

CELP^{IP} Reading Pro Study Pack

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Reading Test Overview

Part	# of Questions (approximate)	Timing (approximate)
Practice Task (unscored)	1	1 minute
Part 1: Reading Correspondence	11	11 minutes
Part 2: Reading to Apply a Diagram	8	9 minutes
Part 3: Reading for Information	9	10 minutes
Part 4: Reading for Viewpoints	10	13 minutes

- The Reading Test takes **about 55-60 minutes** to complete.
- Reading is the **second** part of the CELPIP Test (after Listening).
- You will receive **paper and a pen** at the test centre to take notes. You will not be able to make notes, highlight, etc. on the computer screen.
- All text and questions for each Reading part appear on the **same screen**. Use the scrollbars to move up and down.
- For each question, choose the **best answer** from **four options**.
- In each Reading part, you can **change your answers** as many times as you like until your time is up.
- When your time is up, the test will **automatically** move forward to the next part. You **can't go back** to a previous part.
- The reading passages and questions **increase in difficulty** from Parts 1 – 4.

Scoring

CELPID Level	Reading score /38	Scoring Information
10-12	33-38	<ul style="list-style-type: none"> • There are 38 scored questions on the Reading Test. • Each correct answer receives 1 point. • There may be one unscored part. If so, you will not know which part is unscored. Do your best on every part. • Points are not deducted for incorrect answers. Always answer every question! • The Reading Test is computer-scored. • Your CELPIP Level is calculated by the computer based on the number of points and the difficulty level of the questions. Score equating ensures fairness.
9	31-33	
8	28-31	
7	24-28	
6	19-25	
5	15-20	
4	10-16	
3	8-11	
M-2	0-7	

Question Types

You will answer **three** different kinds of questions on the Reading Test. (These same three types also appear on the Listening Test.)

When answering questions, you may find it helpful to think about what kind of question it is. It is often possible to identify the question type based on its topic and/or its wording. For example, general meaning questions often refer to the whole text or an entire paragraph. Inference questions often include expressions of probability, like *probably* and *most likely*. Inference questions may also refer to the tone or attitude of the text or the writer.

The three question types are:

1. **General Meaning:** a “big picture” question that asks you to put together ideas from a larger section of text: several sentences, a whole paragraph, or the whole text or diagram

Examples:

- The article is mainly about _____.
- The main idea of the third paragraph is _____.

2. **Specific Information:** a “close up” question that asks you to locate one piece of information, such as a date, name, place, or fact, from one sentence in the text or diagram

Examples:

- The man moved from Calgary to _____ for work.
- Jane made _____ phone calls to the help desk.
- The _____ business card allows you to include your company logo.

3. **Inference:** a question that asks you to use information from the text to draw a conclusion about something that is not stated directly in the text or diagram

Examples:

- The tone of the email is _____.
- Mr. Tran would probably agree with _____.
- The writer’s tone indicates support for _____.
- Nicole will most likely choose the _____ class.

Useful CELPIP Reading Skills

The following list includes skills that you are likely to use as you read the passages and answer the questions on the Reading Test.

Skimming and scanning

Skimming is looking over part or all of a text to get a sense of its main features, such as its topic and the way it is formatted and organized. Scanning is looking quickly through a reading passage to find a specific piece of information that you are looking for.

Identifying key details about correspondence

Many CELPIP reading texts are emails. It is helpful to identify the writer and the recipient (=reader) of the email, and to determine the writer's main purpose for writing and whether she asks the recipient for something.

Identifying the format and purpose of a diagram or visual

Part 2 of the Reading Test will include a visual, such as a brochure or flyer. It is helpful to identify who created it, how the information is organized, and how the text and images are connected.

Identifying text topics and paragraph topics

For informational texts, such as the readings in Parts 3 and 4, it will help to identify the topic of the whole reading and the topic or main idea of each paragraph. This will help you focus quickly on the section of text that contains the answer to each question.

Identifying opinions

For Part 4 in particular, it will be helpful to identify each of the main opinions presented in the text. Whose opinion is it and what support or additional detail is given? What is the commenter's opinion and how do they support it? How are the opinions similar to and different from one another?

Determining meaning from context

As you work through the Reading Test, you will likely encounter words you haven't seen before. Building your vocabulary is a very important part of improving your English abilities, and something to work on actively as you prepare for CELPIP. If you see a new word on the test, you won't be able to look it up, so the ability to figure out what it might mean by considering the surrounding text is a useful skill. Even if you aren't sure of the exact meaning, knowing what part of speech it is (noun, verb, etc.) and whether it has a positive or negative meaning can help you to draw conclusions when reading the text and considering answer choices.

