



**SUCCESS**  
**STRATEGIES**  
*for*  
**CELP**  
**PIP**  
**SPEAKING**

*Christien Lee*



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*Thanks to M, K, and H for your amazing support. I couldn't do it without you. I love you all.*

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# SECTION 1

## ABOUT THIS GUIDE

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This short guide is designed to give you advice, ideas, and language that will help you improve your performance in the speaking section of CELPIP®.

### The Secret to CELPIP® Success

Is there really a secret to doing well in CELPIP®? Well, yes and no. There is a “secret”, but it’s one you already know: to achieve success in CELPIP®, you need to practice and work hard.

If you study something or practice something just once, it is unlikely you will get any benefit from it. In fact, you may even get a disadvantage. So, to get the maximum benefit from this short guide, you need to practice (and practice and practice and practice!) the ideas and the suggestions it includes. If you do that, not only will you have the best chance to do well in CELPIP®, but you may find your ability to communicate in other situations improves, too.

To get the best value from this guide, if you think there is a strategy that you can benefit from, you must practice and practice and practice that strategy so you can do it fluently, confidently, and without mistakes.

### About the Author

Christien Lee was born in the UK, but has lived in Canada since 2002. He started teaching in 1992. Since 1997 he has specialized in helping people pass English language tests such as CELPIP, IELTS, TOEFL IBT, TOEIC, PTE Academic, MELAB, as well as Cambridge tests like KET, PET, FCE, CAE, and BEC Preliminary, Vantage, and Higher.

In addition to his work as a language teacher, he has been a teacher-trainer,

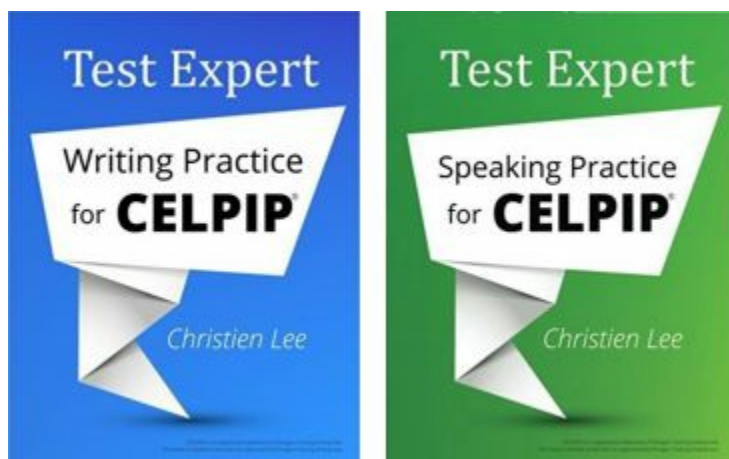
a curriculum developer, a materials writer, a language training consultant, an e-learning developer, a computer programmer, and an author.

He has written the following books:

- A TOEFL iBT textbook published by Oxford University Press
- A MELAB study guide published by Cambridge Michigan Language Assessments
- Two academic skills book based published by Cengage / National Geographic Learning
- A book of practice tests for the BEC Vantage exam published by Innova Press
- An LPI Writing guide published by Paragon Testing Enterprises (the organization that develops and administers CELPIP®)

### Other Resourcesfor CELPIP ®

The same author has also written two detailed books for CELPIP: Test Expert: Writing Practice for CELPIP® and Test Expert: Speaking Practice for CELPIP®.



Both of these books are available online from **amazon** and include step-by-step advice for each section of the test, model responses that you can copy and use in your own answers, many practice and challenge activities, and lists of natural words and phrases for CELPIP®.

The author also has a YouTube channel with many videos about CELPIP®. You can access this video channel by visiting **[www.youtube.com/TestExpertOnline](http://www.youtube.com/TestExpertOnline)**.

# SECTION 2

## GENERAL STRATEGIES

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### Strategy 1 – Practice Regularly

To do well in the speaking section of CELPIP® (or any English test, such as IELTS or CAEL), it is necessary to practice a lot. There are two main reasons for this.

First, some of the speaking tasks you will get in CELPIP® are not similar to the kinds of tasks you do every day. For example, most people do not have to describe a picture every day (like task 3) or compare two things and give detailed reasons why one of them is better than the other (task 5). Even native speakers might find it difficult to answer some of the tasks because they are so unusual.

Second, the test situation is unusual. We often speak to another person during an interview or conversation. But most people rarely speak to a computer while wearing headphones in an exam room filled with other people all doing the same thing. Even native speakers might find it difficult to do well because the situation is so challenging and unfamiliar.

