

CELTA Course Application Form

Personal Information		
Name		
Address		
Telephone	(Home)	(Work)
	(Mobile)	
Email		
Skype address		
Date of Birth (Day/Month/Year)		
Nationality		

Course Mode and Dates			
First start date preference		Second start date preference	
Full time course (Face to Face)		Part time course (Online)	

Education, Qualifications, Work and Teaching Experience
Secondary Education - GCSEs/O Levels
A-Levels
Further/Higher Education
Work Experience/Current Occupation
Previous teaching experience (please give dates)
English language teaching
Non English language teaching

LSI Celta Course

Pre-Interview Task

Please complete this task and return it with your application form. An offer of an interview will be based upon your qualifications and experience on paper and the successful completion of this task. A basic list of recommended books to help you is included at the end of this task. An offer of a place on the Cambridge CELTA course will be based upon both the interview and this task and is at the discretion of LSI BRIGHTON.

1. Language Awareness

A: Verb Forms

Complete the table. Three have been done for you as examples.

Example Sentence	Name of Form	Time (Part/Present/Future	Use
1. John comes from England	Present simple	All time (past, present and future)	To express permanent states that are always true
2. John usually gets up early	Present simple	All time	To express repeated, habitual actions
3. He's studying for his degree			
4. He lived in London for 10 years			
5. He's lived in Hove for 2 years			
6. He's been working hard recently			
7. He'd become bored with his previous job			
8. He graduates next year			
9. He's getting married in July	Present continuous/progressive	Future	To describe a definite future arrangement
10. He's going to live abroad			

B: Vocabulary: Parts of Speech

Look at the sentence below and name the parts of speech. Two examples are done for you.

John usually travels to college by bicycle except when the weather is very bad.

Word	Part of Speech
John	Proper noun (subject of sentence)
usually	Adverb of frequency
travels	
to	
college	
by	
bicycle	
the	
weather	
very	
bad	

Now please write your answers on a separate sheet

C: Why might these words cause problems for learners of English?

- a. to rise/to raise
- b. to rob/to steal
- c. job/work
- d. bachelor/spinster
- e. library or sympathetic (for a French speaker)
- f. to pick someone or something up

How would you help learners with these?

Please explain briefly.

D: Functions

Coffee?

Do you want a cup of coffee?

Can you think of three more ways of making this offer?

Why do you think there is more than one way of expressing the same function?

E: Phonology

Word Stress

Mark the stressed syllable (the one which is most emphasised) on the following words. The first two have been done.

understand footballer increase (n) photographer photograph

Japan inflation increase (v) photographic

Sounds

Look at the words above again. What happens to the unstressed syllables?

Some of the above words contain this sound /ə/ as in above. Which ones?

Please list and indicate where the sound occurs.

Sentence Stress

How many different words can be stressed in this sentence:

I wanted a blue coat

What are the differences in meaning?

Intonation

Comment on the difference conveyed by the intonation pattern:

You're from France, aren't you? (rising)

You're from France, aren't you? (falling)

2. Teaching and Learning

(Please write full answers on a separate sheet)

- a. What, in your opinion, makes an effective teacher? Think of at least five factors.
- b. What, in your opinion, makes an effective language learner? Think of at least three factors.
- c. Think of two learning experiences in your life (not necessarily language learning) and comment on what made them successful or unsuccessful for you and why.
- d. The Cambridge CELTA course is often referred to as a "practice-driven" course. What do you understand by this term and what are its advantages and disadvantages? What do you expect to gain from the course? You may have some experience of teaching or you may have none, but what do you think will be your particular strengths and weaknesses? (Focus on one or two points for the last part of this question)

Basic Reading List

R. Murphy, English Grammar in Use (CUP) (Students' Grammar Reference and Practice)

M. Swan, Practical English Usage (Oxford) (Teachers' Grammar Reference)

J. Scrivener, Learning Teaching (Heinemann) or J. Harmer, The Practice of English Language Teaching (Longman) (Teaching Methodology)

LSI Brighton CELTA Programme

Terms and Conditions of Enrolment

Application, Deposit payments and Enrolment

Deposits paid are part of the programme fees and once paid are non-refundable except in exceptional circumstances.

Once an offer has been made and accepted either verbally or in writing by you, there is a 7- day period in which your place is reserved and in which we must receive your deposit of £200. If we do not receive your deposit within this period, then our offer will stand but places on the course will be filled on a “deposit first paid” basis.

The full fees should be paid 21 days before a course commences. If the course begins within 21 days this does not apply and full payment of fees is due when you accept an offer of a place on the course.

Fees paid in full are refundable, less the deposit amount, if we receive notice in writing up to and including 15 working days prior to the commencement date of a course. After this point fees paid are only refundable in exceptional circumstances and at the discretion of the school’s Principal.

Once a course has commenced (deemed to be 5pm on the Friday before the course begins) fees are only refundable or transferable in exceptional circumstances and at the discretion of the school’s Principal. The school reserves the right to issue credit notes in certain circumstances.

Recommended and Awarded Grades

As a centre for the Cambridge English Language Assessment CELTA qualification we make a *recommendation* to the examination board at UCLES regarding the final grade. In the vast majority of cases this recommended grade is endorsed by the external assessor and accepted by the board and the result confirmed.

If you wish to challenge this recommendation, you can request an enquiry. This process can take time and can result in a final award which is different from the recommended grade. LSI Brighton accepts no liability of any kind during or after this process regardless of the result of the process.