



CELPPIP®

GENERAL

# Study Guide

# CELPPIP-General Study Guide



## **CELPPIP-GENERAL STUDY GUIDE (Ebook Version)**

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I

# INTRODUCTION

# INTRODUCTION

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The CELPIP-General Study Guide has been designed to familiarize test takers with the CELPIP-General Test. If you are reading this, you are probably interested in taking the CELPIP-General Test and want to find out how to get the score you need.

The Study Guide explains what you should expect on the test, including a section-by-section breakdown of the four test components (Listening, Reading, Writing, and Speaking), their time allocations, scoring methods, sample questions with guided explanations, and more. The book focuses on providing examples, explanations, tips, and strategies. If you want to practice the language skills you need to succeed on the CELPIP-General, the CELPIP Bookstore has other instructional products that can help you.



<https://secure.paragontesting.ca/BookStore/OrderBookSelectTest.cshtml>

This handbook will help you achieve the best possible score on the CELPIP-General Test by explaining what to expect when you write the test, how to deal with each type of question, what the time requirements are, and what strategies to use for each test component.

The organization of the handbook follows the same order as the test: Listening, Reading, Writing, and Speaking. Each unit provides a clear explanation of one test section and includes the following:

## LISTENING AND READING TESTS

- **Chart:** Gives an overview of each test component.
- **Guidelines:** Introduces each question type.
- **Responding to the Prompt:** Provides step-by-step instructions for thinking about the question.
- **Eliminating the Wrong Answer:** Shows why three of the four answers are wrong.
- **Study Tip** for each question type.
- **Strategies for Success** for each test component.

## WRITING AND SPEAKING TESTS

- **Chart:** Gives an overview of each test component.
- **Assessment and Performance Standards:** Explains performance expectations for each test component.
- **Guidelines:** Introduces each question type.
- **Responding to the Prompt:** Provides step-by-step instructions for thinking about the question.
- **Strategies for Success** for each test component.
- **Sample Responses and Study Tips:** The Writing Unit contains a few Study Tips as well as one sample response with an analysis of its strengths and weaknesses. The Speaking Unit has sample responses integrated throughout.

# KEY FEATURES

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As indicated on the previous page, the CELPIP-General Study Guide has a series of segments to help you optimize your preparation work. The icons on the left will allow you to locate these key items quickly.



## GUIDELINES

This feature provides a brief summary of each question, including key details such as the time given to complete each question, the number of answer choices to choose from, basic instructions, and helpful advice.



## RESPONDING TO THE PROMPT

This feature gives step-by-step advice on following test instructions and answering the questions for each of the sections. It also provides key test-taking strategies that walk you through the process of choosing or producing the best possible answer.



## ELIMINATING THE WRONG ANSWER

This feature is included in the Reading and Listening Tests only. It uses an analytical approach to eliminate the answer choices that could not be correct, leaving you with the one right answer, or at least a reduced set of choices.



## STUDY TIP

This describes one or more things you can do before the test to help you sharpen related language skills for one section. Typically, these are things you need to work on for days or weeks before the test.



## STRATEGIES FOR SUCCESS

At the end of each test component, look for this list of the most important things you can do before the test and during each test component to get the best score possible.

You can read the guide from cover to cover, go back and forth between chapters, or just consult specific parts that will benefit you. In any case, using this guide will help you understand what is expected of you on the CELPIP-General Test by improving your understanding of the test as a whole. This knowledge, combined with your own diligent study and review, will help you prepare to the best of your ability for test day.

# THE PURPOSE OF THE TEST

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The CELPIP-General Test is a multi-purpose English language proficiency test accredited by Citizenship and Immigration Canada (CIC) to assess functional language proficiency in English. CELPIP stands for Canadian English Language Proficiency Index Program.

The CELPIP-General Test allows test takers to demonstrate their ability to function in English and gives trained raters (i.e., test evaluators) ample opportunity to assess the test taker's performance in the Writing and Speaking Tests. Raters are not required for the Listening and Reading Tests because these are computer-scored. The test clearly, accurately, and precisely assesses a test taker's English abilities in a variety of everyday situations, such as communicating with co-workers and superiors in the workplace, dealing with friends, understanding newscasts, and interpreting and responding to written materials.

There are three versions of the CELPIP Test: the CELPIP-General Test, the CELPIP-General LS (Listening and Speaking) Test, and the CELPIP-Academic Test. You will learn more about the CELPIP-General Test in this guide, and you can visit the CELPIP-General LS and CELPIP-Academic websites to learn more about the other CELPIP tests.



<http://www.celpip-test.ca/>

## COMPUTERIZED TESTING

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The CELPIP-General Test is done entirely on a computer. At the test centre, your computer terminal will be protected by a privacy shield. While the shield will block your view of other test takers in the room, you may hear the voices of other test takers during the Speaking Test. However, your headset will partially block these sounds and help you focus on your work during the test. Everything you need for the test, including a computer, monitor, headset, microphone, keyboard, mouse, paper, and pencil is provided for you at the test centre.

You are encouraged to use paper and pencil during the test to take notes, formulate your thoughts, and organize your ideas. Paper and pencil are provided at the beginning of the test and must be returned at the end of the test. The notes that you make will not be submitted or scored.

# TEST COMPONENTS AND TIME

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Here is a breakdown of each CELPIP-General Test component—Listening, Reading, Writing, and Speaking—in the order in which you will be completing them.

TEST COMPONENT	COMPONENT SECTIONS	NUMBER OF QUESTIONS	TIMING
Listening	Part 1: Identifying Similar Meanings	8	40 minutes
	Part 2: Answering Questions	8	
	Part 3: Listening to a Conversation I	5	
	Part 4: Listening to a Conversation II	6	
	Part 5: Listening to a News Item	5	
	Part 6: Listening to Viewpoints	6	
	Part 7: Unscored Items*	5–8	
Reading	Part 1: Reading Correspondence	11	60 minutes
	Part 2: Reading a Diagram	8	
	Part 3: Reading for Information	9	
	Part 4: Reading for Viewpoints	10	
	Part 5: Unscored Items*	8–11	
Writing	Part 1: Writing an Email	1	60 minutes
	Part 2: Responding to an Opinion Survey	1	
Speaking	Part 0: Practice Question	1	20 minutes
	Part 1: Giving Advice	1	
	Part 2: Comparing and Persuading	1	
	Part 3: Dealing with a Difficult Situation	1	
	Part 4: Talking about a Personal Experience	1	
	Part 5: Describing a Scene	1	
	Part 6: Making Predictions	1	
	Part 7: Expressing Opinions	1	
	Part 8: Describing an Unusual Situation	1	

\*Unscored Items: The Listening and Reading Tests each contain unscored items used for test development. These unscored items can be found anywhere within the Listening and Reading Tests and will have the same format as one of the other parts of those tests. You will not know which part of the test contains the unscored items, so apply your best effort to all parts of each test. There are no unscored items in this Study Guide.

# TIMING

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You have three hours to complete the CELPIP-General Test. In the Reading Test and some parts of the Listening Test, you have the option of going back and forth between questions within a section, but in the Writing and Speaking Tests, you must answer every question in the order in which it is presented. Time limits are set for many test parts so that test takers don't run out of time during any section of the test. A more detailed explanation of the times for each test is included in each section of this guide.

# SCORING

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The CELPIP-General Test score is provided in four parts: Listening, Reading, Writing, and Speaking. Below is a chart of each CELPIP-General level and its corresponding description. Since the CELPIP-General Test scores have been calibrated against the Canadian Language Benchmarks (CLB) levels, we have included CLB level equivalencies for your information.

CELPPIP LEVEL	CELPPIP DESCRIPTOR	CLB DESCRIPTOR	CLB LEVEL
12	<b>Advanced</b> proficiency in workplace and community contexts	Fluent advanced proficiency	CLB12
11	<b>Advanced</b> proficiency in workplace and community contexts	Adequate advanced proficiency	CLB11
10	<b>Highly effective</b> proficiency in workplace and community contexts	Developing advanced proficiency	CLB10
9	<b>Effective</b> proficiency in workplace and community contexts	Initial <b>advanced</b> proficiency	CLB9
8	<b>Good</b> proficiency in workplace and community contexts	Fluent intermediate proficiency	CLB8
7	<b>Adequate</b> proficiency in workplace and community contexts	Adequate intermediate proficiency	CLB7
6	<b>Developing</b> proficiency in workplace and community contexts	Developing intermediate proficiency	CLB6
5	<b>Acquiring</b> proficiency in workplace and community contexts	Initial <b>intermediate</b> proficiency	CLB5
4	<b>Adequate</b> proficiency for basic daily life activities	Fluent basic proficiency	CLB4
3	<b>Some</b> proficiency in limited contexts	Adequate basic proficiency	CLB3
2	<b>Minimal</b> proficiency	Developing basic proficiency	CLB2
1	Almost no proficiency	Initial <b>basic</b> proficiency	CLB1
0	Zero: Did not attempt or insufficient information to assess		0

The computer automatically scores the Reading and Listening Tests. Each of these tests has several varieties of multiple choice questions following either a Reading passage or a Listening audio clip. The answers are presented in a drop-down box, and test takers use the computer mouse to select their answer to the question.

Human raters assess and score the Writing and Speaking Tests. Test takers compose their Writing responses on the computer, and Speaking responses are recorded on the computer using a headset. These responses are sent to the Paragon office, where they are scored by trained and experienced raters. You will learn more about how responses are rated later in this guide (in the Writing and Speaking Units).

# QUESTIONS AND ANSWERS ABOUT THE CELPIP-GENERAL TEST

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## WHERE CAN I TAKE THE CELPIP TEST?

There are test centres available across Canada. To find the centre closest to you, visit our website at



<http://www.celpip-test.ca/registration-information/test-dates-and-locations/>

## HOW DO I REGISTER FOR THE CELPIP TEST?

You can register online or by mail. You can also register in person at the CELPIP office in Vancouver, British Columbia. For more information on registration, please visit our website at



<http://www.celpip-test.ca/registration-information/>

Please note that CELPIP Test centres do not process any registration applications. All registrations are completed through the CELPIP office by any of the methods listed above.

## HOW FAR AHEAD DO I NEED TO REGISTER?

Registration closes five calendar days before the scheduled test date. There is no walk-in registration for any of the CELPIP tests.

We recommend that you register well in advance because test centres have limited capacity and registration materials are processed in the order in which they are received.

## WHAT CAN I EXPECT ON TEST DAY?

Don't forget to bring acceptable photo identification and your Test Admission Ticket to the test centre on the day you write the test. If you do not have these documents, you will not be permitted to write the test. Visit the website for a list of photo identification that our test centres accept.



<http://www.celpip-test.ca/for-test-takers/test-day-information/>

Food and drink are not permitted during the test, although exceptions can be made for people who have documentation regarding certain medical conditions. Paper and electronic dictionaries are not allowed, and you must leave your cell phone, MP3 player, and any other electronic devices in a guarded designated area during the test. You may take a brief washroom break between tests without a time penalty; test takers who

go to the washroom during any test section will not be able to stop their clocks and will therefore lose time on that part of the test.

Test takers with special needs should contact the CELPIP office in advance. To help CELPIP officials provide accommodations that will allow you to complete the test, you will need to provide documentation from a licensed professional describing your condition.

## HOW CAN I DEMONSTRATE MY ENGLISH ABILITY?

It is important to remember that the main purpose of the CELPIP-General Test is to assess your functional English language proficiency, or your ability to communicate in English to do everyday things. The CELPIP-General Test is designed to focus on what you can do and how well-equipped you are to successfully communicate daily through your listening, reading, writing, and speaking skills. Can you explain a problem to your boss and work out a solution? Will your English skills allow you to work productively with your co-workers? Can you make a plan with a friend or help a family member deal with a challenging situation? These are a few examples of what functional language proficiency means.

Remember, the CELPIP-General is not an academic test, and it does not measure your academic English skills. When preparing for the CELPIP-General Test, keep the following guiding questions in mind:

### FOR ALL PARTS OF THE TEST:

- How well do you understand what others are saying when they write or speak to you?
- How well can you interpret and follow instructions?
- How well do you stick to strict time restrictions and manage your work?

### FOR WRITING AND SPEAKING:

- Are your ideas relevant, clearly stated, well-developed, and easy to follow?
- Are you able to use strong, descriptive, and precise vocabulary to say or write what you mean?
- Do you have good control of your grammar and sentence structure, allowing you to write or say things that are easily understood?
- Can you format documents and use paragraphing effectively when you write?
- Can you minimize any problems you have with pronunciation, stress, and intonation in your speech?

Your honest answers to these questions will help you understand what you need to focus on as you prepare for the test. Notice that these questions emphasize your overall ability to effectively communicate with others. The test focuses on how well you are able to get your message and meaning across to another person and, conversely, how well you understand others when they communicate with you. Polishing these skills will help you achieve your best possible score on the CELPIP-General Test.

## WHAT IF I STILL DON'T FEEL READY TO TAKE THE TEST AFTER COMPLETING THE STUDY GUIDE?

If, after you've completed the Study Guide, you are still not sure you can get the score that you need, you may want to buy more practice material. If so, please visit our bookstore.



<https://secure.paragontesting.ca/BookStore/OrderBookSelectTest.cshtml>

Note: All the information provided above is accurate at the date of publication. For the most current information, please consult the CELPIP website.

L

# PART ONE

# THE LISTENING TEST

# OVERVIEW

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The Listening Test measures how well you understand English that is used in typical day-to-day situations. How much can you comprehend when people express opinions, preferences, or viewpoints in social or workplace situations? Will your listening skills help you respond appropriately to questions, comments, or suggestions? Each part of the Listening Test measures certain listening skills. Your answers show how well you understand spoken English in everyday situations.

You have forty minutes to complete all seven parts of the Listening Test.

All questions on the Listening Test are multiple choice. After you have completed the CELPIP-General Test, your answers will be automatically marked by the computer. If you do not know the right answer, you should make your best guess. There are no deductions for incorrect answers.

The chart on the next page provides an overview of the Listening Test.

# LISTENING TEST: 40 MINUTES

	PART AND TYPE	DESCRIPTION	QUESTIONS	LISTENING TIME
1	<b>Identifying Similar Meanings</b> (8 audio clips)	Listen to a statement and select the answer that has the most similar meaning.	8	4 minutes
2	<b>Answering Questions</b> (8 audio clips)	Listen to a question and select the best answer.	8	4 minutes
3	<b>Conversation I</b> (1 audio clip)	Listen to a dialogue and answer 5 questions.	5	5 minutes
4	<b>Conversation II</b> (1 audio clip)	Listen to a longer dialogue and answer 6 questions.	6	6 minutes
5	<b>News Item</b> (1 audio clip)	Listen to a news report and answer 5 questions.	5	5 minutes
6	<b>Viewpoints</b> (1 audio clip)	Listen to a report and answer 6 questions.	6	8 minutes
7	<b>Unscored Items*</b>	Unknown	5–8	5–8 minutes

\* The unscored items are used for test development purposes and may be placed anywhere within the Listening Test. They will have the same format as one of the other parts of the test. Your responses to the unscored items will not affect your official score. You will not know which part of the test contains the unscored items, so apply your best effort to all parts of the test.

## ACCESSING AUDIO CLIPS AND TRANSCRIPTS

Each part of the Listening Test is designed to involve a distinct set of listening skills and a specific language focus. In the real Listening Test, you will hear each audio clip through your headset once, and you will not be able to read it on the computer screen. You will hear the audio clips for the CELPIP Study Guide through your computer speakers or headset. You will be able to replay the audio clips if you like, and you will also have the opportunity to read and study the transcripts.

To hear the audio clips, click on the link below. Then simply click on the “AUDIO FILES - Listening Chapter” button to hear the audio clip for each Listening question. For study purposes, you may listen to the audio clips as many times as you like. On the real test, you will only hear each clip once.



<https://secure.paragontesting.ca/InstructionalProductResources/CELPPIP-StudyGuide-Ebook>

# PART 1:

## IDENTIFYING SIMILAR MEANINGS



### GUIDELINES

In Part 1 of the Listening Test, you will hear a brief statement once. Next, you will see four statements. Choose the one that is closest in meaning to what you just heard. You will have about twenty-five seconds to listen to and answer each question.



To hear this clip, click on **L1-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO

**You will hear:** "John wasn't really worried about going to the interview."

### EXAMPLE PROMPT AND QUESTION

Choose the option that is the closest in meaning to the statement.

- a) John was feeling stressed about going to the interview.
- b) John was really worried he'd miss the interview.
- c) John felt quite calm about attending the interview.
- d) John thought he might forget about the interview.



### RESPONDING TO THE PROMPT

- Listen carefully to the audio.
- Try to understand the complete meaning of the statement. This means that you will need to recognize common phrases used in everyday situations. This example focuses on the expression "really worried."
- Think of different ways of expressing what you just heard. For example, some words that have the same meaning as "worried" are "upset" or "bothered."
- Listen carefully for negatives because they completely change the meaning of the phrase. In this example, John was not (wasn't) very worried, so he was actually the opposite of worried.
- Carefully read the answer choices. Based on what you know, you can confirm that (c) is the correct answer since John is "quite calm"—the opposite of worried.
- When you are looking at the answer choices, try to keep the original statement clearly in mind. However, don't get too focused on one key word; just because an answer choice has the same key word as one in the audio statement, it doesn't mean it is the correct answer. Always try to understand the complete meaning of the audio and remember, the correct answer may not contain any key words or phrases that you heard.



## STUDY TIP

Make a list of adjectives and phrases used to describe personality, things, feelings, people, etc. Can you find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) for all of them? Which phrases on your list are idioms, and do you understand their correct meaning? Practice describing their meanings in regular, non-idiomatic, ways.



## ELIMINATING THE WRONG ANSWER

**Answer (a):** John was feeling stressed about going to the interview—Incorrect  
"Stressed" implies John is concerned or worried, which is the opposite of the meaning in the statement.

**Answer (b):** John was really worried he'd miss the interview—Incorrect  
"Really worried" is also the opposite of the phrase "not really worried" in the statement.

**Answer (d):** John thought he might forget about the interview—Incorrect  
There is no reference in the statement that John might forget to go to the interview.

# PART 2

## ANSWERING QUESTIONS

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### GUIDELINES

In this section, you will hear a simple question once. Listen to the four possible answers and choose the one that responds to the question best. You will have twenty-five seconds to listen to and answer each question.



To hear this clip, click on **L2-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO:

**You will hear:** "Have you thought about your upcoming summer vacation?"

### EXAMPLE PROMPT AND QUESTION

Choose the option from the drop-down menu that best answers the question.

- a) Yes, I had a wonderful time in Las Vegas.
- b) No, I didn't get away last summer.
- c) Not really; I can't say that I have any plans.
- d) Of course, that's why I went to Mexico.



### RESPONDING TO THE PROMPT

- Listen carefully to the audio.
- Identify what type of question you heard. Does it need a yes/no answer or an explanation?
- Try to understand the complete meaning of the question. This example focuses on the expressions "thought about" and "upcoming." We usually ask if someone has "thought about something" when we want to know if they've made plans or a decision about the future. The word "upcoming" means happening in the near future and refers here to the summer vacation. With this knowledge, we can understand that the question means, "Have you made any plans about where you're going for your next summer vacation?"
- Listen carefully for negatives and remember that their use will completely change the meaning of the phrase.
- Carefully read the answer choices. Based on what you know, you can confirm that (c) is correct because it responds to the meaning of the question. In this example, the listener has not made any decisions about the upcoming holiday.



## ELIMINATING THE WRONG ANSWER

**Answer (a):** Yes, I had a wonderful time in Las Vegas—Incorrect

The trip to Las Vegas happened in the past, but the question is about a future vacation

**Answer (b):** No, I didn't get away last summer—Incorrect

This answer means that the speaker did not have a vacation last year; again, this is not about the future.

