



## CAMBRIDGE CELTA APPLICATION FORM

Course date:

Date of application:

**Please note that the application deadline for any given course is no later than six weeks before the scheduled start date for a course. A place on a course cannot be guaranteed for applications received after this time.**

Please complete this form electronically, include a scanned passport-sized photograph, and return your typed application to: [teacher.training@tbi.co.id](mailto:teacher.training@tbi.co.id).

Please keep a copy of your application for your own reference.

### GENERAL INFORMATION

Family name:

First name(s):

Date of birth:

Place of birth:

Nationality:

First language/s:

Address:

Phone: E-mail:

#### How did you hear about the course at UTCTBI?

- Internet  Which sites?
- Newspaper  Advert  Story  Which newspapers?
- Magazine  Advert  Story  Which magazines?
- Word of Mouth  Former Trainee  Other (please specify)
- Flyer/Leaflet  Where did you get/find this?
- Conference/seminar/workshop  Which/where?
- Other (please specify)

Why did you choose UTCTBI?:

Do you need assistance with accommodation during the course?

Yes  No



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### GENERAL EDUCATION

University Qualifications: (e.g. BA)

Year Obtained:

Subject/s Studied:

University/College Name and Location:

Secondary Qualifications: (e.g. High School Diploma)

Year Obtained:

Subject/s Studied:

School Name and Location:

Do you have any formal training as a teacher or trainer?

Yes  No

If yes, please supply the details:

Do you have any (non-educational) professional training?

Yes  No

If yes, please supply the details:

### LANGUAGES

Please supply details of languages you speak/read/write. Include the degree of proficiency in each.

LANGUAGE	LEVEL OF PROFICIENCY



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### TRAINING/ TEACHING AND WORK EXPERIENCE

Do you have any experience training in any field or teaching any subject (including English for speakers of other languages)? If so, please specify below:

Job Title	Institute Name and Location	Subject/s	Level/Age of Learners	Dates

What other work experience do you have?

What is your current occupation?



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### DECLARATIONS

Do you have any special requirements regarding learning support that may impact on your performance that we should be aware of? If so, please specify.

Do you have any special requirements regarding your physical or psychological health that may impact your performance and which we should be aware of? If so, please specify.

Do you anticipate any planned or anticipated activities or engagements that may not allow you to meet 100% attendance? If so, please specify.

Is there any other information you think is worth mentioning?

**Please note that while special requirements in terms of learning support or health issues will not automatically preclude you from acceptance onto a course, it is expected that applicants make the centre aware of these issues so that:**

- 1) appropriate provision can be made where possible, and
- 2) to help the interviewer supply suitable information to the applicant and enable them to decide whether the course is an appropriate choice

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- The application deadline for any given course is no later than six weeks before the scheduled course commencement. A place on the course cannot be guaranteed for applications received after this time.
- Please note that acceptance on a course does not mean a place has been reserved for you. A place cannot be reserved until a deposit has been paid.
- Confirmation of your place cannot be guaranteed until the balance of the fees has been made in full. Full payment must be no later than five weeks prior to course commencement. Please see the Payment Agreement for more detailed information.
- The course will run as long as there are sufficient participants. Course dates may be changed at the discretion of the centre.
- Should this application be successful, the applicant will be contacted for an interview to complete the application process. Further course details will be supplied during the interview.
- Acceptance on a course does not guarantee successfully passing the course.

**Please be advised that we are assessing not only the content of your answers but also the quality of your written English. Cambridge requires us to accept candidates whose written English is sufficiently proficient to allow them to meet the demands of the course, as this alone is grounds for failure.**

**Please check your use of English in the application and ensure that it is accurate, free from errors, and is appropriate for the task. For non-native speakers of English, Cambridge requires a minimum C1 on the CEFR (Cambridge CAE or IELTS 7.5) in order to participate in the course.**

**UTCTBI reserves the right to request proof of English Language proficiency.**

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**NOTE: You MUST use your own words when answering the questions below. If paraphrasing from an online source, you MUST specify which site or the application will be rejected on the grounds of plagiarism.**

**a) LEARNING**

There is a lot to learn about teaching in a very short period of time and an ability to reflect on how people learn is essential for acceptance to CELTA and to succeeding on the CELTA.

a) Please describe in one short paragraph how would you characterise yourself as a learner. Write a minimum of 50 words.

Now support this with evidence of your previous learning experiences. (Make this personal, not generic – remember reflection is KEY for acceptance on the course and for succeeding at CELTA once accepted)

b) What is your preferred learning style?

