

# CELPiP Speaking Pro: Target 9+ Study Pack

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## Preparing for the CELPIP Speaking Test

This package includes the most important information presented in Speaking Pro: Target 9+, Lessons 1 and 2. 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 9+ Study Pack page (click [here!](#)).**

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
<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?

## CELPIP Score Comparison Chart

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

- **two sample Speaking responses** with 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 9

At this level, I can...				When:
Content/ Coherence	Vocabulary	Listenability	Task Fulfillment	
<ul style="list-style-type: none"> <li>present information and support ideas with moderately complex reasons</li> </ul>	<ul style="list-style-type: none"> <li>use common or context-specific vocabulary</li> <li>use some figures of speech and idioms</li> </ul>	<ul style="list-style-type: none"> <li>speak with some control of complex grammatical structures</li> <li>speak intelligibly with mostly fluent rhythm, pronunciation, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>adjust my speaking style and tone to a range of audiences and situations</li> <li>convey my ideas to others when I speak</li> </ul>	<ul style="list-style-type: none"> <li>I speak with peers or authority figures</li> <li>I speak face-to-face, online, or on the phone</li> <li>the situation is formal or informal</li> </ul>

### Level 9 Performance Profile

I can communicate complex details, feelings, and attitudes in familiar and less familiar contexts. I have control of some complex grammar, and an adequate professional repertoire of precise and context-specific vocabulary. My mistakes in grammar, word choice, and pronunciation rarely make it hard for people to understand my meaning.

### Level 9 Things to work on

- Use a variety of complex grammatical structures.
- Increase my ability to use context-specific vocabulary.
- Reduce the number of grammar, word choice, and pronunciation errors.
- Speak in a tone and style appropriate to the situation and audience.

## Task 1: Giving Advice

### Overview and Strategies

<b>Description:</b> Help someone to either make a decision or prepare for something.	
<b>Prep Time:</b> 30 seconds	<b>Speaking Time:</b> 90 seconds
<b>Key Strategies →</b>	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, Response A


#### Task 1, Response A: Question

Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

NEXT

1 Your friend, Mark, is interested in getting to know a female co-worker, but is shy about starting a conversation with her. Give Mark some advice about how he should talk to her and what he could talk about.



Preparation Time  
30

### Task 1, Response A: Transcript

Hey Mark, I heard um you're interested in um um Sherry. Wow, that's really good to know. Um, um she's a really awesome person. Um, so you're really shy about it? Then, why don't you just like ask for a coffee, you know like during lunch break or something like that? Maybe you can just like initiate? Maybe, uh "Hey, um do you wanna talk about project" or something like that. That would be actually, it's kind of smooth way. She won't be really uh you know like uh creeped out by it you know. Sometimes a female coworker is you know, when um male coworkers ask them out, you feel kind of like, they feel a little bit creeped out you know. Especially, they just like approach in a kind of a little bit wrong way or something like that. But if you ask for a coffee, you know to talk about project, you guys working together, that would actually be really nice um you know uh to talk about. She would feel like you know, you know maybe uh friendly about you. And maybe once you uh you know succeed in uh asking out for a coffee, maybe you can start asking for lunch or something like that. Later on, maybe ask for like a drink, you know after work, but very casually. That would be you know the key. So, good luck with it Mark and I hope she likes it.

### Task 1, Response A: Analysis (CELPiP Level 8)

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"><li>Provides some main ideas (ask her about the project; go out for coffee, lunch, or a drink)</li><li>Adds details for the first main idea, but not others</li><li>Ideas are logical and well-organized with basic transitions</li></ul>	<ul style="list-style-type: none"><li>Uses suitable words and phrases (<i>initiate, smooth, creeped out, ask out, casually</i>)</li><li>Some awkward expressions and incorrect usage (<i>kind of a little bit wrong way, start asking for lunch, ask for a drink</i>)</li></ul>	<ul style="list-style-type: none"><li>Maintains a steady rhythm and uses intonation well</li><li>Interjections and self-corrections sometimes interfere with flow</li><li>Good control of simple sentence structure</li></ul>	<ul style="list-style-type: none"><li>Understands the questions and provides relevant information</li><li>Tone is appropriate (friendly, helpful, interested)</li><li>Speaks for the full time and includes a closing</li></ul>




## Task 1, Response B

### Task 1, Response B: Question

Speaking Task 1: Giving Advice
Preparation: 30 seconds Recording: 90 seconds NEXT

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.



