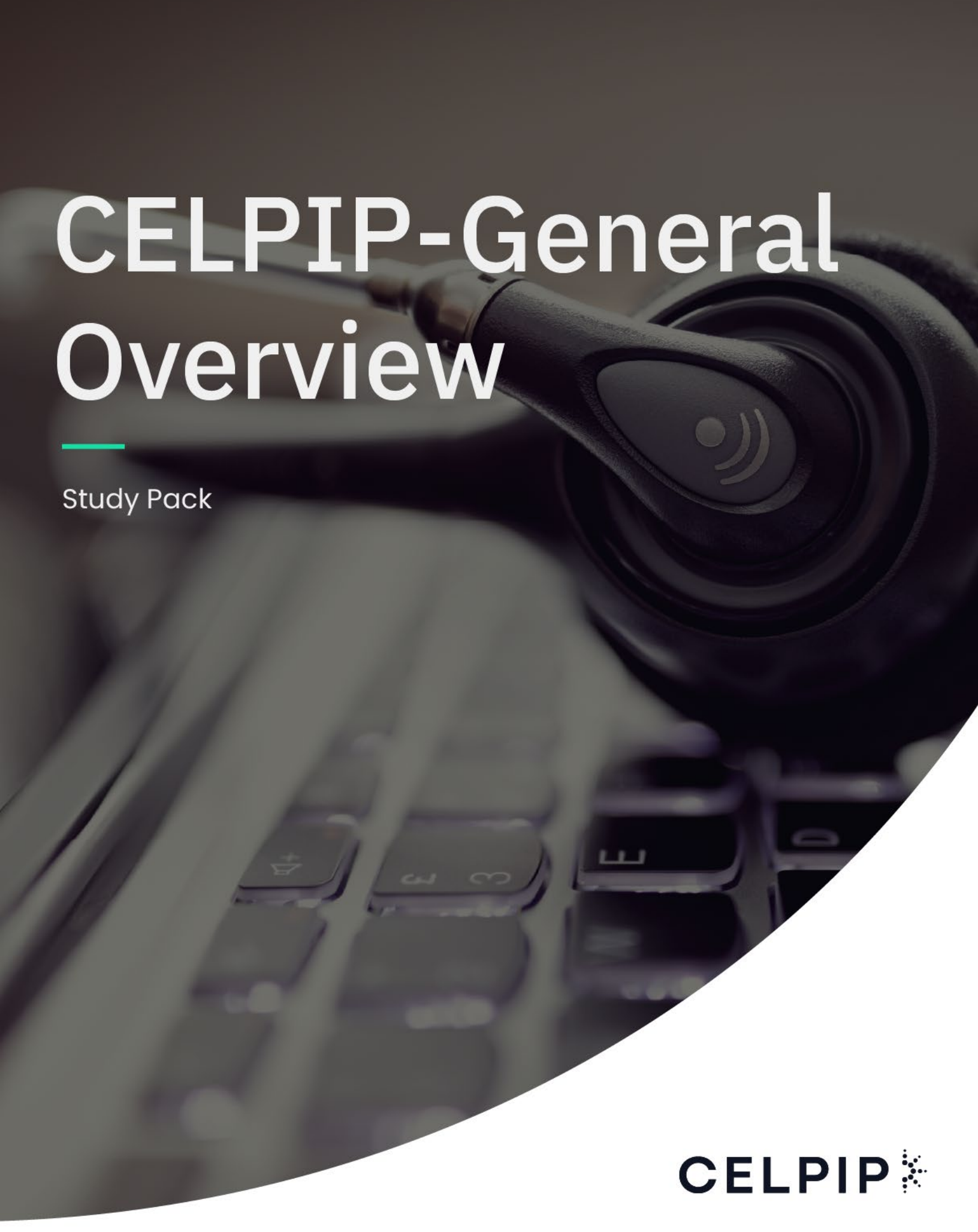

CELPIP-General Overview

Study Pack

CELPIP

CELPIP-General Overview

Study Pack

This package contains summaries of what was covered in the presentation as well as a number of useful resources which you may find handy during your test preparation.

At the end of this pack is a set of helpful links to everything you need.