Identifying tone

The tone of a text is the attitude or emotional feeling the writer communicates. For example, is it formal or informal? Professional or personal? Complimentary or critical? Demanding something or suggesting it? For or against a certain idea? This will not usually be stated directly, but it can be figured out from the

word choice and ideas in the text. The information you have learned about the type of readings and levels of formality in each part of the Reading Test will be helpful clues to determining the tone of each one you encounter.

Identifying paraphrase

You should never expect the correct answer choice, or any answer choice, to be written in the very same words that appear in the text. In all parts of the Reading Test, you will encounter words and phrases in the question and answer choices that *paraphrase* something stated in the text. Paraphrase is expressing the same idea in different words. For example, *as soon as possible* and *at your earliest convenience* are phrases that express the same idea, but in different words. The same is true of the following two sentences:

- *Luckily, the driver saw me running for the bus, opened the doors again, and waited for me to get on.*
- *I almost missed my bus.*

Both sentences communicate the same idea, even though the words are very different and the second version includes a lot more detail.

Identifying keywords in questions

A keyword is a word or short phrase in a question that can help you to quickly identify the part of the reading where you can find the answer. Although paraphrase is very common on the test, there are some words and phrases that can't be paraphrased. Words that can't be paraphrased are often helpful keywords to identify in a question and then look for in the text. These include proper nouns (the capitalized names of people, places, and things), specialized terminology, and text in quotation marks.

Part 1: Reading Correspondence

Part 1 Overview	
Timing (approximate)	11 minutes to answer 11 questions (6 + 5)
Type of Text	<p>Main Text: an email from a community member to another about an everyday social or work situation</p> <p>Second Text: a short response to the main text, with blanks to fill in</p>
Examples	<ul style="list-style-type: none"> baseball team members discussing an upcoming competition a customer asking a bakery for a special cake for her daughter's graduation a community member emailing an animal shelter about volunteer opportunities colleagues making travel arrangements for a conference
Tone / Level of Formality	<ul style="list-style-type: none"> conversational, social, friendly, familiar no extreme informality (slang, expressions of love, etc.)

Part 1 Suggested Steps and Timing		
Preview	30 seconds	Identify key details about the message: <ul style="list-style-type: none"> writer purpose recipient does the writer ask for something?
	1.5 minutes	Read question set 1 and identify helpful keywords
Read Text + Answer Questions	4 minutes	Answer question set 1 <ul style="list-style-type: none"> → Use keywords to find the relevant section(s) of the message → Read or skim, depending on the amount of text → Watch for paraphrase
	4.5 minutes	Read and answer question set 2 (response) <ul style="list-style-type: none"> → Use keywords to find the relevant section(s) of the message → Consider the tone and purpose of the message and the response
Review	30 seconds	Make sure you've answered every question

Part 2: Reading to Apply a Diagram

Part 2 Overview	
Timing (approximate)	9 minutes to answer 8 questions (5 + 3)
Type of Text	Main text: a diagram with point form text and visuals Second text: a short email from one community member to another about the diagram content, with blanks to fill in
Examples	<ul style="list-style-type: none"> • a transit, course, or event schedule • a brochure or flyer for an event or attraction • a guide to a typical community activity, like garbage disposal or applying for an ID card
Tone / Level of Formality	<ul style="list-style-type: none"> • informative, helpful, not personal • concise: key ideas plus images/illustrations

Part 2 Suggested Steps and Timing		
Preview	30 seconds	Identify key details about the diagram : <ul style="list-style-type: none"> • type of visual • who created it • connection between text and image(s) • formatting
	30 seconds	Identify key details about the message : <ul style="list-style-type: none"> • writer • recipient • purpose
Read Text + Answer Questions	5 minutes	Answer question set 1 <ul style="list-style-type: none"> → Use keywords to find the relevant section(s) of the message → Look for clues in the text <u>and</u> diagram → Watch for paraphrase
	2.5 minutes	Answer question set 2
Review	30 seconds	Make sure you've answered every question

Part 3: Reading for Information

Part 3 Overview	
Timing (approximate)	10 minutes to answer 9 questions
Type of Text	A four-paragraph informational text about a person, place, event, or process
Examples	<ul style="list-style-type: none"> • an explanation of how something is made or how it works • a discussion of the territory and habits of an animal • a description of a historical event or popular landmark • a biographical account of someone's life
Tone / Level of Formality	<ul style="list-style-type: none"> • formal, educational, descriptive • factual and objective, not an opinion piece • not specialized (not written for experts on the subject)

Part 3 Suggested Steps and Timing		
Preview	1 minute	Identify key details about the text: <ul style="list-style-type: none"> • topic of reading • main idea/topic of each paragraph
Read Text + Answer Questions	8.5 minutes	<ol style="list-style-type: none"> 1. Use paragraph topics to locate the relevant paragraph 2. Scan the paragraph, using keywords and paraphrase to locate information related to the statement 3. Read that part of the paragraph carefully to make sure the exact information in the statement appears in the text 4. Choose E if the information is not stated in the reading
Review	30 seconds	Make sure you've answered every question

