

Common CELPIP Errors

and how to avoid them

Learn to spot common English errors and
how to fix them in your own writing



- ✓ Grammar mistakes
- ✓ Punctuation mistakes
- ✓ Word choice mistakes
- ✓ Speaking mistakes
- ✓ + *bonus review test!*



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Paragon

Common CELPIP Errors *And How to Avoid Them*

COMMON CELPIP ERRORS (EBOOK VERSION)
And How to Avoid Them

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Common CELPIP Errors (Ebook Version)

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Introduction

This book presents some of the errors that test takers are most likely to make on the two CELPIP Tests: CELPIP-General and CELPIP-General LS. The CELPIP-General Test has four components—Listening, Reading, Writing, and Speaking—while the CELPIP-General LS Test has two test components: Listening and Speaking. You can learn more about these tests at celPIP.ca, and you can find out about other CELPIP study materials at celPIP.ca/study-materials.

The errors in this book will help you with all four CELPIP test components. You will find material here that will help you improve your writing and speaking skills; at the same time, studying these errors will strengthen your listening and reading skills. Test takers will learn about 30 errors, which have been divided into four categories.

- ★ Grammar: 15 error types
- ★ Punctuation: 5 error types
- ★ Word Choice: 5 error types
- ★ Speaking: 5 error types

This resource has been designed to present you with as many common errors as possible. However, some of the errors are quite complex, and we have only been able to look at one or two aspects of these errors. If you need more information about any of the errors presented here, we highly recommend that you consult additional resources, such as English textbooks on grammar or pronunciation.

Becoming aware of these mistakes and studying the language elements related to them means that you will be less likely to make these mistakes yourself. When you are ready, you can test your understanding of these mistakes by attempting the review test at the end of the book.

The examples and exercises in this book are based on actual errors made by CELPIP test takers, so they provide you with true examples of exactly the types of problems that test takers have during the CELPIP Test. Take this opportunity to learn the things that you should and shouldn't do as a CELPIP test taker. Best of luck to you!

EDITOR'S NOTE:

Sometimes the explanations and examples in this book require the use of the singular pronoun “he” or “she.” In order to give equal time to both genders, we have used “she” in the 15 Grammar units, and “he” in the other 15 units (Punctuation, Word Choice, and Speaking).

Common CELPIP Errors

And How to Avoid Them

1. Grammar

- Word Forms -

A common CELPIP error is using the wrong grammatical form of a word—that is, mixing up nouns, verbs, adjectives, and adverbs. An example is using a noun form (such as *beauty*) when you need the adjective form (*beautiful*). (*Canada is a ~~beauty~~ beautiful country.*) As shown below, a word's required grammatical form depends on its function in a sentence.

Form	Adjective	Noun	Adverb	Verb
Function	modifies nouns or pronouns	-person, place, thing, or idea -serves as subject or object	modifies verbs, adjectives, or other adverbs	action or state of being
Example	<i>attractive</i>	<i>attractiveness</i> <i>attraction</i>	<i>attractively</i>	<i>attract(s)</i> <i>attracted*</i> <i>attracting*</i>

* These are participial verbs, which can also be used as adjectives.

How to Use Suffixes to Change Word Form

In order to build these forms	You typically use the following suffixes:		
	Add these to nouns	Add these to verbs	Add these to adjectives
Build nouns	-ese, -ess, -ette, -hood, -ism, -ist, -an, -ian, -ocracy, -ology, -phobe/-phobia, -ship	-age, -ee -ance/-ancy, -ence/-ency, -al, -er/-or, -ment	-ance/-ancy -ence/-ency -ist, -ity, -ness
Build verbs	-ate, -ify, -ize		-en, -ify, -ize
Build adjectives	-al, -ese, -ian -centric, -ed -ful, -ic, -ical, -ish, -less, -like, -ly, -ous -proof, -y	Descriptive adjectives: -able, -ive	-ish, -ward
		Participial adjectives: -ing, -ed, -(e)n	
Build adverbs			-ly, -wards

Common CELPIP Errors

BE AWARE . . .

Although they lengthen words, many suffixes can help you pronounce words because they tell you which syllable is stressed. The suffixes *-aire*, *-ee*, *-eer*, *-elle*, *-esce*, *-ese*, *-ette*, *-ique*, *-esque*, *-eur*, and *-euse* are always stressed. With *-sion*, *-tion*, *-ian*, *-ic*, *-ical*, *-ity*, *-ify*, *-ous*, *-ious*, *-eous*, *-uous*, and many others, the stressed syllable is the one before the suffix. The stress falls two syllables before the suffixes *-ate*, *-ary*, and *-ize*.

FIND THE ERRORS: EXAMPLES

Example A

Breathing fresh air can increase our productive.

(Wrong. You need a noun, but *productive* is an adjective.)

Breathing fresh air can increase our productivity. ✓

Example B

Do not allow minors to entry without proper identification.

(Wrong. You need a verb, but *entry* is a noun.)

Do not allow minors to enter without proper identification. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. My new armchair is very comfort.
2. Jose went to his union to make a formal complain.
3. We wish to make you awareness of this product's features.
4. The violinist won her first award at an exceptional young age.
5. I am appreciate of your message yesterday.
6. This contract can be termination with one month's notice.
7. I don't know who made this mess, but I have my suspicious.
8. I know how it feels to lack food and clothing.
9. Some want a luxury vehicle; others want only the basically.
10. Everyone is welcome regardless of their culture or religious.

2. Grammar

- Run-on Sentences -

We see a lot of run-on sentences in the written part of CELPIP. A run-on sentence is composed of two independent (i.e., potentially stand-alone) clauses that have been stuck together with either commas or nothing at all.

There are two types of run-on sentences: comma splices and fused sentences. A comma splice is two independent clauses joined only by a comma. (*Thank you for your resumé, we will contact you soon.*) A fused sentence is two independent clauses joined with nothing at all. (*We have selected the candidates to be interviewed we would like you to come in next week.*) The easiest solution is to break the clauses into separate sentences or else coordinate them.

How to Separate or Coordinate Independent Clauses

Independent Clause	Punctuation	Conj	Independent Clause	
Emma visited Newfoundland	.	Ø	She looked out over the Grand Banks.	
Emma visited Nova Scotia	;	Ø	she went to Louisburg.	
Emma visited New Brunswick	,	and	+ equally important	she toured the Bay of Fundy.
Emma visited Prince Edward Island	,	for	+ reason	it was easy to take the Confederation Bridge.
Emma drove across the province of Quebec	,	but	+ contrast	she didn't see enough of Montreal.
Emma thought Ontario was a small province	,	yet	+ surprise	it took her three days to drive across it.
Emma could end her journey in Ontario	,	or	+ alternative	she could continue on into Manitoba.
Emma still hasn't been to western Canada	,	nor	+ negative alternative	has she been to northern Canada.
Emma will visit the West and the North next summer	,	so	+ result	she still has a lot of driving ahead of her.

Common CELPIP Errors

BE AWARE . . .

In repairing a run-on sentence, we also have the option of changing one of the independent clauses into a dependent clause by using an appropriate subordinating word (e.g., because, if, although). The result is a complex sentence with one dependent clause and one independent clause.

FIND THE ERRORS: EXAMPLES

Example A

This is a great opportunity I strongly recommend this option.

(Wrong. Two independent clauses are fused together; needs a period to separate the independent clause.)

This is a great opportunity. I strongly recommend this option. ✓

Example B

I would appreciate a call, you can reach me at 204-555-5555.

(Wrong. Two independent clauses are spliced with a comma.)

I would appreciate a call, and you can reach me at 204-555-5555. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. You are a gift to children, the work you do is amazing.
2. My name is Eddie Curzon I have been in Canada for three years.
3. It shouldn't be like that I know you can do better.
4. Jin is forty years old, yet he still lives at home with his mom and dad.
5. I also come from another country, so I know how hard it is to make new friends.
6. I'd love to get together with you can you meet me for tea?
7. We have come so far but we still have far to go.
8. Allow me to introduce my brother his name is Randy.
9. I look forward to visiting you; of course, I'll bring Hiroshi as well.
10. I have never felt alone, whenever I sought help you were at my side.

3. Grammar

- Sentence Fragments -

Some word groups ending in periods aren't really sentences; they're sentence fragments, lacking what it takes to stand alone. A sentence (1) must have at least one independent clause with a subject and a finite verb (i.e., one that shows tense) and (2) must not start with a subordinating word that makes it a *dependent* clause. (See "Be aware," below.) A dependent clause cannot stand alone as a sentence; it must be attached to an independent clause. Similarly, a phrase of any kind must be attached to an independent clause.

To fix a fragment, we often attach it to the sentence before or after it, perhaps with a comma. Sometimes we have to rewrite the fragment.

Some Types of Sentence Fragments

	Fragment Type	Example of Fragment	Suggested Correction
Clauses	adverbial clause	<i>I miss Tom. <u>Though I accept his reasons for leaving.</u></i>	<i>I miss Tom, though I accept his reasons for leaving.</i>
	adjective clause, nonrestrictive	<i>Please attend our meeting. <u>Which will be on Monday.</u></i>	<i>Please attend our meeting, which will be on Monday.</i>
	adjective clause, restrictive	<i>Let's visit the old school. <u>Where we met long ago.</u></i>	<i>Let's visit the old school where we met long ago.</i>
	noun clause	<i>Sarah knows for sure. <u>That she won't become a lawyer.</u></i>	<i>Sarah knows for sure that she won't become a lawyer.</i>
Phrases	prepositional phrase	<i>I walk my dog early every morning. <u>At 6:00 a.m.</u></i>	<i>I walk my dog early every morning at 6:00 a.m.</i>
	infinitive phrase	<i>We went to Vaughan. <u>To ride the roller coaster.</u></i>	<i>We went to Vaughan to ride the roller coaster.</i>
	participial phrase	<i>I saw you at the show. <u>Sitting in the front row.</u></i>	<i>I saw you at the show, sitting in the front row.</i>
	appositive phrase	<i>I'd like to adopt a cat. <u>An adult female, if possible.</u></i>	<i>I'd like to adopt a cat, an adult female, if possible.</i>
Verbs	detached compound verb	<i>Our athletes train six days in a row. <u>And then take a break.</u></i>	<i>Our athletes train six days in a row and then take a break.</i>

Common CELPIP Errors

BE AWARE . . .

A subordinating conjunction placed at the start of an independent clause makes that clause *dependent*, unable to stand alone.

✗ Dependent: Since I will get back to you tomorrow.

✓ Independent: I will get back to you tomorrow.

Subordinating conjunctions include *because, since, (al)though, even though, if, unless, when(ever), while, until, where(ever), (every/any)where, whereas*, and others. The relative pronouns *which, that, who, and whom* also subordinate a clause.

FIND THE ERRORS: EXAMPLES

Example A

I recommend Dollar Den. Because everybody likes a bargain.

(Wrong. A dependent clause can't stand alone.)

I recommend Dollar Den because everybody likes a bargain. ✓

Example B

Daria lived in the Czech Republic. From 2009 to 2013.

(Wrong. A prepositional phrase can't stand alone.)

Daria lived in the Czech Republic from 2009 to 2013. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. Prepare for your first class. Which will be on May 1st.
2. I'd like you to stay until May 30th. Though I know that's hard.
3. This message is regarding the appointment I booked. Under the name of Antonio Carrasco.
4. We'll name you best employee. And promote you to manager.
5. Next week I'll be back in Iowa. Trying to sell the house.
6. On behalf of everyone. Congratulations on a job well done.
7. I'm married to Joe. A businessman from Montreal.
8. You'll sell phones. Also, you'll sell service contracts.
9. The budget should be cut in a number of areas. Such as costly renovations to government buildings.
10. Francesca came here on a work placement program. To be a nanny in Toronto.

4. Grammar

- Parallelism -

Parallelism is the pleasing balance achieved when ideas of equal importance are presented side by side in similar grammatical form. When they aren't, we have faulty parallelism, a common CELPIP error.

Generally, clauses balance with clauses, phrases balance with phrases, and words balance with words. That last sentence had three parallel clauses. Contrast it with this sentence, which needs to be revised so it has parallel adjectives: *The mall was noisy, crowded, and ~~everything was~~ chaotic.* We strive for parallelism when we coordinate elements with the conjunctions *and, but, or, nor, not only . . . but also, both . . . and, either . . . or*, and *neither . . . nor*. (*Neither a borrower nor a lender be.*) We also strive for parallelism when making comparisons with *as* or *than*. (*Blood is thicker than water.*) Parallelism makes sentences more effective, efficient, and pleasing.

How to Achieve Parallelism (read horizontally)

Sentence Element	Noun	Verb	Adjective	Adverb
Words	Lou sat in the mall, a victim of <u>boredom</u> and <u>weariness</u> .	The mall <u>bored</u> and <u>wearied</u> Lou.	Lou was <u>bored</u> and <u>weary</u> .	Lou sat <u>listlessly</u> and <u>wearily</u> in the mall.
Phrases	Lou, a <u>soccer enthusiast</u> , was married to Mel, a <u>mall enthusiast</u> .	Lou did not merely <u>like</u> soccer; Lou <u>adored</u> soccer.	<u>Defeated</u> and <u>desperate</u> , Lou sat in the food court.	Mel strolled <u>down the aisles</u> and <u>through the shops</u> .
Clauses	Mel accepted <u>that Lou hated malls</u> ; Lou accepted <u>that Mel loved them</u> .		Mel, <u>who loved shopping</u> , was married to Lou, <u>who loved soccer</u> .	<u>When Lou was near Mel</u> , it was love, but <u>when Lou was near soccer</u> , it was passion.

Common CELPIP Errors

BE AWARE . . .

Parallel items don't have to be repetitive; we can leave out some words in the subsequent items, especially when they seem redundant.

- X** By faithfully watching every game and ~~by faithfully~~ reading every news article, Lou became a soccer expert.

FIND THE ERRORS: EXAMPLES

Example A

Lou's weekend activities were barbecuing steaks, soccer, and waiting for Mel to finish shopping. (Wrong. These gerund noun phrases should be parallel.)

Lou's weekend activities were barbecuing steaks, watching soccer, and waiting for Mel to finish shopping. ✓

Example B

Without glasses, Mel could neither track the soccer ball nor be able to see the goalposts. (Wrong. The elements connected with neither . . . nor should be parallel verb phrases.)

