

# Cambridge CELTA Course

## Application Form 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:** celta@ela.auckland.ac.nz

Date of Application: \_\_\_\_\_

Please select which course you would like to apply for:

- 13 January 2022 – 16 February 2022 (Full time) \***CELTA Online**\*
- 12 March 2022 - 19 May 2022 (Part time)
- 14 November 2022 – 09 December 2022 (Full time)

Please attach a  
recent photo

(Write your name  
on the back in  
case it becomes  
detached)

**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](http://www.ela.auckland.ac.nz/insurance)

Insurance Fee: \$70 (Full time) / \$210 (Part time)

# Personal Details

Family Name: \_\_\_\_\_

First Name(s): \_\_\_\_\_  
(Names must be the same as shown on your passport)

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
day month year

Nationality: \_\_\_\_\_

First Language: \_\_\_\_\_

Visa Type: \_\_\_\_\_  
(International students need to submit copy of visa)

Visa Expiry: \_\_\_\_/\_\_\_\_/\_\_\_\_  
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:

\_\_\_\_\_

Google Search

Google Ad

Education Agent

Education Fair

# My Education

## Secondary Education

High / Secondary School / Junior College / Polytechnic attended			
Dates	Qualifications	Subjects	Qualification received?
			<input type="checkbox"/> Yes <input type="checkbox"/> No

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

Dates	Institutions	Degree / Diploma etc	Subjects

## Other

Dates	Institutions	Qualifications	Subjects

# My Training and Teaching Experience

## Training:

My record of formal training as a teacher or trainer.

Institution	Length of Course (No. of hours)	Was any teaching practice included?

## Teaching:

My experience of teaching English as a foreign/second language.

*Please give dates, schools, details of levels and ages.*

Dates	Institution	Details

## My experience of teaching or training other subjects:

*Please give dates, schools, companies, details of subjects, levels and ages.*

Dates	Institution/Company	Details

## My Work Experience

Dates	Institution/Company	Details

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

### 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: \_\_\_\_\_



**LANGUAGE AWARENESS TASK  
VERSION A**

**Name:** \_\_\_\_\_ **Date of Application:** \_\_\_\_\_

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:

Nouns	Verbs	Adjectives	Adverbs	Articles	Conjunctions	Pronouns
<b><i>man</i></b>						

**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.

<b>Positive sentence</b>	<b>She's reading</b> a good book at the moment. Subject + verb "to be" (is, am or are) + verb-ing
<b>Negative sentence</b>	<b>She isn't reading</b> a good book at the moment. Subject + verb "to be" (isn't, 'm not, or aren't) + verb-ing
<b>Question</b>	<b>Is she reading</b> a good book at the moment? Verb "to be" (is, am or are) + subject + verb-ing

**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.

<b>Positive sentence</b>	<u>Susan's been updating all the old documents.</u> <b>Subject</b> _____ + _____ + _____ <b>all the old documents</b>
<b>Negative sentence</b>	_____ <b>Subject</b> _____ + _____ + _____ <b>all the old documents</b>
<b>Question</b>	_____ _____ _____ + <b>subject</b> + _____ + _____ <b>all the old documents?</b>

#### 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?
- ii) '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. <u>0</u> 0      | 4.    0 <u>0</u> 0 0 |
| 2.    0 <u>0</u> 0 | 5.    0 0 <u>0</u> 0 |
| 3. <u>0</u> 0 0    | 6.    0 0 <u>0</u>   |

e.g. **policeman** 2

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?