Cambridge CELTA Course
Application Form 2021-2022

Please fill in this form by hand and return it to us by email or mail the completed application form and application task to the address below. You do not need to attach a CV.

Valerie Bullock
Teacher Training Department
The English Language Academy
Private Bag 92019, Auckland Mail Centre, Auckland 1142, New Zealand
T: +64 9 919 7695
E: ela@auckland.ac.nz

Date of Application: ________________________

Please select which course you would like to apply for:

☐ 15 November 2021 – 10 December 2021 (Full time)
☐ 13 January 2022 – 11 February 2022 (Full time)
☐ 12 March 2022 - 19 May 2022 (Part time)
☐ 14 November 2022 – 09 December 2022 (Full time)

**2021-2022 Course Fee:** $3,400 (Full time) / $3,500 (Part time)

Note: An early-bird discount of $100 applies if the deposit is paid at least 6 weeks in advance. The deadline for applications and full payment is 2 weeks before the course starts.

**Insurance for International Students**
All international students are required to have approved insurance while studying in New Zealand. International students will be charged automatically one of the amounts below for insurance upon enrolment. If you already have an approved insurance policy, you will need to provide the ELA with details to waive this fee. Please see www.ela.auckland.ac.nz/insurance

Full-time Course ($65)
Part-time Course ($195)
Personal Details

Family Name: ____________________________________________________________

First Name(s): ______________________ Date of Birth: _______ / _______ / _______
(Names must be the same as shown on your passport) day month year

Nationality: ______________________  First Language: ______________________

Visa Type: ______________________  Visa Expiry: _______ / _______ / _______
(International students need to submit copy of visa) day month year

Contact Address: _______________________________________________________

Phone Number: ______________________ Mobile: ______________________

Email: ______________________________

Present Occupation: _________________ Present Employer: _________________

Do you have any health issues or learning difficulties we need to know about? (e.g. diabetes, dyslexia, heart conditions). If so, please give details: _______________________________________________________

How did you hear about the ELA?

Referral:

☐ Friends/ Family

☐ Auckland Kindergarten Association

☐ Day care/Kindergarten, please specify__________________________

☐ Primary/High School, please specify__________________________

☐ Other, please specify ______________________________

☐ ELA Social Media Page, please specify which platform:

______________________________

☐ Flyer/Poster, please specify location:

______________________________

☐ Other, please specify:

______________________________
# My Education

## Secondary Education

<table>
<thead>
<tr>
<th>Dates</th>
<th>Qualifications</th>
<th>Subjects</th>
<th>Qualification received?</th>
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</table>

- □ Yes
- □ No

## Tertiary Education (e.g. Diploma, Degree, Masters)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institutions</th>
<th>Degree / Diploma etc</th>
<th>Subjects</th>
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</table>

## Other

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institutions</th>
<th>Qualifications</th>
<th>Subjects</th>
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</table>
# My Training and Teaching Experience

**Training:**
My record of formal training as a teacher or trainer.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Length of Course (No. of hours)</th>
<th>Was any teaching practice included?</th>
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</table>

**Teaching:**
My experience of teaching English as a foreign/second language. *Please give dates, schools, details of levels and ages.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution</th>
<th>Details</th>
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</tbody>
</table>

**My experience of teaching or training other subjects:**
*Please give dates, schools, companies, details of subjects, levels and ages.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution/Company</th>
<th>Details</th>
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<tbody>
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</table>
My Work Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>Institution/Company</th>
<th>Details</th>
</tr>
</thead>
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</tbody>
</table>

Other information which I think is relevant to my application

Languages I Speak

Languages other than first language. Please comment on your level of proficiency in both spoken and written language:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

My Hobbies and Interests

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
My reasons for wanting to do the course

Please handwrite at least 200 words on how you heard about the Cambridge CELTA and why you wish to attend. Also, tell us what you intend to do upon completion of the course.
Referees

Give the names, positions, addresses and phone numbers (if known) of two referees who would be prepared to give relevant support to this application and to say whether you would be suitable for this course. These people should not be related to you.