Both of these reasons make CELPIP® stressful. But the stress is greater because CELPIP® is so important to your future and because you have paid a lot of money to take it. In any stressful situation like CELPIP®, doing a lot of practice before the test will help you control your stress and achieve your best possible result.

What kind of practice is best for CELPIP®? In general, try to do the following **as often as you can**:

- Practice using some useful vocabulary and grammar structures for CELPIP®. (There are lists of key words, phrasal verbs, and useful grammar at the back of this guide.) A good idea is to write sentences



using the vocabulary and grammar, and then practice saying those sentences aloud. Try to write 10 to 15 sentences per day.

- Practice saying some sentences that include different language functions. (There is a list of language functions with matching expressions at the back of this guide.) Pick five functions each day and write two sentences for each function using different phrases that match the function. Then practice saying those sentences aloud.
- Pick one of the eight speaking tasks in CELPIP® each day. Find a practice question for this task and record your response to it. Then listen to the recording and make a note of two things to fix. Keep doing this for at least 30 minutes or until you honestly feel there is nothing else you could improve.
- Finally, pick one area of speaking that you would like to improve, such as speaking more fluently, sounding more confident, avoiding repetition of words or ideas, or connecting ideas clearly to one another. Then do one practice response for each of the other seven tasks. As you speak, focus on the speaking area you decided to improve.

One problem that many people have is that they are just too busy to practice often. And when they do have time to practice, they are tired and it is difficult to practice well. Modern life is definitely busy, but in most cases, it is possible to get more speaking practice if you change your ideas about what “practice” means and when you can practice.

For example, if you travel to work each day, perhaps you have time to do some speaking practice while you sitting on the train. You may not want to speak out loud, but you can give responses in your head. Many people read, listen to music, or play a game while going to work, but doing some speaking practice would be possible, too.

Alternatively, if you are watching television in the evening, during the advertisements, you could do a quick speaking practice session. (If there are no advertisements, you could pause the TV every 30 minutes and do a quick practice session.) Or maybe you could practice speaking when you are in the shower, or doing the washing up, or cooking dinner, or walking

to the store, or any other situation in your life when you have a few minutes of time. This kind of practice may not be perfect, but it is much better than doing no practice at all. And if you can do even an extra 15 to 20 minutes each day, that will add up to around two hours of extra practice each week.

## Strategy 2 – Develop a Practice Plan

If you develop and follow a plan for practicing CELPIP® speaking tasks, you are likely to benefit more than if you practice without a plan. There are many possible ways to plan your speaking practice, but in general, they can be divided into three basic plans.

You should read these three plans and decide which one is most likely to benefit you. Then follow that plan and practice speaking as often as you can.

### **Plan 1 – Spend Equal Time on Each Speaking Task**

With this approach, you practice each speaking task the same amount. So, for example, you might spend 15 minutes practicing task 1, another 15 minutes on task 2, another 15 minutes on task 3, and so on. This plan is a good option if you feel that all eight tasks are about the same difficulty. However, if you feel that some speaking tasks are more difficult or easier than others, this may not be the best approach.

### **Plan 2 – Spend More Time on Harder Speaking Tasks**

With this approach, you make a list of which speaking tasks you find easier and which ones you find harder. You then spend more time practicing the harder tasks. For example, if you feel that task 1 is hard but task 2 is easier, you might spend 20 minutes practicing task 1, but just 10 minutes on task 2, and so on.

This plan can work well if you are confident that you can improve your ability to respond to the harder tasks. However, because these tasks are hard, some people find it difficult to make progress. This can feel demotivating.

### **Plan 3 – Spend More Time on Easier Speaking Tasks**

With this approach, you also make a list of which speaking tasks you find easier and which ones you find harder. You then spend more time

practicing the easier tasks. For example, if you feel that task 1 is hard but task 2 is easier, you might spend 10 minutes practicing task 1, but 20 minutes on task 2, and so on.

This last plan might sound crazy, but it may actually be the best approach for many people. The reason is that if you practice something difficult, you will improve, but you may not improve very much because it is difficult. However, if you practice something easier, you should improve quite a lot because it is easy.

