



CELPIP SPEAKING PRO

Lesson 2 – Tasks 5, 6, 7, and 8 Study Package

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TO GET THE MOST OUT OF YOUR PRACTICE SESSION



Do not listen to the sample responses or look at the transcripts until AFTER you have responded to the tasks and recorded your responses.
You can then compare your response to the sample.

How to Use this Package

This package includes key strategies and a sample question for each task to help you review and practice what you learned in Lesson 2. You will also need the following items for your study session:

- Scrap paper and a pen or pencil
- The sample response audio files provided for download at the end of your Pro lesson
- A timer
- A recording device

To prepare for the Speaking Test, follow these steps:

1. Review the Performance Standards chart. Overall, which category are you best at? Which category do you need to work on the most?
2. Go to Task 5 on Page 4. Read the task description and review how much preparation time and recording time you have. Notice that Task 5 has two parts. Next, review the Key Strategies.
3. When you are ready to start your practice for Task 5, set your timer for 60 seconds of preparation time. Use this time to read the question and make your choice. Next, look at Task 5, Part 2 and start your timer for the second 60 seconds of preparation time. Compare your choice with the other option and get ready to explain why your choice is better by noting down key points and useful vocabulary.
4. When your preparation time is up, immediately begin your timer at 60 seconds and start your recording device. Respond to the task as well as you can. Ideally, try to finish just before the timer ends.
5. Listen to your response, then look again at the Performance Standards. What did you do well? What could you improve?
6. Now listen to the sample response. You may also want to look at the accompanying transcript. Compare your own response to the sample. This may help you notice your strengths and weaknesses. Make a list of things you need to work on for next time.
7. Repeats steps 3–7 for Tasks 6, 7, and 8. Be careful to adjust the preparation and recording time for each task.

For additional speaking practice, use the [free sample test](#) on the CELPIP website as well as the free sample test in your CELPIP Account. You can also purchase online CELPIP-General and CELPIP-General LS Practice Tests from the [CELPIP](#) bookstore.

SPEAKING TEST

Performance Standards

CATEGORIES	FACTORS
Content/Coherence	<ul style="list-style-type: none">✓ Number of ideas✓ Quality of ideas✓ Organization of ideas✓ Examples and supporting details
Vocabulary	<ul style="list-style-type: none">✓ Word choice✓ Suitable use of words and phrases✓ Range of words and phrases✓ Precision and accuracy
Listenability	<ul style="list-style-type: none">✓ Rhythm, pronunciation, and intonation✓ Pauses, interjections, and self-correction✓ Grammar and sentence structure✓ Variety of sentence structure
Task Fulfillment	<ul style="list-style-type: none">✓ Relevance✓ Completeness✓ Tone✓ Length

SPEAKING TEST – TASK 5

Sample Task with Key Strategies



SPEAKING TASK 5: Comparing and Persuading

DESCRIPTION: Select an item from two similar choices.

PART 1 – PREP TIME: 60 seconds

PART 2 – PREP TIME: 60 seconds

RECORDING TIME: 90 seconds


KEY STRATEGIES	PART ONE	<ol style="list-style-type: none"> 1. Read and understand the situation. 2. Compare the information provided for the two options. 3. Quickly make your choice.
	PART TWO	<ol style="list-style-type: none"> 1. Decide why your choice is better than the new option. 2. Think of ways to explain why your choice is better. 3. Use specific language to justify your choice.

TASK 5: PART ONE

Speaking Task 5: Comparing and Persuading Preparation: 60 seconds [NEXT](#)


i Your supervisor has asked for your opinion on what type of activities you think your colleagues would like for a company sports day. You found two suitable options. Using the pictures and information below, choose the option that you prefer. In the next section, you will need to persuade another supervisor that your choice is the better choice.

If you do not choose an option, the computer will choose one for you. You do not need to speak for this part.



Hiking

- Join together in a ten-kilometre hike along the coast on a safe easy-walking trail.
- See great ocean views and lots of wildlife.
- Filling picnic lunch will be provided at the halfway point.





Biking

- Bike for 25 kilometres along the old railroad pathway.
- Bring your own bike, or borrow one at the starting gate.
- Saddle pack lunch provided for each biker.

TASK 5: PART TWO

Speaking Task 5: Comparing and PersuadingPreparation: 60 secondsNEXT

1 A different supervisor is suggesting another activity. Persuade them that the activity you chose is more suitable by comparing the two.