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The CELPIP-General Test

Test Component	Component Sections	Number of Questions	Timing
Listening	Part 1: Listening to Problem Solving	8	46–55 minutes
	Part 2: Listening to a Daily Life Conversation	5	
	Part 3: Listening for Information	6	
	Part 4: Listening to a News Item	5	
	Part 5: Listening to a Discussion	8	
	Part 6: Listening for Viewpoints	6	
	Unscored Items*		
Reading	Part 1: Reading Correspondence	11	43–56 minutes
	Part 2: Reading to Apply a Diagram	8	
	Part 3: Reading for Information	9	
	Part 4: Reading for Viewpoints	10	
	Unscored Items*		
Writing	Task 1: Writing an Email	1	53 minutes
	Task 2: Responding to Survey Questions	1	
Speaking	Task 1: Giving Advice	1	15 minutes
	Task 2: Talking about a Personal Experience	1	
	Task 3: Describing a Scene	1	
	Task 4: Making Predictions	1	
	Task 5: Comparing and Persuading	1	
	Task 6: Dealing with a Difficult Situation	1	
	Task 7: Expressing Opinions	1	
	Task 8: Describing an Unusual Situation	1	

*Unscored Items: The Listening and Reading Tests may contain unscored items used for test development. These unscored items can be found anywhere within each test and will have the same format as one of the other parts of each test. You will not know which part of the test contains the unscored items.

The CELPIP-General LS Test

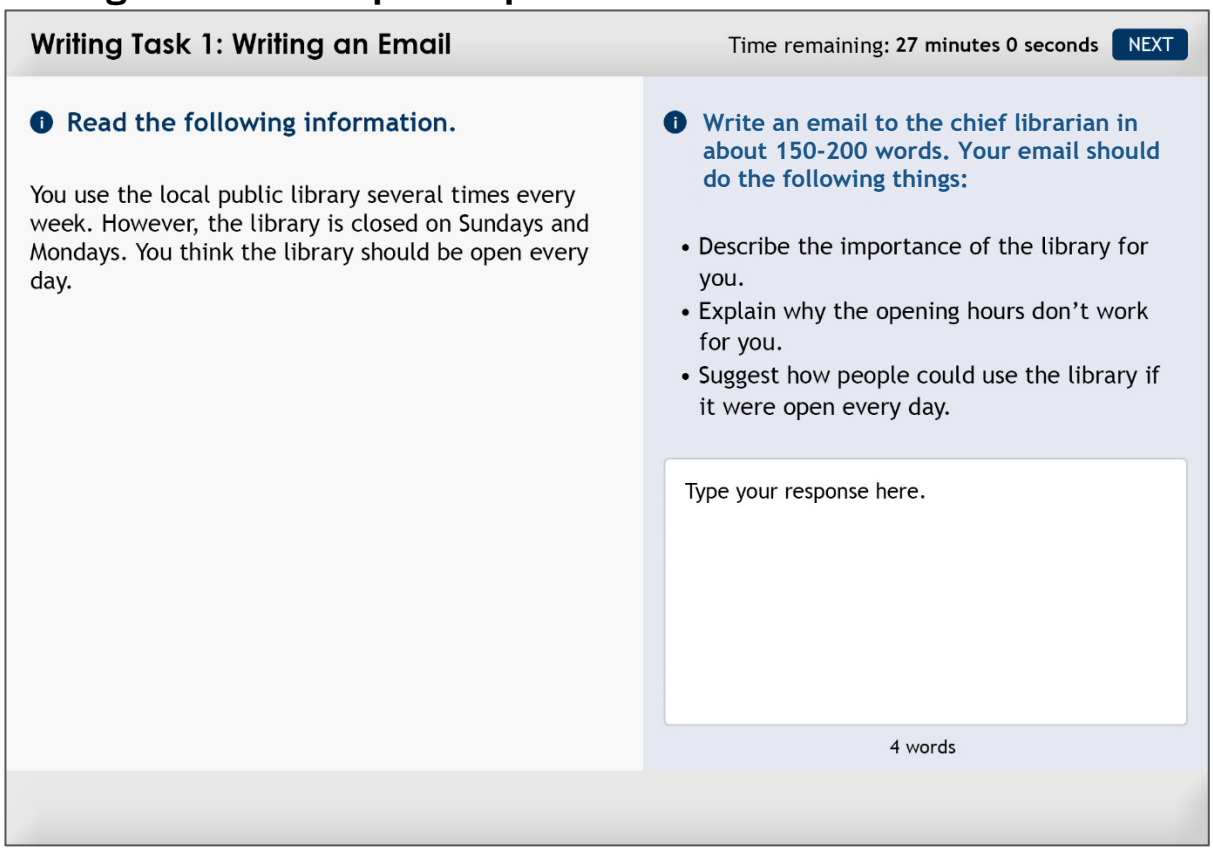
Test Component	Component Sections	Number of Questions	Timing
Listening	Part 1: Listening to Problem Solving	8	46-55 minutes
	Part 2: Listening to a Daily Life Conversation	5	
	Part 3: Listening for Information	6	
	Part 4: Listening to a News Item	5	
	Part 5: Listening to a Discussion	8	
	Part 6: Listening for Viewpoints	6	
	Unscored Items*		
Speaking	Task 1: Giving Advice	1	15 minutes
	Task 2: Talking about a Personal Experience	1	
	Task 3: Describing a Scene	1	
	Task 4: Making Predictions	1	
	Task 5: Comparing and Persuading	1	
	Task 6: Dealing with a Difficult Situation	1	
	Task 7: Expressing Opinions	1	
	Task 8: Describing an Unusual Situation	1	

