

Thank you for your enquiry about the Cambridge CELTA (Certificate in English Language Teaching to Adults) which is administered and taught by the Institute of Continuing & TESOL Education (ICTE-UQ) at The University of Queensland, St Lucia Campus.

### The Application Process:

**Stage 1** Complete and sign the Application Form, Conditions of Enrolment and the Application Tasks and send them to:

The Cambridge CELTA Administrator  
Institute of Continuing & TESOL Education  
The University of Queensland  
ST. LUCIA QUEENSLAND 4072  
email: celta@icte.uq.edu.au

Applications are assessed in the order that they are received and places on each course are limited to 12 participants so it is advisable to apply well before course commencement.

**Stage 2** Successful applicants will be invited to attend an interview at ICTE-UQ which will take approximately two hours. Applicants will be notified by letter of the outcome of the interview stage.

**Stage 3 (i)** If you are successful at the interview stage, you will be offered a place and you will need to pay a \$350 non-refundable deposit to secure a place on a particular course. The balance of the course fees is due no later than 4 weeks prior to the commencement of the course. Changing from one course date to another will incur an administration charge of \$100.

The Cambridge ESOL moderation fee, £91.45 (paid in the Australian dollar equivalent at the time of payment/ approx AUD \$220) is also to be paid in the first week of the course.

Please refer to the Conditions of Enrolment for complete information on cancellations, refunds and postponements.

**3 (ii)** If you are unsuccessful at interview, you will also be notified by letter.

Please note that specific results from the Application Tasks and/ or interview cannot be provided to applicants.

**Application Checklist:** Please ensure your application includes:

- |    |   |                          |
|----|---|--------------------------|
| 1) | The completed Application Form  | <input type="checkbox"/> |
| 2) | The Conditions of Enrolment form - <b>signed</b> and <b>dated</b> .   | <input type="checkbox"/> |
| 3) | The completed Application Tasks                                       | <input type="checkbox"/> |
| 4) | A copy of your Curriculum Vitae                                       | <input type="checkbox"/> |
| 5) | Copies of certificates or degrees as detailed in the Application Form | <input type="checkbox"/> |
| 7) | 2 passport-size photos  | <input type="checkbox"/> |

Should you have queries regarding the course or enrolment procedures, please contact the CELTA Administrator on (07) 3346 6770 or celta@icte.uq.edu.au

**CAMBRIDGE CELTA**  
**(Certificate in English Language Teaching to Adults)**

**Application Form**

Please attach 1  
passport-size  
photograph for  
administration  
purposes

1.

Please attach 1  
passport-size  
photograph for  
administration  
purposes

2.

Preferred course date: \_\_\_\_\_ to \_\_\_\_\_ (day/month/year) **Second choice:** \_\_\_\_\_ to \_\_\_\_\_

**How I heard about this course:**

Did you attend an Information Evening at ICTE-UQ?: Yes / No

Have you applied OR Will you apply for the Understanding Grammar course at ICTE? Yes / No

If so, which course dates \_\_\_\_\_.

**FULL NAME:**

**ADDRESS:**

**DATE OF BIRTH:** / /

**TEL. NO: (W)** ..... **(H)** .....

**Mobile:** ..... **Fax:** .....

**Email:**

**SECONDARY EDUCATION:**

**TERTIARY EDUCATION:**

**ENGLISH TEACHING EXPERIENCE:**

**OTHER TEACHING EXPERIENCE:**

**PRESENT JOB:**

**FIRST LANGUAGE :**

**What other foreign languages do you:**

**SPEAK?**

**READ?**

**WRITE?**

*Please comment on your level of proficiency*

**SIGNATURE:**

**DATE** / /

**IMPORTANT:** Please return this form along with the completed application tasks, your CV, copies of certificates or degrees and a signed copy of the Conditions of Enrolment. All of the documentation must be received prior to consideration of the application.

## Conditions of Enrolment: Cambridge CELTA at ICTE-UQ

1. I understand that acceptance for the CELTA course is subject to successful completion of a selection process, which involves application tasks and an interview. Previous qualifications and prior relevant work experience, although beneficial, will not result in exemption from any part of the course or selection process. I agree that ICTE-UQ, in its absolute discretion, may accept or reject my application to undertake the course.

