

Please return the completed application form to the centre where you would prefer to take the course. Please do not send it to both centres as this is unnecessary.

Course applied for:

	LOCATION	DATES
First choice		
Second choice		

Family name: ..... First name: .....

Date of birth: ..... Nationality: .....  
(day / month / year)

Native language(s): .....

Email address: .....

Contact postal address:.....  
.....

Telephone number:.....Mobile phone number: .....

**EDUCATION** (from 16 years of age)

DATES	NAME OF INSTITUTION	MAIN SUBJECT(S)	QUALIFICATION AWARDED

**TEACHER TRAINING**

Have you received any formal training as a teacher (in EFL or other subjects)? Please give details.

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.....  
.....



**LANGUAGE TEACHING EXPERIENCE**

Please give details of any language teaching you have been involved with, including the levels of students you have taught.

DATES	INSTITUTION	POSITION	FT/PT	AGES	LEVELS

**OTHER TEACHING OR TRAINING EXPERIENCE**

Please give details of any other teaching you have done and/or training you have given to other people.

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.....

**OTHER WORK EXPERIENCE**

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.....

.....

**FOREIGN LANGUAGES** – If you have any language learning experience, irrespective of the level attained, please include it here.

LANGUAGE LEARNT	WHEN	WHERE	LEVEL

**REASONS FOR TAKING A CELTA COURSE**

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.....

.....



**How did you learn about this course?**

.....

**Have you ever applied to take part in a CELTA course before? YES / NO**

**If YES, when and where? .....**

**Will you require accommodation during the course? YES / NO**

**Where are you hoping to work on completion of the course? .....**

**EQUAL OPPORTUNITIES**

Please indicate below whether you have any existing health conditions which could affect your participation on the course (e.g. reduced mobility, hearing difficulties, etc.) so that, where appropriate, any necessary considerations may be discussed and support, where possible, may be put in place by the centre.

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### CELTA Application Tasks

Try to answer the questions using your own intuitions and ideas first of all. Then, if you wish, refer to dictionaries or grammar reference materials. We recommend the following:

- A learner's dictionary, e.g. *Longman Dictionary of Contemporary English for Advanced Learners* or *Oxford Advanced Learner's Dictionary*
- *Practical English Usage* by Michael Swan or *A-Z of English Grammar & Usage* by Geoffrey Leech et al.
- <http://learnenglish.britishcouncil.org/en/english-grammar>

You do not need to use grammatical terminology in your answers (but you can if you wish).

We may discuss the answers at interview.

#### LANGUAGE AWARENESS - ODD ONE OUT

Which of the items in each group is different from the others and in what way?

##### Example

a) cat	b) building	c) man	d) ship
(c) is the odd one out because the other three form the plural with -s and man is irregular. <b>OR</b> (c) is the odd one out because we say <i>men</i> not <i>mans</i> but <i>cats</i> , <i>buildings</i> , <i>ships</i> .			

1.

a) information	b) advice	c) news	d) suggestion

2.

a) to launch	b) to play	c) to bring	d) to open

3.

a) Polly was interesting.	b) Polly was smiling.	c) Polly was smoking.	d) Polly was reading.

4.

a) Martin cleaned his living room.	b) Martin had his bathroom retiled.	c) Martin repainted his kitchen.	d) Martin tidied his bedroom.

5.

a) inconvenient	b) infamous	c) inconsiderate	d) indecent

### IDENTIFYING AND ANALYSING LEARNER ERRORS

Look at the following learner errors and:

- correct them.
- identify the “correct” pattern in English grammar that the learner is over-generalising here.
- clarify why the “correct” pattern does not apply in this case.

#### Example

**She buyed some new shoes.**

- She bought some new shoes.
- The past tense of most verbs is formed by adding –ed to the base form (e.g. want – wanted).
- ‘Buy’ is an irregular verb – the past forms of these verbs have no consistent endings and have to be learned individually.

1. Did you watched the game last night?

2. I trained hardly for the marathon. I ran 80 km a week.

3. I have been to Spain last week.

4. It's the expensivest hotel in the city.

### PRONUNCIATION

1. What problems do you think learners may have in pronouncing the following words?

knot, salmon, mortgage, plumbing

2. Underline the syllable that carries the main stress (i.e. is most emphatically spoken) in the words labelled a) to f) below. Please pay attention to the type of word it is (a key and an example are provided here to help you.)

(*n*) = *noun*

(*adj*) = *adjective*

(*v*) = *verb*

(*adv*) = *adverb*

Example: computer (*n*) > computer

a) pleasure (*n*)

b) record (*v*)

c) constituency (*n*)

d) hesitantly (*adv*)

e) inappropriate (*adj*)

f) protest (*n*)

4. Look at these phrases. In rapid speech, what happens to the way the words in *italics* sound?

- a) I still see him now *and* then.
- b) I *can* swim backstroke and breaststroke.
- c) He's taller *than* me.

## THINKING ABOUT TEACHING

**Task: “A language teacher is like a...”**

Look at the following list of professions:

- taxi driver
- driving instructor
- coach
- actor
- doctor
- detective

Choose **two** which you think relate in some way to being a language teacher and describe the relationship that you see (write a maximum of 200 words in total).



**THINKING ABOUT YOUR EXPERIENCES AS A LEARNER**

Think about your own experiences as a learner, either in school or as an adult. Please describe a successful learning experience you have had and what made it so successful. Write between 350 and 500 words.