

CELPiP Speaking Pro: Target 5 Study Pack

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Preparing for the CELPIP Speaking Test

This package includes the most important information presented in the Speaking Pro: Target 5 webinar. It also includes the sample responses we looked at, with their CELPIP Levels and analysis of their strengths and weaknesses. **The audio file for each sample response is included on the main Target 5 Study Pack page (click [here!](#)) for you to listen to.** There is one audio file for each CELPIP Task from 1 to 8. (Note: no sample responses are included with the Bonus Practice Questions on pages 23-27.)

Learning about the Speaking Test is important, but it's even more important to spend some time practicing your English speaking skills every day. Here are some suggested ways to use this Study Pack to build your skills for the CELPIP Speaking tasks.

- Review the sample responses from the webinar and consider **how they could be improved** in each dimension (Content/Coherence, Vocabulary, Listenability, Task Fulfillment). Using the analysis as a guide, edit the transcripts to make the responses stronger.
- **Record your own response** to each of the practice questions covered in the webinar.
- For each response that you record, look at the **Performance Standards chart** and consider what you've done well and what you would like to improve.
- Make a transcript of a recorded response and **spend 20-30 minutes editing it** to make it stronger. You can correct your grammar, add strong transitions, add variety to your vocabulary, add specific details, create some more complex sentence structures, etc. (Of course, you will not be able to revise your responses like this on test day, but it's a way to build your skills beforehand!)
- For Speaking tasks that offer a choice (Tasks 5, 6, and 7), **try recording a response for each choice.** For example, for Task 5, record a response focused on the option on the left, then go back to the beginning and record a second response focused on the option on the right. For Task 6, record a response to each of the two choices. For Task 7, try answering "yes" to the question, reset the timer, and try answering "no."
- Practice **giving yourself longer than the 30-60 seconds of prep time** to come up with main ideas and details before recording a response. Gradually shorten the amount of time you give yourself to prepare.

Speaking Test Overview

| Task | Preparation Time | Speaking Time |
|---|--|------------------------------------|
| Practice Task | 30 seconds | 60 seconds |
| Task 1: Giving Advice | 30 seconds | 90 seconds |
| Task 2: Talking about a Personal Experience | 30 seconds | 60 seconds |
| Task 3: Describing a Scene | 30 seconds | 60 seconds |
| Task 4: Making Predictions | 30 seconds | 60 seconds |
| Task 5: Comparing and Persuading | Part 1: 60 seconds Part 2: 60 seconds | Part 1: none Part 2: 60 seconds |
| Task 6: Dealing with a Difficult Situation | 60 seconds | 60 seconds |
| Task 7: Expressing Opinions | 30 seconds | 90 seconds |
| Task 8: Describing an Unusual Situation | 30 seconds | 60 seconds |

- The Speaking Test takes about **15-20** minutes to complete.
- Speaking is the **last** part of the CELPIP Test.
- The Practice Task is **optional**. You can complete it or not; it's up to you. Nobody will listen to the response. However, it is recommended that you take the opportunity to warm up your voice and check that your speaking volume is good before the scored tasks begin.
- For each task, when the preparation time is up, the screen will automatically move forward. You will hear a prompt ("Start speaking now") and recording will automatically begin.
- Speak at your normal volume. Avoid speaking too loudly or too softly, as this can have a negative impact on various factors of Listenability. Although there may be some background noise in the room, don't worry: the raters will be able to hear your response clearly as long as you speak at a normal volume.

CELPiP Speaking Performance Standards

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

CELPiP Score Comparison Chart

We encourage test takers to check out the **CELPiP Score Comparison Chart** (click [here!](#)) on the CELPiP website. For **each CELPiP Level** from M to 12, you'll find:

- **two sample Speaking responses** (audio files + transcripts), and
- **detailed analysis of each response's strengths and weaknesses** in each dimension of the Performance Standards.

The purpose of the Score Comparison Chart is to provide insight into CELPiP Speaking scores: what skills are required to achieve each Level, what distinguishes a higher-level response from a lower-level one, and so on. As each Speaking response is scored separately in each of the four dimensions, and your Level is a product of your scores on all 8 tasks, there are many ways to achieve a particular CELPiP Level. However, the responses included in the Score Comparison Chart will give you a good sense of what a typical response at each Level consists of, and you'll be able to see (and hear!) for yourself how the fluency, accuracy, and complexity of the responses increases from Level to Level.

