

Part 1: CELTA Application Form

Instructions for application:

- complete the form below
- attach a passport-sized photo to the front of the application form
- attach an up-to-date CV, a summary of your education, work experience and any language qualifications
- attach your *handwritten* answers to the Pre-Interview Task (which follows this application form)
- return all of the above (as an electronic attachment, or in hard copy,) to:

The Director of Teacher Training
Languages International
P O Box 5293
Auckland
michaelg@languages.ac.nz

1 **Personal details** (Block capitals)

Surname: (Mr/Ms/Miss/Mrs)

First names:

Preferred name (if different from above):

Date of birth: Place of birth:

Nationality: First language:

Present address:

Permanent address (If different from above):

Contact telephone number: Day: Evening:

Present occupation:

E-mail address:

2 **Please tick your preference(s) from the following course dates:**

Courses (4 weeks, full-time, Monday – Friday)

- | | |
|--|---|
| <input type="checkbox"/> 6 January – 31 January 2020 | <input type="checkbox"/> 22 June – 17 July 2020 |
| <input type="checkbox"/> 24 February – 20 March 2020 | <input type="checkbox"/> 21 September – 16 October 2020 |
| <input type="checkbox"/> 4 May – 29 May 2020 | <input type="checkbox"/> 16 November – 11 December 2020 |

Course Fees: 4-week intensive: 2020 fees: \$3,300

3 Education

University:.....

Dates: Degree(s) completed:

Subjects:.....

Highest qualification on leaving school:.....

School:..... Dates:

Subjects & grades:

.....

Other relevant qualifications:

Qualification	Institution	Result	Date
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Languages spoken:

(please give a brief summary of your level; if English is not your first language, please indicate any English language exams/qualifications you hold)

Language	Level/Ability
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4 Teaching experience

Outline any experience you have in teaching the following:

a) English language teaching to non-native speakers (in New Zealand or overseas):

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b) Other teaching experience (non-English Language Teaching):

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5 Any other information you think is relevant to this application:

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6. **Special needs**

Outline any special needs you have that may affect your ability to follow a CELTA course:

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7 Explain why you would like to do this course and where you hope to teach after it:

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8 **Would you like us to arrange accommodation through our school?**

Yes / No

(for some of our accommodation options, please see our webpage:

<https://www.languages.ac.nz/student-life/accommodation/>)

9 **How did you hear about our courses?**

Please tick and/or complete one or more of the following:

- ☐ word of mouth
- ☐ referral of CELTA graduate from Languages International
- ☐ referral of CELTA graduate from another centre
- ☐ Internet website – which?
 - How did you find the website? (Google search / Facebook / Instagram / Other)

-
- ☐ through an educational institution – which?
-

- ☐ other – please specify
-

10 **Why Languages International?**

Let us know why you chose Languages International to study on your CELTA course:

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11 **Equal Opportunity**

CELTA is based on the principle of open and equal opportunity. The principle applies to eligibility for entry to CELTA courses that are based solely on professionally relevant criteria.

12 **Privacy**

We process the data you give us on behalf of our company, with the purposes of providing the requested service(s) and of billing for the service(s). The data you give us will be kept for the length of time necessary to comply with legal obligations. The data will only be shared with third parties to enable us to manage your booking and deliver our services, in cases of emergency or where we have a legal obligation. Please visit <https://www.languages.ac.nz/privacy/> to see exactly how your data is shared. You have the right to access your personal data, as processed by Languages International, and to correct inaccurate data or ask for its deletion when the data is no longer needed.

Signed Date

Part 2: CELTA Pre Interview Task

Please handwrite your answers to this task on a separate sheet of paper:

You may like to refer to a grammar book to help you with certain sections of this task.

Suggested titles are:

A Basic English Grammar - John Eastwood & Ronald Mackin (O.U.P.)

Practical English Usage - Michael Swan (O.U.P.)

Longman English Grammar – L.G. Alexander (Pearson Longman)

Alternatively, the following web site addresses may also be of use:

<http://esl.about.com/cs/grammar/>

<http://www.aitech.ac.jp/~iteslj/links/ESL/>

<http://www.edufind.com/english/grammar/index.cfm>

<http://www.chompchomp.com/terms.htm>

http://www.ruthvirmi.net/help/grammar_help/

<http://www.hiway.co.uk/~ei/contents.html>

PART ONE - GRAMMAR

A. Identify the underlined and numbered parts of speech from the following text.

"I (1) thought no more of Jean Charvin, but (2) by chance I met (3) him (4) next day on the road. He was (5) coming towards me. He carried a (6) black dispatch-case under (7) his (8) arm, and except for the (9) pink and white stripes (10) of his uniform and the ugly round straw that concealed his handsome (11) head of hair, you might (12) have taken him for a young lawyer on his way to court."