*Unscored Items: The Listening Test may contain unscored items used for test development. These unscored items can be found anywhere within the test and will have the same format as one of the other parts of the test. You will not know which part of the test contains the unscored items.

Writing – Performance Standards

CATEGORY	IMPORTANT FACTORS
CONTENT/COHERENCE	✔ Number of ideas ✔ Quality of ideas ✔ Organization of ideas ✔ Examples and supporting details
VOCABULARY	✔ Word choice ✔ Suitable use of words and phrases ✔ Range of words and phrases ✔ Precision and accuracy
READABILITY	✔ Format and paragraphing ✔ Connectors and transitions ✔ Grammar and sentence structure ✔ Spelling and punctuation
TASK FULFILLMENT	✔ Relevance ✔ Completeness ✔ Tone ✔ Word count

Writing Task 1 – Sample Response A



Response – CELPIP Level 9:

Dear Sir/Madam,

I am writing to you to question the current opening hours of the local public library. I am currently in university studying English and law so as you can imagine the local library is a great resource for me. Not only for the vast array of textbooks you carry but also as a quiet relaxing place to study. Currently the library closes on Sundays and Mondays. As a full time student with lectures Monday to Friday, these days are important to me because they are my only opportunity to study as i also have a part time job on Saturdays. As you yourself know having attended university to achieve your position, the local library is a very valuable resource for the local community. Just from discussing the current situation with some of the local residents, i have found that there is a great interest in having the library open seven days a week. I am looking forward to hearing your opinion on this matter.