**Answer (d):** Of course, that's why I went to Mexico—Incorrect

Like (a) and (b), this answer refers to a past vacation.



## STUDY TIP

Pay attention to verb tenses and time. Are you looking for an answer that talks about the past, present, or future? For the example above, verb tense was an important element. Note, however, that different questions will require different skills. You can hear other types of questions in the complete Practice Test at the end of this guide, in the Free Online Sample Test on our website, in the CELPIP-General Practice Tests, and in the Interactive Learning Program.

# PART 3: CONVERSATION I



## GUIDELINES

In Part 3 of the Listening Test, you will hear a dialogue between two people and then answer a set of questions. The dialogue will be about a day-to-day activity such as shopping, cooking, or asking directions. You will have about five minutes to listen to the dialogue and answer the five questions that follow.

In the real test, you will hear the conversation only once through your headset, and there will be no text to read. Here, you have the opportunity to read and study the dialogue. Studying this sample conversation may help you understand what kinds of things to listen for in this part of the Listening Test.



To hear this clip, click on **L3-Example** on the Instructional Product Resources website.

## EXAMPLE AUDIO

**You will hear:** "Listen to the conversation. You will only hear the conversation once, then the questions will appear. The conversation is about two minutes long."

"You will hear a conversation between a husband and wife. She is arriving home late from work."

Partial Transcript from Example Conversation 1

WOMAN     [S1] I know, the traffic was just terrible. [S2] I don't think I moved more than one hundred metres in half an hour. [S3] I would have called you, but my cellphone battery was dead.

MAN       [S4] Do you know what caused the delay? [S5] I didn't hear about any accidents on the news.

WOMAN     [S6] Well, I don't think there was a car accident, but there was an oil spill. [S7] A gas tanker spilled oil across the road, so they had to shut down the whole road for thirty minutes. [S8] There were three fire trucks cleaning up the mess.

Note: The full transcript of this audio conversation can be found on pages 116-117.

## EXAMPLE PROMPT AND QUESTION

**You will hear:** Why was the woman late getting home?

**You will read:** Choose the best answer to each question from the drop-down box.

- The road was closed to clean up an oil spill.
- She was in an accident while using her cellphone.
- A car crash had caused a traffic jam.
- There was a fire that blocked the road.



## RESPONDING TO THE PROMPT

- Relax and listen. Don't spend time worrying about a word or sentence you missed, because then you will stop listening to what is being said. Remember, you are not expected to understand every word. Focus on the entire story. Try to understand what is happening; why, when, and where it is happening; and who is involved. Ask yourself what these people are trying to do or what problem they are trying to solve.
- Note major turning points in the conversation, such as when questions are being asked and answered. You may need to remember the information in these answers in order to complete the questions that follow. In this example, the man asks, "Do you know what caused the delay?" When you hear a question like this, you should listen carefully for the answer, which the woman talks about in [S7] and [S8].
- Remember that recognizing key words in the answer choices doesn't make that answer correct. In this conversation, the woman talks about her cellphone, a car accident, an oil spill and fire trucks, but only the oil spill, option (a), is actually the correct answer.



## ELIMINATING THE WRONG ANSWER

**Answer (b):** She was in an accident while using her cellphone—Incorrect

The woman couldn't have been using her cellphone because she tells the man that her battery was dead, which means that the battery was used up [S3].

**Answer (c):** A car crash had caused a traffic jam—Incorrect

A car crash is a car accident, and we know there was no accident because both the man and the woman say so [S5–S6].

**Answer (d):** There was a fire that blocked the road—Incorrect

This answer is tempting because the woman talks about fire trucks [S8], but they were there because of the oil spill. Also, the woman never says that there was a fire on the road.



### STUDY TIP

Practice listening to conversations on TV shows, radio, and in movies. In particular, try to find scenes from family or office dramas that talk about common day-to-day activities. Learn to identify main ideas when people are talking. What important information is being exchanged? Listen for the "five Ws"—who/what/where/when/why—and how. Don't worry if you can't understand some words or phrases; instead, focus on understanding the main ideas.

# PART 4:

## CONVERSATION II



### GUIDELINES

In Part 4 of the Listening Test, you will hear a longer dialogue between two people, and the content of the conversation may be a little more specialized.



To hear this clip, click on **L4-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO

**You will hear:** "Listen to the conversation. You will only hear the conversation once, then the questions will appear. The conversation is about two minutes long."

"You are going to hear a woman being interviewed about the history of Canadian schools."

Partial Transcript from Example Conversation 2

MAN      **[S1]** So the children all sat in one big room learning rules and practicing tasks from their schoolbooks or copied from the blackboard? **[S2]** How did the teacher know if they were learning anything?

WOMAN    **[S3]** Once or twice a day, the teacher called students up in small groups for recitation. **[S4]** I should explain recitation... Recitation is when the students explain to the teacher what they have learned without using their books. **[S5]** They have to do it from their memory.

Note: The full transcript of this audio conversation can be found on pages 118-119.

### EXAMPLE PROMPT AND QUESTION:

**You will hear:** What did the students do for much of the school day?

**You will read:** Choose the best answer to each question from the drop-down box.

What did the students do for much of the school day?

- a) The students spent most of the day doing recitation.
- b) The children spent most of their day writing on the blackboard.
- c) The teacher gave the students writing and math tasks to complete.
- d) The students gave each other tasks to complete.



## RESPONDING TO THE PROMPT

- Beginning with Listing Part 4 and continuing through to Part 6, you will hear a pre-listening sentence that gives a brief introduction to the subject matter you are about to hear. Take this opportunity to predict what you might hear next; try to remember what you know about this subject or what words you're aware of that might be used in the audio. When the audio starts, relax and listen. Don't spend time worrying about a word or sentence you missed. Remember, you are not expected to understand every word. Try to determine the relationship between the two speakers and why they are exchanging information.
- Make sure you choose the best answer. There may be two or even three possible answers, but one is clearly better than the other for reasons provided in the audio clip or inferred from it.
- In this example, you can find the best answer by eliminating the wrong options (see below) and using your inference skills. Even though "writing and math" aren't mentioned by the man in [S1], these are subjects that all children learn about in school. Therefore, after eliminating the wrong answers, we can infer that these will be included in the topics of tasks that students will do, making (c) the correct answer.



## ELIMINATING THE WRONG ANSWER

**Answer (a):** The students spent most of the day doing recitation—Incorrect  
In [S3] the woman clearly says that students only do recitation once or twice a day.

**Answer (b):** The children spent most of their day writing on the blackboard—Incorrect  
Although the blackboard is mentioned, it does not say that the students write on it; it says they copy from it.

**Answer (d):** The students gave each other tasks to complete—Incorrect  
Earlier in the audio, there is mention of students helping each other; however, there is nothing said about them giving each other tasks.



## STUDY TIP

Read the headlines of newspaper articles and spend a few minutes trying to predict what the subject and some of the details will be before you read the article. Ask yourself who, what, where, when, why, and how you think things will happen and note your answers down on a sheet of paper. When you read the article, check your notes to see how many of your predictions were correct. Although this is not a listening exercise, it is very good practice to help you improve your ability to predict accurately. Learning how to predict can help you feel more confident about your listening skills.

# PART 5:

## NEWS ITEM



### GUIDELINES

Part 5 of the Listening Test is a news report, which usually focuses on a local community news story. Typically, news reports are designed to tell stories in a simple way. Your goal is to understand what the story is about, even if you do not understand every detail. You will find that the five correct answers combine to make a brief summary of the news story. One critical skill when listening to a news report is differentiating between the main story and less important details.



To hear this clip, click on **L5-Example** on the Instructional Product Resources website.

#### EXAMPLE AUDIO:

**You will hear:** "Listen to the following news item. You will only hear the news item once. It is about 1.5 minutes long."

"You will hear a news item about the rescue of two men following a boat accident."

#### Partial Transcript from News Item

**[S1]** The official said that too many people get into trouble on the sea due to inexperience. **[S2]** Before going on boating trips, people should carefully check tide tables and charts of the area. **[S3]** Above all, people should wear life jackets at all times when on the water. **[S4]** Every year, there are hundreds of incidents in which people fall off boats or small boats get into trouble at sea. **[S5]** If the people on board are wearing life jackets (and fortunately most are), their chances of survival are very high.

Note: The full transcript of this audio conversation can be found on page 120.

#### EXAMPLE PROMPT AND QUESTION

**You will read:** Choose the best way to complete each statement from the drop-down box.

1. The official said that boating accidents
  - a) are rare occurrences and few people die.
  - b) are common, but few people die.
  - c) are common and often cause death.
  - d) are rare, but exceedingly dangerous.



## RESPONDING TO THE PROMPT

- Relax and listen.
- Take notes on the scrap paper provided for you. Remember, as you progress through the Listening Test, the audio clips will become longer. Writing down key words might help you remember details when the time comes to answer the questions. However, it's important not to miss any information while you are writing. Effective note taking, like most skills, requires some practice. Since the questions will also increase in difficulty, you may have to remember more than one piece of information in order to answer some questions. Therefore, listen carefully for additional details that may be presented in subsequent sentences that are needed to understand the complete idea being presented.
- Don't spend too much time choosing your answers. It is better to choose all your answers based on your first instinct. If you have time, you can go back afterwards to give your choices more thought. Remember that you should never leave any questions blank.
- Eliminating the wrong answer is often a good strategy. In this example, we can eliminate options (a) and (d) quite easily because of what is said in [S4]. With only two choices left, it shouldn't be too difficult to choose (b) because of the second part of the sentence and what is said in [S5] (see below for explanation).



## ELIMINATING THE WRONG ANSWER

**Answer (a):** are rare occurrences and few people die—Incorrect  
 Sentence 4 [S4] says that there are hundreds of accidents every year, so this would hardly count as a “rare occurrence.”

**Answer (c):** are common and often cause death—Incorrect

The first part of this statement agrees with the audio; however, the second part, “often causes death,” doesn’t agree with what is said in [S5] about the chances of survival being very high. The key is the section in parentheses, which indicates that most people wear life jackets.

**Answer (d):** are rare, but exceedingly dangerous—Incorrect

As in answer (a), the reference in [S4] tells of the frequency, not the rarity, of boat accidents.



## STUDY TIP

Find out if note taking is a good listening test strategy for you by trying it at home. Go to the CBC “National” website. Pick a news item and try to understand and remember as many main points as you can. Decide what is most important and use as few words as possible to take notes as you listen. After the newscast, use your notes to (1) write a five-sentence summary; and (2) create at least three questions about the news item. The more you practice this, the better you will get at taking useful notes.

# PART 6:

## VIEWPOINTS



### GUIDELINES

In Part 6 you will hear a longer report. The content of this report is more challenging than all the previous audio clips and communicates at least two different perspectives about a controversial social issue. You will probably notice a high level of vocabulary, and some of the ideas may be very complex, making it challenging to fully understand.

To successfully complete this part of the Listening Test, you need to quickly recognize complex ideas that have been restated in different words in the answer choices; you may also need to infer information and make deductions based on what you learn in the audio clip.

Remember, you can still perform well on the test even if this part is quite difficult for you. The CELPIP-General test is designed to test all language levels, including the highest abilities of native English speakers. This part of the Listening Test is assessing this highest level of ability.



To hear this clip, click on **L6-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO

**You will hear:** "Listen to the following report. You will only hear the report once. It is about 2.5 minutes long."

"You will hear a passage about services for people with disabilities in Canada. Community-based care is discussed in detail."

Partial Transcript from News Item

[**S1**] It seems that there is a general agreement that people with severe disabilities should be cared for in the community. [**S2**] Both Ms. Stone and Mr. Gill hold that the rights of disabled people and their families must be recognized. [**S3**] Moreover, both recognize that these rights involve the inclusion of all people in their communities, no matter what their disability may be. [**S4**] The key issue of contention appears to be one of immediate priority. [**S5**] Ms. Stone is seeking substantive additional funding in order to directly support families. [**S6**] She also wants community care homes established now. [**S7**] The government, however, is taking an incremental approach to support, providing additional funding as and when it is able to do so.

Note: The full transcript of this audio conversation can be found on page 121.

## EXAMPLE PROMPT

**You will read:** Choose the best way to complete each statement from the drop-down box.

2. Ms. Stone and the Minister agree that people with severe disabilities
  - a) should be cared for within a local network.
  - b) do not have access to long-term hospital care.
  - c) cannot be cared for by family members.
  - d) should be a top policy issue in the province.



## RESPONDING TO THE PROMPT

- Try to identify the main topic and what the main disagreement or viewpoint might be. Remember, you will be assessed on how well you understand viewpoints rather than how well you understand particular words.
- Organize your notes using the viewpoints to help you understand the differences and similarities between them. Divide your paper into two or three parts with the viewpoints as headings for each.
- Read the question and answer options carefully and use your notes to help you narrow down your options (see below).
- Expect some words and terms to be paraphrased. In this example, the correct answer is (a) even though the answer uses the word "local network" and the audio uses the word "community" (in [S1]); these two terms are close enough in meaning to have the same implication. Don't give up, even if you think it is too difficult. You may still get some of the questions right. In fact, we know that many intermediate-level test takers do score some points on this part of the test, so be sure to try.



## ELIMINATING THE WRONG ANSWER

**Answer (b):** do not have access to long-term hospital care—Incorrect

The audio clip does not mention long-term hospital care, so this cannot be the right answer.

**Answer (c):** cannot be cared for by family members—Incorrect

The audio clip does not give us any information about Mr. Gill's opinion regarding family members.

**Answer (d):** should be a top policy issue in the province—Incorrect

Mr. Gill and Ms. Stone do not agree that community care should be a top priority. In [S4] which compares Mr. Gill's and Ms. Stone's viewpoints, we hear, "The key issue of contention appears to be one of immediate priority." If you know that "contention" means disagreement, you will understand why this option is wrong.



### STUDY TIP

Providing ways for adults with physical and psychological disabilities to live independently is one example of a social issue that people are concerned about. Look at the transcript for this audio clip and list key words and phrases needed to discuss this issue. Now list five or six other social issues that interest you (for example, should citizens be allowed to carry guns in public places?). Build a list of words, phrases, and expressions that would help you express your viewpoints for each issue, using a dictionary as required. Note that Viewpoints topics may be about economics, politics, and education, as well as social policy.

# STRATEGIES FOR SUCCESS

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## BEFORE THE TEST

**Practice listening:** Practice your listening skills for at least three weeks before the test by listening to newscasts, talk shows, and information shows on the radio, watching English movies and TV shows, and similar activities.

**Increase your vocabulary:** Build your vocabulary by doing the exercises suggested in this book. You can also keep a vocabulary notebook and work on it every day. The bigger your vocabulary, the easier it will be for you to understand the listening audio clips.

**Learn more idioms:** Work on increasing your knowledge of idioms by taking a short course or studying a book about idioms.



## DURING THE TEST

**Read the instructions:** Take enough time to read all the instructions very carefully.

**Get help with technical problems:** If you think you are experiencing any technical problems (for example, if you can't hear the audio clips very well) speak to the test invigilator immediately.

**Manage your time:** Watch the clock. Make sure that you will have enough time to complete all the questions in each part of the Listening Test.

**Check your answers:** Use the mouse to click on your answer choice, and check afterwards to make sure the computer has selected the answer you chose.

**Focus on meaning:** For the short sections (Identifying Similar Meanings and Answering Questions), focus on the meaning of the statement or questions, and look for the best answer.

**Listen for key information:** For the Conversations, try to identify who the speakers are and how they are related. Listen for key points in order to understand the story, event, or situation they are talking about. What are they trying to do? Also, listen for clues to how people feel about what they're saying.

**Summarize what you heard:** For the News Item, listen for who/what/when/where/how/why. Try to understand what happened, why, and what the result was. Build a summary in your mind.

**Focus on issues:** For the Viewpoints section, also listen for who/what/when/where/how/why. Focus especially on identifying the issue, the different viewpoints, and the reasons for those viewpoints.

**Relax:** If you can't understand a word, phrase, or sentence, carry on with your listening and stay focused on what you are hearing. You can still understand many main points even if you cannot understand every word and phrase that you hear. You are not expected to understand every word.

**Eliminate wrong answers:** When you can't find the right answers, eliminate the wrong answers and then make your best guess.

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R

# PART TWO

# THE READING TEST

# OVERVIEW

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The Reading Test measures how well you can understand what you read in personal, social, and workplace contexts. Do your reading skills allow you to understand a wide variety of print materials, including email messages, charts, personal and business correspondence, and short informative texts? Can you recognize and interpret several different opinions that have been presented in a short passage? Each section of the test allows you to demonstrate specific reading skills and contributes to a profile of your overall reading ability.

You have sixty minutes to complete all four parts of the Reading Test.

There are four parts in the Reading Test. In each part, you will read a short to medium-length text and then answer a set of multiple choice questions. You may also be asked to read and answer questions about a response to the original text. The questions are presented in a drop-down box, and you will use the computer mouse to click on the choice that indicates your answer to the question. Since your answers can only be right or wrong, your score will be determined by the computer.

# READING TEST:

## 60 MINUTES

	SECTION AND TYPE	DESCRIPTION	QUESTIONS	SUGGESTED TIME
1	<b>Reading Correspondence</b> (2 readings)	First read a letter and answer 6 questions; then read a reply letter and fill in 5 blanks by selecting the best choice.	11	11 minutes
2	<b>Reading to Apply a Diagram</b> (1 reading and 1 diagram)	Read a letter, refer to the diagram, and find the best answers for the questions.	8	9 minutes
3	<b>Reading for Information</b> (1 reading)	Read a text and decide which paragraph (if any) supports each statement.	9	10 minutes
4	<b>Reading for Viewpoints</b> (2 readings)	First read an opinion report and answer 5 questions; then read a response and fill in the 5 blanks by selecting the best choice.	10	13 minutes
5	<b>Unscored Items*</b>	Unknown	8–11	9–13 minutes

\* The unscored items are used for test development purposes and may be placed anywhere within the Reading Test. They will have the same format as one of the other parts of the Reading Test. The unscored items will not affect your official score. However, you will not know which part of the test contains the unscored items, so apply your best effort to all parts of the test.

### READING TEXTS

Note that the CELPIP-General Test is not an academic reading test. Although the readings build in complexity as the test progresses, you will not be required to summarize passages and read through lengthy texts to locate information. You will be working with different types of texts, any of which you might encounter daily in Canada.

### MANAGING YOUR TIME

The chart on the previous page gives the maximum amount of time you have to finish each section. Within each section, however, you control how much time you spend on each question—and you can choose to move on to the next section before the time is up. However, you cannot “bank” your time; any time you choose not to use will not be transferred to the next question. When managing your time, make sure you leave enough time to answer and review all the questions in each section.

# PART I:

## READING CORRESPONDENCE



### GUIDELINES

The first task in Reading Part 1 is to read a personal letter and answer six questions on the text. The letter topic can be any subject that people would discuss in a typical correspondence, such as a holiday, a meal at a restaurant, or a family event such as a wedding. The second task in this section, reading a short reply from the recipient of the original letter, will be discussed later.

#### EXAMPLE PROMPT AND TEXT

Part 1: Read the following letter.

Hi Abdul,

**[S1]** I arrived in Tofino yesterday evening. **[S2]** It's a pretty amazing place. **[S3]** We have a cabin by the sea, and we can see hundreds of little islands receding all the way to the horizon. **[S4]** The town of Tofino is little more than a few blocks of shops, houses, and restaurants, which is a refreshing change from the traffic and offices of downtown Calgary. **[S5]** If they needed a structural engineer here, I'd be very tempted to apply for the position.

Today, Jill and I went exploring. We took a tour to a small island just off the coast of Tofino. It is a tiny island and completely unspoiled. The entire island is covered in a forest of ancient trees. Each one is as wide as your truck and twice as tall as your house. In one tree we saw the outline of an immense eagle's nest, although the eagle was nowhere to be seen. Having said that, it was pretty tough to make out much at all as the weather was pretty grim. Shortly after we reached the island, it started to pour, and we were both completely soaked within minutes. They don't call it a rainforest for nothing.

