

CELTA Application Form British Council, Saudi Arabia

Please read this form carefully before completing it <i>fully</i> and <i>carefully by hand</i> .									
						Date of Applica	tion:	:	
1. Personal D	etails								
Family Name:						First Name(s):			
Nationality:						Mother tongue	/1st	language:	
						3		3.43	
Address:									
Home Phone	No:			Work No:	ı		Mo	bile No:	
	110.			WOIR NO.			IVIO	blic No.	
E-mail(s):						Date of birth:			
Male	Femal	e 🗌	Presen	t Occupat	ion:				
2. Education									
Secondary Edu	cation								
High / Second	lary Scho	ol attende	ed:						
Dates Qualification(s)			Subjects Grade(s)						
Tertiary Educat	ion (Grac	fuate and	Post-ara	duate)					
					De	gree(s) / Diploma(s)	0.11	
Date(s)		In	stitution	(S)		etc	-,	Subject(S)
Professional Qu	ıalificatio	ns							
Date(s)		In	stitution((s)		Qualification		Subject	(s)



3.	3. Teacher Training and Teaching Experience					
a.	a. Do you have any formal training as a teacher or trainer? If yes , give details below:					
		<u>-</u>				
b.	Do you have any experience of	f teaching or training?				
	ves, please give dates, schools,					
	Dates	Institution	Details			
4.	Other Work Experience					
5.	Is there any other information	on which you think relevant to this ap	plication?			
6.	Languages					
La an	nguages other than mother ton d written language:	gue. Please comment on your level of p	proficiency in both spoken			



7. Reasons for wanting to do the course

Write at least 150 words and what you intend to d	on wny you wish to atte lo upon completion of t	end the Cambridge he course.	CELIA COURSE AT THE	e British Councii	



8. Writing Sample

Effective teachers require particular skills and personality traits. To what extent to you agree or disagree? Write at least 200 words.

COUNCIL	
Conditions of Application	
Acceptance onto the Cambridge CELTA course at British Council is not guaranteed. Applicants must satisfactorily complete a Language Awareness and Teaching Ideas Task, a Free Writing Task and pass a Screening Interview to be accepted. Candidates 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.	
The course is very intensive and challenging – equivalent to doing a whole undergraduate semester in one month. You should be aware that the demands of the course may exacerbate any condition that is likely to be aggravated by stress By submitting this application you accept that in addition to the 120 contact hours during the course, you will have to work least a further 80 hours in your own time over the four weeks in order to produce work of a 'pass' standard	6. e
100% attendance is expected. Owing to the practical, experiential nature of the course there is little chance of making up days missed. Any exceptions to this are made by the Main Course Tutor on a case-by-case basis.	-
No refunds will be given should you withdraw from the course for any reason.	
I have read and understood the conditions of application, and agree to abide by them.	
Signed: Date:	

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



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
dog						

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

- 1. At the station I realised I'd left the tickets at home.
- 2. I've been in Dhaka since last week.
- 3. As soon as he got home, he rang his parents.
- 4. By the end of 2006, I'll have completed my research.
- 5. John's been working very long hours at work.
- 6. 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 uld 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

- 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 pwith phonology	person that you know who does not speak y? Try to list three.	English as their first language. What difficulties does he/she have
with phonology	?! Try to list tillee.	
6.2 List the nu	mber of syllables and mark the stressed s	yllable in the following words:
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Example: 1. photograph	<u>pho</u> to - 2 syllables photographer	photographic
Example: 1. photograph 2. politics	photo - 2 syllables photographer political	photographic politician
 photograph politics In the follow 	photo - 2 syllables photographer political wing two-line conversation, decide which	photographic politician
Example: 1. photograph 2. politics	photo - 2 syllables photographer political wing two-line conversation, decide which A: Where do you come from?	photographic politician
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Example: 1. photograph 2. politics 6.3 In the follow Example: 1.	photo - 2 syllables photographer political wing two-line conversation, decide which with the series of the syllable syllable. A: Where do you come from? B: I come from Wellington. A: Do you come from Wellington? B: No, I work in Wellington. A: Which one do you want to buy? B: I want the green one.	photographic politician



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:

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