Yours sincerely,

Larry

Analysis

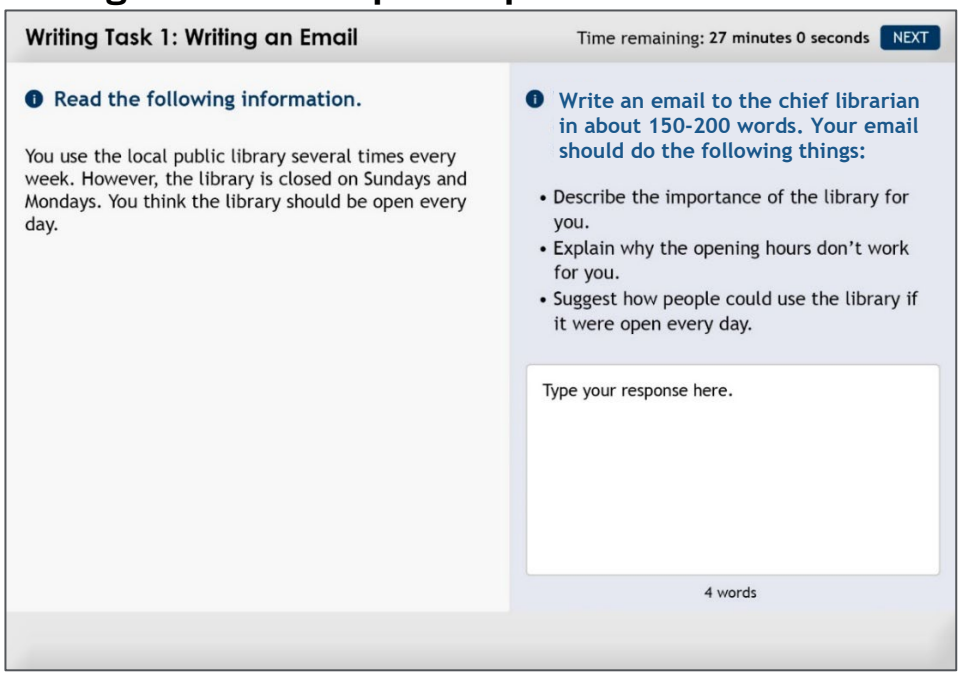
Strengths:

- Clear purpose, supported with a range of ideas and details
- Many vocabulary words and phrases used accurately and appropriately ("to question," "as you can imagine," "vast array," "my only opportunity," "I have found")
- Few grammatical errors; their impact on comprehension is minimal
- Appropriate tone for the context

Weaknesses:

- Lack of paragraphing, very narrow range of transitions
- Readability is affected by numerous missing commas:
  - "As you yourself know [,]"
  - "I am currently studying English and law [,] so as you can imagine [,] . . ."
  - ". . . opportunity to study [,]"
- Some repetitive word choice ("current/ly" x 4, "local" x5)
- "As" used 5 times; somewhat repetitive sentence structure
- Third task is not addressed

Writing Task 1 – Sample Response B



Response – CELPIP Level 12:

Dear Chief Librarian,

Since moving to the city several months ago one of the hidden gems has been Toronto's public library system - specifically your branch on Elm Street. The range of books, both fiction and non-fiction, is excellent. The addition of contemporary DVDs and CDs means all my entertainment needs are filled at the library! Plus, your friendly staff who can always recommend me a great title!

However, one downside of your location is the operating hours. Like many people in the area I have a relatively busy schedule and with your library closed on Sunday and Monday am often left with the unenviable choice of waiting until Wednesday (as I have classes Tuesday) or driving 20 minutes to the nearest open branch on Summit Street to collect my new novel for the upcoming week.

I'm sure you agree that reading is a thoroughly important activity and being open on Sunday, when most people have free time would be a great opportunity to allow more people to enjoy it - with book clubs and meet the author events.

Please consider my request to keep this important municipal service open seven days a week.

Warm Regards,

Peter

Analysis

Strengths:

- Purpose is extremely clear
- Main ideas consistently supported with relevant, precise details
- Very wide range of specialized ("recommend me a great title," "the nearest open branch," "meet the author events"), formal ("municipal service"), and common words and phrases used correctly to express meaning precisely and concisely
- Wide range of sentence structures, including complex sentences, hypothetical constructions, and a parenthetical phrase
- Tone is friendly, respectful, and persuasive: ideal for the context
- All three tasks completed thoroughly

Weaknesses:

- Occasional grammar and punctuation errors:
  - "Plus, your friendly staff . . .": sentence fragment
  - Missing "I" and lack of necessary punctuation in the long sentence in Paragraph 2
  - Missing comma after "free time" in Paragraph 3

Speaking – Performance Standards

CATEGORY	IMPORTANT FACTORS
CONTENT/COHERENCE	✔ Number of ideas ✔ Quality of ideas ✔ Organization of ideas ✔ Examples and supporting details
VOCABULARY	✔ Word choice ✔ Suitable use of words and phrases ✔ Range of words and phrases ✔ Precision and accuracy
LISTENABILITY	✔ Rhythm, pronunciation, and intonation ✔ Pauses, interjections, and self-correction ✔ Grammar and sentence structure ✔ Variety of sentence types
TASK FULFILLMENT	✔ Relevance ✔ Completeness ✔ Tone ✔ Length

