about any experience you have of teaching English to speakers of other languages and of any qualifications or certificates you hold.**

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**Please provide details of any other relevant teaching/training experience you have:**

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**Please provide details of any medial disabilities or health conditions that might affect your ability to complete the course:**

**Any other relevant information you feel we need to have:**

**Referees:**

**Please provide details of two people who could vouch for your suitability for the course. These could be personal, academic or employment related.**

<b>Name</b>	<b>Name</b>
<b>Position</b>	<b>Position</b>
<b>Email address</b>	<b>Email address</b>

**In the box below, please tell us why you want to do the CELTA course and why you think you could become a successful teacher of English. (100-150 words in continuous prose, NO BULLET POINTS)**

**Tell us what you expect your strengths and weaknesses to be during the course (100-150 words).**

**Please consider the following:**

- Managing your time effectively**
- Completing a lot of paperwork**
- Dealing with constructive criticism from peers and trainers**
- Providing peers with constructive criticism**
- Working as part of a team**
- Ability to analyse and help learners understand grammar and vocabulary**
- Peoples skills**

## Part B – Language awareness tasks

### Section 1

#### Grammar – Error Correction

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 <b>read</b> a book at the moment.
Why is this incorrect?	<i>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.</i>
Corrected sentence	<i>I'm reading a book at the moment.</i>
Why is the sentence correct?	<i>We use the present continuous to express the idea of an action taking place at or around the moment of speaking.</i>

#### 1.1

Incorrect sentence	He's <b>been</b> to Paris three years ago.
Why is this incorrect?	
Corrected sentence	
Why is the sentence correct?	

#### 1.2

Incorrect sentence	I'm <b>not understanding</b> this.
Why is this incorrect?	
Corrected sentence	
Why is the sentence correct?	

**Section 2**

**Grammar**

Look at the sentences and identify the difference in meaning between them and say how you would make it clear to the learners:

<b>a. She stopped to buy some cigarettes      vs.      She stopped buying cigarettes</b>
<b>What's the difference in meaning?</b>
<b>How could you make this clear to intermediate learners?</b>

<b>a. She lives in London.                                      vs.      She's living in London</b>
<b>What is the difference in meaning?</b>
<b>How could you make this clear to pre-intermediate learners?</b>

<b>a. He's gone to prison.                                      vs.      She's gone to the prison.</b>
<b>What is the difference in meaning?</b>
<b>How could you make this clear to pre-intermediate learners?</b>

**Section 3**

**Vocabulary**

**What's the difference in meaning between the following words.**

<b>a. Borrow – lend</b>	
<b>b. Fat – overweight</b>	
<b>c. Study – learn</b>	
<b>d. Bored – boring</b>	

**Section 4**

**Pronunciation**

**Why do you think some learners might struggle with the pronunciation of these words or pairs of words:**

1. comb	
2. want vs won't	
3. though - tough	
4. stomach	

## Section 5

### 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?

## Section 6

### 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 C – Extended Piece of Writing

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

### Writing – 15 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?