Waipapa Taumata Rau University of Auckland

Cambridge CELTA Course

Application Form

Please complete all sections of the CELTA application form and return it by email to the Teacher Training Department at celta@ela.auckland.ac.nz .

Please attach the following documents to your application:

1. A profile photo
2. The photo page of your passport

You do not need to attach a CV.

Date of Application: _____/_____/_____
day month year

2026 Course Dates:

☐ Monday 16 November – Friday 11 December (Limited places)

2026 Course Fee: $3,900

Note: The deadline for applications and full payment is 4 weeks before the course starts. Courses are subject to student numbers. A non-refundable deposit of $1,000 on acceptance of a place on the course is required. An early-bird discount of $100 applies if the deposit is paid at least 8 weeks in advance.

Please be advised that no refunds are available once the course has commenced, and no student loans are available for this course.

2027 Course Dates:

☐ Saturday 3 April - Thursday 10 June (Part-time, 10 weeks)

☐ Monday 9 August - Friday 3 September (Full-time, 4 weeks)

☐ Monday 15 November – Friday 10 December (Full-time, 4 weeks)

2027 Course Fee: $4,000

A non-refundable deposit of NZD $1,000 is required within four weeks of your offer being issued to secure your place on the course.

Insurance for International Students

All international students are required to have approved insurance while studying in New Zealand. International students will be charged automatically one of the amounts below for insurance upon enrolment. If you already have an approved insurance policy, you will need to provide the ELA with details to waive this fee. Please see ***www.ela.auckland.ac.nz/application/insurance***

2026 Insurance Fee: $115/month

2027 Insurance Fee: $124/month

Personal Details

Family Name: _____

First Name(s): _____ Date of Birth: _____/_____/_____
(Names must be the same as shown on your passport) day month year

Nationality: _____ First Language: _____

Visa Type:
1. Visitor ☐ 2. Student ☐ 3. Work ☐
4. Permanent Resident ☐ 5. N/A: New Zealand Citizen ☐

Visa Expiry: _____/_____/_____
day month year
(International students need to submit copy of visa)

Contact Address: _____

Phone Number: _____ Mobile: _____

Email: _____

Present Occupation: _____ Present Employer: _____

Special Needs:

Do you have any special needs or health issues that may affect your ability to follow a CELTA course?

No ☐ Yes ☐ (If "Yes", please briefly describe below)

How did you hear about the ELA CELTA course?

Referral:

☐ Friends/ Family
☐ Referral of CELTA graduate from ELA
☐ Referral of CELTA graduate from another Centre
☐ Primary/High School, please specify _____
☐ Other, please specify _____
☐ ELA Social Media Page, please specify which platform:

_____

☐ Flyer/Poster, please specify location:

_____

☐ Other, please specify:

_____

☐ Google Search
☐ Google Ad
☐ Education Agent

My Education

Secondary Education

High / Secondary School / Junior College / Polytechnic attended			
Dates	Qualifications	Subjects	Qualification received?
			☐ Yes ☐ No

Tertiary Education (e.g. Diploma, Degree, Masters)

Dates	Institutions	Degree / Diploma etc	Subjects

Other

Dates	Institutions	Qualifications	Subjects

My Training and Teaching Experience

Training:
My record of formal training as a teacher or trainer.

Institution(s)	Length of Course (No. of hours)	Was any teaching practice included?

Teaching:
My experience of teaching English as a foreign/second language.
Please give dates, schools, details of levels and ages.

Dates	Institution	Details

My experience of teaching or training other subjects:
Please give dates, schools, companies, details of subjects, levels and ages.

Dates	Institution/Company	Details

My Work Experience

Dates	Institution/Company	Details

Other information which I think is relevant to my application

Languages I Speak

Languages other than first language. Please comment on your level of proficiency in both spoken and written language:

My Hobbies and Interests

My reasons for wanting to do the course

Please write **at least 200 words** on how you heard about the Cambridge CELTA and why you wish to attend. Also, tell us what you intend to do upon completion of the course.

Referees

Give the names, positions, addresses and phone numbers (if known) of two referees who would be prepared to give relevant support to this application and to say whether you would be suitable for this course. These people should not be related to you.

Name: _____ Address: _____ Tel no: _____ E-mail: _____ How is this person known to you and what is the relevance to your application? *E.g. Academic referee, past or present employer, representative of voluntary organisation*	Name: _____ Address: _____ Tel no: _____ E-mail: _____ How is this person known to you and what is the relevance to your application? *E.g. Academic referee, past or present employer, representative of voluntary organisation*

Conditions of Application

Acceptance onto the Cambridge CELTA course at the English Language Academy is not automatic or guaranteed. Applicants must satisfactorily complete 'Language Awareness and Teaching Ideas' tasks, a free writing task and pass a subsequent interview to be accepted. Non-native speakers of English must be able to demonstrate that their level of English, both spoken and written, is suitable for the demands of the course. The decision of the centre is final. If you are offered a place, you will need to pay a deposit of $1000. This is not refundable if the course runs. The full course fee is due for payment four weeks prior to course start date. **Once the course has commenced, no refund will be issued.**

I have read and understood the conditions of application and agree to abide by them.

