

# CELPiP Writing Pro: Target 5 Study Pack

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## Preparing for the CELPIP Writing Test

This package includes the most important information presented in the Writing Pro: Target 5 webinar. It also includes some of the sample responses we looked at, with their CELPIP Levels and analysis of their strengths and weaknesses.

Learning about the Writing Test is important, but it is even more important to spend some time practicing your English writing skills every day. Here are some suggested ways to build your skills for the Writing tasks.

### Both Writing tasks:

- Read something in English every day.
- To increase your vocabulary, choose reading material that is just a little bit above your skill level, instead of far above it. This will allow you to read at a more natural speed, and you will be able to focus on learning new words from their context.
- Learn the basics of spacing, punctuation, and paragraphing. When you read, notice how the writing looks on the page.
- Practice completing timed writing responses on a computer. Fast typing speed is not necessary on the CELPIP Test, but it is helpful to know how a keyboard is organized.
- Practice brainstorming and organizing ideas and supporting details.
- Use the Performance Standards and Can-Do Statements to evaluate your practice responses.

### Task 1: Writing an Email

- Learn a few appropriate greetings for different kinds of emails.
- Learn the 6 parts of an email (see page 5 below).

### Task 2: Responding to Survey Questions

- Learn some words and phrases used for comparing, persuading, and explaining.
- Practice expressing your opinions about community and workplace situations.
- Learn the structure of a survey response (see page 5 below).

## CELPIP Writing Test Performance Standards

Dimension	Important Factors	Guiding Questions
<b>Content/ Coherence</b>	<ul style="list-style-type: none"> <li>• Number of ideas</li> <li>• Quality of ideas</li> <li>• Organization of ideas</li> <li>• Examples and supporting details</li> </ul>	How well are your ideas organized and developed?
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Word choice</li> <li>• Suitable use of words and phrases</li> <li>• Range of words and phrases</li> <li>• Precision and accuracy</li> </ul>	What is the range of your vocabulary and can you use it naturally?
<b>Readability</b>	<ul style="list-style-type: none"> <li>• Format and paragraphing</li> <li>• Connectors and transitions</li> <li>• Grammar and sentence structure</li> <li>• Spelling and punctuation</li> </ul>	How easy is it to read and understand your response?
<b>Task Fulfillment</b>	<ul style="list-style-type: none"> <li>• Relevance</li> <li>• Completeness</li> <li>• Tone</li> <li>• Word count</li> </ul>	How well did you follow the instructions? Did you use an appropriate tone?

## Level 5 Score Descriptors and Performance Profile

Level Descriptors are a new feature of CELPIP score reports. They include:

- **Score Descriptors.** For each Dimension (Content/Coherence, Vocabulary, Readability, and Task Fulfillment), there are 1-3 statements beginning with “I can,” indicating what a typical test taker at a particular 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 Can-Do Statements.
- **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 writing.

### Level 5 Score Descriptors

At this level, I can...				When:
Content/ Coherence	Vocabulary	Readability	Task Fulfillment	
<ul style="list-style-type: none"><li>• write short, simple to moderately complex texts</li><li>• express a main idea and some related ideas</li></ul>	<ul style="list-style-type: none"><li>• use common words and phrases</li></ul>	<ul style="list-style-type: none"><li>• connect two or more related ideas</li><li>• write with good control of simple grammar</li><li>• write with adequate control of spelling and punctuation</li></ul>	<ul style="list-style-type: none"><li>• use phrases that are appropriate to the situation</li><li>• convey some information about familiar topics</li></ul>	I write for or to familiar people

### Level 5 Performance Profile

I can write short, coherent texts in some common, day-to-day contexts. I have adequate control of simple grammar. I use common words and memorized phrases.

### Level 5 Things to work on

- Express my main idea with supporting details.
- Develop some control of complex grammatical structures.
- Increase the variety of words I can write to express my meaning.
- Organize my ideas and supporting details into paragraphs.
- Reduce the number of grammar and vocabulary errors.

