

CELPiP Speaking Pro: Target 9+

Study Pack

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Contents	Page
Preparing for the CELPIP Speaking Test	4
Speaking Test Overview	5
Speaking Performance Standards	6
CELPIP Score Comparison Chart	6
Level 9 Score Descriptors and Performance Profile	7
Task 1: Giving Advice	8-10
Overview and Strategies	
Sample Questions, Response Transcripts, and Analysis	
Task 2: Talking about a Personal Experience	11-14
Overview and Strategies	
Sample Questions, Response Transcripts, and Analysis	
Task 3: Describing a Scene	15-17
Overview and Strategies	
Sample Questions, Response Transcripts and Analysis	
Task 4: Making Predictions	18-20
Overview and Strategies	
Sample Questions, Response Transcripts, and Analysis	

Task 5: Comparing and Persuading	21-25
Overview and Strategies	
Sample Questions, Response Transcripts and Analysis	
Task 6: Dealing with a Difficult Situation	25-28
Overview and Strategies	
Sample Questions, Response Transcripts, and Analysis	
Task 7: Expressing Opinions	29-31
Overview and Strategies	
Sample Questions, Response Transcripts and Analysis	
Task 8: Describing an Unusual Situation	32-35
Overview and Strategies	
Sample Questions, Response Transcripts and Analysis	
More CELPIP Webinars	36
Connect with Us!	37
Helpful CELPIP Links	37-38

Preparing for the CELPIP Speaking Test

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

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

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

Speaking Test Overview

Task	Preparation Time	Speaking Time
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** minutes to complete.
- Speaking is the **last** part of the CELPIP Test.
- For each task, when the preparation time is up, the screen will automatically move forward. You will hear a prompt (“Start speaking now”) and recording will automatically begin.
- Speak at your normal volume. Avoid speaking too loudly or too softly, as this can have a negative impact on various factors of Listenability. Although there may be some background noise in the room, don’t worry: the raters will be able to hear your response clearly as long as you speak at a normal volume.

CELPiP Speaking Performance Standards

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

CELPiP Score Comparison Chart

We encourage test takers to check out the **CELPiP Score Comparison Chart** (click [here!](#)) on the CELPiP website. For **each CELPiP Level**, 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 increase 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">• present information and support ideas with moderately complex reasons	<ul style="list-style-type: none">• use common or context-specific vocabulary• use some figures of speech and idioms	<ul style="list-style-type: none">• speak with some control of complex grammatical structures• speak intelligibly with mostly fluent rhythm, pronunciation, and intonation	<ul style="list-style-type: none">• adjust my speaking style and tone to a range of audiences and situations• convey my ideas to others when I speak	<ul style="list-style-type: none">• I speak with peers or authority figures• I speak face-to-face, online, or on the phone• the situation is formal or informal

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

Task 1 Overview and Strategies

Description: Help someone to either make a decision or prepare for something.	
Prep Time: 30 seconds	Speaking Time: 90 seconds
Key Strategies →	1. Speak directly to the person.
	2. Provide at least three suggestions.
	3. Give a practical example or reason for each suggestion.
	4. Signal each new suggestion with a transition word or phrase such as: "If I were you,..." "Another thing you could do is..." "One final thing is..."
	5. Use a helpful and thoughtful tone.

Task 1, 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">Provides suggestions (e.g., <i>ask her about the project; go out for coffee, lunch, or a drink</i>)Some ideas are not clearly developedIdeas are logical but repetitive with basic transitions	<ul style="list-style-type: none">Uses suitable words and phrases (e.g., <i>initiate, smooth, creeped out, ask out, casually</i>)Some awkward expressions and incorrect usage (e.g., <i>kind of a little bit wrong way, start asking for lunch, ask for a drink</i>)	<ul style="list-style-type: none">Maintains a steady rhythm and uses intonation wellInterjections and self-corrections sometimes interfere with flowGood control of simple sentence structure	<ul style="list-style-type: none">Understands the question and provides relevant informationTone is appropriate (friendly, helpful, interested)Speaks for the full time and includes a closing