Preparation Time

30

### Task 1, Response B: Transcript

Hey John, many many congratulations on getting selected to the university of your choice. Well, uh since your university is where I've done all my college, I was, I was in Vancouver for five years, and I have uh ... I went to the private institutions but a lot of my friends went to this university and I know it's a really good university. What I've heard from my friend is there is in-house accommodation, so you don't have to go far. One ... you know I know that it's pretty expensive and one good thing about uh studying here is you can do part time jobs. And uh you know when I was studying, I didn't have an option to do part time job, but since the immigration rules have changed, you'll have an option to do 20 hours of part time work or any number of hours if you get a job on campus. So, that might be a great help. And uh you know, since I've been there ... I was in that country for, that city, for five years, I know a lot of people. So, once you land there, just let me know. I can uh give you some references, I can even forward your resume to some of the employers I know. And I don't think it should be a problem for you cuz you know by working part time, you can at least afford your accommodation.

### Task 1, Response B: Analysis (CELP IP Level 9)

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"> <li>Has only one main idea (part-time job)</li> <li>Provides many details (job on campus, immigration rules, references, etc.)</li> <li>More clarity needed at times; introduction too long and unclear</li> </ul>	<ul style="list-style-type: none"> <li>Uses many suitable and precise phrases (<i>once you land there, forward your resume, afford accommodation</i>)</li> <li>Word choice is imprecise at times (<i>really good university, pretty expensive, good thing, great help</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly; no long pauses</li> <li>Minor grammar errors</li> <li>Uses some complex sentence structures (e.g. subordinating conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>Most content is relevant</li> <li>Tone is friendly and helpful</li> <li>Addresses the friend directly</li> <li>Speaks for the full time</li> </ul>

## Task 2: Talking about a Personal Experience

### Overview and Strategies

<b>Description:</b> Tell a story about a past experience.	
<b>Prep Time:</b> 30 seconds	<b>Speaking Time:</b> 60 seconds
<b>Key Strategies →</b>	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, Response A


#### Task 2, Response A: Question

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

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?



Preparation Time  
30

## Task 2, Response A: Transcript

The one time that I had to teach someone, it was a couple of years ago when I had to teach my friend Peter to ski. Because I'm an avid skier and I have a, a long-time experience. So, he asked me to teach him. So, first I explained him the basics, how to mount the skis onto your boots, strap them down, and everything. So, obviously I didn't take him up to the highest peak. But I picked a moderate slope. So, we just walked it up and ... So, I went down. I showed him approximately how to, how to, go down a moderate slope, how to brake, how to make the turns. So, he followed me after that. He was pretty good at it, so we did it a couple of more times. And then, we went up to, a little bit more steeper slope so that he can improve in a different condition, improve his skills in a different ...

## Task 2, Response A: Analysis (CELP IP Level 8)

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"><li>• Describes the main aspects of what he taught (e.g., how to brake, mount boots to skis)</li><li>• Organizes response with common transitions (<i>and, but, so, because</i>)</li><li>• More development of ideas and more specific details needed to reach Level 9+</li></ul>	<ul style="list-style-type: none"><li>• Uses a range of context-specific words and phrases (<i>avid skier, highest peak, mount skis, moderate slope, steep</i>)</li><li>• Some awkward phrases (<i>long-time experience</i>)</li></ul>	<ul style="list-style-type: none"><li>• Pronunciation is clear; rhythm is fairly steady</li><li>• Interjections and self-corrections occasionally interfere with flow</li><li>• Some awkward/incorrect constructions (<i>I explained him the basics, we walked it up</i>)</li></ul>	<ul style="list-style-type: none"><li>• Addresses all parts of the task (though greater development of ideas would enhance completeness)</li><li>• Speaks for the full time</li><li>• Tone is appropriate</li></ul>