We look forward to seeing you when you join us on Wednesday. I should warn you that it's quite a journey to get here. You're best off flying from Edmonton to Vancouver and then catching a flight on a small plane from Vancouver to Tofino. If your budget won't allow for that, you can get a bus from the Vancouver airport to the ferry terminal, then get a ferry to Nanaimo, and then finally a bus to Tofino. The views from the ferry are awesome, but given that you have to return on Sunday, it would be great if we could maximize our time in Tofino. Anyway, be sure to let me know how you decide to get here so I can meet you when you get in.

Also, be sure to come prepared for the weather. As I mentioned, the weather here is unpredictable, so you might be sunbathing on the beach one moment

and then running for shelter in the cabin a moment later. Still, it's definitely worth the trip, and I can't wait to see you again after all this time.

Take care and see you soon,

Jared

#### EXAMPLE PROMPT AND QUESTION

Choose the best way to complete each statement according to the information given in the letter.

Jared feels that Tofino is

- a) somewhat bigger than he expected.
- b) more boring than Calgary.
- c) more pleasant than Calgary.
- d) too small to be interesting.



#### STUDY TIP

Review and strengthen your skimming and scanning abilities; these are key speed-reading skills. Skimming is quickly running your eyes over the whole text in order to get the main ideas and an overview of the content. Scanning is quickly locating a specific piece of information, word, or phrase. You need both skills to answer reading questions, so practice them every day if you can. Use a textbook to learn more about these skills and to practice them.



#### RESPONDING TO THE PROMPT

- Read the letter once quickly for general understanding. Clarify who the writer and recipient are, how they know each other, and what the letter is describing. Your skimming skills may be helpful here.
- Make sure you understand the question. What do you need to know to answer it? In this example, you need to discover whether Jared likes or dislikes Tofino and how he thinks it compares to Calgary.
- Scan the letter to pick out key words and ideas that will help you find the answer in the letter. In this example, the first paragraph describes Tofino and compares it with Calgary.
- Compare the answer choices to the information you have. Can you quickly locate the right answer? If not, can you eliminate the wrong answers? In this example, we know that Jared finds Tofino "amazing" [S2]. Also, if you know that "refreshing" [S4] is a word with strong positive connotations, and you understand that some people find the traffic of busy business districts unpleasant, then you can confirm that answer (c) is correct.



## ELIMINATING THE WRONG ANSWER

**Answer (a):** somewhat bigger than he expected—Incorrect

This answer cannot be correct since Jared thinks that Tofino is small [S4].

**Answer (b):** more boring than Calgary—Incorrect

If Jared finds Tofino "amazing" [S2], then it's unlikely that he thinks it is boring.

**Answer (d):** too small to be interesting—Incorrect

Although Jared says that Tofino is small [S4], the adjective "too" is always used to indicate that something is excessive—too is always negative. Tofino's small size is what Jared actually finds "refreshing" about it.

## THE REPLY LETTER



### GUIDELINES

The second half of Part 1, the reply letter, is a response from the recipient of the first letter. This letter will directly reply to the content presented in the first letter, but may also present some new information. The questions here are in a fill-in-the-blanks format. There are five blanks, and you have four choices (words or phrases) for each blank. In most cases, you need to relate the reply letter to the first letter to find the answer.

### EXAMPLE PROMPT AND TEXT

Here is a response to the above letter. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down box.

Hi Jared,

Thanks for letting me know what is going on. I've taken your advice and booked a [Blank 1] from Vancouver to Tofino. I'll be arriving in Tofino at about 3 p.m. [Blank 2] just as we had planned. It so happens that I was in Tofino a couple of years ago. Like you, I [Blank 3] in a small town. Also, as you suggested, I will be ready for all possible kinds of [Blank 4]. Frankly, though, I am not too worried about what we do or what the weather is like, as long as we have a chance to catch up on each other's news. Just as you said, we should try to [Blank 5] as possible.

See you soon,

Abdul

### EXAMPLE PROMPT AND QUESTION

Note: These are the answer choices that you will see in the letter in a drop-down box when you click on the blank.

Select the best answer.

### 3. Blank 3

- a) am a bit bored
- b) enjoy being
- c) feel uncomfortable
- d) have a job



### RESPONDING TO THE PROMPT

- Read the reply letter sentence by sentence. Click on the blanks in order to read the answer choices.
- Identify and choose any answers that seem immediately correct to you. This might be possible because you are now quite familiar with the subject from reading the first letter. If you have time afterwards, go back and check these more carefully.
- For those questions that you did not immediately know the answer to, try to recognize what you need to understand in order to choose the correct answer. In this example, you would need to know that the term "like you" means that Abdul has the same opinion as Jared.
- If you can't remember something from the original letter, go back and scan it to find the information you need. In this example for instance, you could scan the first letter to remember that Jared likes small towns, confirming that the answer to Blank 3 is "enjoy being."



### ELIMINATING THE WRONG ANSWER

**Answer (a):** am a bit bored—Incorrect

If Abdul has the same opinion of small towns as Jared, this means he likes small towns. Therefore, this answer can't be right.

**Answer (c):** feel uncomfortable—Incorrect

For the same reason as in answer (a), Abdul shouldn't feel uncomfortable in a small town.

**Answer (d):** have a job—Incorrect

The first letter tells us that Jared does not have a job in Tofino [S5], so this answer can't be correct.



### STUDY TIP

If you do not understand the phrase "like you," you will possibly misinterpret the question, which will make it difficult to choose the right answer. "Like you" is, in fact, a short version of the expression, "just like you." Both phrases mean that the writer shares a certain viewpoint about the topic that is the same as or similar to that of the reader.

Some common English expressions have short versions, such as "Come" instead of "Come with me" or "How much?" instead of "How much is this?" To help you learn shortened forms, make a list of common expressions and see if you can find short forms for any of them. If possible, get help with this from friends who are native English speakers.

# PART II: READING AN EMAIL AND DIAGRAM



## GUIDELINES

In Part 2 of the Reading Test, you will read an email and look at an accompanying diagram. The email may be work-related (such as an order enquiry) or personal (such as a list of apartments for rent). To complete the five blanks, you will need to understand the information in the diagram and relate it to the email message. Often, the diagram is a chart that combines illustrations and text. It is important to practice reading an assortment of diagrams so that you can sharpen your diagram-reading skills.

### EXAMPLE PROMPT AND TEXT

Read the following email message about the diagram below. Complete the email by choosing the best option to fill in each blank.

Subject: Apartment Rental  
To: Bill Wong <bwong@apg.bc.ca>  
From: Travis Shank <shank@sterlings.ca>

Hi Bill,

I think it's wonderful that we're trying to find a place together. I've started checking out some possible rentals online and I'm attaching a table with four interesting options. All four places [Blank 1] and all are near our workplaces. You'll notice that King's View and Winnipeg Place [Blank 2] than the other two. In the case of the Magna Gardens Complex, this is probably because it [Blank 3]. Although the price is a little steep, it [Blank 4] than the other three. We might consider finding another person [Blank 5]. That way our rent will be less.

Anyway, let me know what you prefer and what will suit your budget the best.

Speak to you soon,

Travis

## EXAMPLE PROMPT AND QUESTION

Note: These are the answer choices that you will see in the letter when you click on the blank during the real test.

Select the best answer.

**2. Blank 2**

- a) are much smaller
- b) are much newer
- c) cost significantly less
- d) are outside the downtown core

## EXAMPLE DIAGRAM

<p><b>King's View Apartments</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>20 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$1250.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>Immediately</td> </tr> </table> <p>Downtown living at its best. King's View has a fitness facility, sundeck, and lounge area. Underground parking is available.</p>	<b>Age</b>	20 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$1250.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	Immediately	<p><b>Downtown Fully Furnished Suite Beautiful View</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>10 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$2995.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>First of next month</td> </tr> </table> <p>Compact two-bedroom, two-bathroom fully furnished suite with a beautiful view. Rent includes complete furnishings, all kitchenware, bedroom and bathroom linens, all utilities, and cable TV. Outside parking for two cars. Fitness room.</p>	<b>Age</b>	10 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$2995.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	First of next month
<b>Age</b>	20 years old																				
<b>Rental Type</b>	Apartment																				
<b>Monthly Rent</b>	\$1250.00																				
<b>Bedrooms</b>	2																				
<b>Availability Date</b>	Immediately																				
<b>Age</b>	10 years old																				
<b>Rental Type</b>	Apartment																				
<b>Monthly Rent</b>	\$2995.00																				
<b>Bedrooms</b>	2																				
<b>Availability Date</b>	First of next month																				
<p><b>Great downtown Suites—Winnipeg Place Apartments</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>5 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$1275.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>1 June</td> </tr> </table> <p>Great two-bedroom suites in the heart of downtown Winnipeg. Very spacious. Great view. Underground parking. Gym on site.</p>	<b>Age</b>	5 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$1275.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	1 June	<p><b>MAGNA GARDENS. 2 STOREY DOWNTOWN</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>New</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Townhouse</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$2850.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>3</td> </tr> <tr> <td><b>Availability Date</b></td> <td>15 June</td> </tr> </table> <p>This modern, two-storey unfurnished, three-bedroom, two-bathroom townhouse is perfect for entertaining guests. Underground parking available. River view. Community room and garden.</p>	<b>Age</b>	New	<b>Rental Type</b>	Townhouse	<b>Monthly Rent</b>	\$2850.00	<b>Bedrooms</b>	3	<b>Availability Date</b>	15 June
<b>Age</b>	5 years old																				
<b>Rental Type</b>	Apartment																				
<b>Monthly Rent</b>	\$1275.00																				
<b>Bedrooms</b>	2																				
<b>Availability Date</b>	1 June																				
<b>Age</b>	New																				
<b>Rental Type</b>	Townhouse																				
<b>Monthly Rent</b>	\$2850.00																				
<b>Bedrooms</b>	3																				
<b>Availability Date</b>	15 June																				



## RESPONDING TO THE PROMPT

- Read the letter. Clarify who the writer and recipient are, how they know each other, and what the letter is describing.
- Skim the diagram. Pay close attention to how it is organized and where you can find specific information (e.g., number of bedrooms or price).
- Look at the answer options. Make sure you understand what you need to know to fill in the blank. In this example, you need to discover how King's View and Winnipeg Place are different from the other two rentals.
- Keeping the answer options in mind, scan the diagram again to find the identifying factor. In this example, you should be able to recognize that King's View and Winnipeg Place are much cheaper than the other two rentals; therefore answer (c), "cost significantly less," is the correct answer.



## ELIMINATING THE WRONG ANSWER

**Answer (a):** are much smaller—Incorrect

When we talk about size in rentals, we mean the number of bedrooms. Since King's View and Winnipeg Place are the same size as the "Beautiful View" option (i.e., two bedrooms), this cannot be the correct answer.

**Answer (b):** are much newer—Incorrect

Magna Gardens is the newest of the four rentals, so this answer cannot be right.

**Answer (d):** are outside the downtown core—Incorrect

The word "core" here means centre, so the downtown core is the same as the "city centre." As established in the first question, all the rentals are located downtown, so this answer is incorrect.



## STUDY TIP

Get as much practice as you can with diagrams. Gather a selection of diagrams from newspapers, magazines, and other sources. Study a new diagram daily for at least two weeks. For each diagram, find out what kind of information is being communicated and how it is organized. Test yourself by creating questions about the diagram and seeing how quickly you can find the answers. At the end of the two weeks, look at all the diagrams together. Is there a common language? Are there are common words, phrases, or expressions repeated on many of the diagrams that you can study? Are there repeating patterns that will help you in a test situation? Review anything you learn that you think might help you during the test.

# PART III:

## READING FOR INFORMATION

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### GUIDELINES

In Reading for Information, you will read an informational text of four paragraphs. The test includes a wide variety of topics relating to everything from human behaviour to geography. This text has been written to inform people about a topic they may know nothing about, rather than, for example, to describe something that happened.

Part III is designed to see if you can identify newly-learned information that has also been rephrased. This type of reading skill is often required at the workplace or in daily life. Sometimes we need to read "dry" material in order to learn something outside of a school setting (e.g., reading instructions for building furniture, or finding information on a website to understand an illness your family member has).

To successfully complete this section of the Reading Test, you must appropriately match statements to the text. For each statement, you need to decide which paragraph contains the information given in the statement. Your success depends on the size of your vocabulary combined with your skill at recognizing information that has been written in a completely different way. Occasionally, you may also need to infer things from what you learn in the text.

Part III is especially challenging because there are four paragraphs, but five answer choices; you can choose the fifth answer ("E") if you feel that the information in the statement is not given in the text. It is also challenging because the statements typically express the ideas from the text in a completely different way.

**EXAMPLE PROMPT AND TEXT**

- A. The mule deer is indigenous to much of western North America. Mule deer are most commonly found in the North American Rocky Mountains, but can often be spotted in wooded environments west of the Rockies, even those on the edges of large urban environments. Encroachment into urban habitats is not a threat to humans. However, mule deer do pose a risk to domesticated animals that get too close. The mule deer can be very aggressive when it feels threatened and can deliver a potentially lethal kick to an overzealous dog.
- B. The mule deer's coat is reddish-brown in the summer but fades to a greyish-brown in the winter. The stomach, neck, nose band, and eye ring are white. The mule deer's antlers are bifurcating, that is, they continue to divide in two as they grow. The male deer use their antlers to vie with rivals for the opportunity to mate with a doe. However, antlers are also a liability, hindering the deer's ability to forage and to flee from predators. Consequently, mule deer shed their antlers immediately after the end of mating season.
- C. Mule deer are browsers that eat leaves, nuts, grain and twigs. Their taste for agricultural products makes them a nuisance to farmers, who have to carefully maintain fences around their land throughout the year. In the winter, when food is scarce, the deer's metabolism slows, preserving energy but, at the same time, making them an easier target for predators. It is not surprising that the mortality rate for deer is much higher in the winter, especially among the yearlings.
- D. Mule deer are vulnerable to a number of predators, including black bears, cougars (mountain lions), and coyotes. The most serious threat to mule deer, however, is from automobiles and hunters. Every year, many deer become the victims of traffic accidents. During the autumn hunting season, which extends from September to November, mule deer are popular prey for hunters. However, their exceedingly sharp senses, especially eyesight, smell, and hearing, mean that they are by no means an easy target for novice or even seasoned hunters. Moreover, there is much anecdotal evidence that the mule deer know when hunting season is and become much harder to spot than they are throughout the rest of the year.
- E. Not given in any of the above paragraphs.

**EXAMPLE PROMPT AND STATEMENT**

Decide which paragraph, A to D, has the information given in the statement below. Select E if the information is not given in any of the paragraphs.

The biggest threat to mule deer comes from human activity.

A B C D E



## RESPONDING TO THE PROMPT

- Skim the four paragraphs to get a general idea of what the main topic for each is. You may wish to use your scrap paper to write these down in a few words; this will help you decide where to search for specific statements later.
- Read the question statements and identify the key words in each. In this example, the key words are "threat" and "human activity." "Mule deer" is the topic of the entire passage, so it is not necessarily a key word.
- Scan the paragraphs to see if you can locate the one that is most likely to contain the answer. Search for the key words found in the question statements or look for a parallel term (i.e., words and phrases that have the same meaning, such as synonyms). You can also look for examples related to these key words. For instance, sentence 2 [S2] talks about "automobiles and hunters" being a "serious threat" to mule deer. This is a good example of "human activity" so this is how we know that paragraph D is the correct answer.
- Remember that in the real test there are nine different statements to understand and locate in the passage and only ten minutes to do so; therefore you need to use your time very wisely. Also remember that not all the statements will be found in the text. Occasionally, you will need to use choice "E."



## ELIMINATING THE WRONG ANSWER

### Paragraph A—Incorrect

This paragraph is about the mule deer's habitat and its relationship with domestic animals. You probably won't find anything here about interaction with humans.

### Paragraph B—Incorrect

This passage describes the animal and how it adapts in different seasons, so it's unlikely you'll read about human activity here.

### Paragraph C—Incorrect

This paragraph talks about what the mule deer likes to eat and how this relates to farmers and predators. You might find some mention of human activity, but the paragraph doesn't talk about threats to the animal.



## STUDY TIP

Practice reading short texts and passages about unfamiliar topics in limited time periods. Train yourself to be able to recognize three or four pieces of information in each paragraph within that time; your skimming and scanning skills will help you do this quickly.

# PART IV:

## READING FOR VIEWPOINTS



### GUIDELINES

In the first section of Reading for Viewpoints, you will read an online article expressing at least two different opinions about a topic related to areas including, but not limited to, business, economics, social policy, or education. Some key skills you will need to successfully complete this part of the Reading Test include making inferences, integrating information from different parts of the passage, and knowing the difference between opinions and facts. Be prepared to encounter high-level words and expressions that you may not be familiar with. Remember that you will not be able to use a dictionary during the real test.

In the second section of Reading Part IV, you will read a reply letter to the Viewpoints article, presented as a "Reader's Comment" posted on the website. To understand the comments, you must first have some understanding of the Viewpoints article, and you may need to infer things in order to answer the questions.

### EXAMPLE PROMPT AND TEXT

Read the following text from a business review website.

#### Marketing Review

**[S1]** Social networking websites such as Facebook are becoming an ever more conspicuous promotional tool for small companies. **[S2]** Take Peter Singh, for example. **[S3]** Singh is an entrepreneur who developed his travel company almost exclusively through endorsements on social networking sites.

**[S4]** "I should really emphasize that social networking alone is insufficient," said Peter in a recent interview. **[S5]** "A strong website is essential. Without this, your company will have no credibility when prospective clients check out your products and services." **[S6]** Even so, as Peter astutely observed, a web presence is not going to attract customers who are not in the market for your company's product, and these are the people Peter wants to connect with. **[S7]** "Marketing is all about persuasion, and for this, neither my company nor even a professional advertising company is going to be more convincing than family and friends."

**[S8]** Peter's approach involves taking photos of his clients as they participate in his company's vacation adventures. **[S9]** He then gives clients online access to the images, so his clients can share them on their own social networking pages. **[S10]** Subsequently, the clients' friends see the photos (along with a link to Peter's website). **[S11]** On average, for each client that shares a photo, two prospective

clients contact his travel company. **[S12]** Often, these new clients have been influenced or persuaded by a friend or family member.

**[S13]** Business analyst Ann Frei is more skeptical. **[S14]** She cautions that social networking can drain the marketing resources of a company with negligible results. **[S15]** Ann said, "Daily purchases seldom become the subject of social chatter. **[S16]** People may share stories about holidays or new cars, but are less likely to talk about their new frying pans or plumbing services. **[S17]** Companies need to think very hard about whether social networking is an effective tool for their product or service." **[S18]** In addition, Ann noted that the question is also one of return. **[S19]** A company that earns a substantial profit from each customer may well be tempted to use social networking. **[S20]** On the other hand, a company that earns cents from each customer may be better off developing a marketing strategy that reaches more people in a shorter time.

#### EXAMPLE PROMPT AND QUESTION

Complete each statement by selecting the one best option according to the information on the website.

Peter Singh believes that marketing can be conducted

- a) entirely through social networking.
- b) predominantly through social networking.
- c) mostly through search engine optimization.
- d) solely through family contacts.