Task 1, Response B: Question

Speaking Task 1: Giving Advice

Preparation: 30 secondsRecording: 90 secondsNEXT

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?
<div><div>Provides many details (e.g., job on campus, immigration rules, references, etc.)</div><div>More clarity needed at times (e.g., unclear whether he attended the same university)</div></div>	<div><div>Uses many suitable and precise phrases (e.g., once you land there, forward your resume, afford accommodation)</div><div>Word choice is imprecise at times (really good university, pretty expensive, good thing, great help)</div></div>	<div><div>Speaks clearly; no long pauses</div><div>Minor grammar errors</div><div>Uses some complex sentence structures (e.g. subordinating conjunctions)</div></div>	<div><div>Content is relevant</div><div>Tone is friendly and helpful</div><div>Addresses the friend directly</div><div>Speaks for the full time</div></div>

Task 2: Talking about a Personal Experience

Task 2 Overview and Strategies

Description: Tell a story about a past experience.	
Prep Time: 30 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Quickly decide what story you will tell.
	2. If you can't think of a real experience from your life, make one up.
	3. Use past tenses.
	4. Include descriptive details.
	5. Try to get your listener to feel how you felt.

Task 2, 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

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

Task 2, Response B: Transcript

When I was about twenty-four years old, one of my closest friends who was twenty-two at the time came to me, um, I had to help her cook... learn to cook a Christmas dinner. Her family for the first time ever were coming to her house for Christmas, and she had no idea how to cook. I had been living on my own for about eight years, so I knew, I guess, the uh, the skills that she needed. We started by forming a menu. Um, we tried to keep it traditional, but also very simple. Um from there, we went actually, physically to the grocery store because she'd also never shopped for groceries. So, once we had the groceries, we went home and we did a few test runs. Um, I gave her- I wrote out step by step instructions for each menu item. Um, and then we did a few test runs cooking each menu item, um so that she was prepared on the day. And when her family arrived-

Task 2, 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">Identifies the subject (e.g., <i>teach her friend to cook</i>) and outlines precise steps (e.g., <i>menu, shopping, test runs</i>)Organizes response with sequential transitions (e.g., <i>when, first time, started, from there, once, and then</i>)Develops ideas with precise details (e.g., <i>24 years-old, Christmas dinner, traditional menu, step-by-step instructions</i>)	<ul style="list-style-type: none">Uses a range of context-specific words and phrases (e.g., <i>forming a menu, traditional, physically, test runs</i>)A few imprecise words (e.g., <i>I guess</i>)	<ul style="list-style-type: none">Pronunciation is clear; rhythm is steadyIntonation is naturalSelf-corrections occasionally interfere with flow (e.g., <i>help her cook... learn to cook</i>)Demonstrates a range of complex structures and verb tenses (e.g., <i>I had been living on my own; ...because she'd also never shopped...</i>)	<ul style="list-style-type: none">Addresses all parts of the taskSpeaks for the full timeTone is appropriateGets cut-off at the end, but completes all task requirements before time is up

Task 2, Response C: 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 C: 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 C: Analysis

(CELPID 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?
<div><div>• Provides several reasons (e.g., <i>learning something new, making her brain work</i>)</div><div>• Organizes response with transitions and other linking devices (e.g., <i>It's been such a long time, Honestly</i>)</div><div>• Develops some ideas (e.g., <i>why it's okay to correct the professor</i>)</div></div>	<div><div>• Uses a range of less common words and phrases (e.g., <i>algorithms, I have to admit, touchy subject</i>)</div><div>• Uses words accurately and appropriately</div><div>• Confuses one expression (<i>touchy-feely</i> vs. <i>touchy</i>) but corrects the error</div></div>	<div><div>• Rhythm is steady and pronunciation is clear</div><div>• Intonation adds feeling to the response</div><div>• 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>)</div></div>	<div><div>• Most information is relevant to the question</div><div>• Response has a good opening and closing</div><div>• Maintains an appropriate tone</div></div>

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: 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

