

# CAMBRIDGE CELTA APPLICATION FORM

PLEASE  
ATTACH  
RECENT  
PHOTO HERE

Preferred course date: \_\_\_\_\_

Family name: \_\_\_\_\_

Given names: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Male

Female

Telephone: (Work) \_\_\_\_\_

(Home) \_\_\_\_\_

(Mobile) \_\_\_\_\_

Email: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Is English your first language? (If not, give details) \_\_\_\_\_  
\_\_\_\_\_

Secondary education details: \_\_\_\_\_  
\_\_\_\_\_

Tertiary education details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional qualifications (other than university degrees): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Present occupation: \_\_\_\_\_

Previous employment/other experience to support your application: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What languages other than English can you speak and write?

Please indicate level, both spoken and written, according to this scale:

1. basic 2. working knowledge 3. fair 4. good 5. excellent (eg, Spanish – spoken 1; written 3)

English language teaching experience: \_\_\_\_\_  
\_\_\_\_\_

Other teaching experience: \_\_\_\_\_  
\_\_\_\_\_

How did you hear about the CELTA at UTS:INSEARCH? \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## TELEPHONE INTERVIEW ONLY

This task is only to be completed by applicants who do not live in Sydney and cannot attend an interview. Return the task with your application form. Please ensure that you keep a completed copy of the task to refer to during the telephone interview.

### LANGUAGE AWARENESS ASSESSMENT

1. Say why you think learners might have made the following errors.

1. It's time you have a haircut.

2. Colds and flu are popular in winter.

3. Sorry, I've fractured your cup.

4. He don't like meat.

5. I gave he the book.

6. Did he went home?

7. He hasn't got many money.

8. She ate a apple.

2. Match a sentence on the left with one on the right according to the verb patterns.

Name the tense that each pair contains. *An example has been done for you.*

1. I'd often seen her there.

a. She's having a party tonight.

2. I like teaching.

b. She stayed there.

3. We've already seen it.

c. They're going to buy it.

4. You bought the wrong one.

d. He's just done it.

5. I'm going to faint.

e. He drives dangerously.

6. She's flying to Hawaii today.

f. We'd already finished.

1. = f *Past Perfect*

4. =

2. =

5. =

3. =

6. =

3. Mark the stress of the following words. Show the stress on the vowel sound in the stressed syllable.

*Examples: tomato Canada*

energy

detect

indigestion

mountain

Canadian

famous

maintain

secretary

irrigation

satisfactory

4. Name the parts of speech underlined in the passage below.

The CELTA course has two (a) interdependent components of assessment, component one: Teaching Practice and component two: Written (b) assignments. Teaching practice is conducted on a daily basis and each participant (c) must teach for a minimum of six hours altogether. The role of the course tutors is both to support you in your teaching practice and (d) to assess you. Assessment is continuous (e) and is based on performance (f) in the two components. Feedback on the teaching practice is an essential part of the course. Because of the brief and practical nature of the course, learning (g) needs to take place faster than on other courses you might have done in the past, and successful completion depends on the participant being open to change and willing to act on feedback. While trainers do their utmost to be helpful and every effort is made to point out areas of weakness in as encouraging (h) a manner as possible, the compact nature of the course requires that these areas of weakness be pointed out and acted upon (i) promptly. Self-reflection, that is (j) the ability to reflect critically on your own teaching, is of great importance. Experience (k) has shown that people who are not inclined to this, who do not respond well to feedback, who resist recommendations to change (l) their teaching style or who do not have the flexibility to make adjustments in their teaching methods are less likely to do well.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.