## Task 2, Response B


### Task 2, Response B: Question

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

1 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

### Task 2, Response B: Transcript

It's been such a long time since I've taken a class, but I do, I do believe that algorithms was one of my favourite classes. Um, I guess I really enjoyed the fact that uh we were always learning something new and it was always making your brain work. Um, it was challenging and very interesting. Um honestly, I have to admit that I loved correcting the professor um with the examples and so on, which is kind of a touchy-feely, uh, touchy subject right now since I am the one teaching and the students are correcting me. But uh, I, I'm hoping that uh my professors were taking it in the same way as I do now, as in it's not a big deal, it's better to give a correct example than a mistaken one. Ah! I really should start looking at algorithms again. I miss it. It's a fun topic and I should do it again.

### Task 2, Response B: Analysis (CELP® Level 9)

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"> <li>Provides several reasons (learning something new, making her brain work)</li> <li>Organizes response with transitions and other linking devices (<i>It's been such a long time, Honestly</i>)</li> <li>Develops some ideas (e.g., why it's okay to correct the professor)</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of less common words and phrases (<i>algorithms, I have to admit, touchy subject</i>)</li> <li>Uses words accurately and appropriately</li> <li>Confuses one expression (<i>touchy-feely</i> vs. <i>touchy</i>) but corrects the error</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm is steady and pronunciation is clear</li> <li>Intonation adds feeling to the response</li> <li>Speaker demonstrates some control over complex grammatical structures (e.g., <i>I'm hoping my professors were taking it in the same way as I do</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Most information is relevant to the question</li> <li>Response has a good opening and closing</li> <li>Tone is excellent</li> </ul>

## Task 3: Describing a Scene

### 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, Response A

#### Task 3, Response A: 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

### Task 3, Response A: Transcript

Well I can see a supermarket hall. Um, it's quite large, not very busy, there are about nine people there. I can see two cashiers. One of them is closed, so only one register is actually opened. Uh, there are three rows at the supermarket. Um, there are a lot of vegetables, uh selling uh looks like oranges, and lemons are on sale. There are two kids who are very excited. They are picking up uh the watermelons. Um, there is also a boy with his mother who looks like he wants to buy, I'm not sure if it's a book or it's a bag of cookies. Uh, another boy is asking his father to buy him something—

### Task 3, Response A: Analysis

(CELPIP Level 9)


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"><li>• Sets the scene and provides some detail (<i>not very busy, about nine people</i>)</li><li>• Provides accurate descriptions of people and objects</li><li>• Response is organized well with quite a few details (<i>only one register is opened, lemons are on sale</i>)</li></ul>	<ul style="list-style-type: none"><li>• Uses words and phrases accurately to describe people, objects, and actions (<i>register, cashier, picking up</i>)</li><li>• A greater range of more precise/complex words and phrases would further improve the response</li></ul>	<ul style="list-style-type: none"><li>• Rhythm is steady and pronunciation is clear</li><li>• Some hesitations and self-corrections; these have a minimal impact on flow</li><li>• Good control of grammatical structures</li></ul>	<ul style="list-style-type: none"><li>• Information is relevant</li><li>• Response is quite complete although the final idea is cut off</li><li>• Tone is appropriate, but the speaker doesn't address another person directly</li></ul>


## Task 3, Response B

### Task 3, Response B: 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

### Task 3, Response B: Transcript

Some of the things that [are] happening in this picture that I'm looking at right now is, it's actually a movie, uh area, it's movies um reception area where you purchase your tickets to go see a movies. There are movie posters and there are a lot of patrons. There are the, are the, uh area. There are couple, couples, some already bought their popcorn and is heading into the movies. Some are buying their tickets. Some are now entering where there is the ticket attendant. And there are some now moving in. While it's not very busy at the counter –