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 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">• Describes the place (e.g., <i>movie theatre reception</i>) and some objects and people, (e.g., <i>posters, patrons</i>)• Describes things happening (e.g., <i>people purchasing tickets</i>)• Doesn't develop ideas very much	<ul style="list-style-type: none">• Uses common words and phrases accurately (e.g., <i>picture that I'm looking at, heading into the theatre</i>)• Struggles to describe specific parts of the scene and hesitates when trying to describe actions	<ul style="list-style-type: none">• Pronunciation is clear• Pauses and self-corrections interfere with rhythm• Uses simple sentence structures well; attempts a moderately complex sentence at the end (e.g., <i>While it's not very busy at the counter...</i>)	<ul style="list-style-type: none">• Information is relevant• Speaks for the full time• Rate of speech impacts completeness• Tone is appropriate

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

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 B: Analysis

(CELPID 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">Sets the scene and provides some detail (e.g., <i>not very busy, about nine people</i>)Provides accurate descriptions of people and objectsResponse is organized well with quite a few details (e.g., <i>only one register is opened, lemons are on sale</i>)	<ul style="list-style-type: none">Uses words and phrases accurately to describe people, objects, and actions (e.g., <i>register, cashier, picking up</i>)A greater range of more precise/complex words and phrases would further improve the response	<ul style="list-style-type: none">Rhythm is steady and pronunciation is clearSome hesitations and self-corrections; these have a minimal impact on flowGood control of grammatical structures (e.g., <i>a boy with his mother who looks like he wants to buy...</i>)	<ul style="list-style-type: none">Information is relevantResponse is complete although the final idea is cut offTone is appropriate

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: Question

Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

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



Preparation Time

30

Task 4, Response A: Transcript

Uh, since this is cinema, I assume that all people will buy the tickets to see a movie. Then, they will uh go and buy some snacks such as popcorn, water, or other things they would like to eat during, watching, during [unclear] the movie. Um, I assume uh that um all the people will buy tickets. Otherwise, they won't be let in. And um they will have great time watching the movie ... And all the staff uh will help uh, I can see that staff is helping people purchasing their tickets.

Task 4, 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"> Provides predictions (e.g., <i>people will buy tickets, snacks, popcorn, and water</i>) The quality/number of ideas could be improved and developed with examples Organization could be improved with more effective transitions and linking words 	<ul style="list-style-type: none"> Uses common words and phrases accurately (e.g., <i>I can see that staff is helping people purchasing their tickets</i>) Complexity, range and precision need to be improved Some repetition (e.g., <i>I assume that all the people will buy the tickets</i>) 	<ul style="list-style-type: none"> Pronunciation is usually clear but some words/phrases difficult for the listener to understand Rhythm is interrupted by pauses and interjections Uses mostly simple sentences and a few moderately complex grammatical constructions 	<ul style="list-style-type: none"> Information is relevant Speaks for the entire time Pauses negatively impact completeness Maintains appropriate tone

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

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 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">Provides several predictionsProvides details to identify which people/scenes from the picture are being describedDevelops ideas with some details	<ul style="list-style-type: none">Uses a range of common and situation-specific words to accurately describe the scene (e.g., <i>bar code</i>, <i>scan card</i>, <i>aisle</i>, <i>stepping out</i>)Some incorrect/imprecise word choices (e.g., <i>some stuff</i>, <i>driving her cart</i>)	<ul style="list-style-type: none">Rhythm is usually steady and pronunciation clearQuick pace sometimes makes response challenging to understandA few hesitations and self-correctionsDemonstrates some emerging control over complex grammar (e.g., <i>would allow to either buy the item or convince him for something else</i>)	<ul style="list-style-type: none">Information is relevantResponse is completeOpening is effectiveClosing could be improvedTone is appropriate

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 (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">Provides three main ideas (e.g., <i>knowing how to cook, back injuries, and cost</i>)Uses basic transitions to organize the response (e.g., <i>and, also, but, so</i>)More development of ideas (examples or details) would improve the content	<ul style="list-style-type: none">Uses some uncommon words and phrases appropriately (e.g., <i>back injury, interact, that kind of money</i>)A greater range of words and phrases would enable the speaker to be more precise	<ul style="list-style-type: none">Pronunciation is clear and rhythm is steadyIntonation is lackingMostly uses simple grammar structures	<ul style="list-style-type: none">Information is relevantAddresses the other person directlySpeaks for the full timeThe last idea is cut offSounding more excited to go into business with his friend would improve tone

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

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

Task 5, Response C: Transcript

(Note: the test taker chose the large floor fan in Part 1).

