



Dear Inquirer,

Thank you for your inquiry regarding the Cambridge Certificate in English Language Teaching to Adults (CELTA). I have enclosed information on the course, together with an application form and language task. Please hand-write on separate paper your answers to parts 3 and 5 of the language task. Do not use a word-processor to complete this task.

You should include with your application:

- copies of secondary education and tertiary qualification certification
- your curriculum vitae
- a passport-size photograph attached to the first page of the application form
- the date(s) of the course(s) you are applying for (there is space for this on the application form).
- A copy of either your birth certificate if you are a New Zealand citizen or your passport residence visa pages plus the 'information' page with photo, name, number etc.

*Please note that all visitors to NZ **MUST** have medical insurance before they can register for a course.*

Because the demand for these courses is usually high, applications should be made well in advance of the deadline for applications for the course. It is also advisable for you to retain a copy of your language task as, if you are invited to an interview, you will be expected to be familiar with the contents of this task.

Yours sincerely,

Teacher Education Team

Note there are three parts to this form:

- 1. The Application Form**
- 2. The Pre-Interview Task**
- 3. CELTA Information**

Cambridge CELTA Application Form

The University of Waikato
Pathways College
Private Bag 3105
Hamilton 3240, New Zealand

Telephone: (+64) 7- 858 5600
Email: pathwayscollege@waikato.ac.nz
Web: <http://waikato.ac.nz/pathways>



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Name

Work Phone

Mobile

Address

Email

Date of birth

Male Female

University of Waikato ID number
(if previously enrolled)

Attach your
photo here

Country of Citizenship – Select one of the following:

Australian Citizen Cook Island Citizen Niue New Zealand Citizen New Zealand Permanent Resident Tokelau Other

Ethnic group – Select one of the following:

New Zealand European New Zealand Maori (Iwi/s if known _____) Pacific Islander Asian Other

Secondary education (Please include copies of certificates)

Tertiary education (Please include copies of qualifications)

English teaching experience (TESL/TEFL)

Other relevant experience (eg. Other countries you have worked)

Present employment

Hobbies and interests

Reason for wishing to do course

Native language

Other languages (please comment on your level of proficiency)

Application for course from

to

or

Signature

Date

Please
attach >>

- a completed application form
- a photo
- the pre-interview task (see below)
- a copy of either your birth certificate (NZ citizens) or passport and visa detail pages (non-citizens)
- a copy of your curriculum vitae

Please
send to >>

Teacher Education (CELTA)
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Please note: your answers to PART THREE and PART FIVE must be handwritten. It is advisable for you to retain a copy of your language task, and if you are invited to an interview you will be expected to be familiar with the contents of this task.

We encourage you to refer to a grammar book to help you do these tasks. Suggested books are: *An A-Z of English Grammar and Usage* – Leech, Cruickshank, Ivancic (Longman), *Practical English Usage* - M Swan (O.U.P)

Part One - Grammar

1. Word class

Identify the word class of the underlined words or phrases in the following text.

"My (1) grandfather lived in (2) west Detroit, where he (3) stood out as the proverbial (4) Scottish curmudgeon, born and bred on a (5) farm in the Orkney Islands. In his last years (6), after Grandma died, his already hearty soul seemed to harden (7) even a little more (8). But Grandpa had (9) a soft spot or (10) two. One was for me. The other was for his garden - a jungle of gargantuan ferns that hugged the (11) side of his garage. No other gardener in his neighbourhood could (12) lay claim to such a crop. Green, tall and primordial, the ferns had (13) graced his yard for decades. Too modest to call himself (14) a gardener, he thought of himself as a caretaker of his ferns. Like him (15), they were survivors."

From *A Gardener's Secret* by Cynthia Gullion la Ferle in 'Reader's Digest' August 1997

Example: 1. 'My' = possessive determiner

2. Verb phrases - form

Match the underlined verbs phrases in **A** to the names in **B**. Write your answers in the same way as the example below.