## Organizing Your Response

### Task 1: Parts of an Email

Part	Notes
1. Greeting	<ul style="list-style-type: none"><li>Start your email with a greeting.</li><li>Don't include home/business addresses.</li><li>You don't need a To, From, or Subject line.</li></ul>
2. Purpose statement	<ul style="list-style-type: none"><li>State the main reason for your email.</li></ul>
3. Body	<ul style="list-style-type: none"><li>Support the main ideas with specific details.</li><li>Use your own words.</li><li>Pay attention to grammar, punctuation, transitions, and paragraphing.</li><li>Write at least one sentence for each task. Most will need more!</li></ul>
4. Concluding statement	<ul style="list-style-type: none"><li>Write one sentence that summarizes the email or explains what you want the reader to do.</li></ul>
5. Sign-off	Suggestions: <ul style="list-style-type: none"><li>more formal email: "Kind regards," or "Yours sincerely,"</li><li>more casual email: "Cheers,"</li></ul>
6. Signature	<ul style="list-style-type: none"><li>Use your real name or a fake name.</li></ul>

### Task 2: Parts of a Survey Response

Part	Notes
1. Option choice	<ul style="list-style-type: none"><li>Write a sentence that clearly states which option you prefer.</li></ul>
2. Reasons for your choice (= Body)	<ul style="list-style-type: none"><li>Give 2-3 reasons.</li><li>Start a new paragraph for each reason.</li><li>Support each reason with specific details.</li><li>Use your own words.</li><li>Pay attention to grammar, punctuation, transitions, and paragraphing.</li></ul>
3. Concluding statement	<ul style="list-style-type: none"><li>Write one sentence that summarizes your response and brings it to a clear end.</li></ul>

## Using Your Time

You have **27 minutes** to complete Task 1 and **26 minutes** to complete Task 2. This allows you enough time to plan and check each response.

It is strongly recommended that you **spend around 4-5 minutes planning each response before you start to write**, following these steps:

1. Brainstorm for 2-3 minutes. Write notes. Use point form and don't worry about spelling/grammar.
2. Choose your main ideas.
3. Put the ideas in order.
4. Think of supporting details.
5. Write a strong, clear purpose statement.

It is also recommended that you **spend around 3 minutes checking your response after you write**. Reread your response several times to make sure you can't see any mistakes, the ideas are organized, and you answered the whole question.

## Level 5: Key Writing Skills

Dimension	Skills
<b>Content/Coherence</b>	<ul style="list-style-type: none"> <li>Organize your ideas. Don't jump around between topics!</li> <li>Use transitions and paragraphing to signal new ideas.</li> <li>Develop your ideas with clear details that are on topic.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Choose words and phrases that fit the situation.</li> <li>Don't use short forms or casual language used in speaking or texting (e.g., <i>gonna</i>, <i>wanna</i>, <i>u</i>, <i>you guys</i>, <i>okay</i>, emojis)</li> <li>Use your own words. Avoid repeating lots of words from the question.</li> <li>Be clear and careful with your word choice.</li> </ul>
<b>Readability</b>	<ul style="list-style-type: none"> <li>Use clear formatting and proper paragraphing.</li> <li>Use proper capitalization and punctuation.</li> <li>Use connectors, conjunctions, and transitions (e.g., <i>firstly</i>, <i>also</i>, <i>if...then</i>, <i>although</i>, <i>as a result</i>, <i>however</i>)</li> </ul>
<b>Task Fulfillment</b>	<ul style="list-style-type: none"> <li>Complete all of the tasks.</li> <li>Write an appropriate amount for each task. Some ideas are more important or more complicated than others.</li> <li>Use language that fits the situation. Who are you writing to? Is the situation formal or informal?</li> </ul>

## Sample Responses

### Task 1

#### Question

#### Writing Task 1: Writing an Email

Time remaining: 27 minutes 0 seconds [NEXT](#)

**i Read the following information.**

You are an elementary school teacher. There is a famous writer who lives near your school.

**i In about 150-200 words, write to this writer and invite her to speak to the children in your class. Your message must include the following points.**

- An introduction to the school and your class.
- Why the children like this writer's books.
- An invitation to visit the classroom.
- What the writer can do with the children.



## Response 1: Level 4

Good Morning Class,

How are you today class? I have a surprise for all, hope you liked him. I saw one of the famous writer who lives near in our school. I am invited him to come over here and visited us. Okay class you must introduce yourself to him and say, Why you like his book? I like his book to, Its so awesome, enjoying and inspiring to read..

He is going to tell us. Why he loves and inspiring to write a book. Then he is going to read the story for us of one of his favorite books that he write.

Okay class behave and listened carefully to him.. Hope everyone will enjoyed to see him.

Please come and joined share you message to him.

Thank you and a pleasant day to all!