Without glasses, Mel could neither track the soccer ball nor see the goalposts. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. Paris is where my wife and I first met and where we still often visit.
2. Richard and I are friends, co-workers, and he is my good buddy.
3. I enjoy my job so much that I've never been late, absent, and my productivity has been great.
4. Being a baker entails mixing the dough, baking the batter, need to check the oven, and clean kitchen.
5. Please email either the missing section or the full report.
6. In our offices, we consider smoking around clients inconsiderate and a sign of unprofessionalism.
7. Please contact me on my cellphone during the day, or I can be reached at my home phone number during the evening.
8. I'd describe myself as driven to succeed, but I am still easygoing.
9. Whether he starts his projects early or late, Sid seems curiously and enviably able to meet his deadlines.
10. Somebody once said we should not live to eat but rather eat to live.

5. Grammar

- *Go, Do, and Play* -

Mixing up *go*, *do*, and *play* when talking about sports and hobbies is easy to do in English, and listeners will frequently notice when this kind of mistake is made. However, the rules for their correct use are simple.

Go is usually used with activities where the verb ends in “-ing.”

- *I like to go hiking.*
- *Do you like to go snowboarding?*
- *I think he is going dancing.*

Do is commonly used with non-competitive activities and sports that do not include teams and balls.

- *I like to do yoga.*
- *Do you like doing word searches?*
- *I can do tai chi.*

Play is typically used with competitive activities that use a table, board, or ball.

- *Did you play soccer yesterday?*
- *He likes playing chess on the weekend.*
- *She likes to play cards with her friends.*

BE AWARE . . .

Music and musical instruments are an exception to the rule. Although they aren't sports and are not generally competitive, they still use *play*.

- *I can play the piano.*
- *I like to play music in the car.*
- *Can you play an instrument?*

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A

I like doing the violin.

(Wrong. Even though *do* is the right verb for non-competitive activities, musical instruments like the violin use *play* instead.)

I like playing the violin. ✓

Example B

My father likes to play hiking during the summer.

(Wrong. The verb *play* isn't correct since *hiking* is an activity that ends with "-ing," and it is not a ball sport or competitive activity.)

My father likes to go hiking during the summer. ✓

OVER TO YOU: PRACTICE

Fill in the blank in each sentence below with *go*, *do*, or *play*.

1. Josh is planning to _____ fishing this Saturday.
2. After we get back from our trip, we will need to _____ the laundry as soon as possible.
3. Jamie wants to _____ soccer soon; do you want to join?
4. Do you want to _____ jogging later?
5. Can Alexa _____ the bass?
6. Please teach me to _____ judo.
7. Do you like to _____ crafts?
8. I want to _____ skiing.
9. Would you like to _____ chess with me?
10. He will _____ surfing next week.

6. Grammar

- Misplaced Modifiers -

Misplaced modifiers are modifying words, phrases, or clauses whose ineffective position in the sentence leads to unintentionally unclear or absurd meanings: *The customers are buying helmets that want to play hockey.* The writer means that the customers want to play hockey, but the sentence says the *helmets* want to play hockey. To fix the problem, we place the adjective clause nearer to the noun it modifies: *The customers that want to play hockey are buying helmets.*

Misplaced modifiers may be single words, but the ones that wreak havoc on a writer’s meaning are typically prepositional phrases, adverb clauses, adjective clauses, and participial phrases.

How to Place Modifiers Correctly

This chart gives examples of misplaced and correctly placed adjective and adverb phrases and clauses.

	Adjective		Adverb	
	Misplaced	Correct	Misplaced	Correct
Phrase	<i>The goalie stopped the puck <u>in the Number 9 jersey</u>.</i> (Absurd. The puck wasn’t wearing the jersey.)	<i>The goalie <u>in the Number 9 jersey</u> stopped the puck.</i> (Yes. The goalie was wearing the jersey.)	<i>Sam tripped the player who came from Digby <u>with his foot</u>.</i> (Absurd. The player came from Digby but not the foot.)	<i><u>With his foot</u>, Sam tripped the player who came from Digby.</i> (Yes. <u>With his foot</u> modifies <u>tripped</u> .)
Clause	<i>The player lifted the trophy <u>that scored the winning goal</u>.</i> (Absurd. The trophy didn’t score the goal.)	<i>The player <u>that scored the winning goal</u> lifted the trophy.</i> (Yes. The player scored the goal.)	<i>The player cursed at the referee <u>while he was scoring a goal</u>.</i> (Absurd. The referee didn’t score the goal.)	<i><u>While he was scoring a goal</u>, the player cursed at the referee.</i> (Yes. The player scored the goal.)

Common CELPIP Errors

BE AWARE . . .

Participial phrases (-ing, -ed, or -en verbals functioning as adjectives) are frequently misplaced.

✗ The tourist hailed the taxi cab waiting on the sidewalk.

✓ Waiting on the sidewalk, the tourist hailed the taxi cab.

(The tourist, not the taxi cab, was waiting on the sidewalk.)

FIND THE ERRORS: EXAMPLES

Example A

The coat's lining keeps out the cold, which can be removed.

(Misplaced adjective clause. The cold can't be removed; the coat's lining can.)

The coat's lining, which can be removed, keeps out the cold. ✓

Example B

Floating in my soup, I was horrified by the sight of a black fly.

(Misplaced adjective clause. The cold can't be removed; the coat's lining can.)

I was horrified by the sight of a black fly floating in my soup. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. They met when they were twenty through a dating service.
2. Dan listened to an audiobook about the prime minister when he was planting trees in the Nicola Valley.
3. Nat took a sleeping pill wanting a good night's sleep.
4. The organizers told everyone to wear hats that could prevent sunburn due to UV rays.
5. André was chased by a wolf riding his bike down the highway.
6. In recent months, I have tried unsuccessfully to change your opinions in a number of areas where we disagree.
7. You know the events, being a friend, that led to this decision.
8. Due to the windstorm, many businesses have closed their doors for the day, such as the bakery and hair salon.
9. The coffee is great that I buy from you.
10. I'll give you advice that will advance your career as a favour.

7. Grammar

- Dangling Modifiers -

Often an introductory element, a dangling modifier doesn't logically refer to anything mentioned in the sentence; it modifies something that's not stated: Growing up in a creative family, an arts career is an option. (Who is growing up? Surely not the arts career, but an unmentioned person.) We can't repair dangling modifiers by moving them; we must rewrite the sentence. One solution is to mention the actor in the main clause, right next to the dangling modifier. Growing up in a creative family, Noah has the option of an arts career. A second solution is to add the actor to the dangling modifier: Since he is growing up in a creative family, Noah has the option of an arts career.

How to Find and Fix Dangling Modifiers

	Dangling	Solution One: Name actor in main clause	Solution Two: Name actor in modifier
Participial phrase (-ing form)	<u>Eating popcorn,</u> crunching noises are heard.	Eating popcorn, the moviegoers make crunching noises.	As the moviegoers eat popcorn, crunching noises are heard.
Participial phrase (-en or -ed form)	<u>Eaten noisily,</u> it is hard to hear the soundtrack.	Eaten noisily, popcorn makes it hard for moviegoers to hear the soundtrack.	When moviegoers eat popcorn noisily, it is hard to hear the soundtrack.
Infinitive phrase	<u>To get a front- row seat,</u> early arrival is a must.	To get a front-row seat, we must arrive early.	If we want to get a front-row seat, early arrival is a must.
Prepositional phrase	<u>With 3D glasses on,</u> Avatar was startling.	With 3D glasses on, I found Avatar startling.	When I wore 3D glasses, Avatar was startling.
Adverb clause reduction	<u>If watching a 3D movie for the 100th time,</u> the thrill is gone.	If watching a 3D movie for the 100th time, we find the thrill is gone.	If we are watching a 3D movie for the 100th time, the thrill is gone.

Common CELPIP Errors

BE AWARE . . .

The passive voice is an important structure to know and use, but don't let it cause a dangling modifier.

- X Noticing the package, it was inspected.
- ✓ Noticing the package, Dal inspected it.

FIND THE ERRORS: EXAMPLES

Example A

Watching the pizza bake, Jim's stomach growled.

(Wrong. Jim's stomach didn't watch the pizza bake; Jim did.)

1. *Watching the pizza bake, Jim heard his stomach growl.* ✓
2. *As the pizza baked, Jim's stomach growled.* ✓

Example B

Climbing Mount Logan, an oxygen tank is needed.

(Wrong. The oxygen tank isn't climbing; an unnamed person is.)

1. *Climbing Mount Logan, mountaineers need an oxygen tank.* ✓
2. *For mountaineers climbing Mount Logan, an oxygen tank is needed.* ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. As a small accounting firm, bookkeeping is our main service.
2. To participate in this fundraiser, a medical waiver must be signed.
3. Living hectic lives, it's often easy to forget about our friends.
4. A traditional culture, the concept of family is highly valued.
5. Being a restaurant owner, bankruptcy is always a threat.
6. Having discovered the issue, I contacted my supervisor.
7. Extra health insurance is advised when visiting the US.
8. Having received many complaints, it's clear something is wrong with the product's design.
9. While reading the news, some insights popped into my brain.
10. Painted green by Rob's friend, the kitchen looked bright and welcoming.

8. Grammar

- Pronoun-Antecedent Agreement -

A common CELPIP error is using pronouns that do not agree with the nouns they refer to (i.e., their *antecedents*). Pronouns and their antecedents need to agree. We say, “Return the books when they are due.” The pronoun *they* agrees with its antecedent noun *books* in person (both are third person) and number (both are plural).

In fact, pronouns can agree with their antecedents in four ways:

- ★ Person: first, second, or third
- ★ Number: singular or plural
- ★ Case: subjective, objective, possessive, or reflexive
- ★ Gender: masculine, feminine, either, or neuter

How to Choose a Pronoun that Agrees with its Antecedents

The chart below can help you choose the right pronoun. For simplicity, the chart does not include reflexive pronouns: *myself, yourself, himself, herself, oneself, itself, ourselves, yourselves, themselves*.

	Singular				Plural			
	Subj. Case	Obj. Case	Possessive Case		Subj. Case	Obj. Case	Possessive Case	
	Pronoun	Pronoun	Pronoun (subj. or obj.)	Adj. (before noun)	Pronoun	Pronoun	Pronoun (subj. or obj.)	Adj. (before noun)
1st Person	<i>I</i>	<i>me</i>	<i>mine</i>	<i>my</i>	<i>we</i>	<i>us</i>	<i>ours</i>	<i>our</i>
2nd Person	<i>you</i>	<i>you</i>	<i>yours</i>	<i>your</i>	<i>you</i>	<i>you</i>	<i>yours</i>	<i>your</i>
3rd Person	<i>he (m)</i>	<i>him (m)</i>	<i>his (m)</i>	<i>his (m)</i>	<i>they</i>	<i>them</i>	<i>theirs</i>	<i>their</i>
	<i>she (f)</i>	<i>her (f)</i>	<i>hers (f)</i>	<i>her (f)</i>				
	<i>it (neut)</i>	<i>it (neut)</i>	Ø	<i>its (neut)</i>				

Common CELPIP Errors

BE AWARE . . .

Personal pronouns can replace a subject but should not repeat it.

X My cousin ~~he~~ is getting married next month.

Possessive adjectives must agree with the owner, not what is owned.

X Peter brought ~~her~~ his daughter to the infant care centre.

FIND THE ERRORS: EXAMPLES

Example A

The classes are amazing, and every time I attend ~~it~~ I am inspired.

(Wrong. *Classes* is plural; *it* is singular.)

The classes are amazing, and every time I attend them I am inspired. ✓

Example B

John gave a gift to ~~her~~ sister.

(Wrong. *Her* is feminine; *John* is masculine.)

John gave a gift to his sister. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. When I first met my future wife, he seemed friendly enough.
2. Your cooking is delicious; I really love them.
3. The loan that Luis and I took out was crucial for our business.
4. Sarah studies in her room because otherwise his brother bothers her.
5. A little girl approached the door, and a man held it open to let them enter first.
6. I'm calling about my cat. Have its paws and its ears been checked yet?
7. Jennifer's father has lent her his car.
8. My best friend Jorge he broke his leg and needs help from me.
9. Because I'm allergic to hamburgers, I feel sick every time I eat it.
10. One of our hostesses will accept your form if you give it to them by Monday.

9. Grammar

- Noun Countability -

A common CELPIP error is mishandling countable and uncountable nouns. We can separate and enumerate countable nouns (*one storm, two storms*). We can't do this with uncountable nouns, as they lack distinct boundaries (~~one weather, two weathers~~). Countable nouns can be pluralized with -s or -es (*storms*), but uncountable nouns can't (~~weathers~~). Also, singular countable nouns can be preceded by the indefinite article a (*a snowflake*). Uncountable nouns can't (~~a weather~~). With uncountable nouns, however, we sometimes use *the* or other determiners.

Uncountable nouns include groups composed of similar items (*traffic*), abstractions or ideas (*happiness*), recreational activities (*golfing*), diseases (*diabetes*), elements (*magnesium*), some foods (*rice*), gases (*carbon dioxide*), liquids (*blood*), metals (*steel*), natural phenomena (*electricity*), occupations (*engineering*), particles (*sand*), areas of study (*psychology*), and languages (*English*).

How to Use Expressions with Uncountable Nouns

A. Countable Units	B. Uncountable Nouns
a collection of	<i>clothing, furniture, jewellery, makeup, luggage</i>
a pile/bunch of	<i>garbage, traffic, laundry, machinery, stuff</i>
a career in	<i>accounting, nursing, medicine</i>
a piece of	<i>advice, equipment, furniture, garbage, paper</i>
an interest/degree in	<i>kinesiology, linguistics, philosophy</i>
a cup of	<i>coffee, juice, tea, milk</i>
a slice/piece of	<i>bread, cheese</i>
a game/round of	<i>soccer, tennis, bridge, poker, chess</i>
a sum of	<i>money, currency</i>
a member of our	<i>staff</i>
a tank/supply of	<i>gasoline, diesel, water</i>
a case of	<i>bronchitis, influenza, pneumonia, malaria</i>

Common CELPIP Errors

BE AWARE . . .

Some nouns can be either uncountable or countable, depending on their meaning.