### Task 3, Response B: Analysis

(CELPiP Level 8)

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"> <li>Describes the place (movie theatre reception and some objects and people)</li> <li>Describes things happening</li> <li>Doesn't develop ideas very much</li> </ul>	<ul style="list-style-type: none"> <li>Uses common words and phrases accurately</li> <li>Struggles to describe overall scene and hesitates when trying to describe actions</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is clear</li> <li>Pauses and self-corrections interfere with rhythm</li> <li>Uses simple sentence structures well; attempts a moderately complex sentence at the end (<i>While it's not very busy at the counter...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Information is relevant</li> <li>Speaks for the full time</li> <li>Rate of speech impacts completeness</li> <li>Does not address another person directly</li> </ul>

## Task 4: Making Predictions

### 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, Response A

#### Task 4, Response A: Question

Speaking Task 3: Describing a Scene

Preparation: 30 seconds Recording: 60 seconds

**NEXT**

- i** 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



### Task 4, Response A: Transcript

Now from what I can see in this picture, what will happen next is the, the customer who is having the bar code, uh item scanned bar code by the, by the cashier and the service staff, would pay for the item and would be stepping out of the store. Um, so–, the father or the elderly com–, the elderly companion with the two children playing with the watermelons [unintelligible] probably walking towards them, he will probably tell them not to play with those watermelons and not to play with the fruit. Um, one lady that is driving her cart between aisle seven and another number, uh she will probably go and shop and put some stuff in her, in her cart. Um, the young boy wearing blue shirt who is uh showing an item to his father, one possibility is that his father would allow to either buy the item or convince him for something else. Same thing goes for this other young child who is showing something to his mother.

### Task 4, Response A: Analysis (CELPIP Level 9)

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"> <li>Provides several predictions</li> <li>Provides details to identify which people/scenes from the picture are being described</li> <li>Develops ideas with some details</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of common and situation-specific words to accurately describe the scene (<i>bar code, scan card, aisle, stepping out</i>)</li> <li>Some incorrect/imprecise word choice (<i>some stuff, driving her cart</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm is usually steady and pronunciation clear</li> <li>Quick pace sometimes makes response challenging to understand</li> <li>A few hesitations and self-corrections</li> <li>Demonstrates some emerging control over complex grammar (e.g., <i>would allow to either buy the item or convince him for something else</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Information is relevant</li> <li>Response is complete</li> <li>Opening is effective</li> <li>Closing could be improved</li> <li>Tone is appropriate</li> </ul>

## Task 4, Response B

### Task 4, Response B: 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

### Task 4, Response B: Transcript

So in terms of what is likely to happen next, there is a woman uh who is wearing a purple sweater and white pants and her cart is empty. So, I would imagine that she will probably fill her cart as she goes through the store. The couple who's currently paying will exit the store. I don't believe that the red-headed child trying to persuade his mother to buy potato chips or some other kind of goodie will be uh successful. She actually looks quite stern, whereas the coup-, two kids in the middle do seem like uh, they are more likely to, to buy sweets. I also think that what's likely to happen with the child, the two kids looking at the watermelon, are most likely going to try and pick one up and have several of the watermelons fall out of the display cuz they look quite small as compared to the very very large uh watermelons that they're trying to purchase. Um, so uh lots of, lots of activity in the grocery store today.

### Task 4, Response B: Analysis

(CELPIP Level 12)

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"> <li>• Uses relevant details to identify who she is talking about</li> <li>• Organizes the response logically</li> <li>• Develops main ideas with details</li> <li>• Includes an opening and a closing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise, descriptive words, phrases, and expressions accurately (<i>in terms of, I would imagine, currently, persuade, goodie, quite stern, fall out of the display</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Quick rate of speech doesn't cause problems as pronunciation and intonation are excellent</li> <li>• Very few pauses and self-corrections</li> <li>• Uses a very wide range of complex grammatical structures, including different future constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Describes almost everything in the picture thoroughly and precisely</li> <li>• Appropriate tone</li> </ul>

## Task 5: Comparing and Persuading

### Overview and Strategies

#### Description:

In **Part 1**, select an option from two choices. You will not speak in Part 1.