Level Descriptors and Performance Profile

Along with your CELPIP Level for Speaking, your CELPIP score report will include:

- ✓ **Level Descriptors.** For each Dimension (Content/Coherence, Vocabulary, Listenability, and Task Fulfillment), there are 1-3 statements beginning with “I can,” indicating what a typical test taker at that CELPIP Level is able to do in that Dimension.
- ✓ **a Performance Profile.** This is a summary of the abilities of a typical test taker at a particular CELPIP Level, based on the Level Descriptors.
- ✓ **Things to work on.** This is a list of skills that a test taker at a particular CELPIP Level may benefit from focusing on when working to improve his/her speaking.

Level Descriptors: CELPIP Level 5

| At this level, I can... | | | | When: |
|---|--|--|---|---|
| Content/ Coherence | Vocabulary | Listenability | Task Fulfillment | |
| <ul style="list-style-type: none">• communicate my feelings and preferences• describe common objects, situations, and people that I know• tell a simple story about something that happened to me | <ul style="list-style-type: none">• use common words and phrases | <ul style="list-style-type: none">• speak with some control of simple grammatical structures | <ul style="list-style-type: none">• convey information about a familiar topic | <ul style="list-style-type: none">• I speak face-to-face, online, or on the phone• the situation is casual or formal |

Level 5 Performance Profile

I can communicate my feelings and preferences in most familiar contexts, and describe objects, people, and experiences that are familiar to me. I use simple grammar and common words.

Level 5 Things to work on


- Support my opinions and feelings with reasons.
- Present longer, more detailed descriptions of objects, situations, and people.
- Develop control of simple grammatical structures.
- Increase the variety of words I know to express my meaning.
- Reduce the number of pauses and hesitations in my speech.
- Reduce the number of grammar, word choice, and pronunciation errors that sometimes make it hard for people to understand me.

Task 1: Giving Advice

Task 1 Overview and Strategies

| | |
|--|--|
| Description: Help someone to either make a decision or prepare for something. | |
| Prep Time: 30 seconds | Speaking 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 transition word or phrase such as: "If I were you,..." "Another thing you could do is..." "One final thing is..." |
| | 5. Use a helpful and thoughtful tone. |

Task 1 Sample Question

| | | |
|--|---|------|
| Speaking Task 1: Giving Advice | Preparation: 30 seconds Recording: 90 seconds | NEXT |
| <p>① Your friend is excited that he has been accepted into his first choice of university. However, he is not sure how he will be able to afford the tuition. Give your friend advice on what he should do to pay for his education.</p> | | |
| <div><div>Preparation Time 30</div></div> | | |

Response 1 Transcript

Hey [name], uh congratulations for uh your dream comes true. You are planning to join the university whichever you wanted. So I, I can see your concern that uh even though the university is quite number 1 university, is for the study level. I believe uh, you don't have that much of money to bear the tuition fee. But nothing to be worry, there is [unclear] when people go to the university, they do a part-time job, like you can go to any café or you can do a part-time job after your study, or maybe you can go to any uh Cineplex plaza you can do it kind of uh [unclear] and you can spend some time over there you can get some money. In that way, at least you should have some money where you can, uh where you can pay the tuition fee. So apart from that, I believe that the university is very good and uh coming to [unclear] that the university has all the facilities like indoor gamings, education level, everything is facilitated, well-organized, and I don't think that there will be a problem, so nothing to be worry. Just focus on your classes, try to spend some time in the friends and the lectures. So in that case, you should not, you should not have [unclear] your education I know—

Response 1 Analysis (CELPIP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|--|--|--|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">• Provides a suggestion (part-time job)• Organizes with linking words (<i>and, but, so</i>)• Uses some complex transitions (<i>apart from that, in that way</i>) | <ul style="list-style-type: none">• Uses a range of words and phrases (<i>dreams come true, facilitated, well organized, focus on your classes</i>)• Some phrases are awkward (<i>quite number one university, nothing to be worry</i>) | <ul style="list-style-type: none">• Variety of sentence structures used• Some pronunciation issues that challenge the listener• Interjections and self-corrections interfere with flow | <ul style="list-style-type: none">• Relevant information• Speaks for the full time• Appropriate tone (friendly and supportive) |

