

CELTA Application Form

British Council, Saudi Arabia

Please read this form carefully before completing it **fully** and **carefully by hand**.

Date of Application:

1. Personal Details

Family Name:

First Name(s):

Nationality:

Mother tongue/1st language:

Address:

Home Phone No:

Work No:

Mobile No:

E-mail(s):

Date of birth:

Male

Female

Present Occupation:

2. Education

Secondary Education

High / Secondary School attended:

Dates	Qualification(s)	Subjects	Grade(s)

Tertiary Education (Graduate and Post-graduate)

Date(s)	Institution(s)	Degree(s) / Diploma(s) etc	Subject(s)

Professional Qualifications

Date(s)	Institution(s)	Qualification	Subject(s)

3. Teacher Training and Teaching Experience

a. Do you have any formal training as a teacher or trainer? If **yes**, give details below:

b. Do you have any experience of teaching or training?

If **yes**, please give dates, schools, details of levels and ages.

Dates	Institution	Details

4. Other Work Experience

5. Is there any other information which you think relevant to this application?

6. Languages

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



Language Analysis Task

Name:

Date of Application:

Please complete the tasks as *neatly*, as *carefully* and as *fully* as you can. You may refer to a dictionary and a grammar. Recommended grammar reference books and dictionaries:

Practical English Usage – Michael Swan (Oxford University Press)

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

Teaching Tenses – Rosemary Aitken (Nelson)

Please note: your answers must be hand-written and written in the space provided.

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
<i>dog</i>						

A small dog ran quickly down the road. It rounded the corner and vanished from my sight.

Task 2: Focus on Tenses

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

Example:

I'm reading a very good book at the moment.

I'm reading a very good book at the moment. - Present Continuous

- At the station I realised I'd left the tickets at home. _____
- I've been in Dhaka since last week. _____
- As soon as he got home, he rang his parents. _____
- By the end of 2006, I'll have completed my research. _____
- John's been working very long hours at work. _____
- I think I'll go to India next month. _____

- b) Now choose one of the tenses above and analyse the form of the tense.

Example:

am reading - Present Continuous

Simple Present tense of the verb 'to be' (am, is are) + base form of verb+ing

Negatives: am not, isn't, aren't + base form of verb+ing

Questions: Am, Is, Are + subject + base form of verb+ing

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? You need to explain this in detail.

1. a) I used to live there.
b) I'm used to living there.

2. a) If he asks me I'll say yes.
b) If he asked me I'd say yes.
c) If he'd asked me I would have said yes.

3. a) I don't feel like going to the movies.
b) I don't like going to the movies.

d) 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. control/check

3. overweight/fat

Task 4: Spot the Error, Correct and Explain

Read the following sentences

- i) Spot 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

How much people does he know?

- a) How *many* people does he know?
- b) 'much' is used with uncountable nouns such as *water, sugar etc.*
'many' is used with countable nouns such as *pencils, children etc.*

1. I was very upset when the other car hardly missed me.

a)

b)

2. He was wounded in a car accident.

a)

b)

3. He bought a Swedish designer blue big sofa.

a)

b)

4. I like to invite you to my birthday party.

a)

b)

5. The cricket ball pierced the window.

a)

b)

Task 5: Register and Appropriacy

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

Farhana: Hey Samia.

Samia: What?

Farhana: Turn that TV down, would you? I'm trying to work.

Samia: Ok, ok, how was I supposed to know?

Farhana: Thanks.

Samia: Any time.

A:

B:

A:

B:

A:

B:

Task 6: Focus on pronunciation

6.1 Think of a person that you know who does not speak English as their first language. What difficulties does he/she have with phonology? Try to list three.

6.2 List the number of syllables and **mark** the stressed syllable in the following words:

Example: photo - 2 syllables

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

6.3 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? |

Section Two: Teaching**Task 1:**

You want your group of adult beginner students to be able to ask for (and understand) simple directions to a destination (e.g. the Post Office). What would you, the teacher, do to help them? Think about the vocabulary and 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.

How would you establish and keep rapport with a group of adult learners? Think of at least 4 ways.

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

Please complete the application form by hand, scan as a PDF document, and e-mail to:

TeachEnglish.Riyadh@sa.britishcouncil.org for Riyadh applications
CELTAadminjeddah@sa.britishcouncil.org for Jeddah applications