- ✓ We're out of Ø coffee.
- ✓ I'm going to grab a coffee at Tim's.

FIND THE ERRORS: EXAMPLES

Example A

I've been busy with exams and other stuffs.

(Wrong. *Stuff* is always uncountable, so it can't have a plural -s.)

I've been busy with exams and other stuff. ✓

Example B

I'll use my money to buy a furniture.

(Wrong. *Furniture* is always uncountable, so you can't use the article a. However, you can put *some* in front of most uncountable nouns.)

I'll use my money to buy some furniture. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. We are collecting informations about your degree of satisfaction.
2. Many employers prefer to hire people with Canadian work experience.
3. Kako is attending college in order to acquire more knowledges.
4. BC Hydro warned us about a planned power outage on Thursday.
5. If it's a nice weather, I do errands and other stuffs.
6. Angela doesn't carry a lot of baggages when she travels.
7. In five minutes we'll stop for a gas. This will be an opportunity for you to throw out your garbages.
8. Gregor wants to buy a car and some camping equipment with his money.
9. Yonas came home with some bread and a carton of milk.
10. On behalf of all management and staffs, I congratulate you.

10. Grammar

- Use of *The* -

A common CELPIP error is omitting or misusing the articles *a*, *an*, and *the*. (*I immigrated to the Canada from the Japan.*) Although anyone can communicate their general meaning without correctly using articles, these errors are a constant distraction for the rater and a sure sign of an English speaker who isn't fully fluent.

English has a definite article (*the*) and an indefinite article (*a/an*). These articles are placed before certain nouns or noun phrases. We use *the* before all types of nouns when both speaker and listener already know which one is being referred to. We use *a* or *an* before singular countable nouns when the listener doesn't know which one is being referred to. This discussion focuses on the definite article, *the*.

How to Use *The*

When the noun is	Example
Obvious or familiar to speaker and listener because of shared knowledge	<i>Sorry, I ate <u>all the grapes</u>. We'll have to buy some more.</i> <i>I feel like staying home; you can take <u>the car</u>.</i>
Known to speaker and listener because previously mentioned	<i>A new planet has been discovered in a distant galaxy. <u>The planet</u> is similar to ours and may be able to support life.</i>
Known because specified in the sentence	<i><u>The manager</u> who runs Shop-Easy gave me a suggestion.</i>
Unique because it's the only one that exists	<i><u>The ozone layer</u> around <u>the Earth</u> is being depleted.</i>
Unique in its class because of a modifier, comparative, or superlative	<i>She is <u>the younger</u> of the two sisters.</i> <i>Max bought a ticket for <u>the biggest</u> lottery in BC's history.</i>
A country whose name includes "the"	<i><u>the Bahamas</u>, <u>the Dominican Republic</u>, <u>the Netherlands</u>, <u>the United Arab Emirates</u>, <u>the United Kingdom</u>, etc.</i>

Common CELPIP Errors

BE AWARE . . .

We don't use *the* to refer to things in general when we mean "all"; with quantifiers (*some, any*), possessives (*my, your*), demonstrative pronouns (*this, that*), and other articles (*a, an*); or with most singular proper nouns.

X The immigration to a new country can be difficult.

X Lend me the your car keys.

X I'm visiting the Edmonton next month.

FIND THE ERRORS: EXAMPLES

Example A

New teacher at St. Anne's School is from Quebec City.

(Wrong. We both know the teacher you're talking about, because she's specified in the sentence by the words *new* and *at St. Anne's School*.)

The new teacher at St. Anne's School is from Quebec City. ✓

Example B

I come from Dominican Republic.

(Wrong. This country's name needs *the* in front of it.)

I come from the Dominican Republic. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. The funeral was held at my grandparents' house in Moscow.
2. Please call gas company, so they can check furnace for leaks.
3. Look at this photo. See the girl wearing the purple dress?
4. We supervise projects in every part of the Canada and United States.
5. In future, anyone who can't come to work must give twenty-four hours' notice.
6. People often say that the life is what you make it.
7. I have extended family back home in the India.
8. Jared, it's mom speaking. Did you remember to clean fish tank?
9. Is she from United Arab Emirates or Oman?
10. The fridge is empty; it's time to buy the eggs and milk.

11. Grammar

- Subject-Verb Agreement -

A common CELPIP grammar error involves subjects and verbs that don't agree. Plural subjects need plural verbs; singular subjects need singular verbs. However, it can be hard to know which word is the subject and whether it's singular or plural.

In the present simple tense, plural subjects agree with regular verbs without -s or -es endings. (*They ~~wants~~ want lunch.*) Ignore any prepositional phrase(s) coming between the subject and the verb; these phrases don't affect the verb. (*Your lesson on safety rules ~~were~~ was helpful.*)

Guidelines for Making Verbs Agree with Subjects

Subject	Singular	Plural
Compound nouns (two elements considered separately)		✓
Gerunds (nouns ending in -ing)	✓	
Uncountable nouns	✓	
Indefinite pronouns: <i>everybody, nobody, someone, something, anyone, anything, everyone, etc.</i>	✓	
<i>Some of, a lot of</i> + singular noun	✓	
<i>Some of, a lot of</i> + plural noun		✓
<i>Each, every</i> + singular noun (always singular noun)	✓	
<i>One of, each of, every one of</i> + plural noun	✓	
<i>None of, neither of</i> + plural noun (formal register)	✓	
<i>The number of</i> + plural noun	✓	
<i>A number of</i> [meaning "some"] + plural noun		✓
Names of countries that end in -s	✓	
Names of fields of study that end in -ics	✓	
Most expressions of time, money, weight, volume, and distance (e.g., <i>dollars, kilograms, litres, etc.</i>)	✓	

Common CELPIP Errors

BE AWARE . . .

Collective (group) nouns like *committee*, *class*, *audience*, and *staff* are typically singular. When thinking of individuals within the group, we usually add the word *members*.

- X** Our staff is highly trained, and our staff members learn from each other.

FIND THE ERRORS: EXAMPLES

Example A

In our company, sometimes the technicians runs the meetings.

(Wrong. The plural subject *technicians* doesn't agree with the singular verb *runs*.)

In our company, sometimes the technicians run the meetings. ✓

Example B

The tiles on the new floor is slippery.

(Wrong. The singular verb *is* doesn't agree with the plural subject *tiles*. You should ignore the prepositional phrase *on the floor*.)

The tiles on the new floor are slippery. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. Laura has signed two contracts that starts on January 1st.
2. The desserts at the café across from the hotel is expensive.
3. Finding the best employees ranks high on my list of priorities.
4. Your education and experience makes you an asset to us.
5. Forty kilometres are a short commute in this city.
6. The furniture feels so comfortable that you want to fall asleep.
7. The number of parks in Canada impress many newcomers.
8. We hope everyone at all our branches feels ready for the changes ahead.
9. The Philippines are a source of many immigrants to Canada.
10. The accountants warned that a lot of the money goes to administrative and overhead costs.

12. Grammar

- Passive Voice -

A common CELPIP error is using the wrong form for the passive voice. It is important to understand when and how to use the passive voice correctly. Usually, we choose the passive when the receiver of the action is more important than who did it. The passive is useful for describing processes (how something is done).

English has two voices: active and passive. In the active voice, the subject does the action. (*Alex damaged the computer.*) In the passive voice, the subject receives or experiences the action. (*The computer was damaged.*) Sometimes an optional “by” phrase tells us who or what does the action. (*The computer was damaged by Alex.*) The passive is a voice, not a tense, and it can be combined with modals, conditionals, negatives, and most common verb tenses.

How to Use the Passive

[] = optional		Passive Verb		
Subject	[Modal or Modifier]	be	Past Participle	[by-phrase]
<i>The computer</i>		<i>was</i>	<i>damaged</i>	<i>[by Alex]</i>
<i>The data</i>	<i>should</i>	<i>have been</i>	<i>backed up</i>	<i>[by the users]</i>
<i>The lost data</i>	<i>likely</i>	<i>will be</i>	<i>recovered</i>	<i>[by the technician]</i>

BE AWARE . . .

The passive voice is never used with intransitive verbs such as *seem*, *belong*, etc., or with the perfect progressive tense.

- X It was happened.
- X It has been being-broken.

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A

I am encourage by your good news.

(Wrong. The passive voice requires the past participle, not the base form of the verb.)

I am encouraged by your good news. ✓

Example B

Soccer enjoyed by many Canadians.

(Wrong. The passive voice requires *be* in some form before the past participle.)

Soccer is enjoyed by many Canadians. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. I can be reached at my home phone number during the evenings.
2. The car is ready to be inspect at the auto shop.
3. Cash bonuses are offered to our top salespeople.
4. I would like to refund for my deposit on this merchandise.
5. Income tax returns must submit to Revenue Canada every April.
6. I am requesting that your monthly allowance be use to buy things you really need.
7. We made a list of everything that was need for the company picnic.
8. A new plan has been initiated to unionize our workplace.
9. I hope my application will be consider as soon as possible.
10. Our organization is govern by the principle of justice for all.

13. Grammar

- Present Perfect Tense -

A common CELPIP error involves the present perfect verb tense. It is often confused with the present simple, the past simple, and the present perfect progressive.

We often hear the present perfect in news broadcasts: *A tornado has struck southern Ontario, causing extensive damage.* Notice how we're focusing on the present result of a past event. We also use the present perfect to describe states leading up to the present, past events that occurred at indefinite times, and repeated actions leading up to the present.

How to Use the Present Perfect Tense

	Continuous State Leading to Present	Indefinite Past Events	Habits Leading to Present	Present Result
	<i>I <u>have lived</u> in Canada for two years.</i>	<i>I've also <u>lived</u> in Cuba and Fiji.</i>	<i>I've often <u>asked</u> myself why I move so often.</i>	<i>I've <u>grown</u> tired of moving, so I want to stay in Canada.</i>
Meaning	Past state extending over period of time up to present	Past events that occurred at unstated times. When is not important.	Repeated past action. Often modified by "frequency" adverb.	Present perfect tells past cause of present result. Focus is on result.
Often confused with	Present simple	Past simple	Present perfect progressive	Past simple

BE AWARE . . .

If the past event has no clear connection with the present, we don't use the present perfect; we use the past simple instead.

X Howard Carter has discovered King Tut's tomb in 1922.

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A

I ~~know~~ Pedro since he was five years old.

(Wrong. The simple present tense doesn't get across the idea of a past state continuing up to the present.)

I have known Pedro since he was five years old. ✓

Example B

Many of us walk to work because gas prices ~~rose~~ so high.

(Wrong. The simple past verb *rose* doesn't help communicate the idea that the past event, *rising gas prices*, is the cause of the present event, *walking to work*. That present result is the important thing.)

Many of us walk to work because gas prices have risen so high. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. Summer break is become an expected part of the school calendar.
2. I have a headache since I woke up this morning.
3. Dan, now a healthy adult, was born with cancer, which he has overcome at the age of nine.
4. It was only two days ago that I have made this reservation.
5. Tom has been sending me roses on my birthday for forty years.
6. I'm feeling better now; thanks for all the medical care you gave me.
7. As a 60-year-old lifelong adventurer, I've seen and done everything.
8. I am lost my glasses.
9. I have never once doubted my decision to start a small business.
10. It's been a pleasure working with you over the past five years.

14. Grammar

- Adjective Order -

A common mistake in English is to confuse the order of adjectives when describing something. For example, it is correct to say “the three young students,” but it is incorrect to say “the young three students.” This order applies whether you use adjectives *before* the noun you are modifying, or whether you use them in a modifying clause *afterwards*.

Adjectives should generally be used in the following order.

Order	Examples
1. Number	One, two, three, some, many
2. Opinion/Quality	Boring, excellent, exciting
3. Size	Large, small, massive, tiny
4. Age	Old, young, middle-aged, new
5. Shape	Round, straight, square, curved
6. Colour	Blue, green, white, orange
7. Nationality	Canadian, Chinese, Indian
8. Material	Plastic, paper, metal, cotton

If you wrote, “Let’s eat at that Lebanese new delicious restaurant,” this contains all the words necessary to express a thought, but the order of adjectives would make it seem odd to a native English speaker. This might slow down their comprehension of what you are trying to convey. To communicate your thoughts effectively, ensure that you use the correct order of adjectives. In this case, it would be “delicious” (*quality*) > “new” (*age*) > “Lebanese” (*nationality*). Therefore, the correct statement would be, “Let’s eat at that delicious new Lebanese restaurant.”

Common CELPIP Errors

BE AWARE . . .

It is rarely necessary to use many adjectives at a time, but even when just using two adjectives, it is still important to use them in the correct order.

FIND THE ERRORS: EXAMPLES

Example A

The neighbour upstairs just adopted energetic three puppies.

(Wrong. The order of adjectives should be *number > opinion/quality*.)

The neighbour upstairs just adopted three energetic puppies. ✓

Example B

My friend paints beautiful watercolour small paintings.

(Wrong. The order of adjectives should be *opinion/quality > size > material*.)

My friend paints beautiful small watercolour paintings. ✓

OVER TO YOU: PRACTICE

Find and fix any problems with the order of adjectives in the sentences. Note that some sentences are correct.

1. The blue dark truck almost ran through the red light.
2. The hikers saw a huge young grizzly bear.
3. The brick old house at the end of the street is for sale.
4. Poutine is a French-Canadian well-known dish.
5. I'm thinking about buying that leather cheap black jacket.
6. This tour will take you through the historic beautiful parts of the city.
7. Those clouds have such circular strange shapes.
8. Could I please order large two lattes to go?
9. The bookshop downtown has a sale on paperback cheap books.
10. Soon, we're going to get a nice new photocopier for the office.

15. Grammar

- Second Conditional -

Verb forms expressing events or situations that depend on and result from other events or situations (*if X + verb, then Y + verb*) are called *conditionals*. The conditional is a verb aspect, not a verb tense, voice, or mood. CELPIP test takers tend to have trouble with conditionals that refer to unreal (counterfactual) or improbable situations. The best way to avoid this error is to learn and practice using the various types of conditionals, shown below.