Abigail J. Malcolm

*(125 words)*

### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The ideas are adequately organized.</li><li>• Some common words and phrases are used correctly: e.g., "I have a surprise," "behave," "listen carefully."</li><li>• The writer attempts to address the 4 tasks.</li></ul>	<ul style="list-style-type: none"><li>• The writer's purpose is not clear.</li><li>• Many errors in formatting, especially with paragraphing and punctuation, make the response hard to read.</li><li>• Many grammar errors make ideas hard to understand.</li><li>• The writer didn't follow the instructions. She is speaking to her class, not emailing a famous writer.</li></ul>

## Response 2: Level 7

Dear Ms. Brown:

I am a teacher of grade 6 at Dakota elementary school located near your house. Once in a week I conduct a reading class for my grade and I am not at all surprised to say that most of the children reads your book. Once I had a review class about their reading task and I realized they found them really interesting. Moreover, the books teach them some basic lessons of life. One of my student came up with your book and requested me to meet up the person who wrote the book. Looking at the author, I found out that it was you! I smiled and promised him.

I am really sorry i promised him without taking your permission, but I was helpless looking at the student's enthusiasm. Hence, I kindly invite you to take some time out of your busy schedule and have a short and sweet meeting with my children. I request you to provide a brief introduction about you and all of your books, and teach some more life experiences to my students.

I will certainly wait for your reply.

Thank you!

Evelyn Wilson  
Teacher,  
Dakota Elementary school

*(195 words)*

### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The organization of the response is quite clear. There are a lot of supporting details.</li><li>• Some clear/precise vocabulary; e.g., "conduct," "permission," "enthusiasm," "short and sweet," "brief introduction."</li><li>• Formatting and paragraphing make the response more readable.</li><li>• Most grammar errors don't have a major impact on readability.</li><li>• The writer addresses all four tasks.</li><li>• The tone is very friendly.</li></ul>	<ul style="list-style-type: none"><li>• The writer's purpose is not very clear.</li><li>• Some awkward phrasing and incorrect word choice: e.g., "meet up the person," "found out that it was you," "taking your permission."</li><li>• The information given to complete some of the tasks is unclear or incomplete. For example, the invitation is vague, and the reason(s) why the children like the writer's books are very general.</li></ul>

### Response 3: Level 5

Dear sir/ madam

The writer

Teacher Bradley

I am a teacher of a high school .Im writing to you on behave of my class and one of your book wrote. My class love your book and would love, and would love if you could meet with them . They love all your books they are just as a everyday things that are going on in there lives .The class always wonder how your books are so intresting.Im asking if you could come in on the 25 of November for a meeting with my class .You can explane to them how you come about starting writing books .What was your first book .Im looking forward to a respond as soon as possible .My class will be happy to meet you .Thanks in advance i know you wont dissopoint my class.Before i go even my school would love to meet you.The other class and the Principal will glad you take the time out of your busy day to make a it a trip to our school . Thanks agin .

your regards

Bradley Pittman  
Form teacher

*(184 words)*

#### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The purpose of the email is adequately clear.</li><li>• The writer uses some common words and phrases well: "meet with them," "come in," "a meeting with my class," "take the time out of your busy day."</li><li>• The writer attempts to address all of the tasks, and some of the information is relevant/focused (e.g., "explain to them how you come about starting writing books").</li><li>• The tone is polite and friendly.</li></ul>	<ul style="list-style-type: none"><li>• The ideas are not organized clearly (e.g., "Thanks in advance" usually comes at the end of an email, not in the middle).</li><li>• The vocabulary is very repetitive at times (e.g., "would love," "meet," "book").</li><li>• Poor formatting, punctuation mistakes, and lack of paragraphing make the response hard to read.</li><li>• Some information given to complete the tasks is vague, repetitive, or off topic.</li><li>• The tone is too informal at times (e.g., "Before I go," "You can.")</li></ul>

## Task 2

### Question

#### Writing Task 2: Responding to Survey Questions

Time remaining: 26 minutes 0 seconds

NEXT

**i** Read the following information.

#### Vacation Time or Job Training?

You work in a small office. The boss wants to reduce vacation time by two days, but send everyone in the office to a nice beachside hotel for 4 days of job training. Some of the staff are very happy with this idea. Others are upset. The boss asked you to respond to an opinion survey.

**i** Choose the option that you prefer. Why do you prefer your choice? Explain the reasons for your choice. Write about 150-200 words.

- ☐ Option A: I think we should keep our vacation time instead of going to the training.
- ☐ Option B: I think we should do the training and cut back our vacation time.

## Response 1: Level 7

IN MY OPINION I THINK THAT WE SHOULD DO THE TRAINING AND REDUCE VACATION TIME BY TWO DAYS THIS IS BECAUSE TRAINING WILL HELP US, TO IMPROVE OUR ABILITY AND CAPABILITY IN OUR JOB. AND BESIDES IT WILL BE HELD IN BEACHSIDE HOTEL THIS IS PROBABLY A GOOD LOCATION THAT WE CAN USE DURING OUR FREE TIME OR AFTER TRAINING EVERY DAY WHICH IS NOT BAD. WE LEARN NEW THINGS AND AT THE SAME TIME WE CAN UNWIND AND RELAX WHILE WE ARE NOT TOGETHER WITH OUR FAMILY.