Other Supervisor's Choice	Your Choice
	
Beach Volleyball <ul style="list-style-type: none">- Delight in the hot sand and cooling breezes of Somerville Beach by competing in beach volleyball games.- \$20 gift card to Robin's Doughnuts for each person of the winning team.- Bring your own picnic and water.	Biking <ul style="list-style-type: none">- Bike for 25 kilometres along the old railroad pathway.- Bring your own bike, or borrow one at the starting gate.- Saddle pack lunch provided for each biker.

REMEMBER: You will select your choice in Task 5, Part One. Your choice will display on the right side of the screen in Task 5, Part Two. In this example, the test taker has selected Biking in Part One.

SPEAKING TEST – TASK 6

Sample Task with Key Strategies



SPEAKING TASK 6: Dealing with a Difficult Situation

DESCRIPTION: Explain a decision to a friend, family member, or colleague.

PREP TIME: 60 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Speak directly to the person.
2. Be considerate but firm.
3. Speak in a respectful way.
4. Clearly outline the problem.
5. Make your request.
6. Provide effective reasons to support your decision.

Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

1 You are working on a project with your co-workers Ryan and Pam, and your deadline for the project is next week. You will not meet the deadline unless all three of you work overtime for the next week. Pam has a one-year-old baby at home and says she cannot work overtime.

Choose ONE:

EITHER

Talk to Ryan. Explain why the two of you should work more overtime so that Pam can go home at the usual time.

OR

Talk to Pam. Explain why all three of you should share the overtime work and leave work at the same time.



Recording...

SPEAKING TEST – TASK 7

Sample Task with Key Strategies



SPEAKING TASK 7: Expressing Your Opinion

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

PREP TIME: 30 seconds

RECORDING TIME: 90 seconds

KEY STRATEGIES

1. Understand the question; be sure your answer is right on topic.
2. During your prep time, quickly take a position: Decide if you will answer yes or no.
3. Try to think of at least three reasons to support your opinion.
4. For each reason, give examples or details.
5. Present your opinions logically, and use transitions as you move to the next one.

Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

Answer the following question.

Do you think Canada should have more public holidays? Explain your reasons.

Preparation Time

26

SPEAKING TEST – TASK 8

Sample Task with Key Strategies



SPEAKING TASK 8: Describing an Unusual Situation

DESCRIPTION: Describe a picture of an unusual item or situation to someone who can't see the picture.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Start by setting up the role-play scenario ("Hello Jill...").
2. Describe the unique aspects of the image.
3. Focus on the unique things that you think you can describe well.
4. If you can't find accurate and descriptive vocabulary, create phrases using common words to express precise meaning.
5. Remember to end by finishing the phone call.

Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

- i** Your younger brother collects frog toys, and you accidentally broke his favourite one. Call the local toy store, describe the toy, and explain which parts are broken. Ask if it is possible to fix it.



Preparation Time

28

BONUS SKILL

Providing Powerful Descriptions

In Tasks 3 and 8, you need to give descriptions of key aspects of the images provided in the task. Work on developing your ability to give interesting, powerful descriptions of the images. The guidelines below should help you understand the difference between weak and powerful descriptions. The examples given in the last row were reviewed and discussed in class during your study of Task 8.

WEAK DESCRIPTIONS	POWERFUL DESCRIPTIONS
<ul style="list-style-type: none"> Seem more like a list than a description 	<ul style="list-style-type: none"> Start with an overview
<ul style="list-style-type: none"> May not include all key aspects 	<ul style="list-style-type: none"> Include all key aspects
<ul style="list-style-type: none"> Use basic vocabulary; re-use the same adjectives 	<ul style="list-style-type: none"> Use strong words (e.g., gorgeous, rickety, rowboat)
<ul style="list-style-type: none"> Mention things more than once 	<ul style="list-style-type: none"> Describe evocative details
<ul style="list-style-type: none"> May use only simple sentence structure 	<ul style="list-style-type: none"> Use a variety of sentence types
<ul style="list-style-type: none"> May not have both an overview and wrap-up statement 	<ul style="list-style-type: none"> Include a wrap-up sentence that might state the test taker's opinion
<p>EXAMPLE:</p> <p><i>This painting is very pretty. It has many colours. It is outside and there is a boat. I see the sun and I see the boat and the sky is orange. It is a pretty picture. There is a building. And there is another boat and there is the moon. The sky is so pretty and it is so orange!</i></p>	<p>EXAMPLE:</p> <p><i>I'm looking at a gorgeous oil painting. It's a water scene showing two rowboats tied up to a rickety pier, with a third one out in the water. There is some kind of tall thin building in the background on the right—maybe a refinery. The most striking thing about the painting is the sky, which is deep shades of orange and red, and these colours are reflected in the water. Maybe the sun is rising, because there are intense blue and indigo colours in the top right that look like a night sky, while all the orange and red colours in the rest of the picture feel like the sunrise. I think maybe this is a small village, and this is a typical scene before the boats go out fishing for the day.</i></p>