	If-Clause (Condition)	Main Clause (Result)	Meaning
"Zero" (factual)	<i>If I like it,</i>	<i>I download it.</i>	<i>If</i> means <i>when</i> here.
"1st" (predictive real or likely)	<i>If I go to bed early,</i>	<i>I will wake up early.</i>	I'm predicting what actually will happen if the condition is met.
"2nd" (unreal present or future)	<i>If I had a million dollars right now,</i>	<i>I would buy you a limousine.</i>	I actually do not have a million dollars, so I will not buy you a limo.
"3rd" (unreal past)	<i>If I had won the lottery in 2012,</i>	<i>I would have bought you a Mercedes-Benz</i>	I actually did not win that lottery, so I did not buy a Mercedes-Benz.

How to Use the "Second" Conditional

The table below models the present/future unreal conditional.

If-Clause (Condition) <i>If + subject + past simple verb</i>	Main Clause (Result) <i>subject + would + base verb</i>
<i>If I had to choose between X and Y,</i>	<i>I would have trouble making a decision.</i>
<i>If I chose X instead of Y,</i>	<i>I would think about the lost benefits of Y.</i>
<i>If I opted for Y instead of X,</i>	<i>I would worry about the lost benefits of X.</i>
<i>If I were* offered a choice between X and Y,</i>	<i>I would ask whether it's truly an either-or situation.</i>

* In formal English, we often form the past tense of be in the if-clause by saying were instead of was. This is called the subjunctive mood; we use it to describe wishes or imaginary scenarios.

Common CELPIP Errors

BE AWARE . . .

Use no comma when the result clause is before the *if*-clause.

- ✗ She would earn more money, if she had a degree.
- ✓ She would earn more money if she had a degree.

In the second conditional, the past simple verb does not mean past time; it means the action or situation is imaginary or improbable, not factual.

FIND THE ERRORS: EXAMPLES

Example A

If you handed in your report by tomorrow, I will appreciate it.

(Wrong. In this second conditional, the result clause needs the auxiliary verb *would*.)

If you handed in your report by tomorrow, I would appreciate it. ✓

Example B

I would be pleased if your assistant edits the report.

(Wrong. In this second conditional, the *if*-clause needs the past simple form of the verb rather than the present simple.)

I would be pleased if your assistant edited the report. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. If you follow these simple steps, you will meet with success.
2. If I have to choose any superpower, I will choose invisibility.
3. If I had to give you a medal, I will give you the gold.
4. It will be a nice surprise if one day you brought me flowers.
5. If you approve this project, I am grateful for the opportunity.
6. If anyone is caught cheating, they would be disciplined.
7. Please see me in my office if you require more information.
8. It would be appreciated if you refrained from smoking here.
9. It will improve our relationship if you are willing to listen—but you're not.
10. If you don't stand for something, you would fall for anything.

16. Punctuation

- Capitalization -

Knowing when to use capital letters in English is an important part of good writing. Sometimes people do not capitalize words when needed, or they capitalize words they shouldn't. If you forget to capitalize words, or if you use capitalization for no apparent reason, the reader will look at those words again in case there is a reason for the apparent mistake. This slowdown affects readability.

How to Use Capital Letters

- ★ When using the pronoun *I*.
My husband and I would like to invite you for dinner.
- ★ Days of the week, months of the year, and holidays.
Tuesday, August, Christmas, New Year's
- ★ Proper nouns and names.
Vancouver, Niagara Falls, the Atlantic Ocean, John
- ★ The first word at the beginning of each new sentence
This is the new model. It will be available this fall.
- ★ A person's title if it comes before his name.
Ms. Peters, Dr. Black, Principal Gomez, Uncle David
- ★ Main words in the titles of articles, books, or songs.
Studies in North American Birds, The Great Gatsby, "Let it Be"
- ★ With initials and acronyms.
John F. Kennedy, UK, CELPIP
- ★ The names of countries, languages, and nationalities.
India, Arabic, Nigerian
- ★ Nouns preceded by "the" (considered proper nouns).
the Queen, the President, the French
- ★ Family members only when replacing their name.
I told Mother the good news, and she told my father.

Common CELPIP Errors

BE AWARE . . .

Be careful not to capitalize words, phrases, or whole sentences for no reason. In English, capitalization conveys emphasis, and readers may feel as if the words in all capital letters are being shouted at them.

FIND THE ERRORS: EXAMPLES

Example A

I asked my Cousin if she could help me repair my computer.

(Wrong. *Cousin* here is not replacing any specific name, so it does not need to be capitalized.)

I asked my cousin if she could help me repair my computer. ✓

Example B

They are from canada and speak english.

(Wrong. Countries and languages need to be capitalized.)

They are from Canada and speak English. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. We had travelled to the Usa many times before moving there.
2. Unfortunately, we can't see you until Thanksgiving.
3. In addition to her advanced degrees, she's fluent in cantonese.
4. Do you know Mr. Patel, Manager of the branch?
5. As you may remember, i love watching horror movies and enjoy a good scare.
6. How about spending some time at our condo in Los angeles?
7. I can't find your camera anywhere. is it possible you lost it on the subway?
8. The beatles are one of the most famous musical groups in the world.
9. PLEASE FIND MY RESUME ALONG WITH A COVER LETTER IN THE ATTACHMENT.
10. They didn't want their aunt to find out about the party.

17. Punctuation

- Commas -

The comma is the most frequently used punctuation symbol in English. As a result, it is often responsible for the most errors. Since there are dozens of instances where commas can be used, the rules for comma use are extensive. The most common are presented here. We suggest that you review **Unit 2: Run-on Sentences**, since it also covers comma use.

How to Use the Comma

- ★ To separate independent clauses joined by coordinating conjunctions such as *or*, *and*, *but*, and *for* in compound sentences.
We will be travelling at that time, so we cannot receive the delivery.
You can pay me now, or you can pay me later.
- ★ To separate words, phrases, and clauses in a series of three or more.*
The apartment was quiet, clean, and in a good location.
Walk down the hall, turn left, and then turn left again.
- ★ To separate introductory words or phrases from the main clause.
Consequently, we had to skip lunch.
After the war, the peace treaty was drafted.
- ★ To separate “extra” information that the reader doesn’t need to understand the main clause.
Sheila, who works in the office, will open the door for you at 8 a.m.
Vancouver, which is on Canada’s west coast, is a beautiful city.
- ★ After a salutation in a friendly letter.
Thank you,
Joe Smith

*Using a comma before *and* in a series is optional.

Common CELPIP Errors

BE AWARE . . .

Commas should not be used to separate compound predicates.

- ✗ Ricky kissed his wife goodbye, and went off to work.
- ✓ Ricky kissed his wife goodbye and went off to work.

FIND THE ERRORS: EXAMPLES

Example A

My wonderful parents met twenty-nine years ago, they met on a rainy afternoon.

(Wrong. Don't use a comma to join two independent clauses not joined by a conjunction.)

My wonderful parents met twenty-nine years ago. They met on a rainy afternoon. ✓

Example B

We were tired from our busy day but, we wanted to see the show.

(Wrong. Don't separate a conjunction from the clause it introduces.)

We were tired from our busy day, but we wanted to see the show. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. He's looking for a job that is well-paid, challenging, and interesting.
2. First of all you are responsible for the daily correspondence.
3. I believe, your experience can assist us to improve.
4. Besides recording the minutes of our meetings I make sure the members are well informed.
5. I have tried to get in touch with someone at your company. But the call is always redirected.
6. I think you will be able to do it, better than anybody else.
7. Unfortunately, we can't hire you at this time.
8. The jacket I lost is blue made of wool and has red buttons.
9. Quebec located in the east of Canada, is a French-speaking province.
10. For her birthday she wants a fancy dinner with all her friends and, she asked her parents to buy her a new car!

18. Punctuation

- Sentence Endings -

A common CELPIP error is failing to use a period when necessary, which leads to run-on sentences (see [Unit 2: Run-on Sentences](#)) and a confused reader. Test takers who are unable to use periods effectively may produce responses that are harder to read and that may not communicate ideas clearly and effectively, resulting in a lower rating. Test takers also need to be careful to use question marks in true questions only and to limit their use of exclamation marks to sentences where it is appropriate to communicate surprise, shock, or other strong emotions.

How to Avoid Punctuation Errors in Sentence Endings

- ✪ **Period:** Use a period to end each complete sentence. Remember that a sentence expresses a complete thought. Do not end a sentence with a period if it already ends with another punctuation mark. (*Do not make this mistake!*)
- ✪ **Question Marks:** Only direct questions require question marks. Embedded and reported questions may contain questions, but they are actually statements, so question marks should not be used. The exception to this is polite question forms that include an embedded question. (*Can you show me which machine is broken?*)
Embedded question: *I don't know where the library is.*
Direct question: *Where is the library?*
Reported question: *I always ask the driver how long it will take.*
Direct question: *How long will it take?*
Note the word order in the examples above: statement order is subject–verb, whereas question order is verb–subject.
- ✪ **Exclamation Points:** Use a single exclamation point to end a sentence that is truly surprising, shocking, or exciting. Do not overuse!

Common CELPIP Errors

BE AWARE . . .

Always use a period after an abbreviation such as *Dr.* (doctor) or *etc.* (et cetera). If an abbreviation is the last word of a sentence, do not add another period.

FIND THE ERRORS: EXAMPLES

Example A

We haven't had rain for ten days it's been sunny every day.

(Wrong. These are two independent clauses not joined by a conjunction or transition word.)

We haven't had rain for ten days. It's been sunny every day. ✓

Example B

They asked what time the bus left?

(Wrong. This is a reported question.)

They asked what time the bus left. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. We bought some of the local delicacies for you I hope you like them.
2. I wonder where he lives?
3. Hi, John. What's new?. Let's meet soon for a game of tennis.
4. After the meeting, we decided to renegotiate the contract.
5. Then, we met some really famous movie stars in the lobby of the hotel!!!
6. They asked the concierge which way the museum was?
7. I have an appointment with Dr. Chan at 3 p.m.
8. We went to buy some things for my mom that she needs for her wheelchair it was difficult for us.
9. Could you tell me where I can find ink refills?
10. We'd like to know when the problem will be solved.

19. Punctuation

- Apostrophes -

The apostrophe has only two uses: to show possession and to indicate an omission in spelling. Nevertheless, this punctuation symbol is often used in error, even by native English speakers. Therefore, it is wise to review its use.

How to Use Apostrophes

To form the possessive of singular nouns	<i>All in a day's work. Mr. Stone's dog is so cute.</i>
To form the possessive of plural nouns	<i>The women's association does very charitable work. The Stones' dog is so cute.</i>
To show omission of letters or numbers	<i>I don't work on Sundays. (do not) I graduated in the Class of '94. (1994)</i>
To form the plural of letters, numbers, symbols, and referred-to words	<i>I got five A's and a B on my report card. His 5's look just like 7's. The @'s in email addresses always precede the company name. Try not to use so many "but's" in your sentences.</i>

Take note:

- ✧ We only add an ' to singular nouns that end with an /s/ or /z/ sound:
Mrs. Jones' purse. Mr. Perez' wallet.
- ✧ With joint possessions, add an 's to the last word only; however, with individual possessions, add an 's to each word:
*Are you going to Tina and Tony's wedding?
Oh no! Both Tina's and Barb's weddings are on the same day.*
- ✧ With compound nouns, add an 's to the last word only.
It's my father-in-law's car.
- ✧ With indefinite pronouns, add an 's:
*Do we have everyone's ticket?
Chris, we have everyone else's ticket but yours.*

Common CELPIP Errors

BE AWARE . . .

We don't use apostrophes with possessive pronouns.

- X After the next payment, the house will be our's.
- ✓ After the next payment, the house will be ours.

FIND THE ERRORS: EXAMPLES

Example A

Where will you be on New Year Day?

(Wrong. In this familiar term, the "day" actually belongs to the New Year, so it must take a possessive apostrophe.)

Where will you be on New Year's Day? ✓

Example B

Is this the ladies purse?

(Wrong. It should be either *the ladies' purses* ✓ (many ladies) or, for one lady, *the lady's purse* ✓.)

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. I wish I'd lived in the 60's.
2. Moses's house is being sold next month.
3. Lucy and Fred 50th anniversary is next Friday.
4. My mother always puts X's and O's at the end of her emails.
5. Whose coming tomorrow?
6. Please put everything back in it's place.
7. Our neighbour father is an astronaut.
8. I know the Smiths are coming.
9. I wouldnt, shouldnt and wont!
10. Someones car is parked in your's driveway.

20. Punctuation

- Formatting -

Correct formatting is essential to clear, well-organized writing. Without proper formatting, ideas may not be adequately separated, which can cause confusion and unnecessary difficulty for the reader.

Proper formatting involves knowing how to position words, sentences, and paragraphs on the page through the correct use of indentation, line spacing, and spacing within and between sentences.

When writing a CELPIP response, it is important to use proper paragraphing, especially for a longer task. Paragraphing may not always be necessary when composing a response for the short task on the CELPIP-General Test; this depends on the content of the answer.

How to Format a Response

✧ Paragraphing

- Paragraphing indicates that the development of one idea is complete and that a new idea or concept will be addressed. Start a new paragraph when introducing a new idea or subject within a response (*lines 8 and 14*).
- Leave a blank line before starting the next paragraph (*lines 7 and 13*).

✧ Indentation

- The choice to indent is optional; what is important is that you are consistent. If you indent for one paragraph, you must indent for all of them. Use the tab key to leave a space before starting the first sentence of the new paragraph (*lines 3, 8, and 14*).

✧ Line Spacing

- Responses should be composed using single line spacing, not double.
- Leave an empty line after an opening salutation and after a closing salutation before adding your name (*lines 2 and 15*).

Common CELPIP Errors

BE AWARE . . .

Do not start each sentence on a new line. Follow the rules for correct paragraphing.

Sample Text

1 To: All Staff Members

2

3 I am writing today to discuss a problem that has been ongoing
4 for several months and is having a negative effect on the
5 productivity of our office: office hours being used for personal
6 correspondence and socializing.

7

8 I believe it is of utmost importance that we solve these issues
9 immediately and propose several possible solutions. First, sales -
10 team members will be issued new monthly quotas starting in
11 September. Second, social media sites will be blocked, with the
12 exception of set lunch and break times.

13

14 Thank you all in advance for your cooperation on this issue.

15

16 The Management

OVER TO YOU: PRACTICE

The following text has not been formatted. Rewrite the text, following the rules for proper formatting.