| Name: _______________________________ | Name: _______________________________ |
| Address: _____________________________ | Address: _____________________________ |
| Tel no: ______________________________ | Tel no: ______________________________ |
| E-mail: ______________________________ | E-mail: ______________________________ |

How is this person known to you and what is the relevance to your application?
E.g. Academic referee, past or present employer, representative of voluntary organisation

| Name: _______________________________ | Name: _______________________________ |
| Address: _____________________________ | Address: _____________________________ |
| Tel no: ______________________________ | Tel no: ______________________________ |
| E-mail: ______________________________ | E-mail: ______________________________ |

How is this person known to you and what is the relevance to your application?
E.g. Academic referee, past or present employer, representative of voluntary organisation

Conditions of Application

Acceptance onto the Cambridge CELTA course at the English Language Academy is not automatic or guaranteed. Applicants must satisfactorily complete ‘Language Awareness and Teaching Ideas’ tasks, a free writing task and pass a subsequent interview to be accepted. Non-native speakers of English must be able to demonstrate that their level of English, both spoken and written, is suitable for the demands of the course. The decision of the centre is final. If you are offered a place, you will need to pay a deposit of $1000. This is not refundable if the course runs. The full course fee is due for payment two weeks prior to course start date. **Once the course has commenced, no refund will be issued.**

I have read and understood the conditions of application and agree to abide by them.

Signed: ____________________________________________   Date: ______________________
Please complete the tasks as neatly, as carefully and as fully as you can by hand. You should refer to a dictionary and a grammar book. Recommended grammar reference books and dictionaries:

**English Grammar in Use – Raymond Murphy (Cambridge University Press)**

**Practical English Usage – Michael Swan (Oxford University Press)**

**How English Works – Michael Swan and Catherine Walter (Oxford University Press)**

Please make and keep a copy of this task as you may be asked to discuss some of your answers during the interview.

**SECTION ONE: Language Awareness**

**Task 1: Focus on Parts of Speech**

Read the following sentences and categorise the words into their correct parts of speech:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Articles</th>
<th>Conjunctions</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The old man spoke fast and always turned red when he was nervous.

**Task 2: Focus on Tenses**

a) In each of the following sentences underline the verb(s) and identify the tense(s)

**Example:**
I spoke to him yesterday.
I spoke to him yesterday. = past simple

1. I’ve lived in Singapore since 2006.________________________________________________
2. Susan’s been updating all the old documents. _______________________________________
3. As soon as he arrived he went to reception._________________________________________
4. I think I’ll go to Bali next month. ________________________________________________
5. My friend had already left when I got to the party. ________________________________
6. By the end of 2020, I’ll have completed my research. ______________________________
Task 3: Meaning

a) Grammar
What would you say to a student who asked you to explain the difference in meaning between these pairs of sentences?

1. a) He went to Australia.
   b) He’s been to Australia.
   __________________________________________
   __________________________________________
   __________________________________________

2. a) I used to live in Wellington.
    b) I’m used to living in Wellington.
    __________________________________________
    __________________________________________
    __________________________________________

3. a) I am reading a novel.
    b) I read novels.
    __________________________________________
    __________________________________________
    __________________________________________

b) Vocabulary
The following pairs of words often cause confusion among students. Give an example sentence for each item. The context should make the meaning of the items clear.

1. hinder/prevent
   
   *High interest rates will hinder economic growth.* (X hinders Y)
   
   *The police prevented the demonstrators from approaching the entrance to the embassy.* (X prevents Y from doing something)

2. in the end/at the end
   __________________________________________
   __________________________________________
   __________________________________________

3. ground/floor
   __________________________________________
   __________________________________________
   __________________________________________
Task 4: Form Analysis

Example form analysis for the present continuous:

She’s reading a good book at the moment.

<table>
<thead>
<tr>
<th>Positive sentence</th>
<th>She’s reading a good book at the moment. Subject + verb “to be” (is, am or are) + verb-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative sentence</td>
<td>She isn’t reading a good book at the moment. Subject + verb “to be” (isn’t, ’m not, or aren’t) + verb-ing</td>
</tr>
<tr>
<td>Question</td>
<td>Is she reading a good book at the moment? Verb “to be” (is, am or are) + subject + verb-ing</td>
</tr>
</tbody>
</table>

Task: Analyse the form for sentence #2.

