








Cambridge CELTA Interview Task

So you've applied for a [CELTA course at ITTC](#), you've been invited for an interview, and sent some tasks to complete beforehand. What now? Here's our quick guide...

<p>1. Don't be nervous - it's not an exam! Both you and we need to see where you're starting from so we can help you prepare for your course and plug the gaps in your knowledge. If we feel you need a bit more time to prepare, we'll help with that.</p>	
	<p>2. If you had a bad experience of learning grammar or a foreign language at school, don't worry – it's not like that! Grammar is just one area of language you'll be teaching, not the whole thing. The most important thing is to find clear, simple (and possibly visual) ways to help students understand what bits of language <i>mean</i>.</p>
<p>3. Have a go at the tasks and don't get stressed if there's something you don't know - you're not expected to know everything! The tasks are designed to make you think about important features of language and teaching, so if they're new to you, that's all part of the learning process.</p>	
	<p>4. But if you want to do some research for the tasks, that's great – it's not cheating! Any preparation you can do, e.g. to make yourself more comfortable with grammar, will be really useful. You can learn a lot from websites, such as esl-lounge.com/student/grammar.</p>
<p>5. At the interview, don't be embarrassed about any little mistakes or questions you have - everyone has different gaps in their knowledge and different levels of experience, as a teacher or learner. If it's all completely new for you, you'll get a good idea of what's involved.</p>	
	<p>6. By this stage, you should be relaxed and, who knows, maybe even enjoying it! There's no pressure on you to decide to join an ITTC CELTA course so you can ask the CELTA Tutor anything you want to help you make your final decision in the week after the interview.</p>
<p>7. And that's it. If we feel you're ready, you'll be offered a place and guided in your course preparations. If we feel you need a little more time, we'll give you a little guidance on what to do so you will be ready soon. And then, congratulations! You're about to begin your ITTC CELTA course!</p>	

Cambridge CELTA Interview Task

Name:

Course applied for:

In order to help you prepare for your interview, and to give us a clearer picture of each candidate applying for a CELTA course, we would like you to answer the following questions as appropriate.

Please write two or three full sentences for each question.

Do you have any transferable skills (personal, technical, communication) from your current or previous employment?

What kind of travel experience (apart from regular holidays abroad) do you have that could be useful for an English language teacher?

What kind of foreign language learning experiences have you had?

Where do you intend to stay while you are doing the CELTA course and how do you intend to travel to the centre?

Writing Tasks

During the course, you must show that your spoken and written language is clear, accurate and natural. Please complete the following tasks to give us an idea about the standard of your written English.

Task 1

Explain how three of the jobs below might (not) help someone become a language teacher. (80 words)

- journalist
- actor
- social worker
- lecturer
- sports coach
- driving instructor

Task 2

Rewrite the text below, correcting any errors that you notice and adding correct capitalisation and punctuation. You should keep as closely as possible to the wording of the original text.

nowadays in teaching english as a foriegn langauge their is always a world wide demand for good teacher as its nesesity schools recognise by organisatons such as the british counsil / therefore less schools employ teachers without proper qualifications / as result more people take a TEFL course to gain an initial qualification the most popular is the celta / the course is combining theory and practical activitys and the difrent sessions cover how to teach vocabularies pronunciation lisening and writting / celta is not a grammer course so its realy usefull to know basic terminology such as sentance clause infinitive and participial / every trainee have to work close with there colleagues in order to plan there lessons prepaire excercises and show they can developpe raport give clear explanations do repitition drills and corect mistakes / during theyre teaching they get an oportunity to practice on volunteer students althought ocassionaly a lesson maybe unsucesfull but they mustnt be to dissapointed / however the course is demanding it helps definately trainees to become more confidant independant and profesional and the most people tell they would of went on the course sooner if they knew about it

Language Tasks

How much do you know about the English language?

Part of the interview will be concerned with your own language awareness, as it is important for us to establish how much you know about the English language, and how much preparation you will need to do before you are ready to take the Cambridge CELTA course.

Task 3 Word Class

Look at the sentence below and label the 15 parts of speech using the key given. You will need to use some of the abbreviations more than once.

A really good teacher thinks hard about likely errors and then he/she plans the lesson carefully.

noun (n.) verb (v.) adjective (adj.) adverb (adv.) pronoun (pron.)

article (art.) conjunction (conj.) preposition (prep.)

A	really	good	teacher	thinks	hard	about	likely
a)	b)	c)	d)	e)	f)	g)	h)
errors	and	then	he/she	plans	the	lesson	carefully.
i)	j)	k)	l)	m)	n)	o)	p)

Task 4 Learner Problems

Look at the sentences below and make notes about the **meaning/use** and **form** of the language in bold, including any **terminology** that you already know. You can use your own existing knowledge, as well as an appropriate language reference resource.

- a) When we arrived home, **he was leaving**.
- b) When we arrived home, **he'd left**.
- c) When we arrived home, **he left**.

- a)
- b)
- c)

- a) **Help** me with these bags, **will you?**
- b) **Could you help** me with these bags?
- c) **Would you mind helping** me with these bags?

- a)
- b)
- c)

- a) **I'll take** the train tomorrow.
- b) **I'm going to take** the train tomorrow.
- c) **I'm taking** the train tomorrow.

- a)
- b)
- c)

- a) We'll **pick you up** tonight.
- b) We **picked up** the language easily.
- c) Sales have **picked up** recently.

- a)
- b)
- c)

Task 5 Grammar and Vocabulary Errors

- underline the errors
- write the corrections
- describe how you would explain these language points clearly to a learner

1. I'd like some informations about your courses.

2. Why you no answer the phone?

3. I've played tennis yesterday.

4. Do you have got any money?

5. I made a terrific nightmare.

Task 6 Pronunciation Problems

What pronunciation problems might learners have with the following words?

answer	honest	row	close
weather	abroad	luggage	scratched
hotel	comfortable	music	musician

So, whenever you plan a lesson, you have to analyse any language that you may teach and for each language item you need to consider:

- what it means (the **concept**)
- how to make it (the **form**)
- how to say it (the **pronunciation**)
- when to use it (the **use** or **register**)

You will need to do this for the assessed teaching practice during the CELTA course.