Task 2: Talking about a Personal Experience

Task 2 Overview and Strategies


| | |
|---|---|
| Description: Tell a story about a past experience. | |
| Prep Time: 30 seconds | Speaking 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, make one up. |
| | 3. Use past tenses. |
| | 4. Include descriptive details. |
| | 5. Try to get your listener to feel how you felt. |

Task 2 Sample Question

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds NEXT

Talk about a class that you really enjoyed. Maybe you can talk about a class at school or college. Maybe you can talk about a fun class such as cooking or music. You decide.

Preparation Time
30

Response 2 Transcript

So, the most, the class I really enjoyed is my gender and socialize starting at my college. And the, the topic for this, for that, for that course is, is like starting the gender situation at, in Canada. So first of all, we, our group prepared a survey, a paper survey and also a website survey. And we hand out, hand out, hand out the paper survey in campus and also the shopping mall to get the answer from the peoples. And there we also send out the, send it, the website survey to our like our classmates, and we collect all the answer and summarize it uh statement for this all we're studying.

Response 2 Analysis (CELP IP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|---|--|---|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">• Mentions activities done in the class (<i>hand out, collect answers, summarize</i>)• Organizes ideas with simple transitions (<i>so, and</i>) and a sequence term (<i>First of all</i>)• Ideas need more development | <ul style="list-style-type: none">• Uses common words and phrases (<i>prepare a survey, hand out, send out, website, campus, collect</i>)• Uses some more advanced vocabulary (<i>gender, socialize</i>) but more precision needed | <ul style="list-style-type: none">• Pronunciation is usually clear; rhythm is fairly steady• Several repetitions and self-corrections interfere with flow• Good control over simple sentence structure | <ul style="list-style-type: none">• Relevant information• Tone is appropriate• Does not fully address all parts of the task |

Task 3: Describing a Scene

Task 3 Overview and Strategies

| Description: Look at an illustration and describe what is happening. | |
|--|---|
| Prep Time: 30 seconds | Speaking Time: 60 seconds |
| Key Strategies → | 1. Start with a general statement. |
| | 2. Then focus on some details. You don't need to describe everything. |
| | 3. Build a picture. |
| | 4. Use descriptive words and phrases. |
| | 5. Describe the people's appearance, actions, and feelings. |

Task 3 Sample Question

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
30

Response 3 Transcript

Uh lots of people at the grocery store and buying some stuff. And the parents and the kids has opening what they want. And this one kid at aisle number six with that mom, he wants to get one of the bag of chips. And then at aisle seven uh that guy with a kid is also uh giving a bag of cereals to his dad. And a lady in front of the cash till together with her husband is paying what they bought in the store. And those kids want a watermelon together with their dad uh enjoying this. And one lady in aisle 8 is pushing uh pushing that shopping cart and thinking what's-

Response 3 Analysis (CELPIP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|--|---|---|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">Provides general description (<i>people at the grocery store, buying some stuff</i>)Describes objects and actions (people shopping, paying for products, etc.)More details/examples needed | <ul style="list-style-type: none">Appropriate descriptive words used (<i>aisle number, cash till, bag of chips, shopping cart</i>)Some awkward or imprecise words/phrases (<i>bag of cereals</i>) | <ul style="list-style-type: none">Pronunciation is clear and rhythm is fairly steadySome interjections and self-corrections; not much interference with flowGood control of simple grammar, but some awkward constructions (<i>paying what they bought</i>) | <ul style="list-style-type: none">Relevant informationSpeaks for the full timeAppropriate toneSlow pace of speech impacts completeness |

Task 4: Making Predictions

Task 4 Overview and Strategies

| | |
|---|---|
| Description: Look at the same illustration from Task 3 and describe what you think will happen next. | |
| Prep Time: 30 seconds | Speaking Time: 60 seconds |
| Key Strategies → | 1. Use your imagination, but be realistic. Your predictions should be related to what you see the people doing. |
| | 2. Ask yourself: What actions might the people do next, and what feelings might they experience as a result? |
| | 3. Consider the surrounding people and objects in the picture to help you think of ideas |