The uh large floor fan, I think, is the much better choice for us as a family. Although it's a lot more money, \$49.99, it has the advantage of being much bigger than the smaller fan which won't be any use for us because it's only gonna be useful for one person- the hand-held mini fan will only be of use to one person. Um, the large floor fan is much bigger. We can move it from about, from room to room around the house. Um, I think it will last longer as well, um than the smaller one because, ah, if the children get hold of that small fan, they could hurt their hands on it, whereas the other one has a guard on it. We also won't need any batteries because the hand-held one has batteries, the larger one's a plug-in.

Task 5, Response C: 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"> Provides several main ideas (e.g., <i>bigger, move from room to room, will last longer, safer, plug-in</i>) Connects and develops ideas (e.g., <i>mini-fan useful for only one person, floor fan has a guard so children won't hurt their hands, no batteries needed</i>) 	<ul style="list-style-type: none"> Uses words and phrases accurately and naturally; demonstrates a broad range (e.g., <i>is the much better choice, has the advantage, won't be any use for us, if the children get hold of...</i>) 	<ul style="list-style-type: none"> Pronunciation is clear Very few pauses; interjections are infrequent and do not interrupt flow Self-corrections occasionally interrupt rhythm (it's only gonna be useful for one person- the hand-held mini-fan will only be of use to one person) Uses a variety of complex sentences (e.g., <i>although, which, if, whereas</i>) 	<ul style="list-style-type: none"> Details are relevant Speaks for the full time and gives a complete response Establishes a confident and persuasive tone

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: Question

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

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

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

 Preparation Time
60

Task 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">Provides three main reasons to support her choice (e.g., <i>poor quality, previous experience, possible warranty</i>)Ideas are organized with simple linking words (e.g., <i>because, and, so</i>)	<ul style="list-style-type: none">Uses common words and phrases appropriate to the situation (e.g., <i>quality, brand, double check</i>)Using a greater range of vocabulary and phrases would improve precision and accuracy	<ul style="list-style-type: none">Pronunciation is clear and rhythm is fairly steadyInterjections and self-corrections sometimes interfere with flowUses a variety of sentence structures, but makes some grammatical errors (e.g., <i>this t-shirts, only one times, as based on</i>)	<ul style="list-style-type: none">Information is relevantTone is appropriateSpeaks for the full timeSaying "Thank you" at the end is awkward for this context

Task 6, Response B

(Note: This is a bonus response that is not included in the live or recorded webinars, but it has been included in this study pack for your review. The audio file is accessible at the same link you've clicked to access all other audio files included in this study pack).

Task 6, Response B: Question

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

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 (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">Provides several reasons (e.g., <i>cats are easier to care for, less noisy, more friendly, and less harmful</i>)Clearly states opinion and provides details and examplesOrganizes ideas fairly well	<ul style="list-style-type: none">Uses many suitable words and phrases (e.g., <i>dog keeps barking, annoying to some people, become very aggressive</i>)Attempts to use some more precise transition words but uses them incorrectly (e.g., <i>otherwise, nevertheless</i>)	<ul style="list-style-type: none">Pronunciation is usually clear and rhythm is fairly steadyInterjections and self-corrections interfere with flowFew grammar errors; some complex sentence structures (e.g., <i>When they see other dogs, they become...</i>)	<ul style="list-style-type: none">Information is relevantSpeaks for the full timeFriendly but firm tone is appropriate for the situationDoes not address the customers directly as instructed

Task 7: Expressing Opinions

Overview and Strategies

Description: Answer a “Do you think...?” question with your opinion.

Prep Time: 30 seconds

Speaking Time: 90 seconds

Key Strategies →

1. Read the question carefully; be sure your response is on topic.
2. Quickly decide whether you will answer yes or no.
3. Give about three reasons to support your position.
4. Support each reason with specific details.
5. Present your ideas logically, and use transitions to signal new ideas.

