**Passport Photo**



**Name as shown in passport:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Underline the course(s) are you interested in?**

**April 2025 Online Part-time**

**June 2025 Face to Face Full-time**

**July 2025 Face to Face Full-time**

**July 2025 Online Part-time**

**September 2025 Online Part-time**

**Make sure you fill in all sections of the application**

**PERSONAL DETAILS as shown in passport:**

**First and Last name:**

**Birth date: First Language:**

**Phone number (landline/ cell phone):**

**Residential address:**

**Nationality:**

**Professional Email:**

**Place of work and Title:**

**Educational Background**

| **Last degree earned** | **Location** | **Date** |
| --- | --- | --- |
|  |  |  |

**Language Background:** If your first language is not English, please indicate your level of proficiency in both spoken and written English.Please provide details of any other languages you speak and indicate your level of proficiency.

|  |
| --- |

**Experience with teaching English to Speakers of Other Languages and how many years of experience:** Please provide details of any other relevant teaching/training experience you have.

|  |
| --- |

How did you hear about the CELTA course at Pharos University?

|  |
| --- |

Please provide details of any medical disability that might affect your ability to complete the course.

|  |
| --- |

**REFEREES:**

| Please provide two referees who can be contacted by email or telephone. At least one of them needs to be someone you have worked with before. |
| --- |

Referee 1:

Name:

Position  
Address

Referee 2:

Name:

Position  
Address

**CELTA Pre - Selection Task 2025**

**Part 1: Language**

1. **Grammar**
2. **Correct the following sentences and explain why you think your students might produce such errors?**

| **Sentence** | 1. **What is the error?** 2. **Write the correct sentence as well** | **Why do you think students might produce such errors** |
| --- | --- | --- |
| 1. She was just as beautiful as I have imagined. |  |  |
| 1. Do you know how can I pass this exam? |  |  |
| 1. Kevin is more taller than Sue. |  |  |
| 1. Jonathan bought for his wife a gold ring. |  |  |
| 1. You must has phoned me. |  |  |

1. **For each example below, describe the difference in meaning between sentence a and b:**

| **Sentence** | **Describe the difference in meaning** |
| --- | --- |
| 1. By ten o’clock, I’ll have written my essay. 2. By ten o’clock, I’ll have been working on my essay. |  |
| 1. When I got to the cafe, everyone ordered their drinks. 2. When I got the case, everyone had ordered their drinks. |  |
| 1. What is she like? 2. What does she like? |  |
| 1. That’s a bad dent in the car. I think it’ll cost a lot to repair. 2. The mechanic has phoned. I was right- that dent is going to cost a lot of money to repair. |  |

**II. Lexis**

1. **What is the difference in meaning between each pair of words? And how can you help students understand that difference?**

| **Words** | **What is the difference in meaning between a and b?** | **How can you help students understand the difference in meaning?** |
| --- | --- | --- |
| 1. There are about 500 students in class 2. The film is about a small boy. |  |  |
| 1. When does school break up? 2. The pop group has broken up. |  |  |
| 1. She drew a picture of her friend. 2. She drew the curtains. |  |  |
| 1. Marion washed the older children’s clothes in the machine. 2. Marion washed the children’s older clothes in the machine. |  |  |

**B. What problems might students have when you teach the following words? Problems can be related either to meaning or form**

| **Word** | **Identify the problem(s) that students might face** |
| --- | --- |
| 1. hardly   Context:  There is hardly any time  He could hardly wait. |  |
| 1. fit   Context:  My coach keeps telling me keep fit  These shoes don't fit. |  |

**C. Fill in the table with the reason (s) students might find the words below challenging then suggest a tip/ technique to help make it easier for the students to understand.**

| **The word you are planning to teach** | **Why do you think it will be challenging for the students?** | **How can you help make it easier for them to understand?** |
| --- | --- | --- |
| 1. **Nervous** |  |  |
| 1. **Ladder** |  |  |
| 1. **Casino** |  |  |

**III. Pronunciation**

1. **What problems might students have when you teach the following words?**

| **Word** | **Challenges** |
| --- | --- |
| **scenery** |  |
| **financial** |  |
| **entirely** |  |
| **supplies** |  |

1. **How can stress change with word families?**

For example, would the stressed syllable vary if you are teaching the below word family?

Start first by identifying the stressed syllable then adding this black circle on it ⚫

1. a photograph
2. photographer
3. photographic
4. to photograph

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**C. How can you help the sts differentiate between each of the following two sounds**

**/θ/ and /s/**

**/l/ and /r/**

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

**Part 2: Teaching**

**Do you agree/ disagree with each of the following and why? Write no more than 50 words.**

1. Teachers should not teach unless the classroom is equipped with a projector and data show.

|  |
| --- |

1. Teachers insist on finishing all the stages of the lesson even if students have questions/ issues with the content.

|  |
| --- |

**Briefly discuss the questions below. Write no more than 100 words.**

1. Describe how you can ensure a student-centered class with a balance between your input and the students’ talk time (focus on how you can maximize the students’ talking time)

|  |
| --- |

**Best of luck**

**EG211 CELTA Team**