## RESPONDING TO THE PROMPT

- Skim the article to get a general idea of what the main topic is for each of the paragraphs. You may wish to use your scrap paper to write these down in a few words; this will help you decide where to search for specific statements later.
- You may encounter unfamiliar words while you read (e.g., "conspicuous" or "negligible"). If this happens, don't panic. At this point you only need to get a general sense of the main topic for each paragraph.
- Read the questions and identify the key words in each. In this example, the question asks you for Peter Singh's viewpoint on marketing, so "Peter Singh" and "marketing" are the key words. Also, look at the answers to see what your choices are, i.e., "social networking," "search engines," and "family contacts." Notice the adverbs at the beginning of each answer and be aware that these words ("entirely," "predominantly," "mostly," and "solely") communicate how much each marketing strategy should be used.
- Scan the paragraphs to see if you can locate the one that is most likely to contain the answer. You'll see that the first three paragraphs present Peter's viewpoint and approaches to marketing, so you will now need to locate the key words from the answer choices.
- Scan the first three paragraphs for the additional key words. "Search engines" is not mentioned, so you can eliminate option (c). "Family" is mentioned in [S7] and [S12] and "social media" numerous times in these first three paragraphs.
- Go back and read the answer options (a), (b), and (d) again, keeping in mind the adverbs that indicate how much these strategies should be used.
- Read the sentences that contain these additional key words carefully and try to identify the correct answer. This may mean that you will need to infer\* something from what you learned in the passage while you deal with words and phrases that may be unfamiliar. In this example, you can only recognize that (b) is the correct answer if you know (or can guess) that "predominantly" means mainly.

\* An inference is an assumption that you make based on specific evidence provided in the text. Another term for making an inference is making "an educated guess."



## ELIMINATING THE WRONG ANSWER

**Answer (a):** entirely through social networking—Incorrect

The answer must indicate what Peter believes; in [S4] he states, "I should really emphasize that social networking alone is insufficient."

**Answer (c):** mostly through search engine optimization—Incorrect

Peter doesn't talk specifically about search engine optimization.

**Answer (d):** solely through family contacts—Incorrect

"Solely" means only and Peter clearly believes that any one approach alone is not good. In [S7] he says how convincing family and friends are and in [S12] how persuasive they are, but he never says reliance on them should be used exclusively.

## READER'S COMMENT

### EXAMPLE PROMPT AND TEXT

Read the following text from a business review website.

I think business people should pay attention to Frei's [Blank 1] approach. [Blank 2] is only effective when people choose to share your product. We simply [Blank 3] that everyone will talk about the vast majority of products they buy. At the same time, we can no longer rely on traditional advertising methods. It is becoming very clear that the media has been [Blank 4] over the last fifteen years. Young people watch less television and hardly read magazines at all. We need to [Blank 5], as this is where they go for almost all their information.

### EXAMPLE PROMPT AND QUESTION

Note: These are the answer choices that you will see when you click on the blank in the letter during the real test.

Select the best answer.

1. Blank 1

- a) radical
- b) defeatist
- c) cautious
- d) exciting



### RESPONDING TO THE PROMPT

- Read the reader's comment sentence by sentence. Click on the blanks in order to read the answer choices.
- Identify and choose any answers that seem immediately correct to you. This might be possible because you are now quite familiar with the subject from reading the first article. If you have time afterwards, go back and check these more carefully. In this example, you must choose an adjective that best describes Ann's approach. You can guess that Ann's approach is different from Peter's because [S13] tells us that Ann is "more skeptical" than Peter.
- For those questions that you did not immediately know the answer to, try to recognize what you need to understand in order to choose the correct answer. In this example, some of the words used in the answer choices are difficult. Try to find a root word that you recognize. For instance, you may be able to guess that answer (b), "defeatist," has a negative meaning if you know that the noun form of the root word, "defeat" means to lose.
- If you can't remember something from the original letter, or if you are still unsure, you will need to go back and read the last paragraph again. You may then understand or infer that Ann is more "cautious" than Peter and that the best choice is (c).



## ELIMINATING THE WRONG ANSWER

**Answer (a):** radical—Incorrect

"Radical" means extremely different. Ann's approach is not radically different from Peter's; it is simply more guarded.

**Answer (b):** defeatist—Incorrect

A defeatist approach would be a very pessimistic one. Ann is wary of Peter's advice; however she does not portray it as fatalistic.

**Answer (d):** exciting—Incorrect

There is no reference to Ann finding Peter's approach exciting, since this would indicate support, which Ann clearly doesn't give.



## STUDY TIP

Learn to recognize and understand opinions presented in writing. Read the editorial pages of different newspapers, where opinions are presented in the Editorial column, Letters to the Editor, and articles from other editors. When you are reading editorials and clarifying the author's viewpoint, look for two different types of information: factual and inferred. The factual information about the author's viewpoint will be communicated in words, but the inferred information is something that you can assume is a fact, or must be true, based on information provided. What can you infer about the author's opinion based on the facts provided in the editorial?

# STRATEGIES FOR SUCCESS

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## BEFORE THE TEST

**Practice:** Practice your skimming and scanning skills to improve your reading speed.

**Read:** Read a variety of print materials in short periods of time, and test yourself for comprehension by restating the main points in your own words.

**Infer:** Get used to not using a dictionary when you read. Instead, circle words and phrases that you don't know. Which ones can you guess from clues in the sentence?

**Build your vocabulary:** Keep a vocabulary notebook for words and phrases that you're not able to guess. After you have finished your reading practice, look up the meaning and go back to the reading to make sure you choose the right definition. Study your vocabulary notebook daily to increase your vocabulary.



## DURING THE TEST

**Read:** Read the instructions very carefully.

**Manage time:** Keep track of the time, and make sure you have enough time to complete all the questions in each part. Remember that the test will get harder as you continue, so leave enough time to finish the harder questions.

**Double check:** Use the mouse to click on your answer choice, and check afterwards to make sure that the computer has selected your chosen answer.

**Skim:** Try to get a general understanding of a text on the first reading.

**Understand:** Make sure you understand the question to the best of your ability, and review all four answers before you choose one.

**Use reading skills:** Use your skimming and scanning skills to help you locate the best answers quickly.

**Scan:** Whenever possible, try to keep more than one question in mind when you are scanning the text for an answer. You may be able to answer two questions quickly in this way.

**Eliminate:** If you can't find the right answer, eliminate the answers that you know are wrong. Check the remaining answers again and make sure you have looked in the best places in the text to make your choice.

**Infer:** Be confident about your ability to understand unfamiliar words from the context of the passage.

W

# PART THREE

# THE WRITING TEST

# OVERVIEW

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The Writing Test consists of two tasks designed to measure how well you can communicate through writing in everyday situations. For example, if you bought a computer and realized later that it wasn't working properly, would you be able to clearly describe the problem in an email and persuade the company to resolve the problem to your satisfaction? If your boss gave you a choice of two new work schedule arrangements, could you effectively explain your choice in writing? These kinds of tasks use writing skills that are needed in everyday life.

The Writing Test involves completing two tasks. You have thirty minutes to complete each task. Each task is related to a type of written communication that you might need to do at home or at work. In the first task you will write an email message, and in the second task you will respond to a workplace survey and explain your choice. The chart below outlines the two writing tasks.

# WRITING TEST:

## 60 MINUTES

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PART AND TYPE		DESCRIPTION	WORD COUNT	WRITING TIME
1	Writing an Email	Write an email regarding day-to-day matters	150–200 words	30 minutes
2	Responding to an Opinion Survey	Respond to a survey question regarding workplace matters and justify your choice.	150–200 words	30 minutes

### USEFUL FEATURES

The CELPIP-General Writing Test includes several features that you may not find in other language proficiency tests, as follows:

#### SPELL CHECK

The Writing Test includes a spell check feature because many people use this function for their everyday writing needs. This reduces the chance of making a spelling error.

However, you need to use this tool very carefully. The ability to choose the right word from a list of possible choices is also an important writing skill for those who write on computers regularly. For example, it is not always easy to choose between "there," "their," and "they're" or "affect" and "effect." Spell check will not help you choose the correct word; you'll need to use your own knowledge of English vocabulary to make this choice.

When the computer detects a spelling error, it will underline the word with a thin red line, as you see in most word processing programs. Right-click on the word to view a list of possible word choices. If you see the word that you want, click on it to replace the misspelled word.

#### EDITING FUNCTIONS

You can choose from several basic editing functions (cut, paste, copy, delete, and undo/redo) by right-clicking with the mouse. If you are comfortable using these functions, you can easily access them during the test. If you prefer not to use these functions, then there is no need to do so. However, remember that these editing tools allow you to edit your writing quickly and easily.

## WORD COUNT

Each writing task includes a word count range; you need to be within 10% of that range or you may be penalized. The word count is 150–200 words for both tasks, so if your response is less than 135 or more than 220 words, you may get a lower score. You will see the word count immediately below the typing area for both parts of the Writing Test.

## A NOTE ABOUT COMPUTER USE

If you are not comfortable using a computer keyboard to write, you can prepare for the test by writing on a computer for 15–30 minutes per day until you feel comfortable using a keyboard. If you do not have a computer, you can probably find computers available for public use at your local library. The library may, as well, offer basic word processing courses at no charge. You can also increase your typing speed by using simple typing games and typing tutor programs.

Please note that typing speed will probably not be a problem for you. A typing speed of five words per minute is fast enough for you to complete the task within the time required.

## ASSESSMENT

Each writing response is rated by two trained and certified CELPIP-General writing raters using the CELPIP-General Writing Rating Scale. This means that four different raters, two for each task, assess your work. Your final writing score is a combination of their four ratings.

The raters rate your work on our twelve-level scale. The following four categories are rated:

1. Coherence/Meaning
2. Lexical Range (Vocabulary)
3. Readability/Comprehensibility
4. Task Fulfillment

## PERFORMANCE EXPECTATIONS

Writing raters read very carefully when they assess your work. This list summarizes the key features you need to be aware of as you write your responses:

1. COHERENCE/MEANING: Express a clear, focused, and well-organized message that is easy to follow.
2. VOCABULARY: Choose words that demonstrate precise and appropriate use of a rich range of vocabulary; put words and phrases together in a natural way.
3. READABILITY/COMPREHENSIBILITY: Use language structure that makes your writing clear and easy to understand. Organize your writing in well-constructed paragraphs.
4. TASK FULFILLMENT: Address all parts of the prompt sufficiently and effectively.

The Performance Standards and Explanation on the next three pages give more information about what the raters are looking for when they assess your responses. See the Guidelines, Study Tips, and Strategies for Success in this chapter for more ways to improve your writing and test-taking skills.

COHERENCE/ MEANING	LEXICAL RANGE	READABILITY/ COMPREHENSIBILITY	TASK FULFILLMENT
Organization / Clarity / Depth of Meaning	Word Choice / Natural Use of Vocabulary / Precision and Accuracy	Word Form / Spelling, Grammar, Punctuation / Format and Paragraphing / Transitions	Relevance / Completeness / Tone / Length / Word Count
The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.
Ideas are not very organized, and the response has almost no clarity or meaning.	A very limited vocabulary makes it difficult to choose the right words.	Consistently poor language structure severely restricts comprehensibility. There are many problems with word form, spelling, punctuation, grammar, paragraphing and/or transitions.	The response doesn't directly address the task. Major parts are left unaddressed and the tone is very inappropriate. Word count is probably much too low.
Ideas are partly organized, but the response isn't very meaningful.	A narrow vocabulary makes word choice often awkward or inappropriate.	Weak language structure limits comprehensibility. There are problems with word form, spelling, punctuation, grammar, paragraphing and/or transitions.	The task is partly completed but the tone is not very appropriate. Word count may be much too low or much too high.
Ideas are somewhat organized, but there could be more depth in meaning.	A sufficient vocabulary makes word choice somewhat natural but there are small errors in precision and accuracy.	Sufficient language structure enables mostly clear and easy comprehensibility. Word form, spelling, punctuation, grammar, paragraphing and transitions do not cause major problems.	The task is completed but there could be more information. The tone is mostly appropriate. Word count may be too low or too high.
Language Ability			
None	Basic	Minimal	Adquate

COHERENCE/ MEANING	LEXICAL RANGE	READABILITY/ COMPREHENSIBILITY	TASK FULFILLMENT
Factors			
Ideas are organized, and at times there is deep and expressive meaning.	A well-rounded vocabulary makes word choice mostly natural, precise and accurate.	Effective language structure enables consistently clear and easy comprehensibility. Word form, spelling, punctuation, grammar, paragraphing and transitions often help with readability.	The task is completed with sufficient information. The tone is appropriate. Word count is within 10% of the required range.
<b>Effective</b>	Ideas are well organized and clearly related, and meaning is deep, expressive and, at times, even abstract.	Advanced language structure facilitates consistently clear and easy comprehensibility. Word form, spelling, punctuation, grammar, paragraphing and transitions support effortless readability.	The task is fully completed with convincing information. The tone is completely appropriate. Word count is within the required range.
Language Ability			

## PERFORMANCE STANDARDS FOR THE CELPIP-GENERAL WRITING TEST—EXPLANATION

The Performance Standards chart is designed to help you understand how your writing skills are measured by our trained and certified raters. The raters determine your skill level in each of the four categories. The purple boxes list the specific factors that are assessed in each category. Here are some guiding questions that our raters consider as they rate your work:

### 1. COHERENCE/MEANING

This category measures how smoothly and effectively the ideas flow together to form a meaningful and coherent whole.

- Are the ideas explained clearly?
- Are the ideas well organized so that the reader can easily follow what has been written?
- Can the test taker express precise meaning and/or explore deeper levels of meaning?

## 2. LEXICAL RANGE (VOCABULARY)

This category assesses how well test takers use vocabulary, idioms, and phrases to make their ideas understandable.

- Is the range of words sufficient to complete the task?
- How well is the test taker using words that help express precise ideas clearly?
- Can the test taker combine words to express precise meaning?

## 3. READABILITY/COMPREHENSIBILITY

This category measures how intelligible and fluent the test taker's writing is.

- How much do errors in word form, spelling, and punctuation interfere with readability?
- Does the test taker's control of grammar and syntax interfere with or improve readability?
- Is there complexity and variety in the sentence structure?
- Does the test taker use paragraphing and formatting to improve readability?
- Are connectors and transitions used appropriately and effectively?

## 4. TASK FULFILLMENT

This category considers how well the content of the response addresses the task requirements. In other words, have test takers understood the instructions and done everything they were asked to do?

- How well does the response address the task?
- How complete is the response?
- Is the tone of the response appropriate for the social context of the task?
- Is the word count within the given range?

The four category ratings from one rater are combined into one score for that task. Two raters rate each task, and all four task scores are combined into one overall score for your Writing skills. Each task is worth 50% of your Writing score.

## MANAGING YOUR TIME

You will have thirty minutes to complete each task. If you finish the first task early and move on to the second task, you will still have a maximum of thirty minutes to complete Task 2. In other words, you cannot carry extra time from Task 1 over to Task 2.

Spend about five minutes thinking about and planning each response; you can use the scrap paper and pencil to help with this. Plan what you want to say in each paragraph before you start writing your final work. Planning your paragraphs beforehand allows you to focus your energy on how to express your ideas clearly and appropriately while you are writing.

While you are writing, be aware of the time. If, for example, you have twenty minutes to write three paragraphs, then use about six or seven minutes for each paragraph.

It is very important to leave five to ten minutes at the end of each task to review and edit your work. Good writers always check their work for grammar and punctuation mistakes. At the same time, think about sentence structure, word choice, clarity, and organization. Always ask yourself if the reader will be able to understand your ideas and whether you have expressed your ideas in the fullest and clearest possible way.

# PART I:

## WRITING AN EMAIL

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### GUIDELINES

Task 1 instructs you to write an email regarding a day-to-day matter. For example, you may be asked to write to a company to make a complaint or to say how happy you are with their service. It is very important to consider the task carefully and plan your response well. Use the paper and pencil provided to prepare your response. Here are some guidelines to help with this:

#### EXAMPLE PROMPT

##### Task 1: Writing an Email (30 minutes)

###### Fundraising for Children

You are volunteering at a children's charity. You are raising money for a children's activity. Your task is to contact local businesses to raise this money.

In about 150–200 words, write an email to a local company. Your email should do the following things:

- Introduce your charity and explain what it does.
- Explain the activity you are planning.
- Ask for money and explain how it will be spent.



### RESPONDING TO THE PROMPT

- Read: Carefully read the entire prompt and make sure you understand it to the best of your ability.
- Identify the Purpose: Think about what the task is asking you to do. Do you have to complain about something, compliment someone, or explain something that happened? Decide on a situation that fits the task and that will allow you to provide all the necessary information. Try to do this quickly—you want to leave plenty of time for planning and writing.
- Organize and Plan:
  - Look at each bullet point and think of several things you can say for each point. It is very important to include something for each bullet point in the prompt in order to fulfill the task requirements.
  - Think about the rest of the letter. Do you need opening and closing paragraphs and, if so, what should they say?

## WRITING YOUR RESPONSE—FIRST DRAFT:

- Start writing. Follow your plan if it is working. If it is too difficult or complicated to do, then that could mean your plan needs to be adjusted. Be open to changing your plan.
- When you are writing, avoid using the words and phrases in the prompt. Try to think of original ways to express key ideas without repeating parts of the prompt.
- Try to use strong, descriptive vocabulary that communicates exactly what you mean. If your vocabulary is good enough, think of words that are more specific than, for example, "make," "do," "big," and "say."
- Vary your sentence structure. Try to use a combination of simple, compound, and complex sentences. Make sure you don't have whole paragraphs full of short, simple sentences.
- Try to use appropriate transitions and connectors to show the relationship between sentences and paragraphs. Be careful to choose the right ones.
- Keep in mind that you are writing an email message and format your response accordingly.
- Be culturally aware. Are you writing in a way that is appropriate to Canadian culture? See, for example, our comments on emotions in the "Tips for Writing Email Messages" section below.

## EDITING YOUR RESPONSE—FINAL DRAFT:

- Read: If you have planned your work well, then your letter should be logical and well organized. Read it with "fresh eyes" and see if you need to make any changes to improve this.
- Word Count: Check your word count and make sure your letter isn't too long or too short. If it is, make the necessary adjustments by cutting text or adding text.
- Edit and Rewrite: Check your grammar, punctuation, syntax, sentence structure, paragraphing, formatting, word choice, and word count. There are always ways to improve your work if you have time.
- Final Check: If you have time, read your response one last time and make any last-minute changes to improve your work.

## TIPS FOR WRITING EMAIL MESSAGES

- Use the right tone. Writing a personal message is different from writing to a company or a work colleague. Consider the situation and choose the right words and phrases to create an appropriate tone. Be aware of how formal or informal your tone should be.
- Stay on topic. In the example prompt, you are asked to raise money for a charity. It is fine to write about the kind of work the charity does, but don't spend a lot of time introducing yourself and talking about your own experience. Refer to the tasks listed in the prompt and stay focused on them.
- Keep your emotions under control. You may be asked to write a complaint about a bad product or unsatisfactory service. You can express disappointment and dissatisfaction, but it is not appropriate to express extreme anger or to threaten the reader. For example, instead of writing, "I can't believe you haven't fired every single

stupid worker in your company!" it is much better to write, "I strongly recommend that you consider a full training program for all your staff members."

- Phrase things appropriately. Word choice and sentence structure greatly affect the impact of your writing. Choosing your words carefully will result in a much more effective message. Consider these sample sentences related to the example prompt:

VERY EFFECTIVE	NOT AS EFFECTIVE
I hope that you will consider donating to this very important service.	We really need your money.
The money that we raise will be used to bring a circus show to the children's hospital to cheer up the sick children.	We will be doing something special for the sick kids.
Our charity provides a wide range of services to help children in need, in a variety of settings and situations.	Our charity helps kids.

- Include enough information to inform the reader. Look at the sample sentences again. The effective sentences provide more information and specific details. The goal of your email is to get someone to do something, so you need to provide enough information to support your request.



### STUDY TIP

Use your time wisely when you are writing your email message. You may finish writing the message before the time is up, but go back and make it better by carefully looking at your tone, content, phrasing, and word choice. It takes time to craft effective sentences and paragraphs. The more effective your writing is, the higher your score will be.