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: No speaking

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, Response A


### Task 5, Response A: Question

#### Part 1

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


① You and your friend want to start a business together. He has two ideas. Using the pictures and information, choose the option that you prefer. In the next part, you will need to persuade your friend that this is the best choice.

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



**Consignment store**

- buy and sell a variety of new and used clothing
- requires knowledge of latest clothing trends and pricing skills
- \$10,000 start-up cost



**Food court franchise**


- prepare lunch and dinner meals for mall shoppers
- requires knowledge of cooking and food-handling skills
- \$8,000 start-up cost

#### Part 2

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

① Your friend is suggesting another business idea. Persuade him that the option you chose is more suitable by comparing the two.


**Your Friend's Choice**



**Delivery Service**

- delivery of large items, such as furniture or TVs
- requires heavy lifting
- \$40,000 start-up cost to buy a large truck

**Your Choice**



**Food court franchise**

- prepare lunch and dinner meals for mall shoppers
- requires knowledge of cooking and food-handling skills
- \$8,000 start-up cost

**Task 5, Response A: Transcript (note: the test taker chose the food court franchise in Part 1)**

Well, food court franchise is much better idea than delivery service. First of all, you already know how to cook since you've been cooking food for five years now right? And um, um we both know that you have back injury and you cannot lift heavy weights and delivery service includes larger items such as furniture or TVs, so it's not a good idea for your back, like, for mine too actually. Also, to start a food franchise business we only need eight thousand dollars, and for delivery service we need forty-thousand dollars and also we have to buy a large truck. We don't have that kind of money, so it would be much more satisfying to just open a food court franchise. It would be more fun to interact.

**Task 5, Response A: Analysis****(CELP IP Level 8)**

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"><li>Provides three main ideas (knowing how to cook, back injuries, and cost)</li><li>Uses basic transitions to organize the response (<i>and, also, but, so</i>)</li><li>More development of ideas (examples or details) would improve the content</li></ul>	<ul style="list-style-type: none"><li>Uses some uncommon words and phrases appropriately (<i>back injury, interact, that kind of money</i>)</li><li>A greater range of words and phrases would enable the speaker to be more precise</li></ul>	<ul style="list-style-type: none"><li>Pronunciation is clear and rhythm is steady</li><li>Mostly uses simple grammar structures</li></ul>	<ul style="list-style-type: none"><li>Information is relevant</li><li>Addresses the other person directly</li><li>Speaks for the full time</li></ul>

## Task 5, Response B


### Task 5, Response B: 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 **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

### Task 5, Response B: Transcript (note: the test taker chose the large floor fan in Part 1)

I agree that we have choices, but I believe the large floor fan is the most suitable for our environment because we require the fan to be installed in our basement. I agree that the ceiling fan is a good option for our living room, but since we require the fan for the basement, I would say \$49.99 is an affordable option and we would not require any extra installation. The portable mini fan though just requires a battery, it's not a good option for our basement because it wouldn't cover the area. It's a good option for outdoors, but since our requirement is for the basement, I would go with the large floor fan and it can be moved around the house and used for different requirements later.