Signed: _____ Date: _____/_____/_____
day month year

LANGUAGE AWARENESS

Please complete all of the tasks as carefully and as fully as you can. You may refer to a dictionary and a grammar reference source to help you. Suggested reference guides are

English Grammar in Use – Raymond Murphy (Cambridge University Press)
Practical English Usage – Michael Swan (Oxford University Press)

https://www.bbc.co.uk/learningenglish/english/basic-grammar-guide

https://www.bbc.co.uk/learningenglish/english/intermediate-grammar-guide

https://www.bbc.co.uk/learningenglish/english/upper-intermediate-grammar-guide

https://www.bbc.co.uk/learningenglish/english/advanced-grammar-guide

https://www.oxfordlearnersdictionaries.com/

SECTION 1: LANGUAGE AWARENESS

Task 1: Focus on Parts of Speech

Read the following sentence and categorise the words into their correct parts of speech:

The old man spoke fast and always turned red when he was nervous.

Nouns	Verbs	Adjectives	Adverbs	Articles	Conjunctions	Pronouns
man						

Task 2: Focus on Tenses

a) In each of the following sentences write the verb form (s) and identify the tense(s)

Example:

I've been studying all day. Verb – *have been studying* Tense – *present perfect continuous*

1. I've lived in Singapore since 2006. _____
2. Susan's been updating all the old documents. _____
3. As soon as he arrived he went to reception. _____
4. I think I'll go to Bali next month. _____
5. My friend had already left when I got to the party. _____
6. By the end of 2020, I'll have completed my research. _____

Task 3: Meaning

a) **Grammar**

What would you say to a student who asked you to explain the difference in meaning between these pairs of sentences?

1. a) He went to Australia.
   b) He's been to Australia.

2. a) I used to live in Wellington.
   b) I'm used to living in Wellington.

3. a) I am reading a novel.
   b) I read novels.

b) **Vocabulary**

The following pairs of words often cause confusion among students. Give an example sentence for each item. The context should make the meaning of the items clear.

1. hinder/prevent

   High interest rates will hinder economic growth. (X hinders Y)

   The police prevented the demonstrators from approaching the entrance to the embassy.
   (X prevents Y from doing something)

2. in the end/at the end

3. ground/floor

Task 4: Form Analysis

Example of form analysis for the present continuous:

She's reading a good book at the moment.

Positive sentence	**She's reading** a good book at the moment. Subject + verb "to be" (is, am or are) + verb-ing
Negative sentence	**She isn't reading** a good book at the moment. Subject + verb "to be" (isn't, 'm not, or aren't) + verb-ing
Question	**Is she reading** a good book at the moment? Verb "to be" (is, am or are) + subject + verb-ing

Task: Analyse the form for sentence #2.

Sentence #2: Susan's been updating all the old documents.

Write the negative and question form of sentence #2 in the table below.

Label each word of the tense for the positive, negative and question form of the tense.

Positive sentence	Susan's been updating all the old documents. Subject _____+_____+_____ all the old documents
Negative sentence	_____ Subject _____+_____+_____ all the old documents
Question	_____ _____ + subject + _____+ _____ all the old documents?

Task 5: Grammar Transformation

Complete the sentences at (b) so that they give the same meaning as the sentences at (a), as in the example:

(a) The book was written by my brother in 1976.

(b) My brother ***wrote the book in 1976.***

1. (a) "I wish I hadn't eaten so much," said Jane.

   (b) Jane regretted _____

2. (a) "You shouldn't go running as you're feeling ill, John," Anne said.

   (b) Anne advised John_____

3. (a) "Why don't we see a film?" suggested Bob.

   (b) Bob suggested _____

4. (a) "Where's the health food shop?"

   (b) She asked _____

5. (a) "Hi Tim. Well done for passing the test." said Toby

   (b) Toby congratulated _____

Task 6: Spot the Error, Correct and Explain

Read the following sentences

i) Correct the sentence
ii) How would you explain the nature of the error to the student?

Example How much people does he know?

i) How *many* people does he know?
ii) 'much' is used with uncountable nouns such as *water, sugar etc.*
'many' is used with countable nouns such as *pencils, children etc.*

1. I've received your letter on Monday.

i)

ii)

2. He was wounded in a car accident.

i)

ii)

3. He opened the letter when he had got home.

i)

ii)

4. He asked the boy what did he say.

i)

ii)

5. The cricket ball pierced the window.

i)

ii)

Task 7: Register and Appropriacy

Look at the conversation between friends. Rewrite it as though it were ***2 people who don't know each other***.

Mary:	Hey Tom.
Thomas:	Yeah?
Mary:	Open the door for me!
Thomas:	Sure.
Mary:	Thanks.
Thomas:	No problem.

Speaker A:

Speaker B:

Speaker A:

Speaker B:

Speaker A:

Speaker B:

Task 8: Focus on pronunciation

1. Match the words with the correct stress patterns - 1 to 6 - below.

1.	**0** O	4.	O **0** O O
2.	O **0** O	5.	O O **0** O
3.	**0** O O	6.	O O **0**

e.g. ***policeman*** _2_

teacher _____ beautiful _____ carpenter _____ souvenir _____

photographer _____ interpret _____ presentation _____

electrician _____ moral _____ mechanic _____ dentist_____

SECTION TWO: TEACHING

Task 1:

You want your group of adult **beginner** students to be able to talk about their hobbies and what they do in their free time. What would you, the teacher, do to help them? Think about the vocabulary and grammatical structures the students would need. How would you teach them the new language? How would you give the students practice in using the language? Be prepared to elaborate on or clarify your ideas at interview.

Task 2:

Read and answer the following questions in continuous prose.

1. How would you establish and keep rapport with a group of adult learners?

2. What are the benefits of having the learners work in pairs or groups in class?

Additional Page to Add Information