Task 4 Sample Question


Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

1 In this picture, what do you think will happen next?





Preparation Time
30

Response 4 Transcript

Um next I think the, the girl with her daddy at the checking out by the cashier, I think they will go outside. And uh the two children who choosing the watermelon, I think they will find the better one [unclear] they think. And a boy with uh box of pie, I think they will pay for that because his daddy looks very happy about that. Hmm, and the other one, and a boy with the yellow hair, and he choose a box of cookie, I think so. And her mom maybe give him some suggestion be– because her mom looks a little bit don't like this kind of cookie. Um and the, the man with, uh the woman with the purple shirt, she will fill her shopping cart–

Response 4 Analysis (CELPiP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|---|---|---|---|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">• Several predictions are made• Content is organized with simple transitions (<i>and, next</i>)• More development of ideas needed | <ul style="list-style-type: none">• Many suitable words and phrases (<i>the woman with the purple shirt, she will fill her shopping cart</i>)• More precision, complexity, and variety needed (<i>I think, daddy, box of pie, box of cookie</i>) | <ul style="list-style-type: none">• Pronunciation is usually clear; rhythm is steady but a bit slow• Some interjections and self-corrections interfere with flow• Good control of simple sentences; some awkward phrases (<i>the checking out by the cashier</i>) | <ul style="list-style-type: none">• Relevant information• Speaks for the full time• Appropriate tone• Slow pace of speech impacts completeness |

Task 5: Comparing and Persuading

Task 5 Overview and Strategies

| | | |
|---|---------------|---|
| Description: In Part 1 , select an option from two choices. <u>You will not speak in Part 1.</u> In Part 2 , persuade someone that your chosen option is better than the one they are proposing. | | |
| Prep Time Part 1: 60 seconds Part 2: 60 seconds | | Speaking Time Part 1: <u>No speaking</u> Part 2: 60 seconds |
| Key Strategies → | Part 1 | 1. Read and understand the situation. |
| | | 2. Compare the information provided for the two options. |
| | | 3. Quickly choose which one you prefer to talk about. |
| | Part 2 | 4. Read the information about the new option. |
| | | 5. Think of details and reasons to explain why your choice is better. |
| | | 6. Use specific language to explain your choice, and expand on the information included with the picture. |


Task 5 Sample Question

Part 1


Speaking Task 5: Comparing and Persuading
 Preparation: 60 seconds
 NEXT

1 Your family wants to purchase a fan. You find two suitable options. Using the pictures and information below, choose the option that you prefer. In the next section you will need to persuade your family that your choice is the better choice.

If you do not choose, the computer will choose one for you. You do not need to speak for this part.



Large Floor Fan
 • \$49.99
 • 20" diameter, 3-blade fan
 • made of durable molded plastic
 • able to move from room to room




Ceiling Fan
 • \$64.99
 • requires installation
 • includes ceiling lights
 • 52" diameter, 5-blade fan


Part 2

Speaking Task 5: Comparing and Persuading
 Preparation: 60 seconds Recording: 60 seconds
 NEXT

1 Your family is suggesting another fan. Persuade them that the option you chose is more suitable by comparing the two.



Hand-Held Mini Fan
 • \$4.49
 • requires one AA battery
 • 3" diameter, 2-blade fan
 • portable design, made of plastic



Large Floor Fan
 • \$49.99
 • 20" diameter, 3-blade fan
 • made of durable molded plastic
 • able to move from room to room

Response 5 Transcript

Before we making any mistake to purchase um the items for our, our house then we need to, to know what the purpose are. So, so, we're buying a fan so it's definitely our um house is overheated. So, on the left hand side, the handheld mini fan is not efficient to create is um sufficient uh wind or cold in airs. But on the right hand side, um I suggest to purchase the large floor plan bec– because it's, it's large, and it's, and it's– But even it's large, uh it's portable um device to move from one, one room to another room. And it's not a very expensive one, it's only fifty dollars, uh fifty dollars. And uh it's uh plastic, so it's light. So, I suggest you to buy–