### Task 5, Response B: Analysis

(CELP IP Level 9)

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"> <li>• Provides several main ideas (needed for basement, affordable, portable)</li> <li>• Connects and develops ideas (e.g., need a portable fan for the basement, an affordable option that doesn't require installation): coherence is strong</li> </ul>	<ul style="list-style-type: none"> <li>• Uses common words and phrases accurately (<i>suitable for our environment, cover the area, moved around the house</i>)</li> <li>• Uses some figures of speech (<i>I would say, I would go with</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is clear and rhythm is steady</li> <li>• Very few pauses, interjections, or self-corrections</li> <li>• Uses complex sentences</li> <li>• Uses fairly well, but more variety in sentence structure would improve this dimension</li> </ul>	<ul style="list-style-type: none"> <li>• Provides relevant suggestions and reasons</li> <li>• Uses time well and gives a complete response</li> <li>• Establishes a friendly but persuasive tone (e.g., <i>I agree that we have choices</i>)</li> </ul>

## Task 6: Dealing with a Difficult Situation

### 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, Response A

#### Task 6, Response A: Question


**Speaking Task 6: Dealing with a Difficult Situation**

Preparation: 60 seconds Recording: 60 seconds

NEXT

❶ 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 6, Response A: Transcript

Hello Eugene, I've just heard that you had an argument with the customer regarding their ripped t-shirts. I think we have to return this t-shirts because, because, as uh as per customer she just wore only one times and it is, I guess, it clearly says that is, ah, poor quality. Well, uh, well and then and before the other time I remember that the same thing happened with another customer, and there was uh my supervisor and then the supervisor said we can, we can refund, refund the item when it, it clearly lacks some quality. And then, and I think this brand has uh some warranties, so we can clearly check with the, double check with the manager. But I believe that we have to provide uh warranty and provide the return for this customer as based on our previous experience. Thank you.

### Task 6, Response A: Analysis (CELPIP Level 8)

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"><li>Provides three main reasons to support her choice (poor quality, previous experience, possible warranty)</li><li>Ideas are organized with simple linking words (<i>because, and, so</i>)</li></ul>	<ul style="list-style-type: none"><li>Uses common words and phrases appropriate to the situation (<i>quality, brand, double check</i>)</li><li>A greater range of vocabulary and phrase use would improve precision and accuracy</li></ul>	<ul style="list-style-type: none"><li>Pronunciation is clear and rhythm is fairly steady</li><li>Interjections and self-corrections sometimes interfere with flow</li><li>Uses a variety of sentence structures, but makes some grammatical errors (<i>this t-shirts, only one times, as based on</i>)</li></ul>	<ul style="list-style-type: none"><li>Relevant information</li><li>Appropriate tone</li><li>Speaks for the full time</li><li>Saying "Thank you" at the end is awkward for this context</li></ul>

## Task 6, Response B

### Task 6, Response B: Question

**Speaking Task 6: Dealing with a Difficult Situation**
Preparation: 60 seconds Recording: 60 seconds
NEXT

1 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

### Task 6, Response B: Transcript

I strongly agree with the husband because I believe buying a cat is much easier for the couple to take, to for them, it's much easier for them to take care of the, the pet because the, uh of course uh the cat is smaller and uh it need uh less care than the, the dog. Uh it's not noisy at night uh given that the, the dog keeps uh barking, and keeps uh barking, and uh you know he keeps doing uh certain uh stuff that are annoying to some people. Uh cats are more friendly and uh they are uh not harmful. Uh otherwise, or or uh nevertheless sometime dogs can be really aggressive, uh especially when they see, when they see other dogs. When they see other dogs, they become very aggressive and sometimes they can bite.

### Task 6, Response B: Analysis

(CELP IP Level 9)

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"> <li>Provides several reasons (cats are easier to care for, less noisy, more friendly, and less harmful)</li> <li>Clearly states opinion and provides details and examples</li> <li>Organizes ideas fairly well</li> </ul>	<ul style="list-style-type: none"> <li>Uses many suitable words and phrases (dog keeps barking, annoying to some people, become very aggressive)</li> <li>Attempts to use some more precise transition words but uses them incorrectly (<i>otherwise, nevertheless</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is usually clear and rhythm is fairly steady</li> <li>Interjections and self-corrections interfere with flow</li> <li>Few grammar errors; some complex sentence structures (<i>When they see other dogs, they become...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant information</li> <li>Speaks for the full time</li> <li>Friendly but firm tone is appropriate for the situation</li> <li>Does not follow the instruction to address the customers directly</li> </ul>




