

**FOR OFFICE USE**

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Interview			
A:	W.L:	R:	

**Please return this application form and a recent photograph to the centre:**

**CELTA Applications**  
**British Council Sudan**  
**14 Abu Sinn Street**  
**Khartoum**

**Or email it as an attachment with a scanned photograph to:**

**[Corinne.Leukes@sd.britishcouncil.org](mailto:Corinne.Leukes@sd.britishcouncil.org)**

**Applications will be dealt with on a first-come-first-served basis**

<b>Full name:</b>	<b>Nationality:</b>
<b>Address:</b>	
<b>Telephone number(s):</b>	
<b>Email address:</b>	<b>Date of birth:</b>
<b>Present occupation:</b>	<b>First language:</b>
<b>Other languages spoken:</b> (Please list and evaluate your level using beginner/Pre-Intermediate/ Intermediate/Advanced)	
<b>English language teaching experience:</b> (if applicable)	

**Professional qualifications:** (please include dates & institutions in reverse order – attach a separate sheet if necessary)

**References:** (Please include a professional and a personal reference). Give the name, contact details, and their relationship to you.

**Reference 1**

Name:  
Relationship:  
Phone No.:  
Email:

**Reference 2**

Name:  
Relationship:  
Phone No.:  
Email:

**Health:**

Are you in good health? YES/NO

Do you have any conditions that we should be aware of? If so, please state what they are.

**Written Tasks**

1. Please describe **one good learning experience** and **one bad learning experience** that you have had (not necessarily related to language learning). Please write approx. 150 words and use full sentences and paragraphs.
2. Please explain **why you would like to do the CELTA** course. Do not write more than 150 words and please use full sentences and paragraphs.

## Language Awareness Task

Name: \_\_\_\_\_

The CELTA course requires candidates to have an adequate level of English, ability to research language items and an aptitude for teaching. These tasks are designed to help you think about the English language and how it works. To complete these tasks, you are encouraged to refer to grammar reference books, such as:

Practical English Usage, by Michael Swan (Oxford 2006, 2013),  
 Grammar for English Language Teachers, by Martin Parrott (Cambridge 2010).

### A. GRAMMAR RULES

**Correct the errors in the 6 sentences and explain the rule which has been broken. The first one has been done for you.**

1. I hate mouses
2. She must has forgotten about the meeting.
3. We have met several times last year.
4. I'm not believing you.
5. My house is more bigger than yours.
6. I can give you two advices.

	Correction	Rule
1	I hate mice.	The noun 'mouse' has an irregular plural form 'mice'. This sentence is also missing a full stop.
2	She must have forgotten about the meeting.	
3	I don't believe you.	
4	My house is bigger than yours.	
5	I can give you advice. I can give you two pieces of advice.	

**B. MEANING**

**Explain the differences between the meaning of the pairs of sentences.**

**Example:**

A. The students shouted when the teacher left.

B. The students shouted when the teacher was leaving.

**Explanation:**

*In A the students started shouting after the teacher had left.*

*In B the students started shouting before the teacher left.*

**1**

**A. You should say something.**

**B. You should have said something.**

Explanation:

**2**

**A. I have read this book.**

**B. I have been reading this book.**

Explanation:

**3**

**A. He always complains.**

**B. He is always complaining.**

Explanation:

**4**

**A. You are stubborn.**

**B. You are being stubborn.**

Explanation:

**C. LANGUAGE FUNCTIONS**

Look at the following sentences and decide what function is being used in each case. The first one has been done for you.

Sentence	Function
<b>Example:</b> Why don't you come along too?	Invitation
You could have fed the cat.	
Could you possibly do this on your way back?	
I must stop eating junk food.	
Let's go for a walk.	
We are sorry about the delay in processing your claim.	
Please wear your seatbelts and switch off your phones.	

**D. VOCABULARY**

Explain in simple terms the difference in meaning between the following sets of words. Use a definition, an example sentence or describe a situation to clarify the meaning.

**Example:** childish/youthful

**Explanation:**

*'Childish' has a negative connotation and refers to someone behaving in an immature way, like a child. 'Youthful' has a positive connotation and refers to someone who seems young, lively and energetic.*

**1. thick - fat**

**2. nervous – angry**

**3. persuade – convince**

**E. PHONOLOGY**

Can you recognise the words from the phonemic transcription? Spell the words.

1. tɔ:k	5. peɪn
2. tʃeə	6. θɜ:d
3. wɜ:lɪd	7. 'kʌmfətəbl
4. kləʊðz	8. wɔ:m

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.