Response 5 Analysis (CELPIP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|--|---|--|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">States preference and provides reasons (large, portable, inexpensive)Organizes ideas with simple transitions (<i>and, but, so</i>)More details/examples needed | <ul style="list-style-type: none">Uses words suitable for the situation (<i>mistake, overheated, sufficient, portable, expensive</i>)Some phrases not needed for this response (<i>on the left/right hand side</i>) | <ul style="list-style-type: none">Some pronunciation challenges for the listenerSeveral interjections and self-corrections interrupt flowGood control of simple sentences and grammar but struggles with more complex constructions (<i>But even it's large...</i>) | <ul style="list-style-type: none">Relevant information givenSpeaks for the full time; rate of speech impacts completenessTone could be more friendly or persuasive, since the task is to convince family members |

Task 6: Dealing with a Difficult Situation

Task 6 Overview and Strategies

| | | |
|---|----|---|
| Description: Explain a decision to a friend, family member, acquaintance, or customer. | | |
| Prep Time: 60 seconds | | Speaking Time: 60 seconds |
| Key Strategies → | 1. | Speak directly to the person. |
| | 2. | Be considerate but firm. |
| | 3. | Speak in a respectful way. |
| | 4. | Clearly outline the problem. |
| | 5. | Explain your decision. |
| | 6. | Provide effective reasons to support your decision. |

Task 6 Sample Question


Speaking Task 6: Dealing with a Difficult SituationPreparation: 60 seconds Recording: 60 secondsNEXT

i You work in a pet store. A couple comes in to buy a pet. The wife would like to buy a dog. She thinks they are friendly and playful. The husband would rather buy a cat. He says they are independent and easier to take care of.

Choose ONE:

EITHER
Suggest to the couple that they should buy a cat. Explain your reasons to the couple.

OR
Suggest to the couple that they should buy a dog. Explain your reasons to the couple.

Preparation Time
60

Response 6 Transcript

Well, I suggest um to buy a dog because dog is uh known to be uh man's best friend for so many reasons. First, it helps you to distinguish uh the people whom closest to you. Uh if there is a stranger, they will give you um, or they will make you notice it uh by means of bark. Yet, the dog is much helpful, most useful rather than a cat. Um, second, dog can, um ... can, can ... can easily make socialize to other people also and can bring more people closer to you.

Response 6 Analysis (CELPIP Level 5)


| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|---|--|---|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">States opinion with two supporting reasons (protection, socialization)Organizes ideas with sequence words (<i>first, second</i>)More details/examples needed | <ul style="list-style-type: none">Uses common words appropriately (<i>distinguish, stranger, bark, socialize</i>)Uses phrases appropriately (<i>man's best friend, make you notice, bring more people closer to you</i>) | <ul style="list-style-type: none">Pronunciation is usually clear and rhythm is fairly steadyPauses and interjections interrupt flowGood control of simple structures, with some errors (<i>make socialize to</i>); attempts a complex sentence (<i>if there is a stranger, they will...</i>) | <ul style="list-style-type: none">Relevant information is providedSpeaks for the full time; slow rate of speech impacts completenessA more persuasive tone would be appropriate |

Task 7: Expressing Your Opinion

Task 7 Overview and Strategies

| | |
|---|---|
| Description: Answer a "Do you think...?" question with your opinion. | |
| Prep Time: 30 seconds | Speaking Time: 90 seconds |
| Key Strategies → | 1. Read the question carefully; be sure your response is on topic. |
| | 2. Quickly decide whether you will answer yes or no. |
| | 3. Give about three reasons to support your position. |
| | 4. Support each reason with specific details. |
| | 5. Present your ideas logically, and use transitions to signal new ideas. |

Task 7 Sample Question

| | |
|---|---|
| Speaking Task 7: Expressing Opinions | Preparation: 30 seconds Recording: 90 seconds NEXT |
| <p>1 Answer the following question.</p> <p>Question: Do you think all high school students should be required to learn a second language? Explain your reasons.</p> | |
| <div><div>Preparation Time 30</div></div> | |

Response 7 Transcript

Hi um I want to talk about second language. Uh the, the high school students, they should require that to learn second language, I, I could say yes because uh this is global generation and the world is getting smaller, smaller, right? So, and also the planes and every technologies for the transit is always develop-, developing, developing. So, it will be more closer for the world wide. So, it means uh people has to learn second language. There's good thing for the Canadian people um they all of, most of them, they all prob-, they has own mother language, too. So it means if, if they learn another language, it will be their second language. So, if really super, very, very good for your- uh their life. The multilingual is uh very, it is very strength to survive uh of the life. Uh I suggest to learn second language to every-