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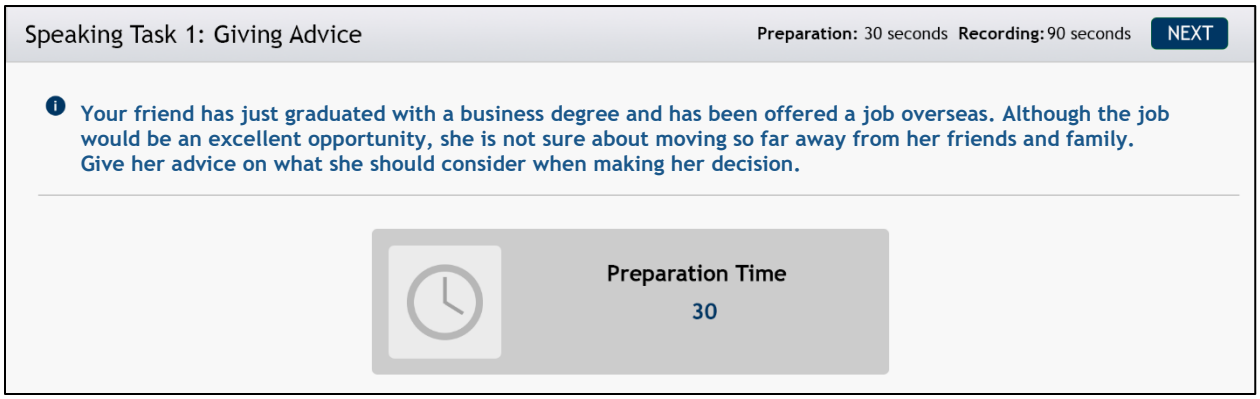
Speaking Task 1 – Sample Response



Transcript – CELPIP Level 5:

First, I'd like to say uh congratulations to you for your uh graduation and I heard that you get offer from uh overseas. Uh, I think it's a good opportunity for you because uh it's a, it's a wide world and based on my experience when I get uh offer from uh overseas, uh I start looking for the company make uh, do this research and uh finds, uh as much as you can, information about the cities that you're uh live in. And you better uh find [unclear] the weather there. Uh you can't uh, cause you need to buy uh clothes that appropriate with the, the weather. And uh, also uh you need to information about how to open a bank account there. And uh you need to know uh if you have any friends uh and—

Analysis

Strengths:

- Provides several suggestions ("research cities," "weather," "clothing," "banking")
- Uses linking words and phrases to organize response ("first," "and," "because")
- Uses words and phrases appropriately ("wide world," "based on my experience")
- Has some control over simple sentence structures ("I think it's a good opportunity for you")

Weaknesses:

- Pace is somewhat slow, which reduces content
- Several interjections and hesitations interrupt flow
- Some tense errors ("I heard that you get offer")
- Some grammar errors ("appropriate with the weather")

Speaking Task 3 – Sample Response

Transcript – CELPIP Level 8:

The picture that I am looking at is very colourful, there is a lot going on. Um, there is an older couple holding hands and looking at each other. You can see the blue sky, you can also see a father with his daughter, the daughter is in a blue dress and she's pointing at a puppy who is chasing some kind of food. Um, there is this older lady that is trying to buy food so she's reaching into her pocket to get her wallet for some money and she's standing in front of a Curry Bowl. There is also a smoothie shop and these two ladies seem to be very happy serving this little boy that seems so excited. Um, there is this mother and son and they're just walking, she's wearing this pink t-shirt and shorts.

Analysis

Strengths:

- Provides several accurate descriptions of people, objects, and actions
- Has good control over simple and complex sentence structures
- Uses several words/phrases accurately ("pointing at a puppy," "reaching into her pocket")
- Pronunciation is clear, rhythm is steady, and intonation is appropriate for the task

Weaknesses:

- Does not directly address and describe the scene to another person
- Does not provide an overview of the scene before describing details
- More complex vocabulary and a closing would improve this response

Summary – Listening

General notes:

- Audio passage plays once.
- Questions come after audio.
- Paper and pen are provided.
- Timers help you manage your time.
- Passages and questions get gradually harder.