ONE MORE THING IS IT WILL HELP US IN THE FUTURE. WE CAN USED OUR KNOWLEDGE THAT WE GOT FROM THAT TRAINING.

THE PROBLEM THAT I CAN SEE IN THE OPTION A IS, IT IS ONLY PERSONAL ALTHOUGH YOU CAN ENJOY IT BUT YOU MISSED THE OPPORTUNITY TO LEARN TO MANY THINGS FROM THAT TRAINING. BECAUSE THE COMPANY WILL NOT PLANNING THIS TRAINING WITHOUT BENEFITING TO EVERYONE AND TO THE COMPANY. AND BESIDES WE CAN STILL HAVE THE VACATION IT IS JUST REDUCED BY 2 DAYS.

*(174 words)*

### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The writer's purpose is clear.</li><li>• The response is quite well organized. Some of the ideas are supported with details.</li><li>• The writer uses some clear/precise vocabulary words; e.g., "capability," "unwind," "missed the opportunity," "reduced by 2 days."</li><li>• The writer gives reasons for preferring Option B and a problem with Option A.</li><li>• The tone is polite (despite the capital letters).</li></ul>	<ul style="list-style-type: none"><li>• The support for many of the ideas is vague. More specific, precise details would make the response stronger.</li><li>• Using all caps has a negative impact on readability. It also looks like the writer is yelling at the boss.</li><li>• Some word choice is unclear/repetitive: "that we can use," "used our knowledge," "it is only personal."</li><li>• There are quite a few grammar and punctuation errors. Some of them make the ideas harder to understand.</li></ul>

## Response 2: Level 4

I think the most good idea is to go with the training and to cut the vacation. Because the boss wants to share the new idea to help our job easilly. And i know some my co workers is upset fot the decission but i am willing to explain what and why,i explain to our manager or boss wants to share a good technique for our gob to make an eaisly to all of us.and also this is a new knoledge for us.and we can also share this idea to all my co worker or some friends and familly members as well.may be after the boss discussion if we have a time again or may be we can make a celebration again this comming weekend and i ask to our boss to join and to celebrate the week end and i think it is more interesting and everybody will enjoy.we can make share some storry eating laughing with the boss.and every one is happy.

*(164 words)*

### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The response starts with a purpose statement.</li><li>• The writer uses some common words and phrases adequately.</li><li>• The writer gives some information to support her choice: "our boss wants to share a good technique for our gob," "this is a new knoledge for us."</li></ul>	<ul style="list-style-type: none"><li>• The response is not coherent. The writer says the response is about job training, but then the topic changes to having a celebration on the weekend.</li><li>• The writer uses many of the same words over and over (e.g., "boss," "easily," "share"). The word choice is often unclear or incorrect.</li><li>• There is no paragraphing.</li><li>• The writer double-spaces the response, which is not necessary. The formatting makes the response more difficult to read.</li><li>• The writer doesn't stay on topic.</li><li>• The tone is not appropriate in the last part of the response: it's too informal and personal.</li></ul>

### Response 3: Level 5

Although some of my co-workers like to go training in nice hotel, I prefer to choose vacation with my family. I know some would agree what I prefer to but others can't please them, they have their own reason. First of all, vacation is the only time my kids are waiting for the whole year. This is the only chance, We spend much time with each other. I don't want them to make upset. Secondly, vacation with my wife is the special and most romantic were always do. She always telling that were always working everyday for the future of our kids. Most of the time we forgot our time for each other, that's why vacation is so important to us. Finally, my parents are always expecting me to visit them every vacation, parents are so mean to me. I can't live without them. Therefore, vacation is so important to everybody. Family, friends and parents need our time.

*(158 words)*

#### Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• The writer chooses an option.</li><li>• The ideas are organized and each one is supported with details.</li><li>• The writer uses common words and phrases adequately.</li><li>• Transitions help to signal new ideas.</li><li>• The writer answers all of the questions.</li><li>• The tone is appropriate for the situation.</li></ul>	<ul style="list-style-type: none"><li>• Some of the supporting details are unclear (e.g., "others can't please them," "The special and most romantic were always do").</li><li>• Some word choice is unclear or incorrect ("e.g., "so mean to me."</li><li>• Some errors in punctuation and grammar make the ideas difficult to understand.</li><li>• There is no paragraphing.</li></ul>

## Additional CELPIP Webinars

Webinar	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>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.
- 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**.



## Connect with Us!

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