## Task 7: Expressing Opinions

### Overview and Strategies

<b>Description:</b> Answer a “Do you think...?” question with your opinion.	
<b>Prep Time:</b> 30 seconds	<b>Speaking Time:</b> 90 seconds
<b>Key Strategies →</b>	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, Response A

#### Task 7, Response A: Question

<b>Speaking Task 7: Expressing Opinions</b>		Preparation: 30 seconds   Recording: 90 seconds <b>NEXT</b>
<b>1 Answer the following question.</b>		
<b>Question:</b> Do you think that governments should limit how much money company bosses make? Explain your reasons.		
<div> <b>Preparation Time</b> 30</div>		

### Task 7, Response A: Transcript

This is a very difficult question, uh I do think that government should limit how much money company bosses make for at least two main reasons. The first one is ethical. If uh you provide uh bosses no limit in their earning, this will raise significant [unclear – likely social] disparities and will create more friction among the society. However, the limit that the government should put on the earning is not easy to determine. Competition, willingness to improve our position and career, is often uh moved by money and earning and salary. Why someone should aim for a higher and more responsible job with more difficulties, more duties, when the money is not so significant than someone else's limit? The governments will have to find solution to promote this cutting salaries, maintaining a significant benefit for the bosses.

### Task 7, Response A: Analysis

(CELPIP Level 8)

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"><li>Contradicts himself: starts off arguing for the “yes” side, gives one reason to support it (ethics), but then seems to switch to the “no” side (<i>competition, willingness to improve our position</i>)</li><li>Uses the transition phrase <i>The first one is</i>, but introduces no further reasons</li></ul>	<ul style="list-style-type: none"><li>Accurately uses a range of words and phrases throughout the response (<i>ethical, disparities, friction, position, career, cutting salaries</i>)</li><li>Some imprecise and unnatural word and phrase use (<i>provide no limit, among the society</i>)</li></ul>	<ul style="list-style-type: none"><li>Pronunciation creates occasional challenges for the listener (<i>/social?/ disparity</i>)</li><li>Reducing pauses would improve rhythm</li><li>Uses a variety of sentence structures, but some constructions are awkward (<i>not so significant than someone else's limit</i>)</li></ul>	<ul style="list-style-type: none"><li>Spends more time describing the problems his choice would cause than giving reasons why it's the best choice</li><li>Tone is appropriate</li></ul>


## Task 7, Response B

### Task 7, Response B: Question

**Speaking Task 7: Expressing Opinions**Preparation: 30 seconds Recording: 90 secondsNEXT

1 Answer the following question.

Question: Do you think all high school students should be required to learn a second language? Explain your reasons.



Preparation Time  
30

### Task 7, Response B: Transcript

Yes, I think it's very beneficial for high school students to be required to learn a second language, especially here in Canada to learn French. I've seen it in the workplace, it's very beneficial for, um, for workers to have a second language, especially French. Um because uh first thing, more compensation if you're bilingual, French bilingual, right, that's first thing for me. And of course it opens up a whole new like field of work where you, if you're not bilingual or you don't have a second language, you will never be able to enter. So that opens up like yeah different opportunities, also, not even in Ca—, just not opportunities in Canada. Uh oh yes, you also have the, keep a option to work for the Federal government, which is very good as well. And also yeah, if you have plans of going abroad, going out of the country to work or to study, it's very beneficial if you know, at least understand a little bit the second language, right? Not um, some of course if you're gonna be working and you're gonna be using a second language, it's very beneficial if you're uh fluent in it. But some people if you're just like visiting uh other countries, going on vacations, it's uh beneficial if you at least learn the basics or know the basics.