# PART II: RESPONDING TO A SURVEY QUESTION



## GUIDELINES

This task requires you to decide between two workplace options and then to explain your choice in writing. The prompt is made up of two parts; first, you are provided with some details about an imaginary work situation. The second part of the prompt presents the two choices in the survey.

You will have to thoughtfully evaluate the pros and cons (good points and bad points) of two offered choices and write persuasively about why your choice works best for you. For each reason that you provide, give at least one example that supports your thinking. Be aware that this task assesses your ability to think and express reasoned opinions.

The topic of the opinion survey will be related to something that matters to most people living in Canada. For most people, these will be topics that are easy to understand and relate to their daily lives. It should be fairly easy to imagine yourself in the situation described in the first part of the prompt. In the prompt above, for example, would you rather have more money or better medical services? Remember that it doesn't matter which choice you write about; what matters is that you explain to the reader why this is the best choice for you.

### EXAMPLE PROMPT

#### Task 2: Responding to Survey Questions (30 minutes)

You work in a small company. The company is considering a new health plan. However, it can only use this health plan if everyone on the staff participates. The company has sent out an opinion survey to see what the staff members think about the plan.

##### Health Plan Survey

**Old Plan:** You use 1% of your salary to pay for a health plan. The health plan will cover some dental costs and 50% of your prescription medicine costs (i.e., the cost of medicines that a doctor orders for you).

**New Plan:** You use 3% of your salary to pay for a health plan. The health plan will cover all dental costs, all prescription medication, and many other extra services such as glasses, physiotherapy (i.e., treatment for sports injuries), and so on.

1. Choose which health plan you like. There is no "wrong" choice because this is a personal choice.
2. Explain the reasons for your choice. Write about 150–200 words.



## RESPONDING TO THE PROMPT

- Read: As you read the choices, imagine that you actually work at the company described in the first part. This may help you make a choice. Carefully review all the information provided in the prompt to help you prepare an appropriate response.
- Brainstorm and Choose:
- Remember, there is no right choice and there is no wrong choice. You are free to choose the option that would work best for you provided you can explain, in writing, the reasons for your choice. You cannot lose marks for making a wrong choice. You gain marks for giving good reasons for your choice.
- Quickly evaluate the pros and cons for each choice. If you don't have a preference, choose the one that you feel you can write about most effectively and persuasively.

### WRITING YOUR RESPONSE—FIRST DRAFT:

- Organize and Plan: Plan what you want to write. Which reasons will you include in your response? Why does the other choice not work for you? List your reasons and decide how you want to organize them.
- As you write your response, focus on putting together a convincing argument to support your choice. To be convincing, you need to communicate your ideas clearly and meaningfully.
- Observe the tone of your writing and make sure it is appropriate for a workplace communication. Phrases such as "hey, sister" and "how are you doing?" are examples of very informal expressions that are not appropriate in written workplace communication.
- Think about your paragraphing. Unrelated ideas should be in separate paragraphs, but related ideas can be grouped together into one paragraph. Transitions and connectors can be used to good effect within and between paragraphs as well.
- Reword and Rephrase: You may need to use a few key words or phrases from the prompt, but try to find other ways to communicate those ideas when you can.
- Choose vocabulary that effectively communicates exactly what you mean. Weak word choices will not be as useful in communicating precise meaning.
- Watch the Clock: You have a total of thirty minutes, but leave five minutes to edit your work at the end.
- Keep track of your word count as you write; you can always delete some things later if you have written too much or add something else if your response is too short.

## EDITING YOUR RESPONSE—FINAL DRAFT:

- Leave at least five minutes at the end to review your work and fix problems with grammar, punctuation, spelling, sentence structure, paragraphing, logic, and organization.
- Even native speakers can make careless mistakes. When you edit your work, imagine that you are a rater and look for weak spots that you can improve on.

## SAMPLE RESPONSE: RESPONDING TO A SURVEY QUESTION

Here is an actual response from a CELPIP-General test taker. Look at the response and the rater's comments that follow to help you understand how to score well on Task 2.

Note: this test taker selected choice #1

I would like to choose the old plan in which I use only 1% of my salary to pay for this health plan. In this health plan, only some dental costs and 50% of my prescription medicine costs are covered.

The reason is that if all costs are covered, we will not take care of our own health by doing, eg. exercising, eating sensibly, brushing teeth 3 times a day, sleeping early and thinking positively to achieve a healthy mind. If all the health services are free, we tend to abuse it and overuse it. The result is that we get sick more often and the health care plan cannot maintain its quality of services at the end.

When we have to pay certain fees of the health care, we tend to do our own part to keep ourselves in good shape in order to avoid to pay for doctors' visits, medicine and hospital stay.

I believe in that the government, the health teams, and also ourselves are all important and responsible in the goal of achieving good health, longevity and harmony in this country.

Word Count: 185 words

## ANALYSIS

The sections below analyze this response using the Performance Standards chart on page 62-63, and therefore uses the same four categories.

The rater's first impression is that this test taker has strong writing skills because she uses high-level vocabulary and good sentence structure, and she clearly communicates her ideas. However, has she responded fully to the prompt and provided enough relevant supporting information?

**COHERENCE/MEANING:** The ideas here are well organized, since each topic has its own paragraph and the order of the ideas is logical. The response is meaningful, with very occasional expression of deeper ideas (see the last sentence).

**LEXICAL RANGE:** This response uses a well-rounded vocabulary. Words and phrases like "eating sensibly," "abuse," "overuse," and "quality of service" allow the writer to express precise and accurate meaning. However, occasionally the test taker makes a poor word choice or uses an expression inappropriately.

**READABILITY/COMPREHENSIBILITY:** This test taker has good command of grammar and sentence structure, making it easy for the reader to understand most of the ideas. For the most part, effective language structure helps with readability. There are some small grammar mistakes, but they generally do not interfere with meaning.

**TASK FULFILLMENT:** The test taker has responded to all parts of the task, but there definitely could be more relevant information. If you compare the task to the response carefully, you will see that the writer is somewhat off topic. She has been asked to write about which plan she likes and why, which she responds to in the very short first paragraph. However, the rest of her response talks about why individuals (not her family or even people in her company) should pay health care costs.

The last paragraph makes no reference to the company she works for or the choice she has to make; it talks about something else altogether, which is a weak way to conclude her response. The writer needed to spend more time explaining why the old plan is better suited to the needs of herself and her family, and less time talking about health care as it relates to everyone.

This test taker will score well in the first three categories, but she will lose marks in the last category because she lost her focus and did not fully respond to the task.



### STUDY TIP

Read the prompt carefully and with complete attention. Before you begin your response, make sure that you understand what you need to focus on to fulfill the task requirements. When you have finished your response, read the prompt again and check to see that you have effectively fulfilled each part of the task. As in Task 1, this type of careful work takes time. The more wisely you use your time, the higher your score will be.

# STRATEGIES FOR SUCCESS



## BEFORE THE TEST

**Learn:** Learn about the stages of the writing process. One system is Brainstorm/Organize and Plan/Write the First Draft/Edit/Write the Final Draft.

**Practice:** Practice each part of the writing process, especially brainstorming, planning, drafting, and editing. You can do this by finding a list of writing topics online or in a textbook. Spend some time each day working on one topic until you are comfortable with all the stages of the writing process.

**Read:** Read daily. This will help build your vocabulary as well as expose you to a wide variety of writing styles and all types of sentence structures.

**Write persuasively:** Write daily. Keeping a journal is helpful, but you need to focus on learning to express your opinions persuasively in writing.

**Build your vocabulary:** Read something every day—newspapers, magazines, books, or internet sources. Try to read well-written articles that use strong, descriptive words and phrases. Consider keeping a vocabulary notebook to help you review and increase your vocabulary.

**Work on your sentence structure:** Reading and listening will help you with this. Pay attention to the different types of sentences that you hear and see, and focus on using a variety of sentence types in your writing practice sessions.

**Connect your ideas:** When you are reading, notice how people connect ideas and facts by using phrases such as, "The first reason is..." or, "Another suggestion is..." or, "Finally, I want to stress how important it is to..." Try to understand when it is appropriate to use different expressions correctly, and practice using them in your writing practice.



## DURING THE TEST

**Understand the prompt:** Read the prompt carefully and try to understand it completely. Make sure you know each thing you need to do and stay focused on those tasks.

**Make a decision:** Don't use up too much time thinking of a situation (Task 1) or making a choice (Task 2)—this will take away from your planning and writing time.

**Manage your time:** Use the first five minutes to plan your work and leave five to seven minutes at the end to revise your work and make it better. The rest of the time (eighteen to twenty minutes) is dedicated writing time.

**Make notes:** Use the pencil and paper provided to brainstorm and organize your ideas, so that you know what you want to write and what order you will present your ideas in. Stay on topic.

**Use varied vocabulary:** Do not depend too much on the words and phrases provided in the prompt. Whenever possible, find other ways to express things; this shows that you understand the task and possess a wide range of vocabulary.

**Finish on time:** Watch the clock and make sure you have enough time to complete your work.

**Count your words:** Check your word count and make sure you are within the required range and that you have responded to all the task requirements.

**Edit and improve your work:** When you are reviewing your work, try to read it with "fresh eyes" as if you were the rater. Consider these questions and do what you can to make your work better.

- How easy is it to understand the ideas? Are they well organized?
- Have you used a variety of sentence types? How good is the sentence structure?
- Have you used strong, descriptive words and phrases?
- What about grammar, spelling, punctuation, and formatting?
- Have you responded directly to the prompt?

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# PART FOUR

# THE SPEAKING TEST

# OVERVIEW

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The Speaking Test is designed to measure your functional speaking proficiency in English. In an English-speaking country, you may be required to participate effectively in English in a variety of social and workplace situations. You may need to communicate your ideas, opinions, or feelings and influence the actions of friends, family members, or co-workers. The Speaking Test assesses how well you are able to do this.

There are nine parts in the Speaking Test. In each section, you will read a short prompt (or question) on the screen, prepare your response, and then record your response using the headset microphone provided. You will not hear the prompt. Sometimes the prompt will include a picture or chart, which you will talk about when you record your answer.

You have a maximum of twenty minutes to complete all nine parts of the Speaking Test.

# SPEAKING TEST:

## 20 MINUTES

PART AND TYPE	DESCRIPTION	PREPARATION TIME	SPEAKING TIME
0 Practice Question (unscored)	Practice speaking into the microphone.	30 seconds	60 seconds
1 Giving Advice	Help someone to either make a decision or prepare for something.	30 seconds	90 seconds
2 Talking about a Personal Experience	Tell a story about a past experience.	30 seconds	60 seconds
3 Describing a Scene	Look at an illustration and describe what is happening.	30 seconds	60 seconds
4 Making Predictions	Look at the same illustration and describe what you think will happen next.	30 seconds	60 seconds
5a Comparing	Select an item from two similar choices.	60 seconds	—
5b Persuading	Persuade a friend or family member to agree with the choice you have made.	30 seconds	60 seconds
6 Dealing with a Difficult Situation	Explain a decision to a friend or family member.	60 seconds	60 seconds
7 Expressing Opinions	Explain why you agree or disagree with a statement.	30 seconds	90 seconds
8 Describing an Unusual Situation	Describe a picture of an unusual item or situation to someone who cannot see the picture.	30 seconds	60 seconds

## ASSESSMENT

Your Speaking responses are recorded during the test as you speak into the microphone. Two different raters assess your work at a later time, and your final Speaking score is a combination of their ratings.

The raters rate your work in the following four categories, and each category is rated on a twelve-unit scale.

1. Coherence/Meaning
2. Lexical Range (Vocabulary)
3. Listenability/Comprehensibility
4. Task Fulfillment

## PERFORMANCE EXPECTATIONS

CELPPIP-General Speaking raters listen very carefully when they assess your responses. These are some of the things that they think about as they listen to your work:

1. COHERENCE/MEANING: Express a clear, focused, and well-organized message. Be as precise as possible.
2. LEXICAL RANGE (VOCABULARY): Choose words that demonstrate precise and accurate use of a rich range of vocabulary; put words and phrases together in a natural way.
3. LISTENABILITY/COMPREHENSIBILITY: Use comprehensible language structure combined with rhythm, pronunciation, and intonation that help to make your speech clear, fluent, and easy to understand. Some pausing or hesitation is acceptable.
4. TASK FULFILLMENT: Address all parts of the prompt sufficiently and effectively, and within the time limit.

The Performance Standards and Explanation on the next three pages give more information about what the raters are looking for when they assess your responses. See the Study Tips and Test Tips in this chapter for more ways to improve your speaking and test-taking skills.

## PERFORMANCE STANDARDS FOR THE CELPIP-GENERAL SPEAKING TEST

COHERENCE/MEANING		LEXICAL RANGE	LISTENABILITY/ COMPREHENSIBILITY	TASK FULFILLMENT
		Factors		
<b>Organization / Clarity / Depth of Meaning</b>	<b>Word Choice / Natural Use of Vocabulary / Precision and Accuracy / Pauses and Repetition</b>	<b>Rhythm, Pronunciation and Intonation / Pauses and Interjections / Grammar and Syntax</b>	<b>Relevance / Completeness / Tone / Length</b>	
None	The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.	The response is blank, totally unrelated to the question and/or completely incomprehensible.
Minimal	Ideas are not very organized, and the response has almost no clarity or meaning.	A very limited vocabulary makes it difficult to choose the right words; there are constant problems with hesitation and repetition.	Consistently poor delivery and language structure severely restricts comprehensibility. There are many problems with rhythm, pronunciation, intonation, pauses, interjections, grammar and syntax.	Weak delivery and language structure limits comprehensibility. There are problems with rhythm, pronunciation, intonation, pauses, interjections, grammar and/or syntax.
Basic	Ideas are partly organized, but the response isn't very meaningful.	A narrow vocabulary makes word choice often awkward or inappropriate; there are often problems with hesitation and repetition.	The task is partly completed but the tone is not very appropriate. May be very short.	The task is completed but there could be more information. The tone is mostly appropriate. May be too short.
Adequate	Ideas are somewhat organized, but there could be more depth in meaning.	A sufficient vocabulary makes word choice somewhat natural but there are small errors in precision and accuracy; there may be some hesitation and repetition.	Sufficient delivery and language structure enables mostly clear and easy comprehensibility. Rhythm, pronunciation, intonation, pauses, interjections, grammar and/or syntax do not cause major problems.	
<b>Language Ability</b>				

COHERENCE/MEANING	LEXICAL RANGE	LISTENABILITY/ COMPREHENSIBILITY	TASK FULFILLMENT
Factors			
Ideas are organized, and at times there is deep and expressive meaning.	A well-rounded vocabulary makes word choice mostly natural, precise and accurate.	Effective language structure enables consistently clear and easy comprehensibility. Word form, spelling, punctuation, grammar, paragraphing and transitions often help with readability.	The task is completed with sufficient information. The tone is appropriate. Word count is within 10% of the required range.
Ideas are well organized and clearly related, and meaning is deep, expressive and, at times, even abstract.	A rich vocabulary makes word choice very natural, precise and accurate.	Advanced language structure facilitates consistently clear and easy comprehensibility. Word form, spelling, punctuation, grammar, paragraphing and transitions support effortless readability.	The task is fully completed with convincing information. The tone is completely appropriate. Word count is within the required range.

## Language Ability

### PERFORMANCE STANDARDS FOR THE CELPIP-GENERAL SPEAKING TEST—EXPLANATION

#### HOW THE PERFORMANCE STANDARDS CHART IS USED

The Performance Standards chart is designed to help you understand how your Speaking skills are measured by our trained and certified raters. The raters determine your skill level in each of the four categories. The purple boxes list the specific factors that are assessed in each category. Each rater determines your skill level in each of the four categories. Here are the guiding questions that they must keep in mind as they rate your work:

#### 1. COHERENCE/MEANING

This category measures how smoothly and effectively the ideas flow together to form a meaningful and coherent whole.

- Are there enough ideas, and have they been explained clearly?
- Are the ideas well organized so that the reader can easily follow what is being said?
- Can the test taker express precise meaning and/or explore deeper levels of meaning?

## 2. LEXICAL RANGE (VOCABULARY)

This category assesses how well the test taker uses vocabulary, idioms and phrases to make his/her ideas understandable.

- Is the range of words sufficient to complete the task?
- How well is the test taker using words that help express precise ideas clearly with minimal pausing and hesitation?
- Can the test taker combine words to express precise meaning?

## 3. LISTENABILITY/COMPREHENSIBILITY

This category measures how intelligible and fluent your speaking is.

- How much do problems with rhythm, pronunciation and intonation interfere with listenability?
- How fluent is the response (listen for hesitations, interjections, and/or self-correction)?
- Does the test taker's control of grammar and syntax interfere with or improve listenability?
- Is there complexity and variety in the sentence structure?

## 4. TASK FULFILLMENT

This category considers how well the content of the response addresses the task requirements. In other words, has the test taker understood the instructions and done everything he or she was asked to do?

- How well does the response address the task?
- How complete is the response?
- Is the tone of the response appropriate for the social context of the task?
- Is the response long enough?

The four category ratings from one rater are combined into one score for that task. One rater scores four of your responses, and a second rater scores the other four. The eight task scores are combined into one overall score for your Speaking skills.

## MANAGING YOUR TIME

There are two timers for each Speaking prompt. The first one shows your preparation time, and the second one helps you manage your speaking time. The amount of preparation time and speaking time may be different for each prompt, depending on the task. The chart on page 77 lists all the Speaking tasks together with the related preparation and speaking times.

Use the two timers to help you perform well during the Speaking Test. Remember that these tools are there to keep you fully informed so that you don't suddenly run out of time during the test. During the preparation time, make sure you understand the prompt. Quickly decide what you want to say and how to say it. Use your note paper if it helps you organize your thoughts. When the speaking time starts, try to relax. Do not hurry to finish your response. Watch the timer as you talk and use your speaking time to develop your response. The timer is also useful to make sure that you have fulfilled the speaking task within the time allowed.

Note that there is a short ten-second break after you finish each response. If you do not click on "NEXT," you can use this time to refresh yourself before you look at the next prompt. The break may help you relax and give you more energy to answer the next question.

Also note that you cannot save unused time from a previous question for the next question.

## TECHNICAL PROBLEMS

If, at any time during the Speaking Test, you are worried that your equipment is not working correctly, please call the invigilator immediately. Some examples of problems you could have include not being able to see the complete question and/or illustration, thinking that your answers are not being recorded, or wondering if your microphone is working. If the invigilator cannot solve your problem, he or she will make a note of your concern and this will be passed on to the main office.

# PART 0: INSTRUCTIONS AND PRACTICE QUESTION

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## GUIDELINES

This part of the test is designed to help you feel comfortable with the Speaking Test prompts and to give you practice using the recording tools and timers. After reading the Instructions page, you will be brought to a new page with the practice question. This question is usually a simple, general question.

The instructions, question, preparation time, and recording time will be presented just as they are in Parts 1–8, which are scored. Take this opportunity to practice speaking into the microphone, and watch the volume indicator to see if you are speaking loudly enough to be recorded. Also, make sure you can hear the simple verbal prompt ("Time is up") through your headset.

### EXAMPLE PROMPT

Tell me about one of your best friends.



## RESPONDING TO THE PROMPT

- Your answer is not scored for this practice question. Don't worry about producing the best possible response. Instead, focus on making sure your equipment works properly and understanding how to use the timers to help you give your best possible answer.
- If you are concerned about a problem with your equipment, this is a good time to tell the invigilator about it.

# PART I: GIVING ADVICE

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## GUIDELINES

Part 1 of the Speaking Test assesses your ability to advise someone about what to do in a fairly common situation where someone needs to make a decision.

This is one of only two ninety-second answers in the Speaking Test. The six other rated responses are shorter, at sixty seconds each. Since you have more speaking time for this prompt, you need to focus on providing strong, persuasive reasons to support your suggestions.