Task 7, Response A: Question

Speaking Task 7: Expressing OpinionsPreparation: 30 seconds Recording: 90 secondsNEXT

1 Answer the following question.

Question: Do you think that governments should limit how much money company bosses make?
Explain your reasons.



Preparation Time
30

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">Contradicts himself: starts off arguing for the “yes” side, gives one reason to support it (e.g., <i>ethics</i>), but then switches to the “no” side (e.g., <i>competition, willingness to improve our position</i>)Uses the transitional phrase, “<i>The first one is,</i>” but introduces no further reasons	<ul style="list-style-type: none">Accurately uses a range of words and phrases throughout the response (e.g., <i>ethical, disparities, friction, position, career, cutting salaries</i>)Uses some imprecise and unnatural words and phrases (e.g., <i>provide no limit, among the society</i>)	<ul style="list-style-type: none">Pronunciation creates occasional challenges for the listener (e.g., <i>social disparity</i>)Reducing pauses would improve rhythmUses a variety of sentence structures, but some constructions are awkward (e.g., <i>not so significant than someone else’s limit</i>)	<ul style="list-style-type: none">Not all information is directly relevant to the opinion expressed at the beginning of the responseSpends more time describing the problems his choice would cause than giving reasons why it’s the best choiceTone is appropriate

Task 7, Response B: Question

Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

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 (CELPID 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">• Gives three clear reasons (e.g., <i>compensation, work opportunities and travel abroad</i>)• Develops some of the reasons with supporting details or examples• Organizes ideas with common linking words (e.g., <i>first thing, so, also, but</i>)	<ul style="list-style-type: none">• Uses a range of common words and phrases accurately (e.g., <i>bilingual, field of work, fluent</i>)• Uses some expressions appropriately (e.g., <i>opens up, learn the basics</i>)• More precision and variety would strengthen the response (e.g., <i>beneficial, different opportunities, a little bit</i>)	<ul style="list-style-type: none">• Pronunciation is clear and rhythm is fairly steady• Some self-corrections, but they do not significantly impact the flow• Uses some complex sentence structures (e.g., "if" clauses), but also uses "and/also" often; could include more variety	<ul style="list-style-type: none">• Information is relevant and all details and examples are connected• Tone is appropriate• Speaks for the full time• Has a good opening; lacks a closing

Task 8: Describing an Unusual Situation

Overview and Strategies

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

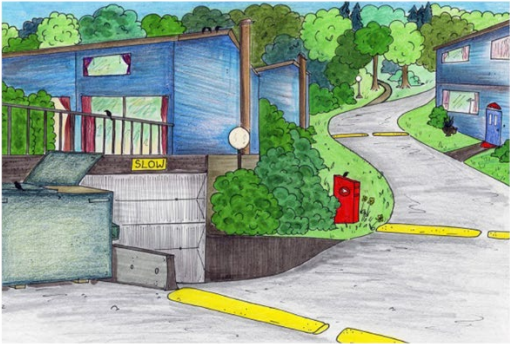
Task 8, Response A: Question

Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

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



 Preparation Time
30

Task 8, Response A: Transcript

Hi Ritu, 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">States the reason for the callProvides basic description of some objects in the scene (e.g., <i>board, townhouse, trees</i>)Adds some unnecessary details (e.g., <i>the garbage bin is open</i>)Uses simple linking words (<i>and, but, so</i>)	<ul style="list-style-type: none">Uses common words accurately (e.g., <i>garbage bin, townhouse</i>)Uses some inaccurate and imprecise phrases (e.g., <i>right or left street, I'll explain you, down the townhouse</i>)	<ul style="list-style-type: none">Pronunciation is usually clear and rhythm is fairly steadyPauses occasionally disrupt flowUses mostly simple sentence constructions; most grammatical errors don't interfere with meaning	<ul style="list-style-type: none">Directly addresses the other person, describes her surroundings, and asks for directionsTone is appropriate (friendly, confused, and seeking help)No closing; cut off at the end