For example, imagine that Laura decides to focus on tasks 5, 6, and 8. She spends 20 hours in total practicing these tasks. After all that practice, she raises her score by one point for each task. Because she does not practice the other tasks, she does not raise her score for them. Because her overall score for the speaking section is an average of her scores for each task, a single-point improvement for each of the three challenging tasks gives her an overall increase of just 0.37. In other words, **her overall score would not improve.**

In contrast, Pounesh decides to focus on the easier tasks. She spends 20 hours in total on tasks 1, 2, 4, 5, and 7. After all that practice, she raises her score by two points for these tasks because it is easier to get better at these questions because they are not as hard. However, because she does not practice tasks 5, 6, or 8, she does not improve her scores for these tasks. However, her two-point improvements for each of the five easier tasks give her an overall increase of 1.25. In other words, **her overall score would improve.**

Obviously, the examples of Laura and Pounesh are imaginary, but the point is a real one: if you have a limited time to study CELPIP®, you should think about how to use your time effectively. And it may be that the best way to raise your overall score is to become great at the easier speaking tasks and just OK at the harder tasks, rather than being good or above average at all of the tasks.

## Strategy 3 – Know the Test

Think about your very first day at school or university or work. You were probably very nervous and stressed because everything was new and you did not know what to expect. But by the second day, it was probably easier for you because you had more knowledge about what to do, where to go, and so on. And by the tenth day, it probably felt familiar and comfortable.

Taking a test like CELPIP® is difficult and stressful, just like going to school, attending university, or starting a new job. But like these situations, one way to make CELPIP® easier and less stressful is to know the test well. If you know what to expect, it will seem familiar and you will be more confident. These two things will probably help you get a better score.

There are many ways you can learn about the test:

- Borrow and read books about CELPIP® from the library. (If your library does not already have any CELPIP® books in the system, make a request to add CELPIP® books: you will need to know the titles and authors of the books that you want to request.)
- Watch videos and read articles about CELPIP® online. Paragon Testing Enterprises, the organization that develops CELPIP® provides some useful information. And the author of this guide has uploaded some videos at: **[www.youtube.com/TestExpertOnline](http://www.youtube.com/TestExpertOnline)**.
- Chat with people (in person or online) who have taken the test, and ask them questions about what to expect.
- If you can afford the money and time, take CELPIP® once as a rehearsal. Do not worry about your score, but use it as an opportunity to understand what to expect. Learn what will happen, how it will feel, what you need to do, and so on. After the rehearsal, think about what you could do to make it easier for yourself the next time you take CELPIP®.

Also think about any ways that you could get an advantage the next time you take the test. For example, perhaps you could do speaking practice with the TV on in the background so that when you next take the test you are not disturbed by having to speak in a room where many other people are speaking at the same time.

## Strategy 4 – Read the Prompts Effectively

The speaking prompts are the questions that you must answer. It is very important that you read them effectively because if you make a mistake when reading, you may end up failing one or more questions.

There are three skills you need to develop in order to read the prompts effectively:

- First, you need to recognize which prompts are necessary to read and which prompts are unnecessary. For example, in tasks 3 and 4, the prompts will always be the same: as a result, you do not really need to read the prompts at all because you know that for task 3 you will have to describe the picture to somebody who cannot see it and in task 4 you will have to predict what the people in the picture might do next or what might happen next. So you can save time by not reading these prompts.

Similarly, tasks 5 and 6 have prompts with two parts. You *could* read both parts, but it might be better for you to choose the first picture in task 5 without looking at the second picture, or read only the “EITHER” part of the prompt in task 6 and not look at the “OR” part. Doing this will save you time that you can use to prepare your response.

- Second, for those prompts that you do need to read completely, you need to be able to read the prompts very quickly. The reason is that the time you have to prepare your response to each question (usually 30 seconds or 60 seconds) *includes* time to read the question. So if it takes you 20 seconds to read and understand a prompt, you may have just 10 seconds to prepare your response, which is probably not enough time.
- Finally, for those prompts that you do need to read completely, you

need to read very carefully. The reason is that the prompt might have a specific detail that will change how you answer. If your response does not refer to this detail, your response might fail.

For example, a task 1 prompt might ask you to give advice to a friend about where to go on vacation **with children**. If you gave a great answer about where to go on vacation, but you didn't say anything about children, your response would get a low score because you did not complete the task.

## Strategy 5 – Talk about Familiar Topics

Many people find it hard to think of ideas to talk about when responding to CELPIP® questions. They might spend all of their preparation time thinking about just one or two ideas. Then when they speak, they pause often to think about what to say next because they did not come up with enough ideas. This will have a big effect on their score.