Part 1 typically asks you to guide someone to decide between two choices, or tell them what they should and should not do in a certain situation. There is no right or wrong "answer" to the problem, but there are different reasons for doing different things. What matters in your response is how well you support your advice with clear and persuasive reasons.

During the preparation time, organize what you want to say. It may be useful to write down short notes that will help you remember each thing you want to say. You may want to conclude your advice by giving some words of encouragement, such as, "Congratulations again!" or, "Good luck!" or, "All the best!"

## EXAMPLE PROMPT

John is about to graduate from high school. He is deciding between going straight to college or working for a few years first and then going to college. Advise him on the advantages and disadvantages of each decision.



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

- Clarify what you need to talk about. In the example given above, here is one way to organize your thoughts in your mind or on paper:

GO STRAIGHT TO COLLEGE		WORK 2-3 YEARS BEFORE COLLEGE	
Advantages	Disadvantages	Advantages	Disadvantages
1	1	1	1
2	2	2	2

Think of convincing information to persuade the person you are speaking to. In this example, list at least one advantage and one disadvantage for each choice. Remember, you want to speak for ninety seconds. It's even better if you can list two things for each choice.

### SPEAKING STAGE

Speak directly to John in your response. For example, instead of saying, "I would tell John that going straight into college is good because he will still be young when he graduates," say, "John, one good thing about going straight into college is that you will still be young when you graduate."

Remember that you are giving advice, not orders. You do not want to say, "Obviously you have to work first so that you can earn money to pay for college," because that is telling someone what to do, not offering advice. It is better to say, "You should consider working first so that you can earn some money for your college fees."

Link your ideas together to show how they are related. Use phrases like, "One thing you can do..." "Another thing to think about is..." or, "On the other hand, if you ..."

Try to leave time at the end to complete your advice with some kind of a closing remark, such as, "There are good reasons for each choice. Good luck with your decision."

# PART II: TALKING ABOUT A PERSONAL EXPERIENCE

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## GUIDELINES

This task assesses your ability to tell a story about something that happened to you, and therefore you will probably primarily be using past tense forms. You have thirty seconds to get ready and sixty seconds of speaking time.

Try to quickly choose something to talk about so that you can use some of your preparation time to plan the specific details you will discuss. It really doesn't matter what kind of party you describe, or if it was an interesting or boring party, or whether it is a real party. You are free to imagine a party if that is easier for you, but it must be something realistic.

To score well on this task, you need to be able to recount and describe a series of events so that the listener can easily understand what happened.

### EXAMPLE PROMPT

Talk about a time when you went to a party. Maybe you can talk about a birthday party, a party with classmates, a party with your family, a wedding party or any other party you can remember. Who was at the party and why was it memorable?



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

Quickly decide on a party to talk about. If you can't remember a party, then imagine a party that you can easily talk about.

Use the rest of your preparation time to plan which specific events and people from this party you want to describe. Think of words and phrases that will help the listener understand what happened.

### SPEAKING STAGE

When you are speaking, make an effort to use descriptive language and link the things that you are saying. Compare these partial examples:

### Example 1

"There were over a hundred people there, and it was a really important and meaningful celebration for everyone in our family. About two hours after the party started, my uncle told the story of how my parents met. It was such an unusual story—many people were laughing, and a few people were crying!"

### Example 2

"I went to my grandparents' anniversary party. Many people were there. It was fun. My uncle told a story. I liked this party."

The first example provides details that make the story interesting and effectively describe the speaker's feelings about what happened. The test taker does this by choosing descriptive words that add deeper meaning to the description. The second, shorter example gives very simple information and does not help the listener understand some of the things that happened at the party.

Try to conclude with a finishing sentence before your speaking time ends, such as, "I'm so glad I didn't miss that party!" or, "It was the best family party I've ever been to."

# PART III: DESCRIBING A SCENE



## GUIDELINES

Your task in Part 3 is to describe some parts of the picture in a way that will help listeners see the same pictures in their mind. Use the “five Ws” to help you with this: who/what/where/when/why. Do not attempt to describe all the things in the picture because there may not be enough time to properly describe everything. Instead, choose a few things that you feel confident about describing. You will have thirty seconds to prepare and sixty seconds of speaking time.

To score well on this task you need to be comfortable using prepositions of place (next to/behind/between/etc.), descriptive adjectives, and specific verbs. Compare these examples:

Example 1 (See picture on next page.)

"This is a picture of a busy train station. I can see some people getting on a train on the left, a kid is jumping over a turnstile in the front centre, and quite a few people are waiting in line behind them. **A tall woman has just gotten off the train and the strap of her brown handbag is stuck in the door. She is pulling on the shoulder strap, and she looks quite agitated.** Behind her, some people are holding open the next set of doors so someone can get in or out, I'm not sure which. There are lots of other things going on in this train station."

Example 2 (See picture on next page.)

"I see a lot of people. They are at Central Station. Some people are getting on the train and some people are getting off the train. A man is angry at some boys and a little girl is sad about her balloon. **There is a tall lady who is sad.** There are people buying tickets."

Compare the bold sentences in each response. Example 1 describes the tall woman's actions and handbag and gives us more precise information about her feelings ("agitated" versus "sad"). Notice how Example 1 almost tells a story, and provides detailed and accurate information, while Example 2 communicates basic information in a simple way.

## EXAMPLE PROMPT

Describe some things that are happening in the picture on the next page as well as you can. The person you are speaking to cannot see the picture.



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

1. Use the preparation time to scan the picture and find the things that you can describe accurately and in detail.
2. If you have time, think about how to describe these things so the listener can see where they are located in the picture, and in relation to each other.

### SPEAKING STAGE

1. First set the scene. Give an overview of the picture in one or two sentences.
2. Each time you introduce something new in the picture, explain where it is—either in the scene or in relation to something else you have already described.
3. For each thing that you describe, include some specific details, such as what people are doing, what kinds of expressions they have on their faces, the size or colour of something, and so on.
4. As you continue your description, try to build a picture of key scenes in the image.
5. Leave time to conclude your description with a sentence that summarizes a key feature about the picture—such as the weather, the mood, or the level of activity.



# PART IV: MAKING PREDICTIONS



## GUIDELINES

Part 4 has the same picture that you just saw in Part 3, but your task now is to predict what might happen next in this scene. To do this effectively, you need to use your imagination and think ahead to the next few minutes. Your answer can be factual, imaginative, predictable, or completely unexpected—but it must also be easy to understand and fit the situation shown in the picture.

Since you are talking about what could happen next, you need to use the future tense. It is also helpful to provide some reasons for your predictions and to tell a story. For example, instead of saying, "The little girl will cry and her poor mother cannot help her," provide enough information to convince your listener: "The little girl is about to start crying because her lovely red balloon is floating up to the ceiling and she may never get it back. But maybe the tall man standing behind her mother will reach up and catch the balloon for the girl, and this will make the girl and her mother very happy."

You have thirty seconds of preparation time and sixty seconds to speak. Use your preparation time to decide which predictions you can explain most effectively.

### EXAMPLE PROMPT

Look at the same picture again. What do you think will happen next? Any ideas you have are acceptable.





## RESPONDING TO THE PROMPT

### PREPARATION STAGE

1. There are no wrong predictions. Don't worry about choosing the "right" things to happen. You can imagine anything that you like, so long as you do it to the best of your ability.
2. Scan the picture and think about what could happen next to different people or things in the picture. Which things can you describe accurately and in some detail? Spend your time thinking about ways to describe these things.

### SPEAKING STAGE

1. As you did in Part 3, try to relate each thing you describe to something else in the picture, so that listeners can build a similar image in their minds.
2. Try to also provide some reasons for what you think will happen next based on the evidence in the picture.
3. Use precise vocabulary to give as much information as you can about your predictions.

# PART V:

## COMPARING AND PERSUADING

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### TASK 5A: COMPARING



#### GUIDELINES

You are not required to speak for the first part of Task 5. You have sixty seconds to consider the two choices and choose the one that you like best. Use this time to compare the product specifications and prices, look at the pictures, and select the fridge that you like best. There is no right or wrong answer because you are choosing something related to your own needs.

It doesn't matter which product you choose. If you definitely prefer one, then choose it. If you don't know which one you like better, pick the one that you feel you can talk about best. Click on the picture of the item that you like and wait for the next part of the task.

#### EXAMPLE PROMPT

You are shopping for a fridge. You must choose one fridge from the two models below. Click on the picture of the fridge you would like to buy. If you do not choose a fridge, the computer will choose one for you.

You do not need to speak for this task.

 <b>SAMESTAR FRIDGE</b>	 <b>TABLUS FRIDGE</b>
3.5 Star Energy Rating, Silver Size: 524 Litre 2yr warranty. Includes: Inbuilt Freezer <b>\$750</b>	1.5 Star Energy Rating. White Enamel Size: 205 Litre 3yr warranty. Includes: Inbuilt Freezer, <b>\$325</b>

**TASK 5B: COMPARING AND PERSUADING****GUIDELINES**

In the second part of Task 5, you will see a new chart showing the item you just chose on the right, and a new, similar item on the left. You must imagine that a member of your family wants to buy the fridge on the left and persuade them to buy your choice, on the right. You will have sixty seconds to prepare your response, and sixty seconds to record your response.

**EXAMPLE PROMPT**

A family member wants to buy the fridge in the picture (on the left), but you believe the fridge you chose is more suitable. Persuade this family member to buy the fridge you want by comparing the two fridges.

Family Member's Choice	Your Choice
<p><b>AIR FREEZE FRIDGE</b></p> <p>3.4 Star Energy Rating Stainless Steel 970 Litre S Includes: Inbuilt Freezer, Ice Dispenser <b>\$1,550</b></p>	<p>The picture that you chose in Task 2a will be shown here, with the related information below.</p> <p>Your fridge information</p>



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

4. Use your preparation time to look at the differences between the two products. Remember that you need to explain why your choice is better. You can use any reasons that support your choice.
5. Use your preparation time to compare the two fridges and to think of at least three ways that "your" fridge is better than the one your family member likes. The information in the box at the bottom will help you with this, but be careful not to simply repeat that information in your response.
6. Look at the picture for obvious things that are different, and think of reasons why your choice is better for your family. For example, if you chose the Tablus Fridge, you can see that the freezer is smaller than the Air Freeze Fridge that your family member chose. You could argue that the Tablus is better because your family does not need much freezer space.

### SPEAKING STAGE

1. Try not to repeat the information in the boxes. Instead of saying, "The Air Freeze Fridge is \$1550 and the Tablus Fridge is \$325," try something like, "The Tablus Fridge is cheaper than the Air Freeze Fridge," or The Air Freeze Fridge is about \$1200 more than the Tablus Fridge." Here is a list of a few words you can use for comparing products or services. There are many more comparative adjectives to choose from.
  - better/worse
  - wider/narrower
  - brighter/dimmer/paler
  - longer/taller/shorter
  - lighter/darker
  - easier/harder
  - lighter/heavier
  - older/newer
  - more expensive/less expensive
  - bigger/smaller
  - cleaner/dirtier
  - faster/slower
2. Use the information in the prompt but, again, do not simply read it. By expressing useful information in your own words, you are demonstrating your ability to clearly express meaning, use precise vocabulary, and speak fluently.
3. Try to compare the two items and show how they differ.
4. Remember that you are trying to persuade a family member to change his or her mind about a purchase. Keep this in mind and use an appropriate tone: persuasive, polite, and informative.

# PART VI: DEALING WITH A DIFFICULT SITUATION

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## GUIDELINES

Part 6 presents a typical situation that we sometimes have to deal with in our daily lives. You are required to choose one of two ways to solve the problem and explain your reasons to a friend, colleague, or family member.

There are two main challenges in this task. First, you need to effectively justify your decision to the person you are talking with. This means that you need to give good reasons for what you have decided to do. Second, you need to be careful about how you explain yourself because you are disagreeing with the person you are talking to, and you don't want to make them upset or angry. You will have sixty seconds to prepare your response and sixty seconds of speaking time.

### EXAMPLE PROMPT

Your friend Amy has asked to borrow your family car to go for a job interview. A member of your family does not want to lend Amy the car because she was the driver in a car crash last year.

Choose one:

Talk to your family member. Explain why you will lend Amy the car.

OR

Talk to Amy. Explain to Amy why you will not lend her the car.



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

1. There is no right or wrong choice in this situation. Choose whichever one you feel you can support most effectively.
2. Use the preparation time to list reasons that strongly support your choice. You may want to create a scenario that helps justify your decision. Here are some examples of weak and strong reasons that you could use if you decide to lend Amy the car in the example given above. Notice how you need to imagine other parts of the situation to give effective reasons.

EFFECTIVE REASONS	WEAK REASONS
<ul style="list-style-type: none"> <li>• Amy has been driving for 8 years and has only had one accident.</li> <li>• The accident was the other driver's fault.</li> <li>• If you don't lend Amy the car, she will have to cancel the interview.</li> </ul>	<ul style="list-style-type: none"> <li>• You really like Amy.</li> <li>• Amy needs the car.</li> <li>• Amy is a nice person.</li> </ul>

3. Organize your argument logically, and try to show how the ideas are related.

### SPEAKING STAGE

1. Balance your speaking style so that you are polite and well-mannered, yet firm about your decision. Your tone of voice and word choice will help you with this.
2. Be sure to provide reasons as to why you have made this decision.

# PART VII:

# EXPRESSING OPINIONS

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## GUIDELINES

Part 7 asks you to speak about a social issue that is familiar to many Canadians. You are required to state your opinion and support it with logical reasons. If you like, you can also try to persuade the listener to believe that your opinion is reasonable and acceptable.

This is the second “long” answer prompt in the Speaking test. You have thirty seconds of preparation time and ninety seconds of speaking time. If you can speak persuasively, you will be able to fill all or most of the speaking time by explaining why your opinion is reasonable.

There is no right or wrong answer to the question, so do not spend time trying to guess if you should agree or disagree with the statement. Use your preparation time instead to think about the question and look at the different possible reasons to support each side. Quickly choose the answer that you feel you can talk about most effectively, and think about some ideas to support your opinion.

### EXAMPLE PROMPT

Answer the following question and give reasons for your answer.

Do you think children should wear uniforms in school so that they are all dressed the same?



## RESPONDING TO THE PROMPT

### PREPARATION STAGE

- After you have decided if you agree or disagree, use your preparation time to list and organize some convincing arguments to support your opinion. For example, if you are going to talk about why you agree that children should wear uniforms at school, you might list some of the reasons given on the left side of the chart below. Compare them to the weak reasons given on the right side. Notice how you need to provide more detailed information to provide convincing or effective reasons.

CONVINCING REASONS	WEAK REASONS
Children don't have to worry about having the same kinds of expensive fashionable clothes that their school friends are wearing.	It is good to dress the same.
Parents don't have to spend time and money buying their children a variety of clothes to wear to school.	Parents like this idea.
Children should be thinking about their studies, not how they look.	Children need help.

### SPEAKING STAGE

- Start your response by stating whether you agree or disagree, discuss your reasons in a logical and understandable way, and make sure you have time at the end to restate your opinion.
- Consider using phrases that clearly introduce your opinion, such as, "I strongly believe..." or "In my opinion..."

# PART VIII: DESCRIBING AN UNUSUAL SITUATION



## GUIDELINES

The final task in the Speaking Test asks you to describe something unexpected to someone who is not there to see it. One reason this task is quite difficult for many people is that they may not have exactly the right words for the situation. You are challenged to use the vocabulary you know in new ways, in order to explain or describe something accurately.

You have thirty seconds to get ready and sixty seconds of speaking time. During your preparation time, think about all the details that you can describe. For the example picture given on the next page, you would ideally make a list like this:

Long coat/zipper/fur collar/elastic at bottom/elastic at wrists/patches on shoulders/patches on elbows/thick red horizontal jagged design—two/location of buttons

Many test takers, however, will not know some of these terms, so their list might look more like this:

Long coat/closing/soft collar/closing on arms/brown on shoulders/brown on arms/two big red lines/buttons in front

If a test taker using the second list can describe the coat well enough that the listener can see something very similar, then that test taker is demonstrating an ability to use simple words to accurately describe detail.

Take note of the situation described in the prompt and remember to refer to that when you are speaking. For example:

"Hello, is this the ladies' outerwear department? Great! I'm calling to see if you have a coat in your store. It's a long coat, but not too long. This coat is white, and it has a soft hood. There are two big red lines that go up and down across the front of the coat. There is brown on the shoulders and on the middle of the arms. Oh, and it closes at the hands and at the bottom to keep you warm. If you have it, I want to pick it up today because I'm buying it as a gift and I need it tonight."

## EXAMPLE PROMPT

You have seen a coat in an online catalogue (see below). You would like to buy this coat as a gift for a friend's birthday tonight. Phone your local department store. Provide a full and clear description of the coat and ask if they have one in the store.





## RESPONDING TO THE PROMPT

### PREPARATION STAGE

1. Make sure you understand the situation described in the prompt.
2. Spend your preparation time looking carefully at the picture, and use your note paper to list specific details you can talk about.
3. Try to think of words and phrases that describe precisely what you see. If you can't think of the precise words, put together simple words to say what you mean. (i.e., instead of "lovely fur hood," you could say "soft and warm hat on the coat"; instead of "thick red jagged stripes," you could say "big red lines that go up and down").
4. Remember that the person you are speaking to cannot see the thing you are describing; your job is to help the listener see the scene or the object in his or her mind.

### SPEAKING STAGE

1. Stay on topic: describe what you see, and don't spend a lot of time talking about the situation. For example, you are off topic if you say this:  
"It is my friend's birthday tonight. Harry will be thirty years old and he just came to Canada, so he needs a warm coat. I think he will like this coat because it looks warm and comfortable. We are having a surprise party for him, so I need this coat today. The party is near your store, so I can pick up the coat on my way there."  
Here, the speaker is mostly talking about Harry; he has said very little about the coat, and this will negatively affect his score.

# STRATEGIES FOR SUCCESS



## BEFORE THE TEST

**Listen to native English speakers:** The more you hear native English speech, the easier it will be for you to speak in English. Listen to the radio and books on tape and watch TV shows every day for two to four weeks—and longer if you can!—before the test.

**Speak English:** Practice speaking English every day. If you don't have the opportunity to speak English at work or socially, consider hiring a tutor for conversation practice. You can also make a list of topics and practice giving ninety-second talks about one topic each day. Use your cellphone or a digital recorder to record yourself speaking, and then listen critically to determine what you need to do to sound better. Use the Performance Standards to help you assess your speaking.

**Build your vocabulary:** Read something every day—the newspaper, magazines, books, or internet sources. Try to read well-written articles that use strong, descriptive words and phrases. Consider keeping a vocabulary notebook to help you review and increase your vocabulary.

**Work on your sentence structure:** Reading and listening will help you with this. Pay attention to the different types of sentences you hear and see, and focus on using a variety of sentence types in your speaking practice sessions.

**Strengthen your content:** During your practice time, focus on clearly expressing a main idea and then briefly supporting it with solid supporting information (such as facts, events, or descriptions) before you move on to the next idea. Link your ideas with connecting words and phrases that show how they are related.

**Connect your ideas:** During your listening practice, notice how people connect ideas and facts when they are talking by using phrases such as, "One reason I like this is..." or, "On the other hand, it's not a good idea to..." or, "The first thing that comes to mind..." Try to understand when it is appropriate to use different expressions, and practice using them in your speaking practice time.



## DURING THE TEST

**The prompt:** Read the prompt carefully and try to understand what you need to do.

**Volume:** Make sure your voice is at the right volume. If you know that you usually speak very softly, try to use a strong voice during the test so that the rater can understand what you are saying. If you know that you have a very loud voice, make an effort to speak more quietly so that the rater can focus on your meaning without being overwhelmed by your voice.

**Speed:** Try to speak at a natural pace. Speaking too slowly or too quickly can have a negative effect on your rhythm and intonation, making your speech sound unnatural.