Task 8, Response B: Transcript

Hi Sam, OK, I think I've found the street where you live, but I'm not sure which house you are. So where I'm standing, I can see... I'm at the bottom of a hill, and I can see up a road heading into like a forest area. There are three houses I can see immediately in front of me. There is one, um, on the right-hand side on its, on its own, a detached house, which has got a blue doorway and a red porch above it. And that's sort of just on the curve of the road. There's um some, there's a speed hump near the path. Um and I can also see another two houses which are next to each other which is on my left-hand side. One has got a large, um patio window. There's also underground um garage with a slow sign on top of it, and there's a red post box outside that one. And then there's a, a second house just behind it. Um, and I can also see a garbage bin. Are you near that by any chance?

Task 8, 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"> States the reason for the call Provides an overview first then describes precise objects in the scene in relation to each other 	<ul style="list-style-type: none"> Demonstrates a broad range of context-specific vocabulary (e.g., <i>immediately in front of me, detached house, curve of the road, patio window</i>) One imprecise word choice (<i>porch</i>) 	<ul style="list-style-type: none"> Pronunciation is clear and rhythm is steady Intonation effectively conveys meaning Interjections do not interrupt the flow 	<ul style="list-style-type: none"> Details are relevant Task is complete: directly addresses the other person, accurately and precisely describes her surroundings, and asks for directions Tone is appropriate (friendly) Includes an appropriate opening and closing

Task 8, Response C: 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 C: 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 C: Analysis (CELPID 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">Describes several objects with some precision (e.g., <i>glasses filled to different volumes, plastic and metal garbage cans</i>)Organizes ideas and provides additional context (e.g., <i>they've been playing for at least three hours</i>)	<ul style="list-style-type: none">Uses a range of situation-specific words and phrases (e.g., <i>percussion set, soundtrack, they've been going at it for hours, you wouldn't believe it, check them out</i>)Some inaccurate expressions (e.g., <i>having a good band</i>)	<ul style="list-style-type: none">Pronunciation is usually clear; rhythm and intonation are used effectivelyA range of sentence structures is used (e.g., <i>They've been going at it for hours, we actually passed through here three hours ago and they were doing the same thing</i>). But relies heavily on "and" to connect ideas together.	<ul style="list-style-type: none">Gives relevant information and uses the time effectivelySpeaks directly to KatiaTone is very friendly and engaging

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Name	Focus	Length
CELPIP-General Overview	An overview of the features and format of the CELPIP Test, with Speaking and Writing response analysis	2 hours
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Listening Pro	Format, strategies, and sample questions for Listening Parts 1 – 6	2 hours
Writing Pro: Target 9+	Achieving Level 9 or higher on the Writing Test	2 hours
Writing Pro: Target 5	Achieving Level 5 or higher on the Writing Test	2 hours
Speaking Pro: Target 5	Achieving Level 5 or higher on the Speaking Test	2 hours
Speaking Pro: Target 9+	Achieving Level 9 or higher on the Speaking Test	3 lessons, 2 hours each

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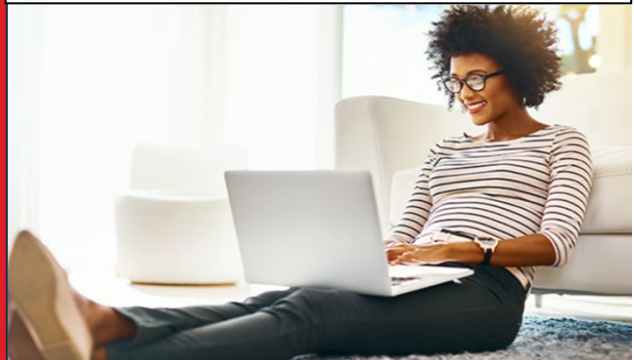
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11. Instagram: <https://www.instagram.com/CELPIPTestOfficial>
12. Facebook: <https://www.facebook.com/CELPIPTest>
13. X: www.x.com/theceliptest

REGISTER FOR THE CELPIP TEST

14. Register for the CELPIP Test: <https://www.celpip.ca/take-celpip/find-a-test-date/>
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/>