(from A Man with a Conscience by Somerset Maugham)

Example:..... 1. 'I' = subject pronoun

B. Name the underlined and numbered tenses (or verb phrases) in the following text and comment on the meaning.

As I was waiting (1) in line at the immigration counter, I became (2) aware of the fact that I was surrounded by people of my own nationality once again. I had been (3) away for almost five years and I was no longer used to their accents and style of dressing. Finally, my passport was stamped (4) by a man who welcomed me back home and I exited into the arrival lounge of the airport. My parents were there to greet me.

'You haven't changed (5) at all,' said my mother as she hugged me. My father avoided saying anything personal.

'Not a very good welcome home, I'm afraid. It's raining (6) outside,' he said. I suddenly felt that coming home was a big mistake.

Example:

1. was waiting = past progressive (or continuous) used to talk about an activity that took place over a whole period of time

C. When studying verb phrases with foreign learners, it is often necessary to analyse the form of each verb phrase, that is, to break it down into its component parts. If we take the first example from the text above, we can analyse the form in the following way:

I		was		waiting
<i>past continuous (or progressive) =</i>				
<i>subject</i>	+	<i>was / were</i>	+	<i>verb + '-ing' (or present participle)</i>

Now identify the name of the following underlined verb phrases (or tenses) and analyse their form in a way that is similar to the above example.

7. I've been living here for more than ten years.

8. I'll be leaving here on Friday.

9. Toyota cars are made in Japan.

PART TWO - VOCABULARY

A. In the following extract from the *New Zealand Listener*, the writer compares New Zealanders who travel overseas for a holiday with those who stay at home. A lot of the vocabulary used in this excerpt is very colourful. Rewrite the excerpt and change the vocabulary so that the tone of the article becomes more neutral.

“Those of us who spurn the delights of palm trees or Castlemaine and instead fire up the saloon and charge off down the road for our holidays will have noticed the change. The sea of tents now looks more like a bazaar. And, although the hold-up far ahead on state highway 1 will probably be someone carting their home on wheels, it is less likely to be the McLeans’ or Phillips’ old Zephyr or Classic caravan than a CI Motorhome.”

(*N Z Listener* 15 January 2000)

B. In English, there are many words that are pronounced in the same way, but the spelling is different, for example, ‘passed’ and ‘past’. These kinds of words are called homophones. Sometimes in written English, native speakers make a mistake by using a homophone incorrectly. For example:

I past all of my exams.

Correct the homophone mistakes in the following sentences:

1. He kept a complete supply of chocolate hidden in the draws of his desk.
 2. The fence was only supported by two polls at either end of the field.
 3. As a child I was never aloud to watch television more than two hours a day.
 4. At the border the guard waived us through.
 5. On my course I learnt a lot about how to diffuse a confrontational situation.
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PART THREE - PRONUNCIATION

A. List the number of syllables and mark the stressed syllable in the following words:

Example: photo - 2 syllables

- | | | |
|---------------|--------------|--------------|
| 1. photograph | photographic | photographer |
| 2. politics | political | politician |

B. In the following two-line conversation, decide which word in B’s reply is stressed.

Example: A: Where do you come from?

 B: I come from Wellington.

1. A: Do you come from Wellington?
 B: No, I work in Wellington.
2. A: Which one do you want to buy?

B: I want the green one.

3. A: Do you want to buy the green one?

B: No, I want to rent it.

4. A: I'm six foot.

B: No, how old are you?

PART FOUR - TEXT

Rewrite the following text punctuating it and changing any words to make it seem more natural.

this is your invitation to cruise onboard the worlds most famous ship and experience the worlds most famous ships unequalled reputation for style comfort and personalised service in january nineteen ninety six queen elizabeth two embarks on queen elizabeth twos annual world cruise and queen elizabeth two will again offer new zealand passengers unique and affordable opportunities to experience a slice of the ultimate adventure

Example: This is your ...

PART FIVE - TEACHING AND LEARNING

A. Below are different stages in an English language lesson that aims to develop reading and speaking skills. The lesson centres around a written text that discusses The Greenhouse Effect on the planet. However, the order of activities is illogical. Order each of the activities to make the lesson flow. Write a brief rationale explaining why you have chosen your particular order.

For example: *I have placed activity X after activity Z because students will need to understand that language before moving on to the next task.*

Activities:

- a) The teacher gives students a task that checks detailed understanding of the text.
- b) Students talk about what they know about the greenhouse effect and how it affects the planet.
- c) The teacher gives students a task that checks general, overall understanding of the text.
- d) Students discuss their ideas of how the greenhouse effect could be reduced in their countries.
- e) The teacher clarifies the meaning of important vocabulary items in the text.

B. Describe different activities that you imagine English language teachers use in the classroom.
(200 – 300 words)

C. Explain how you think learning English would be different for learners who remain in their home countries compared to learners who come to stay in an English speaking country for a period of time.
(200 – 300 words)