Response 7 Analysis (CELPIP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|---|--|---|--|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">Expresses opinion and two main reasons (globalization, a better life)Organizes ideas with basic transitions (<i>and, but, so</i>)More precise details and examples needed | <ul style="list-style-type: none">A range of words and phrases used appropriately (<i>technologies, developing, strength, multilingual</i>)Some phrases are awkward (<i>global generation, mother language</i>) | <ul style="list-style-type: none">Pronunciation creates challenges for the listener at timesRhythm is often interrupted by pauses, interjections, and self-correctionsGood control over simple grammatical structures | <ul style="list-style-type: none">Some information not relevant or not connected wellSpeaks for the full timeTone is okay but could be more persuasive |

Task 8: Describing an Unusual Situation

Task 8 Overview and Strategies

| | |
|---|---|
| Description: Describe a picture of an unusual item or situation to someone who can't see what you're looking at. | |
| Prep Time: 30 seconds | Speaking Time: 60 seconds |
| Key Strategies → | 1. Start by setting up the role-play scenario ("Hi, Jill...") |
| | 2. Describe the unique aspects of the picture. |
| | 3. Focus on the things that you can describe well. |
| | 4. If you can't think of accurate and specific vocabulary, create phrases using common words to express your meaning. |
| | 5. End by finishing the phone call. |

Task 8 Sample Question

Speaking Task 8: Describing an Unusual Situation
Preparation: 30 seconds Recording: 60 seconds
NEXT

1 You are at a tourist site and see some street performers. Call your friend Katia and describe in detail what the performers are doing, and ask her if she would like to see the event.




Preparation Time
30

Response 8 Transcript

Hi Katia. I um uh, I think you are free today and I was, and I was going to in the street. Uh, I saw some street performers here at the tourist site. Uh, it is very very interesting! Uh, if you want to come, uh you will be, I am, I'm sure you'll be very uh um happy to see them,. They are, some of them, one of them uh drum the sticks, uh beating the drum. And one of uh them, the girl, she is um uh, she has the stick and she's, they are making the music with glasses and it, it seems very very interesting. And too many people are here in the crowd and the-


Response 8 Analysis (CELPIP Level 5)

| Content/Coherence | Vocabulary | Listenability | Task Fulfillment |
|--|---|--|---|
| How well are your ideas organized and developed? | What is the range of your vocabulary and can you use it naturally? | How easy is it to listen to and understand your response? | How well did you follow the instructions? |
| <ul style="list-style-type: none">Explains the purpose of the callProvides details about the scene (<i>beating the drum, making music with glasses</i>)More descriptive details are needed | <ul style="list-style-type: none">Uses common words appropriately to describe objects and actions (<i>sticks, drum, glasses, crowd</i>)Some awkward/imprecise phrases (<i>I was going to in the street, drum the sticks</i>) | <ul style="list-style-type: none">Pronunciation creates some challenges for the listenerSeveral interjections and self-corrections interrupt flowGood control over simple grammar and sentence structure | <ul style="list-style-type: none">Addresses KatiaRelevant information providedSpeaks for the full time; rate of speech impacts completenessA more excited tone would be more appropriate for the situation |


Bonus Practice Questions

Here are some extra practice questions to use as you prepare for the test. Please be aware that these are questions only. This Study Pack does not include sample responses to these questions.

Task 1

| Speaking Task 1: Giving Advice | | Preparation: 30 seconds | Recording: 90 seconds | NEXT |
|---|--|-------------------------|-----------------------|------|
| <p>1 Your 18-year-old friend, Linda, is graduating and wants to buy a gift for her school teacher. Give her advice on what she should and should not get for her teacher.</p> | | | | |
| <div><div>Preparation Time 30</div></div> | | | | |

Task 2

| Speaking Task 2: Talking about a Personal Experience | | Preparation: 30 seconds | Recording: 60 seconds | NEXT |
|--|--|-------------------------|-----------------------|------|
| <p>1 Talk about a time you had to teach something to someone. Maybe you can talk about teaching a game, a skill, or a tradition. What did you teach, to whom did you teach it, and how did you teach it?</p> | | | | |
| <div><div>Preparation Time 30</div></div> | | | | |

Task 3

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.