Dear Julie. I can't believe it's been five years since my trip to Europe and our wonderful vacation together in Italy. I had such fun and have never eaten so much good food in my life! Anyway, how are you? How is the new job? Are you still seeing the guy you met at the classical music concert? The last time we spoke on the phone, you told me about an idea you had for a new business. I want to hear all about what's been going on in your life. I'm writing today because I have some good news. My boss is sending me to London at the end of August for a big IT conference, and I was wondering if you could take a few days off and spend some time with me in jolly old England. I was looking online, and flights from Rome are a good deal at that time. That way, we can catch up in person. I'm looking forward to hearing back from you soon. Take care. Sally

21. Word Choice

- Prepositions of Time -

Prepositions show the relationship of a noun or a pronoun to some other word in the sentence. They are almost always used in combination with other words to create prepositional phrases. These phrases are most often used to show location, movement, and duration. However, prepositions can be combined with various words to create literally thousands of different meanings.

One of the most common types of prepositional errors test takers make in the Writing Test occurs when referencing time. The table below will help you learn how to use the most common prepositions of time.

How to Use Prepositions of Time (*In, At, and On*)

Preposition	Use	Example
in	parts of the day	<i>in the morning</i>
	months	<i>in June</i>
	seasons	<i>in the autumn</i>
	years	<i>in 1988</i>
	points in the future	<i>in a second; in a few weeks</i>
at	clock time	<i>at 4 o'clock</i>
	time of day	<i>at noon; at lunchtime</i>
	entire holiday	<i>at Christmas</i>
on	days of the week	<i>on Sunday</i>
	dates	<i>on March 3rd</i>
	one holiday day	<i>on Christmas day</i>
	parts of the day or week	<i>on Friday afternoon; on the weekend</i>

Common CELPIP Errors

BE AWARE . . .

At, on, and in are not usually used before *next*, *last*, *this*, and *that*:

- X** Are you available ~~in~~ this morning?
- ✓** What did you do ~~on~~ last Easter?

FIND THE ERRORS: EXAMPLES

Example A

I was born ~~in~~ February 14th 1982.

(Wrong. Specific dates require the preposition *on*.)

I was born on February 14th 1982. ✓

Example B

I'll be there ~~at~~ a minute.

(Wrong. A point of time in the future requires the preposition *in*.)

I'll be there in a minute. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. What time at Sunday do you expect to meet her?
2. We usually go home on Christmastime.
3. When on the afternoon do you expect him?
4. See you at next week.
5. I'll meet you at 9:00 in front of the library.
6. Sandra usually does her shopping in Sundays.
7. I believe Michael said he had handed in his paper on last Tuesday.
8. There are always fireworks at Canada Day.
9. Ask me again in three or four days.
10. I didn't attend classes on that week.

22. Word Choice

- Transition Terms -

Transition terms are words and phrases that help the reader or listener follow your narrative and connect your ideas together. They are like traffic signals, alerting the reader or listener to what might come next. There are three areas where errors most often occur on the CELPIP Test in relation to transition terms:

1. They are not used at all. This usually means the test taker tries to communicate a series of ideas that are disconnected and difficult to piece together.
2. They are used illogically. Since specific transition terms have specific meanings, they need to be chosen carefully or they will confuse the listener or reader.
3. They are used erroneously. Sometimes transition phrases are used ungrammatically.

How to Use Transition Terms

- ✱ Don't just assume that readers and listeners can link your ideas together. Good writers and speakers use transition terms to help guide their audience.
- ✱ Make sure you understand the meaning and proper usage of all the transition terms. Try to improve your knowledge of them by reading grammar books that offer many examples for each.

BE AWARE . . .

Using the same term repeatedly:

- ✗ I thought I'd finished, but I still had to proofread my work, ~~but~~ my time had run out.
- ✓ I thought I'd finished, but I still had to proofread my work. However, my time had run out.

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A – Transitions not used

I don't sleep well. I am always tired. I go to bed early. I can't sleep. I can only work part-time. I have no energy.

(Wrong. Choppy and disconnected.)

I don't sleep well; therefore, I'm always tired. In spite of going to bed early, I still can't sleep. Consequently, I can only work part-time because I have no energy. ✓

Example B – Transitions used illogically

I love to ski, and my husband hates it.

(Wrong. *And* is used to join similar ideas; *but* is used to show contrast.)

I love to ski, but my husband hates it. ✓

Example C – Transitions used erroneously

We are neither Chinese or American.

(Wrong. We use *nor* with *neither* and *or* with *either*.)

We are neither Chinese nor American. ✓

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. The nurse will give you some medication such that you will feel better.
2. In order for meet your deadline, I'll need to work overtime.
3. Because she was always late, so she bought two alarm clocks.
4. I am terrified of the ocean. Nevertheless, I can't say no to a free cruise.
5. Despite that I never did my homework, I still passed the course.
6. Jake needs a new car. He lost his job. He's a salesman and needs a car to work. He should get a loan.
7. Sue walks quickly that it is often difficult to keep up with her.
8. As illustrated above, you must consider your logic in word choice.
9. Roses are red. In contrast, so are some carnations.
10. I never liked beer and wine.

23. Word Choice

- Homonyms and Malapropisms -

Homonyms are words that sound the same, but have different spellings and meanings. An example is “none” (zero) and “nun” (a holy woman). These two words are pronounced exactly the same, but as you can see, their meaning and spelling are different.

Malapropisms are words that are frequently mistaken for other words because they look and sound somewhat similar. Malapropisms often result in nonsensical and humorous errors. An example is, “My aunt is in a comma.” A “comma” is a punctuation symbol; this person means to say that her aunt is in a “coma” (is unconscious).

Mistakes with homonyms and malapropisms are common in the Writing Test. Sometimes this problem occurs because of overreliance on the *Spell Check* feature. Remember, the computer can only determine if a word is incorrectly spelled; it cannot tell you if you’ve used the wrong word. Sometimes, this word choice error is the result of a problem with spelling or typing. Test takers either don’t know the correct spelling of a word and guess incorrectly, or they type the wrong word. Either way, an improper word is used.

How to Avoid Using Homonyms and Malapropisms

- ★ Try to leave time at the end of the Writing Test to review your work. Look carefully at your word choices and double-check your spelling.
- ★ Never rely on the *Spell Check* feature alone and remember that the CELPIP Tests do not have *Grammar Check*.
- ★ Study homonym lists in a grammar book or online; the more you know about them, the fewer mistakes you will make.

Common CELPIP Errors

BE AWARE . . .

The use of improper word forms, as they can easily be confused.

- X My brother has ~~chronicle~~ pain in his back.
- ✓ My brother has chronic pain in his back.

FIND THE ERRORS: EXAMPLES

Example A – Homonyms

I'd steak my life on your ability to pass the test.

(Wrong. The word “steak” means a cut of meat.)

I'd stake my life on your ability to pass the test. ✓

(Right. The word “stake” means to bet.)

Example B – Malapropisms

Canada doesn't have any nuclear measles.

(Wrong. The word “measles” means a viral disease.)

Canada doesn't have any nuclear missiles. ✓

(Right. The word “missiles” means weapons.)

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Try to do this without using a dictionary. Note that some sentences are correct.

1. My brother wears too much colon; you can smell him coming from down the street!
2. My dog has fleece.
3. We have a beautiful pear tree in our backyard.
4. My family and I are busy planning our annul camping trip to Trout Lake.
5. When the crowd started to cheer, it almost blue the roof off the stadium.
6. I hope I don't make any spelling airs on the test.
7. When the fighter balled his hand into a fist, I knew Frank was in trouble.
8. I don't think I could endorse a full marathon.
9. I was completely odd by how beautiful Lake Louise was.
10. I have a hard time hearing the difference between “can” and “can't.” Contraptions are so difficult!

24. Word Choice

- Redundancies -

A common error that occurs both in the Writing and Speaking Tests is the tendency for some test takers to clutter their responses with irrelevant and repetitious words and phrases. The use of redundancies can create a barrier to communication and cause the test taker to lose marks.

There are three types of redundancies that commonly affect CELPIP test takers. First, there are redundant phrases such as *twelve midnight* or *won a victory*. The second type occurs when a word is used repeatedly in a sentence when a synonym could easily be substituted. For example, “As a supervisor in this company, you supervise your staff members.” Here, the word *manage* would be a better choice in the second phrase. Finally, the repeating of nouns in multiple simple sentences when sentence combinations and pronouns could be used. Below are some examples.

How to Avoid Using Redundancies

I had a teacher in high school. My teacher taught me so much. I will always remember my teacher.

- ★ Replace some of the nouns with pronouns:

I had a teacher in high school. She taught me so much. I will always remember her. (Better)

- ★ Join sentences together to avoid repeating your subject:

I had a teacher who taught me so much in high school that I will always remember her. (Best)

BE AWARE . . .

The use of intensifiers that are vague and meaningless.

- ✗ I thought you did a ~~really~~ good job with that.
- ✓ I thought you did a good job with that.

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A

The author decided that she would write an autobiography of her life story.

(Wrong. An *autobiography* is the record of a person's life, so *life story* is redundant.)

The author decided that she would write an autobiography. ✓

(Right. This is more clear and concise.)

Example B

In my opinion, your opinion is a poor one.

(Wrong. This sentence sounds odd and is confusing.)

I believe your opinion is a poor one. ✓

(Right. This sounds much better and is much clearer.)

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. My sister just had same identical twins.
2. My apartment is the apartment at the top of the stairs.
3. We had such a good time at Trout Lake; I hope we can all return someday.
4. What will be, will be.
5. Today we are going to read a story. I think you will like it. It's about a man with a magic hat.
6. Jack had so much work to do that he only got home at 3 a.m. in the morning.
7. A friend called me last night. My sister goes to school with this friend.
8. I chose the second choice because there wasn't much to choose from.
9. There is no doubt but that if you study every day, you will improve.
10. No one knows whose nose is in the picture.

25. Word Choice

- Register -

The term *register* means the correct use of language for a specific purpose, within a given social situation. Typically, register relates to formality or the degree of “proper” English that we attempt to use, and it is closely related to “tone.” For example, when we communicate with strangers, we often try to speak or write more carefully than when we interact with friends or family members. As well, business and purchasing situations usually call for a more formal, less casual register.

CELPIP test takers are marked on their use of register in spoken and written responses. Therefore, test takers need to decide what level of formality is appropriate for the situation. The most common way to control register is through word choice. The table below shows the difference between some low-register terms (less formal) and high-register ones. In formal testing, it is better to choose more formal language.

How to Use a High (More Formal) Register

Word Choice	Low Register	High Register
Slang	<i>wimpy</i>	<i>weak</i>
Jargon	<i>LOL</i>	<i>That is funny</i>
Symbols	<i>#; @; &</i>	<i>number; at; and</i>
Conversational terms	<i>I've got it.</i>	<i>I have it.</i>
Non-words*	<i>gonna</i>	<i>going to</i>
Fillers	<i>She, <u>like</u>, hates it.</i>	<i>She hates it.</i>

** In rapid speech, it is common for some words to be reduced, especially in mid-sentence. When speaking, it's fine to say "I'm gonna attend" instead of "I'm going to attend." However, in writing, these non-words are not acceptable.*

Common CELPIP Errors

BE AWARE . . .

Overly formal or old-fashioned words:

- X** Are you coming to ~~luncheon~~? (old-fashioned)
- ✓ Are you coming to lunch?

- X** Hence, it was a failure. (overly formal)
- ✓ Therefore, it was a failure.

FIND THE ERRORS: EXAMPLES

Example A

I think I aced the test.

(Wrong. The term *aced* is slang and low register.)

I think I did well on the test. ✓

Example B

OMG did you see what he was wearing?

(Wrong. Jargon, especially texting abbreviations such as *OMG*, is not appropriate in formal testing.)

I'm impressed—did you see what he was wearing? ✓

OVER TO YOU: PRACTICE

Correct the following sentences so that they are proper test register (neither too casual nor overly formal). Note that some sentences are correct. Do not use a dictionary to help you.

1. The children in this picture look so cute in their Halloween attire.
2. I ♥ New York!
3. Each monkey receives a bunch of bananas every morning.
4. That man acted positively beastly toward you.
5. We had heaps of snow this year, so I learned how to ski.
6. Although it is customary to tip in Canada, the % should depend on the quality of the service you receive.
7. I like the lead actor in the movie because he is super talented.
8. Hayley and Jacob got hitched in 1999.
9. You couldn't be more wrong about him.
10. While visiting Niagara Falls, I spent a ton of money.

26. Speaking

- Stress and Meaning -

Using the right stress in words is important because it can change their meaning. Stress is the emphasis that is given to a syllable in a word. This emphasis can mean that the syllable is pronounced longer, higher, more clearly, or more loudly than another syllable. Stress can be added to any word; however, this unit will focus on nouns and verbs.

Stress errors happen when a speaker places the stress in the wrong position. To avoid this mistake, remember that nouns with two syllables usually have the stress on the first syllable.

●
mu-sic

Verbs, on the other hand, are usually stressed on the second syllable.

●
pre-pare

There are exceptions to this rule, so it is a good idea to check a dictionary for how to pronounce a word as you are learning it.

This general rule is necessary because there are some nouns and verbs in English that are spelled the same, and the stress (as well as context) can tell listeners which meaning the word has.

●
re-cord – noun: a written account of something, or a form of media

●
re-cord – verb: to make an account or copy of something

It is important to place the stress in the right place because this will make it easier for people to understand your meaning. If you *do* stress the wrong syllable, it will make your listener work harder to understand you, and they might not understand the full message you are trying to express.

Common CELPIP Errors

BE AWARE . . .

Word stress is one of the most noticeable errors in spoken English. It can be especially confusing for the listener if you stress the wrong syllable of a verb, thereby signalling its noun meaning by mistake—and vice versa.

FIND THE ERRORS: EXAMPLES

Example A

I think we should buy Sue a present. ●

(Wrong. The stress is on the second syllable; this means that “present” is being used as a verb, but the sentence needs a noun.)

I think we should buy Sue a present. ● ✓

Example B

My girlfriend and I produce a lot of decorations for our living room. ●

(Wrong. The stress is on the first syllable; this means that “produce” is being used as a noun, but the sentence needs a verb.)