Sentence #2: Susan’s been updating all the old documents.

Write the negative and question form of sentence #2 in the table below.

Label each word of the tense for the positive, negative and question form of the tense.

<table>
<thead>
<tr>
<th>Positive sentence</th>
<th>Susan’s been updating all the old documents. Subject _____________+<em><strong><strong><strong><strong><strong>+</strong></strong></strong></strong></strong></em> all the old documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative sentence</td>
<td>____________________________________________________________________________________________________________ Subject _____________+<em><strong><strong><strong><strong><strong>+</strong></strong></strong></strong></strong></em> all the old documents</td>
</tr>
<tr>
<td>Question</td>
<td>____________________________________________________________________________________________________________ + subject + __<em><strong><strong><strong><strong><strong>+</strong></strong></strong></strong></strong></em> all the old documents?</td>
</tr>
</tbody>
</table>

Task 5: Grammar Transformation

Complete the sentences at (b) so that they give the same meaning as the sentences at (a), as in the example:

(a) The book was written by my brother in 1976.

(b) My brother wrote the book in 1976.

1. (a) “I wish I hadn’t eaten so much,” said Jane.

   (b) Jane regretted ___________________________________________

2. (a) “You shouldn’t go running as you’re feeling ill, John,” Anne said.

   (b) Anne advised John_________________________________________
3. (a) "Why don’t we see a film?" suggested Bob.
   (b) Bob suggested _________________________________________________________

4. (a) "Where's the health food shop?"
   (b) She asked ____________________________________________________________

5. (a) "Hi Tim. Well done for passing the test." said Toby
   (b) Toby congratulated _______________________________________________________

**Task 6: Spot the Error, Correct and Explain**

Read the following sentences
i) Underline the errors – they can be errors of grammar or vocabulary.
ii) Correct the sentence
iii) How would you explain the nature of the error to the student?

**Example**

i) How much people does he know?
   ii) How many people does he know?
   iii) 'much' is used with uncountable nouns such as water, sugar etc.
       'many' is used with countable nouns such as pencils, children etc.

1. i) I've received your letter on Monday.
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
       ______________________________________________________________________

2. i) He was wounded in a car accident.
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
       ______________________________________________________________________

3. i) He opened the letter when he had got home.
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
       ______________________________________________________________________

4. i) He asked the boy what did he say.
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
       ______________________________________________________________________

5. i) The cricket ball pierced the window.
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
Task 7: Register and Appropriacy

Look at the conversation between friends. Rewrite it as though it were 2 people who don’t know each other.

Mary: Hey Tom.
Thomas: Yeah?
Mary: Open the door for me!
Thomas: Sure.
Mary: Thanks.
Thomas: No problem.

Speaker A: _________________________________________________________

Speaker B: _________________________________________________________

Speaker A: _________________________________________________________

Speaker B: _________________________________________________________

Speaker A: _________________________________________________________

Speaker B: _________________________________________________________

Task 8: Focus on pronunciation

1. Match the words with the correct stress patterns -- 1 to 6 - below.

1. O O 4. O O O O
2. O O O 5. O O O O
3. O O O 6. O O O

e.g. policeman

teacher __ beautiful __ carpenter __ souvenir __

photographer __ interpret __ presentation __

electrician __ moral __ mechanic __ dentist__
SECTION TWO: TEACHING

Task 1:
You want your group of adult beginner students to be able to talk about their hobbies and what they do in their free time. What would you, the teacher, do to help them? Think about the vocabulary and grammatical structures the students would need. How would you teach them the new language? How would you give the students practice in using the language? Be prepared to elaborate on or clarify your ideas at interview.

Task 2:
Read and answer the following questions in continuous prose.

How would you establish and keep rapport with a group of adult learners?

What are the benefits of having the learners work in pairs or groups in class?