Basic things to listen for:

- Who are the speakers?
- How do they know each other?
- What are they talking about?
- If there is a problem, what is it? How do they each feel about it?
- What is the solution to the problem?

The "Next" button:

- You don't have to click on it to move forward. The test will move forward automatically.
- If you do click **Next**, you will not be able to go back to a previous screen.
- If you click **Next** before your time for a particular question is up, you will not be able to add this time to other parts of the test.
- If you do find that you have additional time left after answering the question, it's better to use that time to check your answer.

Basic things to watch for (in Listening Part 5):

- Facial expressions
- Body language
- Posture
- Setting
- Type of clothing (formal? informal?)
- You don't need to worry about details such as what someone looks like or how they're dressed.

Note-taking:

- Use abbreviations and symbols.
- Organize your notes.
- Use point form.
- Identify main ideas and important supporting details (names, dates, sequences of events, etc.).
- Listen for verbal cues.
- Write down key words and phrases only.

Listen for these clues:

- Pauses
- Intonation
- Stressed words

Listen for this information:

- Main topic
- Key details
- Facts
- Opinions

Listening question types

- *General meaning* questions will ask you to identify the topic, theme, or main ideas of a listening passage.
- *Specific information* questions will ask you to identify key information, supporting details, opinions, or examples.
- *Inference* question will ask you to identify implicit information, including a speaker's purpose, tone, or attitude.

Listening strategies:

- Focus on what you understand rather that what you don't understand.
- Take useful notes.
- Listen for main points.
- Recognize key details.
- Listen for intonation and pauses.
- Look for paraphrased ideas in answer choices.
- Eliminate incorrect answers.
- Answer every question, even if you're not sure.

Summary – Reading

General notes:

- Main reading passage is on left side.
- Instructions and work area are on right side.
- Countdown timer helps you manage your time.
- Passages and questions get gradually harder.
- All questions appear onscreen at the same time. Select answers from the drop-down options presented.
- Use the scroll bars to move through the Reading passage and questions for each part.

Reading question types:

- Same as for Listening . . .
- *General meaning* questions will ask you to identify the topic, theme, or main ideas of a reading passage.
- *Specific information* questions will ask you to identify key information, supporting details, opinions, or examples.
- *Inference* question will ask you to identify implicit information, including an author's purpose, tone, or attitude

Reading strategies:

- Preview the test screen.
- Skim the passage (30–40 seconds max).
- Read the questions.
- Watch for main ideas and key details to be paraphrased in answer choices.
- Scan the passage for answers.
- Eliminate incorrect answers.
- Answer every question, even if you're not sure.

Summary – Writing

Task 1:

- 27 minutes to complete.
- Write 150–200 words.
- Write an email about an everyday matter, in which you'll usually be asked to do around 3 things.
- Formality should be neither too formal nor too informal. This is not an email to a friend or family member, but also not to a member of the government.

Task 2:

- 26 minutes to complete.
- Write 150–200 words.
- Respond to an opinion survey, choose between two options, and explain your choice (why is it better?).
- No need to use email format here.

General notes:

- Background information is on the left side.
- Specific instructions are on the right side.
- Basic editing tools.
- Automatic word count.
- Spellcheck!
- 150–200 words per task.

Summary – Speaking

General notes:

- Some tasks are text only.
- Some tasks have text with an image.
- For text-only tasks, you may have to come up with your own ideas and/or opinions.
- Make sure you pay close attention to the instructions; stay on topic during your response; and provide as much supporting information as you can.
- Each task has preparation time and speaking time.
- Responses are recorded and rated later.
- When you begin speaking, a blue progress bar in the centre of the screen will show you how much time you've got left. Once the bar is completely blue, your time will be up.
- As you speak, the grey bar behind the microphone icon will move up and down. It's important that the grey bar not fall too low or the recording may not be audible.

Text and image

- Imagine the listener cannot see the image.
- When describing an image, start with overview of the scene.
- Choose things in the image you are comfortable talking about.
- Use strong, descriptive vocabulary.