My girlfriend and I produce a lot of decorations for our living room. ● ✓

OVER TO YOU: PRACTICE

The underlined words can be either a noun or verb. Show where the stress should go by drawing a circle above the correct syllable. Then practice saying each sentence with the correct word stress.

1. This week's project is very complex.
2. Vancouver is a city that can entrance newcomers.
3. What is your address? I need to send you a package.
4. My progress at work has been excellent this year.
5. I need to return this; can you refund my money?
6. Do you have a permit for this art show ?
7. How much did the cost increase by?
8. I walked through the desert for five days during my trip.
9. Can we go buy a record at the store?
10. I'm sorry, these meetings conflict with a doctor's appointment I made two weeks ago.

27. Speaking

- Intonation -

Intonation is an important aspect of communication because it helps express the attitude and emotion of speakers, and it signals the difference between statements and various types of questions.

Intonation is the way the voice goes up (↗), down (↘), or down then up (↘↗) at the end of phrases or clauses. There are other variations and uses of intonation in English, but the focus here will be on the three above.

Rising (↗) intonation can communicate uncertainty in what is being said, often in the form of yes/no questions.

↗
Do you like ice cream?

In this example, the speaker is uncertain whether the listener likes ice cream.

Falling (↘) intonation most often indicates that the speaker is sure about something. It is also used in WH questions.

↘ ↘ ↘
According to John, the food at Francis' French Place is really good.

In this example, the speaker is expressing certainty about the quality of food.

Falling then rising (↘↗) intonation shows that whatever is being talked about might undergo a change, or that there is more to say about the topic.

↘ ↗
I haven't been to Japan.

In this example, the speaker is indicating that they haven't been to Japan, but perhaps there are other countries they *have* been to.

The most common intonation error speakers make on the Speaking Test is raising their pitch at the end of a phrase or clause when they should be lowering it. This is very confusing for listeners because it indicates either uncertainty or a yes/no question, even though the speaker may intend it to be a statement.

Common CELPIP Errors

BE AWARE . . .

Putting the intonation on the wrong syllable:

<i>Lucy said my boyfriend is late.</i> X	<i>Lucy said my boyfriend is late.</i> ✓
<i>Mr. Prewitt is the new principal.</i> X	<i>Mr. Prewitt is the new principal.</i> ✓
<i>I have never played hockey.</i> X	<i>I have never played hockey.</i> ✓

The intonation goes on the last syllable in the phrase, unless it is the falling then rising intonation, which goes on the last two syllables. Note that intonation is different from word stress, as discussed in the previous unit.

FIND THE ERRORS: EXAMPLE

Example A

I understand what you mean. ↗

(Wrong. Rising intonation indicates a yes/no question, which this isn't.)

I understand what you mean. ↘ ✓

Is this what you mean? ↗ ✓

OVER TO YOU: PRACTICE

Read the sentences below and indicate the pitch by marking an arrow up ↗ for a rising intonation, down ↘ for a falling intonation, or down and up ↘↗ for a falling then rising intonation. Phrases and clauses inside the sentences are separated with |. Once you've checked your answers, practice saying them out loud.

1. Cathy, | could you call Edward | and ask him what time he's arriving?
2. Do you need any help?
3. Yes/no questions require rising intonation; | however, | questions that use WH words, | such as *where* or *why*, | do not.
4. When the speaker's pitch rises at the end of a phrase or clause, | listeners think they are being asked a question.
5. What's the topic of your project?
6. When you get to the intersection where Main meets Broadway, | you need to turn left | then keep right until you see the exit.
7. Are you my teacher?
8. When you're going to be home late from school, | call me and let me know.
9. Some languages use rising pitch constantly during speech.
10. It's supposed to rain for at least the next five days . . .

28. Speaking

- *Me, Myself, and I* -

It can be easy to misuse the personal pronouns *me*, *myself*, and *I* in English. This happens most often when we speak. The following are some general rules for their use, along with the plural pronouns *we*, *ourselves*, and *us*.

I and *we* are used as the subject of a sentence.

I need to wash the car soon.

We will need to take Fenris to the vet next week.

Me and *us* are used as the object of a sentence.

The sales clerk gave me a new tablet.

The flight attendant told us to buckle our seatbelts.

Myself and *ourselves* can be used to emphasize a noun/pronoun that was already expressed.

We will finish the assignment ourselves.

Myself and *ourselves* can also be used to focus the verb back on the subject of the sentence.

I found myself in quite a difficult situation.

Common CELPIP Errors

BE AWARE . . .

When *I* is just one part of a compound subject, we tend to place it last in the list.

Neil and I are thinking of going for coffee soon.

Likewise, when *me* and *us* are just one part of a compound object, we tend to place them last in the list.

Dami met Ahmed and me at the movies last night.

The principal told the instructor and us to exit the building for a fire drill.

FIND THE ERRORS: EXAMPLES

Example A

Clarice and me are going to attend the film festival this weekend.

(Wrong. *Me* is an object, but the subject pronoun should be used here.)

Clarice and I are going to attend the film festival this weekend.

(Right. The subject pronoun *I* is now used instead.)

Example B

I and a few classmates are going to get some sushi for lunch.

(Although this is not technically incorrect, we more commonly place *I* at the end of a compound subject.)

A few classmates and I are going to get some sushi for lunch.

(*I* is now placed at the end of the subject.)

OVER TO YOU: PRACTICE

Find and fix any errors in the following sentences. Note that some sentences are correct.

1. My friends and me went to the Taiwanese festival yesterday.
2. He gave the money to my siblings and I.
3. My friends and I are driving to the coast by ourselves.
4. The instructor asked myself how to answer the question.
5. They went to the store with myself.
6. Us will need to renew our house insurance soon.
7. Me and Hardeep have decided to go skiing next weekend.
8. The ticket seller gave the ticket to me.
9. I plan on teaching me Spanish soon.
10. I and my fiancé are going to travel to Madagascar next spring.

29. Speaking

- Supporting Detail -

The Speaking Test measures your ability to communicate in spoken English. Test takers are evaluated on many factors, including relevance and depth of meaning. A common error during the Speaking component is replying to test prompts without providing enough descriptive detail.

Test takers who do well on the Speaking Test reply to test prompts directly, but then they go on to support their answer with relevant details. For example, if you are asked to name your favourite season and you reply simply, “summer,” your answer would be considered undeveloped and lacking supporting details. You should say why summer is your favourite season and provide a series of examples. For instance, you could say, “I like summer because it’s warm and I can be outside more,” and so on.

Try to make sure the details you provide in your answers are relevant to the test prompt. No matter how many supporting details you give, if you aren’t answering the question asked or following the instructions given, you will lose marks. The best way to stay on topic is to read the test prompt carefully.

How to Give Sufficient Supporting Details

- ★ Provide reasons, examples, and explanations. One way to do this is to use the word “because.”
- ★ Practice describing pictures and illustrations. Talk about the people and things you see, what they look like, where they are located, and how they are interacting with each other.
- ★ Practice using descriptive words such as verbs, adverbs, and adjectives.
- ★ Practice limiting your pausing when you speak; pausing occasionally for brief periods is natural, but long, frequent pausing is not.

Common CELPIP Errors

BE AWARE . . .

It is best not to repeat the same phrase over and over.

- X** I like summer. I like summer because it is warm in the summer. I also like summer because I can go outside.

FIND THE ERRORS: EXAMPLES

Example A

I don't know.

(Wrong. This answer is never acceptable; you must use your imagination even if you don't have any experience on the topic.)

Example B

Q: *What is your favourite season?*

A: *I think Canadian winters are very cold.*

(Wrong. Even though a season is mentioned, this answer is off topic because it does not directly answer the question.)

OVER TO YOU: PRACTICE

Below are a series of questions and undeveloped answers. For each answer, make a list of supporting details that could be used to elaborate on the subject. Make a note if the answer is off topic and provide an appropriate answer, again with supporting details.

- Q:** Who are you closest to in your family?
A: *My mother.*
- Q:** Describe something that frightened you as a child.
A: *When I was a child, I was afraid of dogs.*
- Q:** In your country, are women and men paid the same?
A: *No, women are almost always paid less.*
- Q:** Describe this picture.
A: *There is a big tree in the middle.*
- Q:** Where does most of your family live?
A: *My family is not very big.*

30. Speaking

- Disorganized Content -

In the Speaking Test, you will be asked to respond to a series of questions about many different things. Some questions are related to illustrations or conversations, while others ask about your preferences or opinions. It is important to answer each question in a clear and organized fashion. When test takers don't organize their ideas, they have difficulty developing the topic. The listener also has to work harder to identify and follow the ideas. In an organized response, ideas flow together in a logical, sequential, or easy-to-understand manner, and the listener can easily understand your meaning. Before you start your response, you should use up to twenty seconds to organize what you want to say. Use the paper and pencil provided to note down key ideas and order them logically. The chart below provides some guidance about how to approach some, but not all, question types on the Speaking Test.

How to Organize Your Response

Question Type	Organization Mode	Key Words
Opinion or Preference	<ul style="list-style-type: none"> ✓ Clearly state opinion or preference. ✓ List supporting reasons. ✓ Organize reasons logically. ✓ Provide strong support for each reason. 	<i>I feel that . . .</i> <i>My opinion is . . .</i> <i>One reason . . .</i> <i>Another factor . . .</i>
Conversation or Newscast	<ul style="list-style-type: none"> ✓ Recount the events in order. ✓ Identify relationships between people. ✓ Explain the problem and solution. 	<i>This is about . . .</i> <i>These people are . . .</i>
Illustration	<ul style="list-style-type: none"> ✓ First give an overview. ✓ Explain where one thing/person is, and then relate the location of the other things to that. ✓ Describe size, shape, colour, activity, emotion. 	<i>This scene shows . . .</i> <i>The man beside the tree is . . .</i> <i>NOTE: Use strong verbs and precise adjectives</i>

Common CELPIP Errors

FIND THE ERRORS: EXAMPLES

Example A – Explain Your Preference

Q: *Do you prefer to eat at home or at restaurants?*

A: *Eating at home is nice. I like restaurants too. Last week I went to a Lebanese restaurant and the food was so good. Last night I ate a good meal at home.*

(Wrong. The speaker talks about both choices but does not state a preference. As well, the speaker uses common words like nice and good, instead of more precise vocabulary such as *pleasant, comfortable, exceptional*, etc.)

A: *I enjoy both, but eating at restaurants is a special treat for me. I feel pampered when I select something appealing from the menu and it is served to me while I relax. I love to experience different tastes and aromas when I eat out . . . ✓*

Example B – Describe an Illustration

Q: *Describe what you see in this picture.*

A: *There are people doing so many things. Many different kinds of people and lots of different things are happening. People are busy working.*

(Wrong. The listener has no idea what is going on in the picture.)

A: *This shows a lot of workers building a house and paving a road. It is a two-storey house and there are a variety of construction workers doing different tasks. Several men are installing windows . . . ✓*

OVER TO YOU: PRACTICE

The best way to prepare for the Speaking Test is to listen to conversations, dialogues, and newscasts. Listen carefully to the speakers and how they organize their speech.

Please refer to the answer key for this unit. You will find a list of practice activities to help you improve your speaking skills.

Review Test

NOTE: This test includes examples for each **GRAMMAR** and **WORD CHOICE** unit presented in *Common CELPIP Errors*. All the **PUNCTUATION** units except for *Formatting* are also included. However, none of the **SPEAKING** units are part of this test. These items are not included because the format of the test does not suit those skills.

Grammar

Instructions: Find and fix any errors in the following sentences. Note that some sentences are correct.

1. My friends and I love to play swimming on Thursday nights.
2. Running playfully through the rain, the little boy's umbrella got broken.
3. I have lots of experience as a secretary, I have never worked as a waitress.
4. Humans and the dogs evolved together and helped each other survive in prehistoric times.
5. To do well on the CELPIP Test, studying this book is a good idea.
6. I prefer to start my workday at 7:00 a.m. because there is less traffic at that time.
7. This press release has being reviewed carefully by our editors.
8. That food may look real, but it's actually a plastic cheap model!
9. There are three things you can do to increase your vocabulary: read the paper, listen to the news, and watching TV.
10. Both of Javier's children take part in afterschool activities; Maria does soccer, and Sebastien plays the piano.
11. There had been terrible flooding in Alberta this year.
12. Two of our teachers went to the concert, and he told me that it was even better than they expected.
13. I asked my friend to get me three or four silver jewellery when she went to Mexico for her vacation.

Common CELPIP Errors

14. There are many people in this picture they are all very busy doing a variety of things.
15. My mother has started playing the violin about fifteen years ago.
16. Most of the students in the class finds the worksheets too difficult.
17. The workers were truly amazed when they realized that they would all be receiving an extra week of holiday time.
18. I knew that I wanted to marry her first time I saw her, and two years later we were married!
19. I met my husband back in 1981. When I was a student.
20. My little sister always forgets to ask me before she takes some candy, and then he is surprised when I get mad at her.
21. We saw the Rocky Mountains, driving to Banff.
22. All the flights at the airport was delayed because of the heavy snowstorm.
23. Rushing into the classroom halfway through the class, it was too late for the teacher to start the test.
24. Our country is base on the fundamental principles of equality, freedom, and democracy.
25. My mother and I enjoy doing a few things together, such as playing music, going for walks, and we also like concerts.
26. It is preferably for all test takers to get a good night's sleep before the test.
27. You would get a better score on the CELPIP Test, if you learned everything n this book!
28. In order to grow well, this type of plant needs to be placed in a bright big area.
29. Despite the flooding. My brother was able to return to his house and retrieve his belongings.
30. It would be ideal if you can take a holiday before you start your new job.

Punctuation

Instructions: Find and fix any errors in the following sentences. Note that some sentences are correct.

1. Look at the dog chasing it's tail.
2. I'd like mushrooms, green peppers, and pepperoni, on my pizza.
3. The french always have such wonderful bread.
4. Excuse me when does the lost and found office open?
5. Do not end your sentence with a preposition!!!!
6. Could you lend me your book?
7. "How many Ps are there in apostrophe?"
8. When In the World is Gina going to get here!

Word Choice

Instructions: Find and fix any errors in the following sentences. Note that some sentences are correct.