### **Enrollment Process: Acceptance, Deposits and Course Fees**

2. I understand that once a place has been offered, it can only be confirmed by enrolling for a particular course date and paying a \$350 non-refundable deposit. Places are available on a 'first come first served' basis.
3. I understand that the balance of the course fee is due no later than 4 weeks before the start of the course. Payment can be made by credit card, EFTPOS, cash and bank cheque/personal cheque or money order payable to 'The University of Queensland'. If the full fees are not paid by that date, the deposit may be forfeited and the position on a course may be offered to another candidate.
4. I understand that if I do not pay a deposit to confirm my place on a course, my application will only remain valid for 12 months from the date of interview. If ICTE-UQ needs to re-conduct part or all of the application/interview process, applicants will only be re-interviewed once.

### **Administration Process: Fees, Transfers and Cancellations**

5. I understand that when the deposit has been paid, a once only transfer to another course, scheduled to commence within 12 months of the original interview date, is permitted. This is subject to availability and will incur an administration transfer charge of \$100.
6. I understand that course fees are not refundable if I cancel less than 4 weeks before the start of the course for which I have enrolled.
7. I accept that ICTE-UQ reserves the right to increase fees at any time and to cancel a course due to an insufficient number of candidates. If a course is cancelled by ICTE-UQ, course fees will be refunded in full.

### **Course Requirements: Assessment, Attendance and Deferral**

8. I understand that this is a course-based award and that I am expected to attend the whole course. I understand that absence from the course may jeopardise my chances of successfully meeting the assessment criteria.
9. I understand that any absence from the course must be brought to the immediate attention of the course tutors and must be officially documented and the work missed must be made up. Written proof will be required for any significant absence, ie medical or other emergencies involving candidates or their immediate family.
10. I understand that in the case of significant absence due to unforeseen circumstances, with valid and substantiable reasons, and where assessment components remain incomplete, it may sometimes be possible to complete the CELTA on a later course. This decision is at the discretion of ICTE-UQ and is subject to both written agreement from the Cambridge ESOL Teaching Awards and the availability of a place on a suitable subsequent course, usually within 6 months of initial enrolment.
11. I understand that I must complete all course requirements and both assessment components satisfactorily (written assignments and teaching practice) to be eligible for the award and a certificate from Cambridge ESOL.
12. I understand that failure on my part to complete the written assignments on time and to a satisfactory standard will affect my result.
13. I agree to abide by the ICTE-UQ Code of Conduct for Cambridge CELTA programs and understand that failure to do so may affect my result and may be grounds for expulsion from the course; a copy of the Code of Conduct is available on the ICTE-UQ website: [www.icte.uq.edu.au/pdf/Code\\_of\\_Conduct\\_CELTA.pdf](http://www.icte.uq.edu.au/pdf/Code_of_Conduct_CELTA.pdf)
14. I will accept as final all decisions made by ICTE-UQ and Cambridge ESOL with regard to certification, grading and expulsion from the course.

### **Miscellaneous**

15. I accept financial responsibility for any books and materials borrowed by me from ICTE-UQ.
16. I understand that during the course ICTE-UQ will advise and guide me in seeking employment but is not able to guarantee or arrange such employment.
17. I understand that ICTE-UQ is not responsible for the actions, policies or employment conditions of any employers offering jobs that may be brought to my attention through ICTE-UQ.
18. I understand that I need to disclose, during my interview, any medical problem or other circumstance that may affect my ability to participate in the course in accordance with the course requirements.
19. I understand that this agreement does not remove the right for me to take further action under Australia's consumer protection laws or my right to pursue other legal remedies.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## CELTA APPLICATION TASKS

- The following language tasks will be used to **assess** your ability to research, analyse and explain language for teaching purposes.
- It is advisable to use a **grammar reference book** and **dictionary** to help you complete the following tasks.
- The **examples** given and the length of answer space are indicative of the depth of response expected.

### 1. Meaning of Verb Forms

Imagine you are explaining language to a learner of English. With as much relevant detail as you can, explain the differences in meaning between sentence (a) and sentence (b) in each pair.

**NB:** In your explanations, use grammar and vocabulary you think more easily understood by someone who doesn't have a strong grasp of English.

- i     a.            I've been living in Brisbane for three years.  
      b.            I lived in Brisbane for three years.