- | | |
|---|--|
| A | B |
| 1. He <u>laughs</u> every time I tell him the story | a. Present progressive (or continuous) |
| 2. Reports are coming in that there's <u>been</u> a shooting in central Wellington. | b. Present simple |
| 3. I'm <u>meeting</u> her at 3 o'clock. | c. Past simple |
| 4. By the time I got there he'd <u>gone</u> . | d. Past progressive (or continuous) |
| 5. I've <u>been working</u> on my assignment for 3 hours and made no progress. | e. Present perfect simple |
| 6. He <u>commenced</u> studying in 1998. | f. Present perfect progressive (or continuous) |
| 7. I <u>was wondering</u> if you had a few minutes to spare. | g. Past perfect |

Example: 1. = b) Present simple

3. Verb phrases - meaning

The examples below under **A** all contain verb phrases which have the same form - they are examples of the Present Simple.

However these examples exemplify different meanings. Match the examples in **A** to the meanings in **B**.

- | | |
|---------------------------------|--|
| A | B |
| 1. Lomu scores in the corner! | a. to express general, universally true statements |
| 2. First you beat the eggs, and | b. to describe regular habitual actions |
| 3. We'll leave when it stops | c. after if/when/whenever to form future time clauses |
| 4. Most days I walk to work | d. to give instructions, directions or demonstrations |
| 5. The sun rises in the east | e. to describe events as they happen, as a narrative device, such as in a commentary |

Now write **new** meanings for the following examples:

6. The bus leaves at 6.00
7. I live in Hamilton

Part Two - Vocabulary

- A. Look at the following passage and list all **verbs of movement** in it (including 'verb plus preposition' phrases). Give a simple definition of each verb (your own words and not a direct copy from a dictionary) that highlights the *difference* in meaning between the words. The first verb has been done as an example.

"The man fled out of the supermarket, hotly pursued by staff members. A security guard based at the West Auckland Swimming Centre car park joined in the chase. The man waded through Henderson creek, leaving wads of money in his wake, then scrambled up the bank and tried to conceal some of it under a bush. Finally he was tackled by the security guard and held until police appeared on the scene"

Example: *fled* - past of 'flee'; to run away or escape from someone or something, often because you are afraid of it.

- B. Look at the following pairs of sentences containing the same verb (underlined). Identify the form of the verb that follows the underlined verb (i.e. the -ing form, the bare infinitive, or the 'to' infinitive) and explain the difference and/or use in meaning of the underlined verb. Look at the following example.

Example:

- a) I like dancing. b) Would you like to dance?

In sentence a) the second verb is in the -ing form, and in sentence b) the second verb is the 'to' infinitive. The first sentence talks about a general preference, and is generally true. The second sentence is an invitation, and is valid at this time only.

1. a) They went on discussing the matter until after midnight.
 b) They went on to discuss the next item of business.
2. a) Remember to lock the door.
 b) Remember locking the door?

- C. Checking Students' Understanding of Meaning:

How would you find out if students understood the meaning of a word or phrase or expression?

For example: 'used to' as in 'I used to wear a uniform at school'.

You could ask: 'Do I wear a uniform now?' The answer to this is 'No'.
 'Did I wear a uniform in the past?' The answer to this is 'Yes'.
 'For a long time or a short time?' Answer: 'For a long time'.

1. 'I'm looking forward to my holidays.'
 What questions would you ask to check that students understood the meaning of 'look forward to'?
 What answers would you expect?
2. 'The surgeons managed to save the boy's life.'
 What questions would you ask to check the expression 'managed to'?
 What answers would you expect?

Part Three - Text

Rewrite the following text punctuating it, paragraphing it and changing/correcting any words you think necessary.

Your answer for this section must be handwritten.

while the kiwi as symbol is here to stay it is an open question weather the same can be said of the unusual bird itself an alarming collapse in the kiwi population throughout the country points too a dismal future for the bird that the maori call te manuhuna a tane the hidden bird of tane god of the forest so named for the birds nocturnal habits prior to human arrival in new zealand about 1000 years ago there may of been up to 12 million kiwis rustling about in the rain forests today there total population has plummeted to anything between 20000 and 50000 a nationwide census of kiwis is been carried out to more precisely determine the figure there are three species the brown apteryx australis the great spotted apterix haastii and the little spotted apteryx owenii scientists divide the brown into three sub-species the north island the south island and the stewart island brown kiwi the south island population in south westland numbers just several hundred stewart island offers the public the best oportunity to see a kiwi in the wild at dusk or on overcast days this kiwi tokoeka goes out to forage essentially all other kiwis are nighttime creatures

(Gerard Hutching 'Kiwi')

Begin in the following way:

While the kiwi ...

