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Now support this with evidence of your previous learning experiences. (Make this personal, not generic.)       1. What is your preferred learning style?   For example: 1. Watch it done and copy it  2. Read the theory of it and try to apply it  3. Try it out and get feedback on it  4. Work it out for yourself  5. Or…    Now support this with evidence of your previous learning experiences.    **2. TEACHING**  Answer the following in a few sentences:  i. How would you get students talking in class?    ii. What are some of the reasons **for** and **against** teaching grammar rules?   |  |  | | --- | --- | | **FOR** | **AGAINST** | |  |  |   iii. What are 4 reasons why listening and reading are important when learning a foreign language?  1)  2)  3)  4)  iv. What are 4 good techniques for teaching vocabulary?  1)  2)  3)  4)  v. What are the main reasons **for** and **against** correcting students’ mistakes?   |  |  | | --- | --- | | **FOR** | **AGAINST** | |  |  |  1. **THE TEACHER**   **a. Teachers often come from a variety of different backgrounds and can bring different skill sets with them. In your opinion, which of the following jobs would best prepare a person for language teaching (choose one only) and explain why:**  sports coach  social worker  social worker  lecturer  nurse  driving instructor   student  student  Why?    b. What personal qualities do you think you have that make you personally suited to language teaching?     1. **TEACHER TALK**   **Your re-phrasing should be simplified, but still natural and accurate. but still natural and accurate.**  a. If you wouldn't mind opening your books to page 23, please.    b. What might you ask someone if you wanted to find out how to get to the post office?    c. Jot down the answers and then swap with your neighbour.    **5. LANGUAGE AWARENESS**  **Language analysis is one aspect of what we cover on the course. We do not expect you to know all the answers to these questions; we are looking for you to demonstrate an ability to think about these issues.**  **1. Which is the "odd one out" in each group, and explain why?**  a.  The baby's bottle.  The nation's struggle.  The teacher's absent.  The nurse's pay.  The government's defeat.  Why?  b.  The plane was hi-jacked by a woman.  The tourists were attacked by a gang.  The soldier was hit by a bullet.  The trains collided by a river.  Three hundred people were killed by the earthquake.  Why?  c.  She must have lost the address.  Alan must have been here too.  That must have been awful.  The thieves must have got in through the window.  I must have something to drink.  Why?  For each of the following sentences:         1.  Correct the error. Write the corrected sentence as done in the example.         2.  Explain, as simply as possible, why the corrected version is more appropriate.Bear in mind that  your explanations should reflect what you might say in a classroom to students so should not be over-complicated.  **For example:**  **She is liking her new car.**  **Correction: She likes her new car.**  **Explanation: We do not usually use the verb ‘like’ in its continuous or –ing form.**  a. What did you say was your name?  Correction:  Explanation:  b. I've been to China last year.  Correction:  Explanation:  c. He doesn't work as hard as she does.  Correction:  Explanation:  d. I would of liked to have seen that.  Correction:  Explanation:  e. Would you be so kind as to pass me the salt? (said to a good friend)  Correction:  Explanation:  f. How long do you know Nathan?  Correction:  Explanation:  g. I can’t believe she changed her mind! I’m amazing!  Correction:  Explanation:  **6. TEACHING MEANING**  H**ow could you most easily CONVEY THE MEANING (DO NOT give a definition) of the following words to a group of language learners in the classroom? (Assume a mixed nationality class, i.e. no translation possible). Think of the most efficient, most economic technique for doing this., i.e. no translation possible). Think of the most efficient, most economic technique for doing this.**  **For example:**  **button – point to a button on my shirt**  a. to switch (something) on    b. train station    c. congratulations!      d. calculator    e. How would you explain to a learner of English the difference in meaning between the following pairs of sentences?  1) She’d like an ice-cream.  2) she likes ice-cream.  1)She went to prison.  2)She’s gone to prison.  **7. SELF-REFLECTION/WORKING IN A GROUP**  **On the CELTA course, it is essential that you demonstrate some ability to reflect on and evaluate how well you perform. It is also very important to work as part of a team as you will be working very intensively with a small group of colleagues for the duration of the course. You will have the opportunity to learn a lot from each other and we’d like an idea of how you reflect on your own performance as well as how you function within a group.**  What experience have you had of working in groups? Support this with examples of your own previous experiences.    And how would you characterise your role in a group? Support this with evidence of your own previous experiences.    **8. EXTENDED WRITTEN TASK**  This extended written task is to give us an example of your handwriting. Please therefore **WRITE IT BY HAND** on a **SEPARATE PIECE OF PAPER**. If you are emailing your application scan and attach it to**celta@edu-action.uz**).  Please answer the two questions below in a form of continuous prose. The word limit for in total is 300-400 words:   |  | | --- | |  | |  | |  | |  | | * Looking back at your professional experience so far and having researched the available information on the CELTA course what do you feel might be your strengths / weaknesses on the course? * Outline your reasons for wanting to do the CELTA course, what you hope to gain from it and how it fits in with your plans for the future. (300-400 WORDS) | |  |   **PLEASE RETAIN A COPY OF THIS FORM ONCE YOU HAVE FILLED IT IN**  **For further information please contact + 998 78 148 86 86/ +998 99 8898670,**  **email celta@edu-action.uz**  **or visit Afrosiyob 16, Tashkent, Uzbekistan** | |  | |
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