1. I like bread and butter.
2. I can't believe you just said that allowed.
3. At March 16th, could we plan to work on the garden?
4. My nephew is hoping to become a Jewish rabbi.
5. Tomorrow morning I need to get up earlier but I need to get to work on time.
6. I need to take medication because I have an inflection in my ear.
7. The voucher is enclosed in the letter.
8. I'm planning on taking the CELPIP Test on a few weeks.
9. Do you want to hang out tomorrow?
(Teenager speaking to grandfather)
10. Fruit juice has almost as much sugar as soda.

Answer Key

Grammar

1. Word Form

1. comfortable (The noun *comfort* should be an adjective.)
2. complaint (The verb *complain* should be a noun.)
3. aware (The noun *awareness* should be an adjective.)
4. exceptionally (The adjective *exceptional* should be an adverb.)
5. appreciative (The verb *appreciate* should be an adjective.)
6. terminated (The noun *termination* should be the past participle in the passive voice verb be terminated.)
7. suspicions (The adjective *suspicious* should be a plural noun.)
8. no change needed (The infinitive verb *to lack* is correct here.)
9. the basics (The adverb *basically* should be a noun, to form the idiomatic expression *the basics*.)
10. religion (The adjective *religious* should be a noun.)

2. Run-on Sentences

1. Comma splice. Possible solutions:
 - a. Start a new sentence after *children* OR
 - b. change the comma to a semicolon OR
 - c. keep the comma and add a conjunction before *the work*. Appropriate conjunctions: and or for.
2. Fused sentence. Possible solutions:
 - a. Start a new sentence after *Eddie Curzon* OR
 - b. put a semicolon after *Eddie Curzon* OR
 - c. put a comma and a conjunction after *Eddie Curzon*. Appropriate conjunction: and.
3. Fused sentence. Possible solutions:
 - a. Start a new sentence after *that* OR
 - b. put a semicolon after *that* OR
 - c. put a comma and a conjunction after *that*.
4. No change needed—effective compound sentence.
5. No change needed—effective compound sentence.
6. Fused sentence. Possible solutions:
 - a. Start a new sentence after the pronoun *you* OR
 - b. put a semicolon after *you*
7. Neither a comma splice nor a fused sentence. This compound sentence needs a comma before *but*.

Common CELPIP Errors

8. Fused sentence. Possible solutions:
 - a. Start a new sentence after *brother* OR
 - b. put a semicolon after *brother* OR
 - c. put a comma and a conjunction after *brother*. Appropriate conjunction: and.
9. No change needed—effective compound sentence.
10. Comma splice. Possible solutions:
 - a. Start a new sentence after *alone* OR
 - b. change the comma to a semicolon OR
 - c. keep the comma and add a conjunction before *whenever*. Appropriate conjunction: for.

3. Sentence Fragments

1. Prepare for your first class, which will be on May 1st. (adjective clause fragment)
2. I'd like you to stay until May 30th, though I know that's hard. (adverbial clause fragment)
3. This message is regarding the appointment I booked under the name of Antonio Carrasco. (prepositional phrase fragment)
4. We'll name you best employee and promote you to manager. (detached compound verb fragment)
5. Next week I'll be back in Iowa, trying to sell the house. (participial phrase fragment)
6. On behalf of everyone, congratulations on a job well done. (prepositional phrase fragment)
7. I'm married to Joe, a businessman from Montreal. (appositive noun phrase fragment)
8. (No change needed. Both word groups are sentences. Each sentence is made up of one independent clause.)
9. The budget should be cut in a number of areas, such as costly renovations to government buildings. (prepositional phrase fragment)
10. Francesca came here on a work placement program to be a nanny in Toronto. (infinitive verb fragment)

4. Parallelism

1. No change needed. (parallel adjective clauses)
2. Richard and I are friends, co-workers, and good buddies. (parallel noun phrases)
3. I enjoy my job so much that I've never been late, absent, or unproductive. (parallel adjectives)
4. Being a baker entails mixing the dough, baking the batter, checking the oven, and cleaning the kitchen. (parallel noun phrases)

Common CELPIP Errors

5. No change needed. (parallel noun phrases)
6. In our offices, we consider smoking around clients inconsiderate and unprofessional. (parallel adjectives)
7. Please contact me on my cellphone during the day or at my home phone number during the evening. (parallel adverbial/prepositional phrases)
8. I'd describe myself as driven to succeed but still easygoing. (parallel participles/adjectives)
9. No change needed. (parallel adverbs)
10. No change needed. (parallel verb phrases)

5. Go, Do, and Play

1. Josh is planning to go fishing this Saturday.
2. After we get back from our trip, we will need to do the laundry as soon as possible.
3. Jamie wants to play soccer soon; do you want to join?
4. Do you want to go jogging later?
5. Can Alexa play the bass?
6. Please teach me to do judo.
7. Do you like to do crafts?
8. I want to go skiing.
9. Would you like to play chess with me?
10. He will go surfing next week.

6. Misplaced Modifiers

1. Misplaced adverbial prepositional phrase. Corrected: They met through a dating service when they were twenty.
2. Misplaced adverb clause. Corrected: When he was planting trees in the Nicola Valley, Dan listened to an audiobook about the prime minister.
3. Misplaced participial phrase. Corrected: Wanting a good night's sleep, Nat took a sleeping pill.
4. No change needed.
5. Misplaced participial phrase. Corrected: Riding his bike down the highway, André was chased by a wolf. OR Corrected: André, riding his bike down the highway, was chased by a wolf.
6. No change needed.
7. Misplaced participial phrase. Corrected: Being a friend, you know the events that led to this decision.
8. Misplaced adjectival prepositional phrase. Corrected: Due to the windstorm, many businesses, such as the bakery and hair salon, have closed their doors for the day.
9. Misplaced adjective clause (relative clause). Corrected: The coffee that I buy from you is great.
10. Misplaced adverbial prepositional phrase. Corrected: As a favour, I'll give you advice that will advance your career.

7. Dangling Modifiers

Note: These are suggested solutions; other solutions are possible.

1. Dangling prepositional phrase.
Solution One: As a small accounting firm, we mainly provide bookkeeping services.
Solution Two: As we are a small accounting firm, bookkeeping is our main service.
2. Dangling infinitive phrase.
Solution One: To participate in this fundraiser, participants must sign a medical waiver.
3. Dangling participial phrase.
Solution One: Living hectic lives, we often easily forget about our friends.
Solution Two: Because we live hectic lives, it's often easy to forget about our friends.
4. Dangling appositive phrase.
Solution One: As members of a traditional culture, we highly value the concept of family.
Solution Two: In a traditional culture, the concept of family is highly valued.
5. Dangling participial phrase.
Solution One: Being a restaurant owner, I am always threatened by bankruptcy.
Solution Two: Because I am a restaurant owner, bankruptcy is always a threat.
6. No change needed. (The participial phrase *having discovered the issue* modifies the subject *I*.)
7. Dangling participial phrase. (reduced from an adverb clause)
Solution One: Extra health insurance is recommended for travellers when visiting the United States.
Solution Two: Extra health insurance is recommended when you are visiting the United States.
8. Dangling participle. (present perfect tense)
Solution One: Having received many complaints, I clearly see that something is wrong with the product's design.
Solution Two: Because I have received many complaints, it's clear something is wrong with the product's design.
9. Dangling participle. (reduced from an adverb clause)
Solution One: While reading the science news, I had some insights that popped into my brain.
Solution Two: While I was reading the science news, some insights popped into my brain.
10. No change needed. (The participial phrase *painted green by Rob's friend* logically modifies *kitchen*.)

8. Pronoun-Antecedent Agreement

1. she seemed (*She* agrees with *wife*, which is feminine.)
2. love it (*It* refers to the gerund *cooking*, which is singular.)
3. no change needed (*Our* agrees with *Luis* and *I*.)
4. her brother (*Her* agrees with *Sarah*, who is female.)
5. let her enter (*Her* agrees with *girl*, which is singular and feminine.)
6. no change needed (*Its* agrees with *cat*, which here is gender neutral.)
7. no change needed (*Her* is understood to refer to *Jennifer*; *his* agrees with *father*.)
8. Jorge he (The pronoun *he* should not repeat the subject.)
9. eat them (*Them* agrees with *hamburgers*, which is plural.)
10. give it to her (*Her* agrees with *one of our hostesses*, which is singular and feminine.)

9. Noun Countability

1. information (uncountable)
2. no change needed (*Experience* is used here as an abstract idea; therefore, it's uncountable.)
3. knowledge (uncountable)
4. no change needed (Unlike baggage and luggage, *outage* is countable.)
5. it's nice weather, other stuff (uncountable)
6. baggage (uncountable)
7. stop for gas . . . your garbage (All are uncountable. Note that *opportunity* can be used as either a countable or uncountable noun. Here it is being used in a countable sense.)
8. no change needed (*Car* is countable; *equipment* and *money* are uncountable.)
9. no change needed (*Bread* is countable, *a carton of* is a countable quantifier for *milk*.)
10. staff (uncountable)

10. Use of *The*

1. no change needed
2. the gas company, the furnace (Both speaker and listener know which gas company and furnace the speaker means.)
3. no change needed (You know which girl I mean, because she's specified in the sentence. Also, since we both can see the photo, it's obvious to both of us which purple dress I mean.)
4. Canada, the United States (The United States is one of the countries whose name uses *the*.)
5. the future (There's only one future; it's unique.)
6. say that life is what you make it (We don't use *the* before a noun when we mean "all" and "in general.")

Common CELPIP Errors

7. back in India (We don't use *the* with the name of this country.)
8. clean the fish tank (Since I'm your mom, you and I both know which fish tank I mean.)
9. the United Arab Emirates or Oman (The United Arab Emirates needs *the*. Oman does not.)
10. buy eggs and milk (No definite eggs and milk are specified here—just some eggs and milk, any kind, from anywhere.)

11. Subject-Verb Agreement

1. start (agrees with *contracts*)
2. are (agrees with *desserts*)
3. no change needed (*ranks* agrees with *finding*)
4. make (agrees with *education and experience*, compound nouns considered separately)
5. is (agrees with *forty kilometres*, a singular expression of distance)
6. no change needed (*feels* agrees with *furniture*, a singular uncountable noun)
7. *impresses* (agrees with *the number of*, a singular expression)
8. no change needed (*feels* agrees with *everyone*, a singular expression)
9. is (agrees with *The Philippines*, a singular noun)
10. no change needed (*goes* agrees with *a lot of* + the singular noun *money*)

12. Passive Voice

1. no change needed
2. be inspected (You need the past participle, not the base form of the verb.)
3. no change needed
4. be refunded (You need the passive voice here: be + past participle.)
5. be submitted (You need the passive voice here: be + past participle.)
6. be used (You need the past participle, not the base form of the verb.)
7. was needed (You need the past participle, not the base form of the verb.)
8. no change needed (This is the passive voice with the present perfect simple tense.)
9. be considered (You need the past participle, not the base form of the verb.)
10. is governed (You need the past participle, not the base form the verb.)

13. Present Perfect Tense

1. has become (The present perfect form rule is *have* (not *be*) plus past participle.)
2. have had (This is a state leading up to the present.)
3. overcame (Overcoming cancer is a finished past action with no clear relevance to the present situation.)
4. made (Making the reservation is a finished past action with no clear

Common CELPIP Errors

- relevance to the present.)
5. no change needed (The present perfect progressive emphasizes the long continuing nature of the action.)
 6. have given (The present perfect is used for the past cause—expert medical care—of a resulting present situation: feeling much better.)
 7. no change needed (The present perfect describes past events that happened at an indefinite time, when is not important.)
 8. have lost (The present perfect form rule is *have* (not *be*) + past participle.)
 9. no change needed (This is the negative form of repeated past habit leading to the present.)
 10. no change needed (This is a state leading up to the present.)

14. Adjective Order

1. The dark blue truck almost ran through the red light.
2. Correct.
3. The old brick house at the end of the street is for sale.
4. Poutine is a well-known French-Canadian dish.
5. I'm thinking about buying that cheap black leather jacket.
6. This tour will take you through the beautiful historic parts of the city.
7. Those clouds have such strange circular shapes.
8. Could I please order two large lattes to go?
9. The bookshop downtown has a sale on cheap paperback books.
10. Correct.

15. Second Conditional

1. No change needed. (First (predictive) conditional.)
2. If I had to choose any superpower, I would choose invisibility. (Second conditional—unreal situation.)
3. If I had to give you a medal, I would give you the gold. (Second conditional—unreal situation.)
4. It would be a nice surprise if one day you brought me flowers. (Second conditional—unreal situation.)
5. If you approved this project, I would be grateful for the opportunity. (Second conditional—unreal situation.)
6. If anyone is caught cheating, they will be disciplined. (First conditional—predictive real situation. Note the passive voice in both clauses.)
7. No change needed. (Zero conditional—factual situation.)
8. No change needed. (Second conditional—unreal situation. Note the passive voice in the first clause.)
9. It would improve our friendship if you were willing to listen—but you're not. (Second conditional—unreal situation. Note the subjunctive *be* in the *if*-clause.)
10. If you don't stand for something, you will fall for anything. (First conditional—predictive of a likely event.)

Punctuation

16. Capitalization

1. Because it is an acronym, all the letters in *USA* must be capitalized.
2. Correct.
3. *Cantonese* should be capitalized.
4. *Mr.* should be capitalized as a title before *Patel*, but *manager* should not be capitalized as it comes after his name.
5. Pronoun *I* should be capitalized.
6. *Angeles* also needs to be capitalized, even as the second part of a two-part name.
7. *Is* should be capitalized as the first word of a new sentence.
8. *Beatles* should be capitalized as it is a name.
9. Never write a sentence or entire response in all capital letters.
10. Correct. The word *aunt* does not need to be capitalized as it is not before or replacing a name.

17. Commas

1. Correct. *Well-paid*, *challenging*, and *new* are part of a list or series describing *job*.
2. There should be a comma after *First of all* as it is a phrase introducing the main clause.
3. The comma after *I believe* is unnecessary and should be removed.
4. There should be a comma after *Besides recording the minutes of our meeting*, which is extra information in this sentence.
5. A comma should replace the period, and the *but* should not be capitalized.
6. The comma is unnecessary and should be removed.
7. Correct. *Unfortunately* introduces the main clause.
8. There should be a comma after *blue* as it is part of a series. A comma after *wool*, before *and* is optional (see: Be Aware section).
9. There should be a comma after *Quebec*, as *located in the east of Canada* is extra information.
10. The comma should be after *birthday* and before *and*. The comma after *and* should be removed.