Part Four - Pronunciation

Note the number of syllables beside the word and mark the stressed syllable as in the example given:

Venezuela[•] (4)

photographer	marvellous	impotent	develop
personality	personable	super	superb
controversy	salient	callipers	record (noun)

Part Five - Teaching and Learning

Imagine that you are going to another country for 6 months to learn a new second language as a beginner. Say which country you would like to go to and which language you would like to learn. Describe what you would expect to find in the language learning classroom - think about tasks you would be asked to perform, atmosphere, equipment, manner of the teacher and anything else you think is relevant. What difficulties do you think you would need to overcome? What progress do you think you would make in that time? Write between 250 and 350 words. Do this in complete sentences in the form of an essay.

Your answer for this section must be handwritten.

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What is CELTA?

Cambridge CELTA is the Cambridge Certificate in English Language Teaching to Adults, one of the world's foremost initial qualifications for people who wish to become professional teachers of English language. It is accepted throughout the world by organisations which employ English language teachers. CELTA courses are run at over 200 approved centres in 38 countries and more than 7,000 candidates complete a CELTA course each year. Cambridge also works with international ELT organisations to ensure the acceptance of CELTA globally.

The CELTA is administered by the University of Cambridge Local Examinations Syndicate (UCLES), an international examining body which develops, administers and promotes English language teaching (ELT).

Who is CELTA for?

CELTA courses are designed for people who have either had no previous teaching experience or some teaching experience. Candidates come from all walks of life. Many are recent university graduates, but others are already qualified as teachers of other subjects or are professionals in other fields looking for a change of career or a career break. Most candidates see CELTA as the starting point of a long-term career in English language teaching.

Who can enrol for a CELTA course?

Cambridge recommends that candidates should at least have a standard of education equivalent to that required for entry to tertiary study. Centres may, at their discretion, also accept candidates who do not have formal qualifications at this level but who can demonstrate that they have appropriate language competence, skills and experience. It is generally recommended that candidates should be aged at least 20. Applicants do not need to have English as their first language, but must have a standard of English which will enable them to teach at a range of levels.

What do the courses cover?

During the course, candidates become familiar with the principles of effective teaching and a range of practical skills for teaching English to adult learners. Besides daily sessions on teaching methodology and language analysis, the course offers teaching practice, observation of experienced teachers in the classroom and completion of a range of practically-focussed written assignments.

How are candidates assessed?

Candidates are assessed continuously during the course and there is no final examination. An external assessor, who is appointed by UCLES, moderates each course.

There are 3 components of assessment:

Assessment of Teaching Practice

Candidates teach for a total of 6 hours, working with classes at two levels of ability. The assessment is based on the candidate's overall performance at the end of the 6 hours.

Written Assignments

There are four written assignments. Two assignments explore aspects of teaching and learning English at adult level, one involves work on the language system of English and one is a reflection on classroom teaching.

The assignments are marked by the centre, and moderated by an external assessor appointed by UCLES.

Professional Development

This is based on a candidate's overall performance on the course.

To be successful, candidates must pass all components. There are 3 pass grades: Pass, Pass 'B' and Pass 'A'.

Successful candidates receive a Certificate awarded by the University of Cambridge Local Examinations Syndicate. The centre also provides a report on performance and achievement for each candidate.

Tuition Fee: \$3,300

Enrolment Procedure

Applicants must complete an application form and a pre-interview task. These will be sent upon receipt of the initial request for information. All applications undergo an initial assessment and selected candidates are invited for an interview. Applicants will be offered a place on a course depending on performance in the interview. To secure a place, a non-refundable deposit of \$300 is required. The full course fee is due no later than four weeks before the course begins. Failure to pay may cause applicants to forfeit a place.

If too few candidates register, a course may be cancelled. In this situation, all fees will be refunded. If a candidate withdraws at any time after the course has commenced, fees will not be refunded, nor will they be transferred to a future course. Prior to the course commencing, it may be possible to transfer fees to a future course, on request, but only if the applicant's place on the existing course can be filled.

CELTA courses often fill up early, so it is wise to make an application **as soon as possible**. If you are unable to download an application form from our website, please contact:

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