Recording ...

Task 4

Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

- 1 In this picture, what do you think will happen next?



Preparation Time
30

Task 5: Part 1

Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds

NEXT

- 1 You work for a clothing company. Your boss wants to advertise the company's products. There are two possible ways to do this. Using the pictures and information, choose the option that you prefer.

In the next part, you will need to persuade your co-worker that this is the best choice.



Advertise in a magazine

- full-page colour advertisement
- will be seen by over 10,000 frequent readers
- \$500 per page in each magazine



Produce a promotional video

- 30-second video
- high public exposure to a wide audience
- \$1000 to air on TV once a day for a month

Task 5: Part 2

Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds Recording: 60 seconds

NEXT

- 1 Your co-worker is suggesting another way of advertising. Persuade your co-worker that the option you chose is more suitable by comparing the two.



Bus Advertisement

- viewed by drivers and pedestrians
- easy to see in good weather
- visibility dependent on weather conditions
- only \$300 for two weeks of ad space

Your choice from Part 1

Task 6


Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

1 A customer comes into the store where you work. He wants to return a shirt that is ripped. Your coworker will not return the shirt because the customer has worn it. The customer is arguing that the shirt was of poor quality and should not have ripped so easily. Therefore, it should be returned.

Choose ONE:
EITHER
Talk to your co-worker. Explain why the shirt should be returned.
OR
Talk to the customer. Explain why the shirt cannot be returned.



Preparation Time
60

Task 7


Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

1 Answer the following question.

Question: Do you think college students should be required to play sports? Explain your reasons.



Preparation Time
30

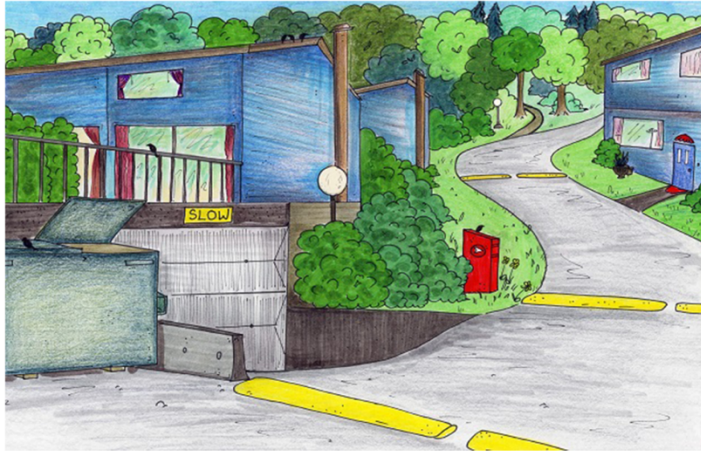
Task 8

Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

- 1 A new friend invited you to visit his home. You think you have found the street where he lives. However, you cannot find his house. Call your friend. Explain in detail where you are standing. Ask him how to find his house.



Preparation Time


30

More CELPIP Webinars

| Name | Focus | Length |
|--------------------------------|--|----------------------------|
| CELPIP-General Overview | An overview of the features and format of the CELPIP Test, with Speaking and Writing response analysis | 2 hours |
| Reading Pro | Format, strategies, and sample questions for Reading Parts 1 – 4 | 2 hours |
| Listening Pro | Format, strategies, and sample questions for Listening Parts 1 – 6 | 2 hours |
| Writing Pro: Target 9+ | Achieving Level 9 or higher on the Writing Test | 2 hours |
| Writing Pro: Target 5 | Achieving Level 5 or higher on the Writing Test | 2 hours |
| Speaking Pro: Target 5 | Achieving Level 5 or higher on the Speaking Test | 2 hours |
| Speaking Pro: Target 9+ | Achieving Level 9 or higher on the Speaking Test | 2 lessons, 2 hours each |

- **Everyone at all language levels is welcome at all CELPIP 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.
- You can participate and ask questions to the instructor in all sessions.
- Speaking Pro and Writing Pro **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.
- Everyone who attends a Pro session receives a **free Study Pack** containing the most important content from the webinar, including sample responses, analysis, checklists, and strategies.
- 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 webinar is posted on our **YouTube channel**.

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