For example: 1. Watch it done and copy it

2. Read the theory of it and try to apply it
3. Try it out and get feedback on it
4. Work it out for yourself
5. Other...

Now support this with evidence of your previous learning experiences.

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### 2. TEACHING

Answer the following in a few sentences:

a) How would you get students talking in class?

b) Teaching grammar rules in class is the primary role of a language teacher – think of reasons to agree and disagree with this statement.

AGREE	DISAGREE

a) What are 4 problems that learners might have with listening and reading in a second or additional language?

- 1)
- 2)
- 3)
- 4)

b) Correcting learners' errors is essential in language teaching – think of reasons to agree and disagree with this statement.

AGREE	DISAGREE



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### a) THE TEACHER

a. Teachers often come from a variety of different backgrounds and can bring different skill sets with them. In your opinion, which of the following jobs would best prepare a person for language teaching (choose one only) and explain why:

Sports coach       tour group leader       social worker       lecturer       nurse   
Driving instructor       actor       salesperson       student

Why?

b. What personal qualities do you think you have that make you suited to language teaching? Write at least 50 words.



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### b) TEACHER TALK

Re-phrase the following "teacher talk" in language that an elementary learner might understand. Your re-phrasing should be simplified, but still natural and accurate.

a. If you wouldn't mind opening your books to page 23, please.

b. What might you ask someone if you wanted to find out how to get to the post office?

c. Jot down the answers and then swap with your neighbour.

### 5. LANGUAGE AWARENESS

Language analysis is one aspect of what we cover on the course and one of the skills essential for being an effective language teacher. We do not expect you to know all the answers to these questions; we are looking for you to demonstrate an ability to think about these points.

5a) Which is grammatically the "odd one out" in each group? Think about the highlighted areas in each example and explain why the odd one out is different from the others.

- i.  The baby's **bottle**.
- ii.  The nation's **struggle**.
- The teacher's **absent**.
- The nurse's **pay**.
- The government's **defeat**.

Why?

- iii.  The plane **was hijacked by** a woman. The
- tourists **were attacked by** a gang. The
- soldier **was hit by** a bullet.
- The trains **collided by** a river.
- Three hundred people **were killed by** the earthquake.

Why?

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- iv.  She **must have lost** the address.  
 Alan **must have been** here too.  
 That **must have been** awful.  
 The thieves **must have got** in through the window. I  
 **must have** something to drink.

Why?

**5b) Answer the following questions in the following way:**

- c) **Identify any incorrect sentences in this list**  
d) **Provide the correct version**  
e) **EXPLAIN the error**

**For example:**

**“She is liking her new car.”**

**Correction:** *She likes her new car.*

**Explanation:** *We do not usually use verbs such as ‘like’ in its continuous or –ing form.*

a. What you did tell him?

Correction:

Explanation:

b. I've been to China last year.

Correction:

Explanation:

c. He doesn't work as hard as she does.

Correction:

Explanation:

d. People went to Australia by sheep.

Correction:

Explanation:

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e. Would you be so kind as to pass me the salt? (said to a good friend) Correction:

Explanation:

f. Would you like me to say you a story?

Correction:

Explanation:

g. I'm boring. This movie is so bored!

Correction:

Explanation:

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### 6. TEACHING MEANING

An important part of being a good teacher is being able to clarify meaning accurately and appropriately. How could you most easily CONVEY THE MEANING of the following words to a group of language learners in the classroom (assume a mixed nationality class, i.e. no translation possible)? Think of the most efficient, most economical technique for conveying meaning. DO NOT give a definition

**For example:**

**“button” – point to a button on my shirt and ask them “What’s this?”**

a. to trip over something

b. Airbus A380

c. niece

d. ecstatic

e. instant coffee

### 7. SELF-REFLECTION/WORKING IN A GROUP

On the CELTA course, it is essential that you demonstrate some ability to reflect on and evaluate how well you perform. It is also very important to work as part of a team as you will be working very intensively with a small group of colleagues for the duration of the course. You will have the opportunity to learn a lot from each other and we’d like an idea of how you reflect on your own performance as well as how you function within a group.

**What experience have you had of working in groups? Support this with examples of your own previous experiences.**

**And how would you characterise your role in a group? Support this with evidence of your own previous experiences.**

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### 8. EXTENDED WRITTEN TASK

On the next page outline your reasons for wanting to do the CELTA course in 300-400 words, what you hope to gain from it, and how it fits in with your plans for the future.