Speaking Task 5:

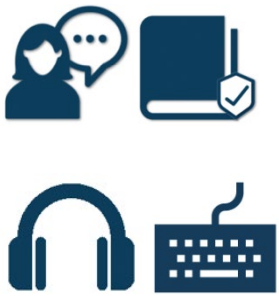
- Read the instructions especially closely in this task.
- There are two separate screens.
- On the first screen, you will simply make a choice between options; you will not speak.
- On the second screen, you will have another preparation time, and finally a speaking time.

Study Materials – Free

To access these free resources, please visit: celpip.ca/free-resources/

CELPIP Webinars

- Live 2-hour lessons; join online from anywhere in the world
- CELPIP-General Overview introduces test features and format
- Reading, Listening, Writing, and Speaking Pro sessions include sample questions and opportunities for practice
- Ask questions about CELPIP and interact with the presenter
- Free PDF study packs with tips, strategies, and sample responses



CELPIP Sample Tests

- 2 complete, free tests available on our website
- A helpful way to learn about the test
- Answer keys provide correct answers + your choices
- Listening transcripts included

CELPIP Study Tips

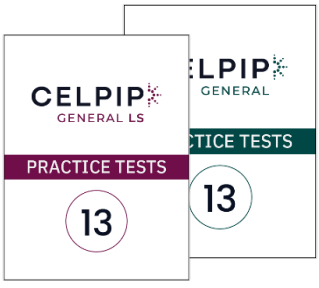
- Available on our website
- Available for each test component

Study Materials – Online Store

To access these materials, please visit: celpip.ca/study-materials/

CELPIP Practice Tests (ONLINE)

- 13 sets, each with 2 complete tests (=26 tests total)
- 1 test in each set contains sample Speaking and Writing responses at multiple levels
- Instant results for the Listening and Reading Tests
- Writing and Speaking performance standards



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Get **$300 cashback** to help pay for the CELPIP Test when you open a banking account at the National Bank of Canada.

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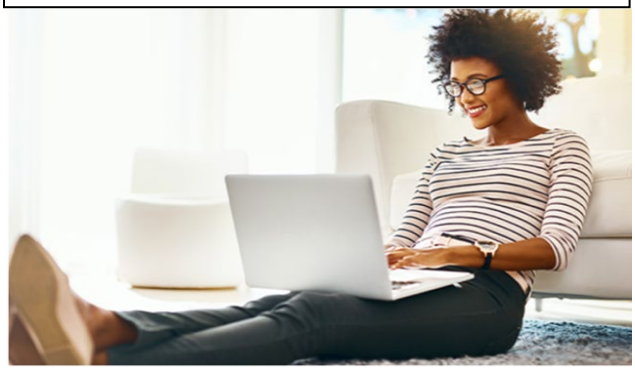

Helpful CELPIP Links

COMPLETE A SURVEY (OPTIONAL): https://www.surveymonkey.com/r/celpip-general-overview

WATCH A RECORDED VERSION OF THE WEBINAR:
https://www.youtube.com/watch?v=9YpA3MRjLFg&list=PLAqVC0RMPppwm69Bppx8KPyoIjg-gHHct&index=3

FREE STUDY MATERIALS

1. Test Overview and FAQs: https://www.celpip.ca/take-celpip/overview/
2. Study Tips: https://www.celpip.ca/prepare-for-celpip/free-resources/
3. Understanding Your Test Scores: https://www.celpip.ca/take-celpip/test-results/
4. Register for a free live Zoom webinar: https://www.celpip.ca/prepare-for-celpip/webinars-workshops/
5. Access two free CELPIP Practice Tests: https://www.celpip.ca/prepare-for-celpip/free-practice-tests/
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PAID STUDY PRODUCTS

8. Purchase additional study products and practice tests from the online bookstore: https://www.celpip.ca/study-materials/
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15. Test Day Procedures: https://www.celpip.ca/take-celpip/test-day-information/
16. Policies and Forms: https://www.celpip.ca/take-celpip/policies-forms/
17. Contact Us: https://www.celpip.ca/about-us/contact-us/