### Task 7, Response B: Analysis

(CELP® Level 9)

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"><li>• Gives three clear reasons (compensation, work opportunities and travel abroad)</li><li>• Develops some of the reasons with supporting details or examples</li><li>• Organizes ideas with common linking words (<i>first thing, so, also, but</i>)</li></ul>	<ul style="list-style-type: none"><li>• Uses a range of common words and phrases accurately (<i>bilingual, field of work, fluent</i>)</li><li>• Uses some expressions appropriately (<i>opens up, learns the basics</i>)</li><li>• More precision and variety would strengthen the response</li></ul>	<ul style="list-style-type: none"><li>• Pronunciation is clear and rhythm is fairly steady</li><li>• Self-corrections have a minor impact on flow</li><li>• Uses some complex sentence structure (e.g., <i>if</i> clauses), but could include more variety</li></ul>	<ul style="list-style-type: none"><li>• Information is relevant</li><li>• Tone is appropriate</li><li>• Speaks for the full time</li><li>• Has a good opening; lacks a closing</li></ul>

# Task 8: Describing an Unusual Situation

## Overview and Strategies

<b>Description:</b> Describe a picture of an unusual item or situation to someone who can't see what you're looking at.	
<b>Prep Time:</b> 30 seconds	<b>Speaking Time:</b> 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, Response A


### Task 8, Response A: Question


Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

**i** 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

### Task 8, Response A: Transcript

Here we go, how are you? Here, I'm exactly near to your house, but I'm really not sure where I need to move. It's on the right si-, I have to take the right street or the left street. I'll just explain you a little bit so you have an idea where exactly I am. Um, I can see a board on which it's written S-L-O-W, it's a yellow board with a black uh [unclear] written on it, and there's one garbage bin near to it and uh its open. And I can see there's a big townhouse, and down the townhouse is a parking lot, and there's so many trees across the road which I can see. So really feel just tell me or is it the right place I am on or do I need to take a different street? Um, and I can tell you this road goes exactly uh toward the right and there are-

### Task 8, Response A: Analysis (CELPIP Level 8)


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"><li>States the reason for the call</li><li>Provides basic description of some objects in the scene</li><li>Uses simple linking words (<i>and, but, so</i>)</li></ul>	<ul style="list-style-type: none"><li>Uses common words accurately (<i>garbage bin, townhouse</i>)</li><li>Uses some inaccurate and imprecise phrases (<i>right or left street, I'll explain you, down the townhouse</i>)</li></ul>	<ul style="list-style-type: none"><li>Pronunciation is usually clear and rhythm is fairly steady</li><li>Interjections and self-corrections occasionally disrupt flow</li><li>Uses mostly simple sentence constructions; most grammatical errors don't interfere with meaning</li></ul>	<ul style="list-style-type: none"><li>Some details are unnecessary (e.g., the garbage bin is open)</li><li>Tone is appropriate (friendly, confused, and seeking help)</li><li>No closing</li></ul>


### Task 8, Response B

## Task 8, Response B: 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**

## Task 8, Response B: Transcript

Hi Katia, do you hear this uh music behind me? Uh, I'm in a park somewhere downtown, I don't know basically, and uh these uh street performers are actually having a really good band. And the instruments are of course glasses filled to different volumes and uh a percussion set made of garbage cans, or you know buckets, plastic ones and metal ones, and it actually, you wouldn't believe it, sounds very good. I hope you can hear something, anything. They've been going at it for hours, we actually passed through here three hours ago and they were doing the same thing. And it, it's such a good soundtrack actually for the entire city, for a day uh in the city. It's great, check them out! Probably, there's a YouTube or something.

## Task 8, Response B: Analysis

(CELPiP Level 9)


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"> <li>Describes several objects with some precision</li> <li>Organizes ideas by using linking words and giving additional context</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of situation-specific words and phrases (<i>percussion set, soundtrack, they've been going at it for hours, you wouldn't believe it, check them out</i>)</li> <li>Some inaccurate expressions (<i>having a good band</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is usually clear; rhythm and intonation are used effectively</li> <li>Uses a range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Gives relevant information and uses the time effectively</li> <li>Tone is very friendly and engaging</li> <li>Speaks directly to the person</li> </ul>

## More CELPiP Webinars

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