



# CELPIP SPEAKING PRO

## Study Package

### Tasks 1, 2, 3, and 4

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**TO GET THE MOST OUT OF YOUR PRACTICE SESSION**



Do not listen to the sample responses or look at the transcripts until **AFTER** you have responded to the tasks and recorded your responses.  
You can then compare your response to the sample.

## How to Use this Package

This package includes key strategies and a sample question for each task to help you review and practice what you learned in Lesson 1. You will also need the following items for your study session:

- Scrap paper and a pen or pencil
- The sample response audio files provided
- A timer
- A recording device

To prepare for the Speaking Test, follow these steps:

1. Review the Performance Standards chart. Overall, which category are you best at? Which category do you need to work on the most?
2. Go to Task 1 on Page 4. Read the task description and review how much preparation time and recording time you have. Next, review the Key Strategies.
3. When you are ready to start your practice for Task 1, set your timer for 30 seconds of preparation time. Use this time to read the task and prepare your response by noting down key ideas and useful vocabulary.
4. When your preparation time is up, immediately begin your timer at 90 seconds and start your recording device. Respond to the task as well as you can. Ideally, try to finish just before the timer ends.
5. Listen to your response, then look again at the Performance Standards. What did you do well? What could you improve?
6. Now listen to the sample response. You may also want to look at the accompanying transcript. Compare your own response to the sample. This may help you notice your strengths and weaknesses. Make a list of things you need to work on for next time.
7. Repeats steps 3–7 for Tasks 2, 3, and 4. Be careful to adjust the preparation and recording time for each task.

For additional speaking practice, use the [free sample test](#) on the CELPIP website as well as the free sample test in your CELPIP Account. You can also purchase online CELPIP-General and CELPIP-General LS Practice Tests from the [CELPIP](#) bookstore.

# SPEAKING TEST

## Performance Standards

Dimension	Important Factors	Guiding Questions
<b>Content/ Coherence</b>	<ul style="list-style-type: none"><li>• Number of ideas</li><li>• Quality of ideas</li><li>• Organization of ideas</li><li>• Examples and supporting details</li></ul>	How well are your ideas organized and developed?
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Word choice</li><li>• Suitable use of words and phrases</li><li>• Range of words and phrases</li><li>• Precision and accuracy</li></ul>	What is the range of your vocabulary and can you use it naturally?
<b>Listenability</b>	<ul style="list-style-type: none"><li>• Rhythm, pronunciation, and intonation</li><li>• Pauses, interjections, and self-correction</li><li>• Grammar and sentence structure</li><li>• Variety of sentence structure</li></ul>	How easy is it to listen to and understand your response?
<b>Task Fulfillment</b>	<ul style="list-style-type: none"><li>• Relevance</li><li>• Completeness</li><li>• Tone</li><li>• Length</li></ul>	How well did you follow the instructions? Did you use an appropriate tone?

# SPEAKING TEST – TASK 1

## Sample Task with Key Strategies

### SPEAKING TASK 1: Giving Advice

**DESCRIPTION:** Help someone to either make a decision or prepare for something.

**PREP TIME: 30 seconds**

**RECORDING TIME: 90 seconds**

#### KEY STRATEGIES

1. Speak directly to the person.
2. Provide at least three suggestions.
3. Give a practical example or reason for each suggestion.
4. Signal each new suggestion with a word or phrase such as: "If I were you," "Another thing you could do," or "One final idea is."
5. Use an appropriate tone. Aim to be helpful and thoughtful.

#### Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

**NEXT**

- 1 Your friend's relatives are coming to visit her. Her relatives love to eat. Advise your friend on where she should take her relatives out to eat and why.



Preparation Time

25

# SPEAKING TEST – TASK 2

## Sample Task with Key Strategies

### SPEAKING TASK 2: Talking about a Personal Experience

DESCRIPTION: Tell a story about a past experience.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

#### KEY STRATEGIES

1. Quickly decide what story you will tell.
2. If you can't think of a real experience from your life, "steal" one.
3. Use past tenses.
4. Include descriptive details.
5. Try to get your listener to feel how you felt.

#### Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- i** Talk about a time when you felt a strong sense of relief. Maybe you can talk about a time when something you'd been worried about worked out okay in the end, something that made you say, "Whew! Thank goodness!" What had you been worried about, why were you relieved, and what happened to make it turn out okay?



Preparation Time

29

# SPEAKING TEST – TASK 3

## Sample Task with Key Strategies

### SPEAKING TASK 3: Describing a Scene

**DESCRIPTION:** Look at an illustration and describe what is happening.

**PREP TIME:** 30 seconds

**RECORDING TIME:** 60 seconds

#### KEY STRATEGIES

1. Start with a general statement.
2. Then focus on details.
3. Build a picture.
4. Use descriptive words and phrases
5. End with a wrap-up statement.
6. Include something that expresses your feelings, or the feelings of the people in the picture.

**Speaking Task 3: Describing a Scene** Preparation: 30 seconds Recording: 60 seconds [NEXT](#)

1 Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.



Preparation Time  
18



# SPEAKING TEST – TASK 4

## Sample Task with Key Strategies

### SPEAKING TASK 4: Making Predictions

**DESCRIPTION:** Look at the same illustration and describe what you think will happen next.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

#### KEY STRATEGIES

1. Use your imagination.
2. Ask yourself: What actions might the people do next?
3. Consider the surrounding people and objects to help you think of ideas.
4. Think forward! Think actions! Think feelings!
5. Create a logical transition into the future.
6. Be creative and original—but realistic!

#### Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

**i** In this picture, what do you think will most probably happen next?



Preparation Time

24

## BONUS SKILL

### Using Descriptive Adjectives

It is important to use descriptive adjectives in all your responses, especially in Task 3 (Describing a Scene), Task 4 (Making Predictions), Task 5 (Comparing and Persuading), and Task 8 (Describing an Unusual Situation).

This chart lists examples of **strong, descriptive adjectives in bold type**. The adjectives in parentheses in the pink rows show the more common adjectives that are used by lower-level test takers. Work on building your vocabulary to include a variety of strong, descriptive adjectives, and try not to rely on common adjectives throughout your responses. You will need to practice using descriptive adjectives so you can use them effectively and naturally during the test.

<b>STRONG, DESCRIPTIVE ADJECTIVES</b>			
(very happy)	(happy)	(sad)	(very sad)
<b>blissful</b> <b>ecstatic</b>	<b>contented</b> <b>upbeat</b>	<b>glum</b> <b>sombre</b>	<b>despairing</b> <b>wretched</b>
(really big)	(big)	(small)	(really small)
<b>massive</b> <b>enormous</b>	<b>sizeable</b> <b>large</b>	<b>tiny</b> <b>little</b>	<b>infinitesimal</b> <b>microscopic</b>
(very good)	(good)	(bad)	(very bad)
<b>outstanding</b> <b>fabulous</b>	<b>acceptable</b> <b>satisfactory</b>	<b>awful</b> <b>dreadful</b>	<b>appalling</b> <b>terrible</b>
(very old)	(old)	(young)	(very young)
<b>ancient</b> <b>archaic</b>	<b>elderly</b> <b>aged</b>	<b>youthful</b> <b>fledgling</b>	<b>infantile</b> <b>nascent</b>



## SPEAKING TEST – TASK 1

### Sample Response Transcript – Level 12

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

Well Shinad, I think you should definitely take eh your relatives out to eh some Vietnamese restaurants around Vancouver. Em . . . Especially the one on Cambie street and Broadway. Em . . . It's open 24 hours, it's pretty good, the eh . . . the food in there is amazing. The eh pho noodle soup is eh . . . pretty good quality. The broth is always really good. I also suggest that you take them out to some eh sushi places around Vancouver. Em. Vancouver is definitely one of the best places in the world to get sushi. It's plentiful, and the quality is amazing. There are so many good restaurants to go to. I suggest you go to [pause] Toshi sushi on West 16<sup>th</sup> avenue, which your relatives, they'll definitely enjoy it. It's one of the busiest restaurants in the city. You'll definitely be waiting in line but it's well it, well worth the wait. [Pause] I'll also suggest taking them out to some Thai restaurants around the city. There are some good Thai restaurants—there's one on eh . . . West Broadway near eh Ontario street called Pad Thai. Em . . . Great great food, and quantity is fantastic and it's also pretty cheap. But if you're looking for some eh good greasy food as well, definitely check out Vera's Burger. There's a few locations around the city—great burgers, proper quality, meat is fantastic, service is amazing. I'm sure your relatives will love it.

## SPEAKING TEST – TASK 2

### Sample Response Transcript – Level 12

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

I think the time when I felt a strong feeling of relief in my life was when I graduated from the university. I was under a lot of stress because I was a student for a long time and . . . I just . . . didn't feel like studying anymore. So, for the last preparation for my defence of my thesis, I took a lot of time and I prepare a lot of material but it, he gave me a whole big deal of uh . . . It gave me a lot of worrying, and feeling of . . . being insecure because, from one side I knew that I knew what I have to talk about it and what I have to write. From the other side, there's always that fear that it wasn't, that it's not going to be good enough. But in the end, I passed my test, ehh . . . I was fantastic interview with my professors, I gained my degree and I think that was the best day of my life so far.

## SPEAKING TEST – TASK 3

### Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

So, the picture below shows that there's uhh several people, boys and girls, they're at the beach. Uh they have a playground around them as well. Umm . . . They're cleaning up. I think that it's an environmental [pause] cleaning day maybe. Uh . . . They're picking up trash. Uh . . . One has a bottle, one has a can. Some people, they're, they're taking the garbage to a stand. I don't know if they're gonna, [pause] they're collecting, they're giving money back, I'm not really sure. But uh . . . I do see that they are doing a good deed. We do have to clean up, [pause] we do have to preserve our nature. And . . . what better way to do it in team work because I see lots people here, they're working in team, they're, they seem very happy, they're working together. I see a lady that she has a bottle in her hand and I think she's emptying water or something in it, uhh . . . to then put it in a garbage, yeah that's what we should do—we should empty, we should empty our bottles and cans, anything before—

## SPEAKING TEST – TASK 4

### Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

The um . . . in this picture umm . . . they are gonna . . . put all the garbage bags together, collect all the garbage and bottles and cans they find on the beach, clean the beach up and put it in all the garbage together. And I think the garbage truck will arrive shortly and um they'll be able to load all the garbage bags they've [pause] um . . . collected um . . . on the, on the truck and . . . they'll leave for [pause] they'll leave for their home soon. And um . . . they'll probably feel very [pause] satisfied . . . about what they did for the community today and for the . . . for saving the fish from all the harmful [pause] um . . . products . . . um from all the harmful um . . . trash and garbage on the beach because of which the fee—the fish and the water gets polluted.