Part 4: Reading for Viewpoints

Part 4 Overview	
Timing (approximate)	13 minutes to answer 10 questions (5 + 5)
Type of Text	<p>Main text: an article that includes two or more opinions about a community issue</p> <p>Second text: a short comment from a reader of the main text, with blanks to fill in</p>
Examples	<p>An article, blog post, or editorial about...</p> <ul style="list-style-type: none"> • citizens' reactions to a recent government decision • the potential positive and negative impacts of a parenting style • the benefits and drawbacks of an economic strategy • how a new technological development might help or harm society
Tone / Level of Formality	<ul style="list-style-type: none"> • formal, complex: similar to a news article • conceptual: discussion of ideas, concepts, possibilities • a combination of facts and opinions about the topic • persuasive: opinions presented and supported with details

Part 4 Suggested Steps and Timing		
Preview	1 minute	Read question set 1 and identify helpful keywords
	3 minutes	Identify key details about the text <ul style="list-style-type: none"> • topic of reading • opinions on the topic: who is mentioned, what do they believe, and why
Read Text + Answer Questions	4.5 minutes	Answer question set 1 <ul style="list-style-type: none"> → Use notes → Use inference and paraphrase skills
	4 minutes	Read response and answer question set 2 <ul style="list-style-type: none"> → Use context to determine commenter's opinion on the topic → Use notes to help you recall details about who, what, and why → Watch for paraphrase
Review	30 seconds	Make sure you've answered every question

Studying Reading (and other skills!) with CELPIP Practice Tests

Two free CELPIP practice tests are available on our website [here](#). While you can simply work through each Reading part according to the specified timing and check your responses against the answer key afterward, there are many other ways to incorporate the reading material from the practice tests into your CELPIP preparation. Here are some suggestions.

Untimed practice

Ignoring the time limit, work through all of the questions in a Reading part without rushing or guessing. Take as long as you need. How long did it take? How did you do? What reading skills can you work on to get through the questions within the given time and answer them correctly?

Identifying question types

After you've answered all the questions for one Reading part and checked the answer key, go back to the questions and identify which type each one is: general meaning, specific information, or inference. Is there any type you're less confident about than the others, or answer correctly less often? Return to those questions and the reading passage, and take the time to figure out why exactly the correct answers are correct and the others are not.

Taking notes

Start by giving yourself unlimited time to make notes on a reading passage that you find challenging. Then set those notes aside and set a timer for a shorter amount of time (5 minutes, for example). Work toward making all of your notes for that passage within one or two minutes and organizing them in a way that helps you answer the questions.

Learning new vocabulary

Use the reading passages as sources of new vocabulary. Note down new words and their meanings in a vocabulary journal, and practice actively using them in your writing and speaking. Before you look up the meaning of a word, try to figure out what part of speech it is and whether it has a positive or negative meaning in the sentence.

Summarizing and paraphrasing

Read one paragraph of a Reading text a few times. Next, set it aside and type or record a short summary of what you read. Then compare your summary to the paragraph. Did you remember the most important ideas? Were you able to paraphrase any of the information? If you like, revise your paragraph or re-record your spoken summary and see if you can improve on it.

Reading aloud

Practice speaking by reading part or all of a Reading text out loud. You will *not* be asked to read aloud for any CELPIP Reading or Speaking question, but doing this type of practice can help you to identify sentence structures, remember vocabulary, and improve your intonation and pronunciation.

Additional CELPIP Webinars

Webinar	Description	Length
CELPIP-General Overview	An overview of the features and format of the CELPIP Test	2 hours
Listening Pro	Format, strategies, and sample questions for Listening Parts 1 – 6	2 hours
Writing Pro: Target 5	A lesson focused on achieving Level 5 or higher on the Writing Test	2 hours
Writing Pro: Target 9+	A lesson focused on achieving Level 9 or higher on the Writing Test	2 hours
Speaking Pro: Target 5	A lesson focused on achieving Level 5 or higher on the Speaking Test	2 hours
Speaking Pro: Target 9+	Two lessons focused on achieving Level 9 or higher on the Speaking Test	2 lessons, 2 hours each

- **Everyone at all language levels is welcome at all of our webinars!** The information we provide about test format, question types, and useful strategies applies to everyone, no matter what CELPIP Level you're trying for.
- **Target 5** sessions include sample responses in the CELPIP **Level 4-5** range. **Target 9** sessions include sample responses in the **Level 8-12** range.
- You can **participate and ask questions** to the instructor in all sessions.
- Writing Pro and Speaking Pro attendees receive a **free Study Pack** that includes the sample responses, analysis, and strategies discussed during the webinar.
- You can attend the same session more than once, but please be aware that the content will be the same. We repeat these webinars monthly to help new test takers learn about the test!
- A recording of each session is available on our **YouTube channel**.

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