18. Sentence Endings

1. There should be a period between *you* and *I hope*. These are two complete sentences.
2. This is an indirect question, which is a type of statement. A period should be used rather than a question mark.

Common CELPIP Errors

3. Remove the period after the question mark.
4. Correct.
5. There are too many exclamation points. Only one is necessary.
6. This is a reported question, which is a type of statement. A period should be used rather than a question mark.
7. Correct. There is a period after the abbreviation *Dr.* and another period is not needed after the abbreviation *p.m.* at the end of a sentence.
8. There should be a period after *wheelchair* and before *it* (which should be capitalized). These are two complete sentences not joined by a transition or conjunction word.
9. Correct.
10. Correct.

19. Apostrophes

1. I wish I'd lived in the 60's. ('60s)
2. Moses's house is being sold next month. (Moses')
3. Lucy and Fred 50th anniversary is next Friday. (Fred's)
4. Correct
5. Whose coming tomorrow? (Who's)
6. Please put everything back in it's place. (its)
7. Our neighbour father is an astronaut. (neighbour's)
8. Correct (Smiths is plural, not possessive)
9. I wouldnt, shouldnt and wont! (wouldn't, shouldn't and won't)
10. Someones car is parked in your's driveway. (someone's/your)

20. Formatting

Dear Julie,

I can't believe it's been five years since my trip to Europe and our wonderful vacation together in Italy. I had such fun and have never eaten so much good food in my life!

Anyway, how are you? How is the new job? Are you still seeing the guy you met at the classical music concert? The last time we spoke on the phone you told me about an idea you had for a new business. I want to hear all about what's been going on in your life.

I'm writing today because I have some good news. My boss is sending me to London at the end of August for a big IT conference and I was wondering if you could take a few days off and spend some time with me in jolly old England. I was looking online, and flights from Rome are a good deal at that time. That way, we can catch up in person.

I'm looking forward to hearing back from you soon.

Take care,

Sally

Word Choice

21. Prepositions of Time

1. What time ~~at~~ Sunday do you expect to meet her? (on)
2. We usually go home ~~on~~ Christmastime. (at)
3. When ~~on~~ the afternoon do you expect him? (in)
4. See you ~~at~~ next week.
5. Correct
6. Sandra usually does her shopping ~~in~~ Sundays. (on)
7. I believe Michael said he had handed in his paper ~~on~~ last Tuesday.
8. There are always fireworks ~~at~~ Canada Day. (on)
9. Correct
10. I didn't attend classes ~~on~~ that week.

22. Transition Terms

1. The nurse will give you some medication ~~such~~ that you will feel better. (so)
2. In order ~~for~~ meet your deadline, I'll need to work overtime. (to)
3. Because she was always late, ~~so~~ she bought two alarm clocks.
4. Correct.
5. ~~Despite that I never do my homework, I still passed the course.~~ (I still passed the course despite never doing my homework.)
6. Jake needs a new car. He lost his job. He's a salesman and needs a car to work. He needs to get a loan. (Jake needs a new car, but he lost his job. Because he's a salesman and needs a car to work, he needs to get a loan.)
7. Sue walks (so) quickly that it is often difficult to keep up with her.
8. Correct.
9. Roses are red. Surprisingly, so are some carnations.
10. I never liked beer ~~and~~ wine. (or)

23. Homonyms and Malapropisms

1. My brother wears too much ~~colton~~; you can smell him coming from down the street! (cologne)
2. My dog has ~~fleece~~. (fleas)
3. Correct
4. My family and I are busy planning our ~~annut~~ camping trip to Trout Lake. (annual)
5. When the crowd started to cheer, it almost ~~blue~~ the roof off the stadium. (blew)
6. I hope I don't make any spelling ~~airs~~ on the test. (errors)
7. Correct

Common CELPIP Errors

8. I don't think I could ~~endorse~~ a full marathon. (endure)
9. I was completely ~~odd~~ by how beautiful the Lake Louise was. (awed)
10. I have a hard time hearing the difference between "can" and "can't."
~~Contraptions~~ are so difficult! (Contractions)

24. Redundancies

1. My sister just had ~~same~~ identical twins.
2. My apartment is the ~~apartment~~ at the top of the stairs. (one)
3. Correct.
4. Correct.
5. Today we are going to read a story. I think you will like it. It's about a man with a magic hat. (Today, we are going to read a story about a man with a magic hat, which I think you are going to like.)
6. Jack had so much work to do that he only got home at 3 a.m. ~~in the morning~~
7. A friend called me last night. My sister goes to school with this friend. (A friend who my sister goes to school with called me last night.)
8. I chose the second ~~choice~~ because there wasn't much to choose from. (option)
9. There is no doubt ~~but~~ that if you study every day, you will improve.
10. Correct.

25. Register

1. The children in this picture look so cute in their Halloween ~~attire~~. (costumes)
2. I ♥ New York! (love)
3. Correct.
4. That man acted ~~positively~~ ~~badly~~ toward you. (badly)
5. We had ~~heaps~~ of snow this year, so I learned how to ski. (a lot of)
6. Although it is customary to tip in Canada, the % should depend on the quality of the service you receive. (percentage)
7. I like the lead actor in the movie because he is ~~super~~ talented. (very)
8. Hayley and Jacob got ~~hitched~~ in 1999. (married)
9. Correct.
10. While visiting Niagara Falls, I spent a ~~ton~~ of money. (quite a lot)

Speaking

26. Stress and Meaning

1. This week's project is very complex.
2. Vancouver is a city that can entrance newcomers.
3. What is your address? I need to send you a package.
4. My progress at work has been excellent this year.
5. I need to return this; can you refund my money?
6. Do you have a permit for this art show?
7. How much did the cost increase by?
8. I walked through the desert for five days during my trip.
9. Can we go buy a record at the store?
10. I'm sorry, these meetings conflict with a doctor's appointment I made two weeks ago.

27. Intonation

1. Cathy, could you call Edward and ask him what time he's arriving?
2. Do you need any help?
3. Yes/no questions require rising intonation; however, questions that use WH words, such as *where* or *why*, do not.
4. When the speaker's pitch rises at the end of a phrase or clause, listeners think they are being asked a question.
5. What's the topic of your project?
6. When you get to the intersection where Main meets Broadway, you need to turn left, then keep right until you see the exit.
7. Are you my teacher?
8. When you're going to be home late from school, call me and let me know.
9. Some languages use rising pitch constantly during speech.
10. It's supposed to rain for at least the next five days . . .

28. *Me, Myself, and I*

1. My friends and *I* went to the Taiwanese festival yesterday.
2. He gave the money to my siblings and *me*.
3. Correct
4. The instructor asked *me* how to answer the question.
5. They went to the store with *me*.
6. *We* will need to renew our house insurance soon.
7. *Hardeep and I* have decided to go skiing next weekend.
8. Correct
9. I plan on teaching *myself* Spanish soon.
10. *My fiancé and I* are going to travel to Madagascar next spring.

29. Supporting Detail

1. Q: Who are you the closest to in your family?
A: My mother. (undeveloped)
Possible Answer: I am closest to my mother. When I was a child, my father worked very long hours and sometimes had to go out of town to work, so my mother had to do most of the parenting. She was always available to me, and she still is. I talk to her every day, even when I'm on holiday I call her from wherever we are, which drives my husband crazy! But I need to hear her voice, or I feel something is missing.
2. Q: Describe something that frightened you as a child.
A: When I was a child, I was afraid of dogs. (undeveloped)
Possible Answer: As a child I was afraid of dogs. Our neighbours had a big dog they kept chained beside their house. He was supposed to be a guard dog, and he would bark, growl, and lunge at anyone who walked by. I was always so afraid he would get loose and attack me. I even had nightmares about him. This made me afraid of all dogs; even small ones that were friendly would frighten me.
3. Q: In your country, are women and men paid the same?
A: No, women are almost always paid less. (undeveloped)
Possible Answer: It is not usually talked about openly, but women are almost always paid less than men. It doesn't matter what his job is—a factory worker or a doctor—a man doing the same work gets paid more. Women have tried to protest against this, but they have been ignored or called troublemakers by the government. This is why many more women are interested in immigrating to countries like Canada.

Common CELPIP Errors

4. Q: Describe this picture.

A: There is a big tree in the middle. (undeveloped)

Possible Answer: This is a picture of a park filled with many people doing many different activities. In the middle, there is a large tree, under which a family is picnicking. There is a playground to the right with many children having fun on the equipment. Some children are swinging, some are in the sandbox, and some are climbing on the jungle gym. There's a pool to the left of the tree with many adults and children enjoying the water or sunbathing.

5. Q: Where does most of your family live?

A: My family is not very big. (doesn't answer question; undeveloped)

Possible Answer: My husband and I live here in Toronto, but most of our family is back in Iran. Actually, neither my husband's nor my family is very big. I have one brother, and my husband is an only child. Both our parents live in Tehran. It's difficult because they are getting old and will soon need more support. We both wish they were closer to us. At least my parents have my brother with them. My husband's parents are all alone, so he worries terribly about them.

30. Disorganized Content

There are no short activities in the “Over to You” section of this unit. Instead, we have provided a list of ongoing activities that you can do in the weeks leading up to your CELPIP Test to help you with these skills.

Do the following practice exercises while focusing on your organizational skills.

As you practice, speak aloud and keep your talking time to a maximum of forty seconds for #1–7. Try to speak for at least one minute, and preferably two minutes, for #8.

1. Look at a picture in the newspaper and describe what you see.
2. Look at one thing or person in the same picture and describe that in detail.
3. Listen to a conversation and practice explaining what you heard.
4. Listen to one news item and then explain what it was about.
5. Give your opinion about a news item and support it with facts.
6. Give your opinion about a family member or a famous person. Support your opinion with strong facts.
7. Explain why you like one thing or person more than another. Again, support your opinion with strong facts and details.
8. Give your opinion about a current topical issue. When you practice this, you can talk for up to two minutes. Support your opinion with good reasons and logical supporting details.

Review Test

Grammar

1. My friends and I love to go swimming on Thursday nights. (Go, Do, and Play)
2. Running playfully through the rain, the little boy somehow broke his umbrella. (Dangling Modifiers)
3. I have lots of experience as a secretary, but I have never worked as a waitress. (Run-on Sentences)
4. Humans and dogs evolved together and helped each other survive in prehistoric times. (Use of *The*)
5. To do well on the CELPIP Test, you should study this book ~~is a good idea~~. (Dangling Modifier)
6. I prefer to start my workday at 7:00 a.m. because there is less traffic at that time. (Correct)
7. This press release has been reviewed carefully by our editors. (Passive Voice)
8. That food may look real, but it's actually a cheap plastic model! (Adjective Order)
9. There are three things you can do to increase your vocabulary: read the paper, listen to the news, and watch TV. (Parallelism)
10. Both of Javier's children take part in afterschool activities; Maria plays soccer, and Sebastien plays the piano. (Go, Do, and Play)
11. There has been terrible flooding in Alberta this year. (Present Perfect)
12. Two of our teachers went to the concert, and they told me that it was even better than they expected. (Pronoun-Antecedent Agreement)
13. I asked my friend to get me three or four pieces of silver jewellery when she went to Mexico for her vacation. (Noun Countability)
14. There are many people in this picture, and they are all very busy doing a variety of things. OR
 - a. There are many people in this picture; they are all very busy doing a variety of things. OR
 - b. There are many people in this picture. They are all very busy doing a variety of things. (Run-on Sentences)
15. My mother has started playing the violin about fifteen years ago. (Present Perfect)
16. Most of the students in the class find the worksheets too difficult. (Subject-Verb Agreement)
17. The workers were truly amazed when they realized that they would all be receiving an extra week of holiday time. (Correct)
18. I knew that I wanted to marry her the first time I saw her, and two years later we were married! (Use of *The*)
19. I met my husband back in 1981, when I was a student. (Sentence Fragments)
20. My little sister always forgets to ask me before she takes some candy, and then she is surprised when I get mad at her. (Pronoun-Antecedent Agreement)

Common CELPIP Errors

21. Driving to Banff, we saw the Rocky Mountains. (Misplaced Modifier)
22. All the flights at the airport were delayed because of the heavy snowstorm. (Subject-Verb Agreement)
23. Rushing into the classroom halfway through the class, the teacher knew it was too late to start the test. (Misplaced Modifier)
24. Our country is based on the fundamental principles of equality, freedom, and democracy. (Passive Voice)
25. My mother and I enjoy doing a few things together, such as playing music, going for walks, and attending concerts. (Parallelism)
26. It is preferable for all test takers to get a good night's sleep before the test. (Word Form)
27. You would get a better score on the test if you learned everything in this book! (Second Conditional)
28. In order to grow well, this type of plant needs to be placed in a big bright area. (Adjective Order)
29. Despite the flooding, my brother was able to return to his house and retrieve his belongings. (Sentence Fragments)
30. It would be ideal if you could take a holiday before you start your new job. (Second Conditional)

Punctuation

1. Look at the dog chasing its tail. (Apostrophe)
2. I'd like mushrooms, green peppers, and pepperonion my pizza. (Commas)
3. The French always have such wonderful breads. (Capitalization)
4. Excuse me, when does the lost and found office open? (Commas)
5. Do not end your sentence with a preposition. (Sentence Endings)
6. Could you lend me your book? (Correct)
7. "How many P's are there in apostrophe?" (Apostrophe)
8. When in the world is Gina going to get here! (Capitalization)

Word Choice

1. I like bread and butter. (Correct)
2. I can't believe you just said that aloud. (Homonym)
3. On March 16th, could we plan to work on the garden? (Preposition of Time)
4. My nephew is hoping to become a Jewish rabbi. (Redundancy)
5. Tomorrow morning I need to get up earlier but I need to get to work on time. (Transition Terms)
6. I need to take medication because I have an infection in my ear. (Malapropism)
7. The voucher is enclosed in the letter. (Redundancy)
8. I'm planning on taking the CELPIP Test in a few weeks. (Preposition of Time)
9. Do you want to do something tomorrow? (Register)
10. Fruit juice has almost as much sugar as soda. (Correct)



Paragon

TESTING ENTERPRISES