**Accent:** Try not to worry about your accent. The raters expect you to have an accent. Be sure that you are pronouncing your words and phrases as clearly as possible and that your English is comprehensible to other people.

**Intonation:** If you have a "flat" delivery style, focus on letting your voice move up and down in a natural way to add expression to what you are saying. Listening to native speakers and watching television will help you with this.

**Meaning:** Think about the listener when you are speaking, and imagine that you are talking directly to the rater or to another person. Do what you can to make sure that your message is clear, meaningful, and easy to follow.

**Vocabulary:** Try to use strong, descriptive words to explain your ideas. Whenever possible, use specific action verbs, adverbs that clarify actions, precise, descriptive adjectives, and prepositions of place. When you cannot think of the right word or phrase, quickly find a simpler way to express your idea. Avoid having many long pauses and repeating simple phrases more than once (i.e., "and then... and then... and then").

**Sentence structure and grammar:** Your response should be a combination of sentence lengths and types, since this helps to keep the interest of the listener. Don't be upset if you make a grammar mistake, and correct mistakes that you are aware of.

**Timing:** Think of the timers as very important helpers. Use your preparation time to understand the prompt, brainstorm ideas, and organize what you want to say. Use the speaking timer to make sure that you say enough and that you finish your last sentence before the time is up. Also, if you are tired, use the ten seconds before the next prompt begins to relax and clear your mind for the next challenge.

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# PART FIVE COMPLETE PRACTICE TEST

# LISTENING TEST

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To hear the Listening Test, click on the link below and go to the "AUDIO FILES - Practice Listening Test" page. Follow the instructions there to complete the test.



<https://secure.paragontesting.ca/InstructionalProductResources/CELPPIP-StudyGuide-Ebook>

## PART 1: IDENTIFYING SIMILAR MEANINGS

Instructions for questions 1–8:

Listen to each short statement. Choose the sentence that is closest in meaning to each statement.

**1.** Listen to the statement.

- a) John was feeling stressed about getting to the interview.
- b) John was really worried he'd miss the interview.
- c) John felt quite calm about attending the interview.
- d) John thought he might forget about the interview.

**2.** Listen to the statement.

- a) Bob will be absent from today's lesson.
- b) Bob will almost certainly go to school.
- c) Bob will really enjoy the lecture.
- d) Bob will probably start college in the fall.

**3.** Listen to the statement.

- a) I often run out of gas on the road.
- b) I always look at the tires before driving off.
- c) Before I go anywhere, I am sure to check the gas level.
- d) After I park the car, I always check the gas.

**4.** Listen to the statement.

- a) James and I had an argument about his new job.
- b) It was very difficult for James to find work without me.
- c) Last time I saw James, he was working at another job.
- d) After losing his job, James has been working with me.

**5.** Listen to the statement.

- a) I have everything I need from the grocery store.
- b) I dropped something on the floor at the supermarket.
- c) I wish there was a supermarket near my home.
- d) I forgot to go shopping on my way home.

**6.** Listen to the statement.

- a) Jessie is always mad.
- b) Ignore Jessie's behaviour.
- c) Don't forget about Jessie.
- d) Jessie never cries.

**7.** Listen to the statement.

- a) I considered trying a new restaurant, but I changed my mind.
- b) After some thought, I went to my favourite restaurant.
- c) I eventually decided to eat at a restaurant that I hadn't tried before.
- d) Eventually, I decided not to go to the new restaurant.

**8.** Listen to the statement.

- a) The professional advisors helped to complete the project.
- b) The advisors helped him start the project.
- c) He finished the project without any assistance.
- d) There was nothing he could do without assistance.

## PART 2: ANSWERING SHORT QUESTIONS

Instructions for questions 9–16:

Listen to each short question. You will only hear each question once. Choose the best answer to each question from the drop-down box.

**9.** Listen to the question.

- a) Yes, I had a wonderful time in Las Vegas.
- b) No, I didn't get away last summer.
- c) Not really; I can't say that I have any plans.
- d) Of course, that's why I went to Mexico.

**10.** Listen to the question.

- a) I scratched it a few days ago.
- b) I was at home when it happened.
- c) I was playing with my friend's cat.
- d) I didn't get too badly hurt this time.

**11.** Listen to the question.

- a) If I have the time, I try to call him once a week.
- b) Here, you can use my cellphone to make the call.
- c) Because I have to give him a call first.
- d) I really haven't had the time to do it.

**12.** Listen to the question.

- a) Thank you, I had completely forgotten to practice.
- b) Of course I did. I called the teacher before I went out.
- c) Yes, I usually have my lesson on Tuesday evenings.
- d) I never forget to arrive on time for my lesson.

**13.** Listen to the question.

- a) Yes, I was, but I couldn't really see what was happening.
- b) Yes, I think so. My friend said they would be there on Saturday.
- c) No, I don't think so. I didn't do anything wrong.
- d) I doubt it, I'll be going to see a movie with my girlfriend instead.

**14.** Listen to the question.

- a) Bill really doesn't need much assistance at all.
- b) I tried to help him, but he gave up.
- c) Not really. I don't think he understood it either.
- d) I'm afraid not, but he was able to help with my assignment.

**15.** Listen to the question.

- a) Actually, they were really expensive.
- b) I got them in India.
- c) They were about fifty dollars.
- d) Just yesterday!

**16.** Listen to the question.

- a) I am thinking about it. It should be interesting.
- b) Yes, I took it last year.
- c) Yes, I graduated in graphic design.
- d) Yes, I told her she should definitely take it.

**PART 3: LISTENING TO CONVERSATIONS—CONVERSATION ONE****Instructions:**

Listen to the conversation. You will only hear the conversation once. It is about two minutes long.

You will hear a conversation between a husband and wife. She is arriving home late from work.

(Listen to the conversation.)

**Instructions for questions 17–21:**

Listen to each question. You will only hear the question once. Choose the best answer to each question from the drop-down box.

**17.** Listen to the question.

- a) The road was closed to clean up an oil spill.
- b) She was in an accident while using her cellphone.
- c) A car crash had caused a traffic jam.
- d) There was a fire that blocked the road.

**18.** Listen to the question.

- a) The man and woman would not get to the restaurant on time.
- b) The man and woman had to meet some friends at the restaurant.
- c) The man and woman needed to get the car fixed before they went out.
- d) The man and woman needed to get to the business district by 6 o'clock.

**19.** Listen to the question.

- a) The woman thought it would be too busy.
- b) The woman thought the food was too expensive.
- c) The woman thought it was too far away.
- d) The woman thought it would be too quiet and dull.

**20.** Listen to the question.

- a) The woman suggested they go out for Indian food.
- b) The woman suggested that they go downtown to eat.
- c) The woman suggested that they stay home for dinner.
- d) The woman suggested that they have lunch tomorrow instead.

**21.** Listen to the question.

- a) It's quiet because there are not many good restaurants in that area.
- b) It's quiet because few people are around in the evening.
- c) It's quiet because the office workers work late evenings.
- d) It's quiet because it is difficult to get there by car.

**PART 4: LISTENING TO CONVERSATIONS—CONVERSATION TWO****Instructions:**

Listen to the conversation. You will only hear the conversation once. The conversation is about two and a half minutes long.

You are going to hear a woman being interviewed about the history of Canadian schools.

(Listen to the conversation.)

**Instructions for questions 22–27:**

Listen to each question. You will only hear each question once. Choose the best answer to each question from the drop-down box.

**22.** Listen to the question.

- a) The woman is a very experienced teacher.
- b) The woman is a historian.
- c) The woman is a university professor.
- d) The woman is a journalist.

**23.** Listen to the question.

- a) Only with classmates of their own age.
- b) Mostly with classmates of similar math ability level.
- c) Together with all the children from their community.
- d) Only with children of the same gender.

**24.** Listen to the question.

- a) The students spent most of the day doing recitation.
- b) The children spent most of their day writing on the blackboard.
- c) The teacher gave the students writing and math tasks to complete.
- d) The students gave each other tasks to complete.

**25.** Listen to the question.

- a) The teacher wanted the children to memorize important facts.
- b) The teacher wanted the children to learn important rules.
- c) The teacher wanted the children to learn geography.
- d) The teacher wanted the children to learn to think freely.

**26.** Listen to the question.

- a) The teacher came around and helped each child.
- b) They would raise their hands to get help from the teacher.
- c) Children were often helped by an older or more able student.
- d) They would walk up to the teacher's desk for help.

**27.** Listen to the question.

- a) When a student would explain to the teacher from memory what she had just learned.
- b) When a student would repeat to other students the facts she had learned.
- c) When a student would memorize the facts needed for a test.
- d) When a student would help other students to learn what was in the book.

## PART 5: LISTENING TO A NEWS ITEM

Listen to the following news item. You will only hear the news item once, then the questions will appear. It is about one and a half minutes long.

You will hear a news item about the rescue of two men following a boat accident.

(Listen to the news item.)

**Instructions for questions 28–32:**

Choose the best way to complete each statement from the drop-down box.

**28.** Two young men went on a

- a) camping trip.
- b) hunting trip.
- c) fishing trip.
- d) hiking trip.

**29.** Their boat sank after

- a) striking rocks.
- b) hitting another boat.
- c) colliding with Gambier Island.
- d) the men got lost during the night.

**30.** The rescue team

- a) found both men on a nearby island.
- b) found one man holding on to the rocks.
- c) found both men holding on to the rocks.
- d) found one man on a nearby island.

**31.** The accident happened because

- a) the men did not have enough experience with boating.
- b) the charts of the area were not clear enough.
- c) the life jackets were old and damaged.
- d) the life jackets were too small.

**32.** The official said that boating accidents

- a) are rare occurrences and few people die.
- b) are common, but few people die.
- c) are common and often cause death.
- d) are rare, but exceedingly dangerous.

## PART 6: LISTENING TO VIEWPOINTS

### Instructions:

Listen to the following report. You will only hear the report once, then the questions will appear. It is about three minutes long.

You will hear a passage about services for people with disabilities in Canada. Community-based care is discussed in detail.

(Listen to the report.)

### Instructions for questions 33–38:

Choose the best way to complete each statement from the drop-down box.

**33.** Ms. Stone related a story about a disabled person whose mother

- a) was too poor to provide sufficient care for her son.
- b) feared she was getting too old to provide sufficient care for her son.
- c) couldn't find a long-term care facility for her son.
- d) was unable to find a community for disabled people.

**34.** Ms. Stone is concerned that disabled people

- a) do not have access to enough hospital spaces.
- b) can end up in inappropriate care facilities.
- c) are being put in community care facilities.
- d) are becoming emotionally exhausted.

**35.** Ms. Stone wants to see

- a) an increased number of long-term care facilities.
- b) less government interference in family concerns.
- c) local facilities and services to support people with disabilities.
- d) people with severe disabilities forming their own communities.

**36.** Ms. Stone and the Minister both agree that people with severe disabilities

- a) should be cared for within a local network.
- b) do not have access to long-term hospital care.
- c) cannot be cared for by family members.
- d) should be a top policy issue in the province.

**37.** They also agree that people with disabilities

- a) should not be expected to socialize without support.
- b) are entitled to be included in their communities.
- c) should not be cared for by medical practitioners.
- d) should always be consulted about their needs.

**38.** Support for people with severe disabilities

- a) is becoming a key government priority.
- b) is being resolved by the opposition parties.
- c) is being addressed in a policy document.
- d) is hampered by budgetary constraints.

# TRANSCRIPT OF THE PRACTICE LISTENING TEST

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## PART 1: IDENTIFYING SIMILAR MEANINGS

1. John wasn't really worried about going to the interview.
2. Bob most likely will be attending the lecture.
3. After starting the car, I always check the gas.
4. I haven't seen James since he got a new job.
5. I wish I'd remembered to drop by the supermarket.
6. Don't worry about Jessie; she's just upset.
7. After thinking about it, I decided to try a new restaurant tonight.
8. He only finished the project after bringing in some professional advisors.

## PART 2: ANSWERING SHORT QUESTIONS

9. Have you thought about your upcoming summer vacation?
10. How did you scratch your face?
11. Why haven't you called the dentist yet?
12. Did you remember to cancel your piano lesson?
13. Were you at the park when the police came?
14. Was Bill able to help you with your assignment?
15. Where did you find that really cool pair of shoes?
16. Are you going to take that course on graphic design?

## PART 3: LISTENING TO CONVERSATIONS—CONVERSATION ONE

You will hear a conversation between a husband and wife. She is arriving home late from work.

MAN: At last, you're home. You're about an hour late!

WOMAN: I know. The traffic was just terrible. I don't think I moved more than one hundred metres in half an hour. I would have called you, but my cellphone battery was dead.

MAN: Do you know what caused the delay? I didn't hear about any accidents on the news.

WOMAN: Well, I don't think there was a car accident, but there was an oil spill. A gas tanker spilled oil across the road, so they had to shut down the

whole road for thirty minutes. There were three fire trucks cleaning up the mess.

MAN: Well, if there was oil on the road, then they would have to close it down. Otherwise it would be dangerous for cars and even more dangerous for motorcycles.

WOMAN: That's true. Didn't we have a table booked at the Thai Palace tonight?

MAN: We did, but there's no way we'll make it in time, and that restaurant is always busy. We won't get in if we miss our reservation.

WOMAN: I've been looking forward to going to the Thai Palace all week. There's nothing to eat in the house except bread and cheese. I think we should go somewhere else.

MAN: Well, what do you have in mind? I know there's another Thai restaurant on 3rd Street. It's called the Bangkok Garden.

WOMAN: That's right, but the Bangkok Garden is really pricey and not as good as the Thai Palace. How about we go for Indian instead?

MAN: Works for me. I'm always good for a curry. We can go to the Indian restaurant next to my office.

WOMAN: Do you think we should call them first? I don't want to get there and find that they are already full.

MAN: I don't think that's necessary. They're located in the business district. I know they are busy at lunchtime, but there aren't that many people around in the evening. Most of the office workers have gone home by around six. I think we should be able to get a table without a reservation.

Now answer questions 17–21.

17. Why was the woman late getting home?
18. Why was getting home late an inconvenience?
19. Why didn't the woman want to go to the restaurant called Bangkok Garden?
20. What did the woman suggest they do for dinner?
21. Why is the business district quiet?

## PART 4: LISTENING TO CONVERSATIONS—CONVERSATION TWO

You are going to hear a woman being interviewed about the history of Canadian schools.

MAN: Thank you so much for meeting with me. As you know, I'm researching the history of Canadian schools.

WOMAN: I'm glad to meet with you. I've been writing Canadian history books for over twenty years now.

MAN: Well, perhaps you can start by telling me what a typical Canadian classroom would have been like a hundred years ago.

WOMAN: Well, most schools didn't have "classrooms" back then. Remember, in those days most Canadians lived in small communities. The school would have been one big room, and all the children studied together with one teacher.

MAN: So there was one classroom.

WOMAN: It was called a school room or school house.

MAN: It must have been very difficult to teach so many different ages at one time.

WOMAN: Well, in the school house, the students were divided by ability in math and reading. The teacher gave the students tasks to do that were appropriate to their level. The teacher wrote questions on a large blackboard and the children wrote the answers on a tablet called a slate. Alternatively, the children would have to study out of their school books.

MAN: So the children just had to sit and memorize information and sums without much help at all?

WOMAN: Well, not really. Students also played an important role in helping each other. The teacher would often ask the older or faster students to help the others. Also, the children did not have to memorize facts as much as you may think. For the most part, the teacher wanted them to learn rules.

MAN: What kind of rules did they have to learn?

WOMAN: In those days, teachers believed there were rules for everything. Of course, there were math rules, and also writing rules, such as grammar. There were also rules for being polite and well behaved and rules for geography and history.

MAN: So the children all sat in one big room learning rules and practicing tasks from their school books or copied from the blackboard? How did the teacher know if they were learning anything?

WOMAN: Once or twice a day, the teacher called students up in small groups for recitation. I should explain recitation... Recitation is when the students explain to the teacher what they have learned without using their books. They have to do it from their memory.

Now answer questions 22–27.

22. Who is the woman?
23. How were children taught in school rooms a hundred years ago?
24. What did the students do for much of the school day?
25. What did teachers think was important for children to learn?
26. How did the children get help?
27. What is recitation?

## PART 5: LISTENING TO A NEWS ITEM

You will hear a news item about the rescue of two men following a boat accident.

The search for a second man who went missing after a boat accident has been called off. An official from the Joint Rescue Centre said that a small boat was heading to Gambier Island with two men on board. The men were planning to spend two nights camping on the island. The boat sank at about 2 p.m. yesterday afternoon. One man was picked up last night on the shore of Gambier Island. Although the search for the other man continued throughout the night and the next morning, the second man still has not been found.

The official at the Joint Rescue Centre said that the two men, who were both in their early twenties, had struck rocks that were well marked on local charts. Neither man was wearing a life jacket, and both had limited experience on boats. It is believed that the second man has been swept out to sea.

The official said that too many people get into trouble on the sea due to inexperience. Before going on boating trips, people should carefully check tide tables and charts of the area. Above all, people should wear life jackets at all times when on the water. Every year, there are hundreds of incidents in which people fall off boats, or small boats get into trouble at sea. If the people on board are wearing life jackets (and fortunately most are), their chances of survival are very high.

## PART 6: LISTENING TO VIEWPOINTS

You will hear a passage about services for people with disabilities in Canada. Community-based care is discussed in detail.

Community care is an issue that is finally gaining the attention of our politicians. Ms. Stone is a community care worker who recently met with Mr. Gill, the Provincial Government's Minister of Health Services.

Ms. Stone related the story of a sixty-eight-year-old mother named Jennifer. According to Ms. Stone, Jennifer has an adult son who is disabled. She has no idea who will care for her son when she is no longer able to take care of him. Jennifer wants her son to live in his own community and close to his family. Jennifer says she is exhausted and experiencing mental, emotional, and physical burnout as she cares for her son with little support from the government and with no one around to lend a hand.

The Provincial Government's Minister of Health Services, Mr. Gill, responded to Ms. Stone's comments, stating that he recognized the difficulties faced by families with disabled adult children. Mr. Gill noted, however, that the government has already provided monetary support directly to such families. In addition to providing fiscal support, the government also provides community care homes for 785 clients. The Minister recognized that provincial support may still be insufficient. Nonetheless, he insisted that the province is currently doing everything in its power to provide the best care possible.

Ms. Stone was not satisfied by the Minister's response. Money, she argued, is not enough. Families are unable to provide all the care their disabled children need. The reality for many aging parents today is that they will, with great reluctance, put their disabled son or daughter into a long-term care facility. Although long-term care facilities often isolate disabled people, many aging parents simply have no other options. Ms. Stone argued that alternative community care options need to be provided, such as visiting nurses, supported community housing, and small group homes. Disabled people could then function as members of their own local communities.

It seems that there is a general agreement that people with severe disabilities should be cared for in the community. Both Ms. Stone and Mr. Gill hold that the rights of disabled people and their families must be recognized. Moreover, both recognize that these rights involve the inclusion of all people in their communities, no matter what their disability may be. The key issue of contention appears to be one of immediate priority. Ms. Stone is seeking substantive additional funding in order to directly support families. She also wants community care homes established now. The government, however, is taking an incremental approach to support, providing additional funding as and when it is able to do so.

# READING TEST

## PART 1: READING CORRESPONDENCE

You have 11 minutes to complete Part 1.

Read the following letter.

Hi Abdul,

I arrived in Tofino yesterday evening. It's a pretty amazing place. We have a cabin by the sea, and we can see hundreds of little islands receding all the way to the horizon. The town of Tofino is little more than a few blocks of shops, houses, and restaurants, which is a refreshing change from the traffic and offices of downtown Calgary. If they needed a structural engineer here, I'd be very tempted to apply for the position.