*In (a) the speaker lives in Brisbane now. They started living in Brisbane 3 years ago, and they still live in Brisbane now. In (b) the speaker does not live in Brisbane now, but they did live in Brisbane for 3 years in the past.*

- ii    a.            We take the train to work.  
      b.            We're taking the train to work.

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- iii   a.            It could be here.  
      b.            It could've been here.

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- iv    a.            I used to work there.  
      b.            I'm used to working there.

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## 2. Vocabulary

Imagine you are giving feedback to a learner of English who made the following errors in word choice. Write as though you were speaking to them and tell them why their choice is not so appropriate, offer a more suitable alternative and tell them why yours is the better choice.

**NB:** Again, write your explanation in what you feel is an appropriate level of grammar and vocabulary for someone who doesn't have a strong grasp of English.

- i. The doctor's needle shattered the skin.

*"The word 'shattered' is used to describe when something breaks into very small pieces, for example, glass. Skin does not 'shatter'. A better word is 'pierce'. This means to make a hole in something using a sharp object."*

- ii. The Boeing factory in L.A. creates over one thousand 747's per year.

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

- iii. Please extinguish the light when you go to bed.

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## 3. Error Correction

Correct the error in each of the following sentences. Give reasons why the correction is needed, and why the learner's version is not appropriate.

**NB:** You don't need to watch the level of your language for this task.

**Example:** I go there everyday **should be** "I go there every day"

*'Everyday' is an adjective which means ordinary, usual or typical and is used to modify a noun, as in, 'Death was an everyday occurrence during the civil war.' Instead, we should use 'every day' as this is an adverbial expression that tells us how often we do something.*

- i. It's a very wonderful restaurant.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ii. It couldn't of happened that way.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- iii. The course begun five weeks ago.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### 4. Verb Forms and Meaning

**Match** a sentence from Column A with a sentence from Column B on the basis of similarity of verb form **and** meaning.

**State** the name of the verb form/structure (often called 'tense') in each case and describe the meaning as fully as you can.

**NB:** If you are unsure of the verb form name, check this in a grammar book.

##### Column A

- i. I get the 8.10 train to work.
- ii. The train leaves at 11.
- iii. M.P. Speaks Out.
- iv. I'm meeting her at 6.30.
- v. I've known her since school.
- vi. They're talking to Bill.
- vii. I've been to Singapore.

##### Column B

- a. Brisbane Broncos conquer and crush!
- b. He's lived there all his life.
- c. She's standing over there.
- d. She's worked in Bahrain.
- e. He's arriving here next week.
- f. The rubbish collection comes this Tuesday.
- g. I play golf every Saturday.

**Example:**

(i) matches with ( g )

*“Both sentences use the Present Simple verb form and describe an activity which takes place on a routine basis. The activity was done like that in the past, is done like that now, and will probably continue like that in the future.”*

(ii) matches with ( \_\_\_\_\_ )

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(iii) matches with ( \_\_\_\_\_ )

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(iv) matches with ( \_\_\_\_\_ )

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v) matches with ( \_\_\_\_\_ )

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(vi) matches with ( \_\_\_\_\_ )

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(vii) matches with ( \_\_\_\_\_ )

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5. In the space below, write a paragraph describing the reasons why you would like to do this course and your vocational objective when you complete the course.

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### Writing

In order to assess if your written work meets the necessary standard required to complete the course successfully, write at least one page in **essay** form, **by hand**, on one of the following topics. Consider accuracy, punctuation, organisation, text cohesion and coherence.

#### Either:

Describe your experience of learning other languages. This can include learning languages at high school, as an adult learning languages in a formal context or in a casual learning situation such as travelling and / or living in another country. Include in your writing:

1. How you felt during this / these experience/s.
2. What you enjoyed and why.
3. What you did not enjoy so much and why.
4. How learning another language has contributed or can contribute to your personal development.

#### Or:

Say what language you would like to learn if the opportunity arose. Include in your writing:

1. What kind of learning environment you would enjoy, and why. (eg. formal, informal, classroom, contact with native speakers etc)
2. What character traits you would like in your teacher to make the learning experience more enjoyable and effective for you.
3. What could hinder your learning?
4. How learning another language can contribute to your personal development and view on life.