SPEAKING TEST – TASK 5

Sample Response Transcript – Level 12

I would suggest going . . . on a hike and . . . one of the reason that I . . . would love to go on a hike is . . . to get away from the city. We spend a lot of time in the city and . . . spending time commuting to and from, which is very stressful. And I think hiking in the nature would help relieve that stress and . . . help us appreciate the nature, breath good air, clean air. And also the ocean view is amazing which will also, which is also a major stress reliever and . . . lunch will be provided, it will help um all the uh staff um . . . know how much the company appreciates them by providing them ah . . . complimentary lunch. It will also help uh... all the coworkers socialize with each other, rather than just spending time uh playing volleyball and competing with each other.

SPEAKING TEST – TASK 6

Sample Response Transcript – Level 10

Hey Pam, I wanna talk to you about like, ov—over time work. I know it's very hard to have a baby especially it's when you're old. It needs a lot of attention, there is a lot of responsibilities. But you know. [pause] Thre—Three brains are better than two. We could help a little bit. Me and Ryan, but . . . while you're working with us we get motivated by the three of us. Maybe if you can like, work for the hours extra time, and put a lot of effort in it. Maybe we'll be able to finish earlier. And we can manage it all together all around. Then we won't have to stay till the end. But like, losing your effort here, all of it, will be hard for us to finish. I wont be able to to meet the deadline. So I was hoping like you'd rec—reconsider manage your time little bit more, maybe your husband's gonna help you? [pause] But really need you—really need your effort over here. So. And we will try to be helpful as much as we can. I wont—

SPEAKING TEST – TASK 7

Sample Response Transcript – Level 10

I don't think uh Canada should have more public holidays. Um because we have enough holidays and I think we also have . . . uh weekends uh which we also take off to be with families. Uh um I coming from India uhh . . . I, I really think these holidays are good enough, and I think there is uh . . . uh . . . so . . . of course there is so much we have to uh . . . give time to our families and uh you know. Uh . . . Be uh . . . you know . . . that's the prime of responsibility we have. But I think taking off umm more of our days f-as holidays. I don't think that those should be paid as paid holidays because I think now we have about . . . I think currently have about fourteen public holidays uh is my organization gives other than the weekends. The bunch of holidays we have, it's close to about . . . more than like uh . . . ten days in a month that's about one twenty plus another twenty. So I think, quite close to one forty days of holidays is like really good. I don't think there's any need to uh . . . change those uhh number of holidays. Uh . . . People can actually be, and also these, most of these holidays have added to these long weekends and I see that there such a nice culture that people tend to take off on those long weekends so like, like a four days or five days. We can always take a paid uh leave where we can apply for a day off before these long weekends and I see most of them doing it. I think this is a fantastic way of going because I, the work is important, family is important but I think the work is also really really important and there's so much work to, in Canada here.

SPEAKING TEST – TASK 8

Sample Response Transcript – Level 10

Hi. My younger brother bought a toy in your store. I . . . um . . . it's a green frog and I think it's kind of inside of a green box. It has a watch and also has a switch in the back too uh . . . move the toy. Um anyways. I recently [pause] uh . . . broke it. The leg [pause] is out, and also the um . . . [pause] clock went off the box. So, the toy is not uh, working properly. I was wondering if uh . . . it's possible to fix it, or if not, is there anything else you can uh help me with, maybe . . . getting a brand new one, or refund . . . um . . . that would help us a lot, because he really likes this toy, and uh . . . I feel really bad for breaking it. What do you guys think, uh is it possible to maybe get a new one or fix it?