Today, Jill and I went exploring. We took a tour to a small island just off the coast of Tofino. It is a tiny island and completely unspoiled. The entire island is covered in a forest of ancient trees. Each one is as wide as your truck and twice as tall as your house. In one tree we saw the outline of an immense eagle's nest, although the eagle was nowhere to be seen. Having said that, it was pretty tough to make out much at all as the weather was pretty grim. Shortly after we reached the island, it started to pour, and we were both completely soaked within minutes. They don't call it a rainforest for nothing.

We look forward to seeing you when you join us on Wednesday. I should warn you that it's quite a journey to get here. You're best off flying from Edmonton to Vancouver and then catching a flight on a small plane from Vancouver to Tofino. If your budget won't allow for that, you can get a bus from the Vancouver airport to the ferry terminal, then get a ferry to Nanaimo, and then finally a bus to Tofino. The views from the ferry are awesome, but given that you have to return on Sunday, it would be great if we could maximize our time in Tofino. Anyway, be sure to let me know how you decide to get here so I can meet you when you get in.

Also, be sure to come prepared for the weather. As I mentioned, the weather here is unpredictable, so you might be sunbathing on the beach one moment and then running for shelter in the cabin a moment later. Still, it's definitely worth the trip, and I can't wait to see you again after all this time.

Take care and see you soon,

Jared.

Using the drop-down box, choose the best way to complete each statement according to the information given in the letter.

**1. Jared**

- a) lives in Tofino.
- b) came to Tofino for a job interview.
- c) is on vacation in Tofino.
- d) works in Tofino.

**2. The weather in Tofino is**

- a) cold and damp.
- b) constantly rainy.
- c) very changeable.
- d) fairly warm.

**3. Jared feels that Tofino is**

- a) somewhat bigger than he expected.
- b) more boring than Calgary.
- c) more pleasant than Calgary.
- d) too small to be interesting.

**4. Jared and Jill visited an island where**

- a) they had a clear view of an eagle's nest.
- b) they were caught in a sudden downpour.
- c) they went sightseeing in a large truck.
- d) they had a great view of the sea and sky.

**5. Jared told Abdul about the ferry because**

- a) the views from the ferry are wonderful.
- b) the ferry is cheaper than the flight.
- c) they will be able to spend more time together.
- d) Abdul is afraid of flying.

**6. Abdul and Jared**

- a) work together in the same office.
- b) are both applying for work in Tofino.
- c) are friends in Calgary.
- d) are old friends.

Here is a response to the letter. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down box.

Hi Jared,

Thanks for letting me know what is going on. I've taken your advice and booked a [Blank 7] from Vancouver to Tofino. I'll be arriving in Tofino at about 3 p.m. [Blank 8] just as we had planned. It so happens that I was in Tofino a couple of years ago. Like you, I [Blank 9] in a small town. Also, as you suggested, I will be ready for all possible kinds of [Blank 10]. Frankly, though, I am not too worried about what we do or what the weather is like, as long as we have a chance to catch up on each other's news. Just as you said, we should try to [Blank 11] as possible.

See you soon,

Abdul

These are the choices you will see for each blank above. They will be in a drop-down box.

**7. Blank 7**

- a) ferry
- b) trip
- c) excursion
- d) flight

**8. Blank 8**

- a) on Wednesday
- b) on Saturday
- c) at the bus station
- d) at the ferry terminal

**9. Blank 9**

- a) am a bit bored
- b) enjoy being
- c) feel uncomfortable
- d) have a job

**10. Blank 10**

- a) weather
- b) travel arrangements
- c) different people
- d) activities

**11. Blank 11**

- a) spend as little money
- b) spend as much time together
- c) take as many trips
- d) work as close together

## PART 2: READING AN EMAIL AND A DIAGRAM

You have 9 minutes to complete Part 2.

Read the following email message about the diagram that you can see after the message. Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down box.

Subject: Apartment Rental  
To: Bill Wong <bwong@apg.bc.ca>  
From: Travis Shank <shank@sterlings.ca>

Hi Bill,

I think it's wonderful that we're trying to find a place together. I've started checking out some possible rentals online and I'm attaching a table with four interesting options. All four places [Blank 12] and all are near our workplaces. You'll notice that King's View and Winnipeg Place [Blank 13] than the other two. In the case of the Magna Gardens Complex, this is probably because it [Blank 14]. Although the price is a little steep, it [Blank 15] than the other three. We might consider finding another person [Blank 16]. That way our rent will be less.

Anyway, let me know what you prefer and what will suit your budget the best.

Speak to you soon,

Travis

<p><b>King's View Apartments</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>20 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$1250.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>Immediately</td> </tr> </table> <p>Downtown living at its best. King's View has a fitness facility, sundeck, and lounge area. Underground parking is available.</p>	<b>Age</b>	20 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$1250.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	Immediately	<p><b>Downtown Fully Furnished Suite Beautiful View</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>10 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$2995.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>First of next month</td> </tr> </table> <p>Compact two-bedroom, two-bathroom fully furnished suite with a beautiful view. Rent includes complete furnishings, all kitchenware, bedroom and bathroom linens, all utilities, and cable TV. Outside parking for two cars. Fitness room.</p>	<b>Age</b>	10 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$2995.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	First of next month
<b>Age</b>	20 years old																				
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<b>Monthly Rent</b>	\$2995.00																				
<b>Bedrooms</b>	2																				
<b>Availability Date</b>	First of next month																				
<p><b>Great downtown Suites—Winnipeg Place Apartments</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>5 years old</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Apartment</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$1275.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>2</td> </tr> <tr> <td><b>Availability Date</b></td> <td>1 June</td> </tr> </table> <p>Great two-bedroom suites in the heart of downtown Winnipeg. Very spacious. Great view. Underground parking. Gym on site.</p>	<b>Age</b>	5 years old	<b>Rental Type</b>	Apartment	<b>Monthly Rent</b>	\$1275.00	<b>Bedrooms</b>	2	<b>Availability Date</b>	1 June	<p><b>MAGNA GARDENS. 2 STOREY DOWNTOWN</b></p>  <table border="0"> <tr> <td><b>Age</b></td> <td>New</td> </tr> <tr> <td><b>Rental Type</b></td> <td>Townhouse</td> </tr> <tr> <td><b>Monthly Rent</b></td> <td>\$2850.00</td> </tr> <tr> <td><b>Bedrooms</b></td> <td>3</td> </tr> <tr> <td><b>Availability Date</b></td> <td>15 June</td> </tr> </table> <p>This modern, two-storey unfurnished, three-bedroom, two-bathroom townhouse is perfect for entertaining guests. Underground parking available. River view. Community room and garden.</p>	<b>Age</b>	New	<b>Rental Type</b>	Townhouse	<b>Monthly Rent</b>	\$2850.00	<b>Bedrooms</b>	3	<b>Availability Date</b>	15 June
<b>Age</b>	5 years old																				
<b>Rental Type</b>	Apartment																				
<b>Monthly Rent</b>	\$1275.00																				
<b>Bedrooms</b>	2																				
<b>Availability Date</b>	1 June																				
<b>Age</b>	New																				
<b>Rental Type</b>	Townhouse																				
<b>Monthly Rent</b>	\$2850.00																				
<b>Bedrooms</b>	3																				
<b>Availability Date</b>	15 June																				

**12. Blank 12**

- a) have the same number of rooms
- b) are located downtown
- c) have underground parking
- d) have a gym

**13.** Blank 13

- a) are much smaller
- b) are much newer
- c) cost significantly less
- d) are outside the downtown core

**14.** Blank 14

- a) is already available.
- b) is not an apartment.
- c) won't require furnishings.
- d) has underground parking.

**15.** Blank 15

- a) has one more bedroom
- b) has better parking
- c) is available earlier
- d) has more bathrooms

**16.** Blank 16

- a) to move in with us.
- b) to negotiate the price.
- c) to join us for dinner.
- d) to evaluate the property.

Complete these statements by selecting the best choice.

**17.** Travis and Bill

- a) are co-workers.
- b) are neighbours.
- c) live together.
- d) work downtown.

**18.** The Winnipeg Place apartment

- a) is the newest construction.
- b) is not as roomy as the others.
- c) has a fitness facility.
- d) is the most affordable.

**19.** Magna Gardens Apartments is superior in terms of

- a) having the best rent.
- b) having a view of the city.
- c) having a gym facility.
- d) having more space.

### PART 3: READING FOR INFORMATION

You have 10 minutes to complete Part 3.

Read the following passage.

- A. The mule deer is indigenous to much of western North America. Mule deer are most commonly found in the North American Rocky Mountains, but can often be spotted in wooded environments west of the Rockies, even those on the edges of large urban environments. Encroachment into urban habitats is not a threat to humans. However, mule deer do pose a risk to domesticated animals that get too close. The mule deer can be very aggressive when it feels threatened and can deliver a potentially lethal kick to an overzealous dog.
- B. The mule deer's coat is reddish-brown in the summer but fades to a greyish-brown in the winter. The stomach, neck, nose band, and eye ring are white. The mule deer's antlers are bifurcating, that is, they continue to divide in two as they grow. The male deer use their antlers to vie with rivals for the opportunity to mate with a doe. However, antlers are also a liability, hindering the deer's ability to forage and to flee from predators. Consequently, mule deer shed their antlers immediately after the end of mating season.
- C. Mule deer are browsers that eat leaves, nuts, grain and twigs. Their taste for agricultural products makes them a nuisance to farmers, who have to carefully maintain fences around their land throughout the year. In the winter, when food is scarce, the deer's metabolism slows, preserving energy but, at the same time, making them an easier target for predators. It is not surprising that the mortality rate for deer is much higher in the winter, especially among the yearlings.
- D. Mule deer are vulnerable to a number of predators, including black bears, cougars (mountain lions), and coyotes. The most serious threat to mule deer, however, is from automobiles and hunters. Every year, many deer become the victims of traffic accidents. During the autumn hunting season, which extends from September to November, mule deer are popular prey for hunters. However, their exceedingly sharp senses, especially eyesight, smell, and hearing, mean that they are by no means an easy target for novice or even seasoned hunters. Moreover, there is much anecdotal evidence that the mule deer know when hunting season is and become much harder to spot than they are throughout the rest of the year.
- E. Not given in any of the above paragraphs.

Decide which paragraph, A to D, has the information given in each statement below. Select E if the information is not given in any of the paragraphs.

**20.** The biggest threat to mule deer comes from human activity.

A B C D E

**21.** Mule deer are at more risk of predation when seeking a mate.

A B C D E

**22.** Mule deer usually mate in the spring.

A B C D E

**23.** Mule deer habitat is predominantly in the Northwest of the American continent.

A B C D E

**24.** Scarce resources often result in death among the young deer population.

A B C D E

**25.** When in danger, mule deer may act aggressively to protect themselves.

A B C D E

**26.** Mule deer shed their fur and antlers throughout the course of the year.

A B C D E

**27.** Mule deer can be found on the outskirts of towns and cities.

A B C D E

**28.** Mule deer seem to avoid contact with people during the fall.

A B C D E

## PART 4: READING FOR VIEWPOINTS

You have 13 minutes to complete Part 4.

Read the following text from a business review website.

### Marketing Review

Social networking websites such as Facebook are becoming an ever more conspicuous promotional tool for small companies. Take Peter Singh, for example. Singh is an entrepreneur who developed his travel company almost exclusively through endorsements on social networking sites.

"I should really emphasize that social networking alone is insufficient," said Peter in a recent interview. "A strong website is essential. Without this, your company will have no credibility when prospective clients check out your products and services." Even so, as Peter astutely observed, a web presence is not going to attract customers who are not in the market for your company's product, and these are the people Peter wants to connect with. "Marketing is all about persuasion, and for this, neither my company nor even a professional advertising company is going to be more convincing than family and friends."

Peter's approach involves taking photos of his clients as they participate in his company's vacation adventures. He then gives clients online access to the images, so his clients can share them on their own social networking pages. Subsequently, the clients' friends see the photos (along with a link to Peter's website). On average, for each client that shares a photo, two prospective clients contact his travel company. Often, these new clients have been influenced or persuaded by a friend or family member.

Business analyst Ann Frei is more skeptical. She cautions that social networking can drain the marketing resources of a company with negligible results. Ann said, "Daily purchases seldom become the subject of social chatter. People may share stories about holidays or new cars, but are less likely to talk about their new frying pans or plumbing services. Companies need to think very hard about whether social networking is an effective tool for their product or service." In addition, Ann noted that the question is also one of return. A company that earns a substantial profit from each customer may well be tempted to use social networking. On the other hand, a company that earns cents from each customer may be better off developing a marketing strategy that reaches more people in a shorter time.

Complete each statement by selecting the one best option according to the information on the website.

**29.** Peter Singh believes that marketing can be conducted

- a) entirely through social networking.
- b) predominantly through social networking.
- c) mostly through search engine optimization.
- d) solely through family contacts.

**30.** Peter Singh's company tries to attract customers who

- a) are actively seeking travel services.
- b) can afford his travel services.
- c) may not be planning a vacation.
- d) are travelling in small groups.

**31.** Peter Singh's marketing strategy is to

- a) sell vacation photographs through social networking websites.
- b) entice family and friends of his clients to contact his company.
- c) hire a marketing company to identify clients' friends and family.
- d) use clients' images in his advertisements.

**32.** Ann Frei argues that social networking marketing

- a) is better suited for simple consumer items.
- b) consumes too much time and money for little return.
- c) encourages trivial discussions about unimportant topics.
- d) may not reach the target customers for the product.

**33.** Ann Frei believes social networking marketing is most effective for products

- a) where there is a big markup on each item sold.
- b) that clients' friends will probably like as much as the client.
- c) that are frequently purchased by a large number of people.
- d) where the return from a single client is significant enough to warrant the investment.

The following is a comment by a visitor to the website page. Complete the comment by choosing the one best option to fill in each blank.

### Readers' Comments

I think business people should pay attention to Frei's [Blank 34] approach. [Blank 35] is only effective when people choose to share your product. We simply [Blank 36] that everyone will talk about the vast majority of products they buy. At the same time, we can no longer rely on traditional advertising methods. It is becoming very clear that the media has been [Blank 37] over the last fifteen years. Young people watch less television and hardly read magazines at all. We need to [Blank 38], as this is where they go for almost all their information.

**34. Blank 34**

- a) radical
- b) defeatist
- c) cautious
- d) exciting

**35. Blank 35**

- a) social networking
- b) marketing
- c) advertising
- d) family

**36. Blank 36**

- a) have to hope
- b) can't preclude
- c) can't expect
- d) have to forecast

**37. Blank 37**

- a) devastated
- b) diminished
- c) commercialized
- d) transformed

**38. Blank 38**

- a) set up internet stores
- b) establish online advertising agencies
- c) reach out to them online
- d) promote vacations online

# WRITING TEST

## TASK 1: WRITING AN EMAIL (30 MINUTES)

You are volunteering at a children's charity. You are raising money for a children's activity. Your task is to contact local businesses to raise this money.

In about 150–200 words, write an email to a local company. Your email should do the following things:

- Introduce your charity and explain what it does.
- Explain the activity you are planning.
- Ask for money and explain how it will be spent.

## TASK 2: RESPONDING TO SURVEY QUESTIONS (30 MINUTES)

You work in a small company. The company is considering a new health plan. However, it can only use this health plan if everyone on the staff participates. The company has sent out an opinion survey to see what the staff members think about the plan.

### Health Plan Survey

**Old Plan:** You use 1% of your salary to pay for a health plan. The health plan will cover some dental costs and 50% of your prescription medicine costs (i.e., the cost of medicines that a doctor orders for you).

**New Plan:** You use 3% of your salary to pay for a health plan. The health plan will cover all dental costs, all prescription medication, and many other extra services such as glasses, physiotherapy (i.e., treatment for sports injuries), and so on.

1. Choose which health plan you like. There is no "wrong" choice because this is a personal choice.
2. Explain the reasons for your choice. Write about 150–200 words.

# SPEAKING TEST

## QUESTION 1

Preparation Time: 30 seconds

Speaking Time: 90 seconds

John is about to graduate from high school. He is deciding between going straight to college or working for a few years first and then going to college. Advise him on the advantages and disadvantages of each decision.

## QUESTION 2

Preparation Time: 30 seconds

Speaking Time: 60 seconds

Talk about a time when you went to a party. Maybe you can talk about a birthday party, a party with classmates, a party with your family, a wedding party or any other party you can remember. Who was at the party and why was it memorable?

## QUESTION 3

Preparation Time: 30 seconds

Speaking Time: 60 seconds

Describe some things that are happening in this picture as well as you can. The person you are speaking to cannot see the picture.



**QUESTION 4**

Preparation Time: 30 seconds  
 Speaking Time: 60 seconds

Look at the same picture again. What do you think will happen next? Any ideas you have are acceptable.

**QUESTION 5 – TASK 5A**

Preparation Time: 60 seconds  
 Speaking Time: None

You are shopping for a fridge. You must choose one fridge from the two models below. Click on the picture of the fridge you would like to buy. If you do not choose a fridge, the computer will choose one for you.

You do not need to speak for this task.

 <p><b>SAMESTAR FRIDGE</b></p> <p>3.5 Star Energy Rating, Silver Size: 524 Litre 2yr warranty. Includes: Inbuilt Freezer <b>\$750</b></p>	 <p><b>TABLUS FRIDGE</b></p> <p>1.5 Star Energy Rating. White Enamel Size: 205 Litre 3yr warranty. Includes: Inbuilt Freezer, <b>\$325</b></p>
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**QUESTION 5 – TASK 5B**

Preparation Time: 30 seconds

Speaking Time: 60 seconds

A family member wants to buy the fridge in the picture (on the left), but you believe the fridge you chose is more suitable. Persuade this family member to buy the fridge you want by comparing the two fridges.

Family Member's Choice	Your Choice
 <p><b>AIR FREEZE FRIDGE</b></p> <p>3.4 Star Energy Rating Stainless Steel 970 Litre S Includes: Inbuilt Freezer, Ice Dispenser <b>\$1,550</b></p>	<p>The picture that you chose in Part A will be shown here, with the related information below.</p> <p>Your fridge information</p>

**QUESTION 6**

Preparation Time: 60 seconds

Speaking Time: 60 seconds

Your friend Amy has asked to borrow your family car to go for a job interview. A member of your family does not want to lend Amy the car because she was the driver in a car crash last year.

**Choose one:**

Talk to your family member. Explain why you will lend Amy the car.

OR

Talk to Amy. Explain to Amy why you will not lend her the car.

**QUESTION 7**

Preparation Time: 30 seconds  
Speaking Time: 90 seconds

Answer the following question and give reasons for your answer:

Do you think children should wear uniforms in school so that they are all dressed the same?

**QUESTION 8**

Preparation Time: 30 seconds  
Speaking Time: 60 seconds

You have seen a coat in an online catalogue (see below). You would like to buy this coat as a gift for a friend's birthday tonight. Phone your local department store. Provide a full and clear description of the coat and ask if they have one in the store.



# ANSWER KEY

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## LISTENING TEST

QUESTION	ANSWER	QUESTION	ANSWER
1	C	20	A
2	B	21	B
3	C	22	B
4	C	23	C
5	D	24	C
6	B	25	B
7	C	26	C
8	A	27	A
9	C	28	A
10	C	29	A
11	D	30	D
12	B	31	A
13	A	32	B
14	C	33	B
15	B	34	B
16	A	35	C
17	A	36	A
18	A	37	B
19	B	38	D

**READING TEST**

QUESTION	ANSWER	QUESTION	ANSWER
1	C	20	D
2	C	21	B
3	C	22	E
4	B	23	A
5	B	24	C
6	D	25	A
7	D	26	E
8	A	27	A
9	B	28	D
10	A	29	B
11	B	30	C
12	B	31	B
13	C	32	B
14	B	33	D
15	A	34	C
16	A	35	A
17	D	36	C
18	C	37	D
19	D	38	C





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