One solution to this common problem is to talk about familiar topics as often as possible. If you do this, because you have talked about these things many times before, you will:

- be able to brainstorm ideas more quickly
- sound more fluent and confident when you speak
- make fewer grammar mistakes and pause less often

There are many possible topics you could talk about, of course, but **MEET THIS** topics are easy for most people to talk about. In addition, they match most CELPIP® questions:

**Money / Employment / Education / Travel**  
**Time / Health / Interactions (with family and friends) / Shopping**

For example, the topic of money could match any of these CELPIP® prompts:

- A task 1 question that asks you to give advice to a friend about how

to get fit – you might recommend exercising in the park, which is free, rather than joining an expensive gym

- A task 2 question that asks you to talk about a wonderful vacation you took in the past – you might describe winning the lottery and staying at a five-star hotel in Hawaii
- A task 3 question that asks you to describe a picture – if the picture shows people in an office situation, you could talk about them working hard to earn their salary
- A task 4 question that asks you to say what might happen next – you could say that one person might go to the store to buy some lunch

And so on. (Notice how some of these ideas match other **MEET THIS** topics. For instance, the idea for task 1 matches health as well as money; the idea for task 2 matches travel; the idea for task 3 also matches employment; and the one for task 4 matches shopping.)

## Strategy 6 – Answer Unspoken Questions

A common issue that can have a big effect on your speaking score is running out of ideas. This can lead to two problems: first, pausing for some time while you think about what to say next; and second, repeating things you have already said. Doing either of these things will reduce your score.

One solution to this problem is to learn to answer unspoken questions when you speak. This will mean you almost always have something new to say, so your responses will have fewer pauses and you will repeat ideas less often. This may help you get a better score.

What are unspoken questions? Look at part of an example response to a task 2 question:

***Talk about an interesting place you visited with a friend. Say where you went and why you liked it.***

- > *When I was a university student, which was **in 2009**, my **roommate** Tomas and I spent three days hiking on Dartmoor. Dartmoor is an*



*amazing wild area in Devon, which is in the southwestern part of England.*

Notice how the speaker gives information that answers questions the listener might have. (Because the listener obviously cannot ask these questions, we can call them “unspoken questions”).)

- The phrase “in 2009” answers the unspoken question “When were you at university?”
- The word “roommate” answers the unspoken question “Who is Tomas?”
- The phrase “wild area in Devon” answers the unspoken question “What is Dartmoor?”
- The phrase “in the southwestern part of England” answers the unspoken question “Where is Dartmoor?”

To become better at answering unspoken questions, you need to think about the person or people listening to you. As you say something, learn to think “Will my listeners know this?” If the answer might be no, you can give information to help them understand. In this way, answering unspoken questions will not only help you avoid repetition and hesitation, it may also help your listeners understand you better ... and that can have a big positive effect on your score.

### Strategy 7 – Avoid Complex Language

Two raters will listen to your speaking responses and judge them according to four criteria:

- Listenability and Comprehensibility
- Lexical Range
- Coherence and Meaning
- Task Fulfillment

The first criterion – Listenability and Comprehensibility – covers your use of grammar. To get a score in the advanced range (roughly 10 to 12 points) for this criterion, your speech needs to include “advanced language structures.” This is the only reference to advanced language in the scoring criteria for CELPIP®.

What this means is that except for one criterion at the highest level, you do not **need** to use advanced language to get a great score in CELPIP®. You *can* use advanced language, of course, and if you can use it naturally and correctly, you will probably get a good score.

The problem is that most people find it difficult to use advanced language naturally and correctly because it is advanced. So when they try to use advanced language, they often make mistakes and confuse the raters. Both of these things are likely to have a big negative impact on their score.

One solution to this problem is to use a wide variety of language, but to keep that language relatively simple instead of using complex language. For example, simple tenses (like past simple or present simple) are usually easier to use than perfect tenses (like past perfect or present perfect). So if you can train yourself to use simple tenses often and perfect tenses less often, you will probably make fewer mistakes, and this is likely to give you a benefit.

Of course, one disadvantage of this approach is that if you make many mistakes when using simpler language, the raters may feel that your language ability is low, and this could affect your overall score.

(Note that it is very important to understand the CELPIP® scoring system. It is not possible to give a detailed explanation in a short guide like this one, but here is a brief overview:

Two raters will listen to and judge your speaking responses. One rater will listen to four of your responses. The other rater will listen to the other four. When a rater listens to one of your responses, he or she will judge it according to four criteria:

- **Coherence and Meaning**, which covers the number and quality of your ideas; the meaning of what you say; and how well your ideas are connected to each other.
- **Lexical Range**, which covers whether you have used words accurately and naturally; whether you have used a range of vocabulary

enough to complete the task; and whether you have used words and phrases that express precise meaning.

- **Listenability and Comprehensibility**, which covers how easy it is to understand your response, whether you have problems with rhythm, pronunciation, or intonation; how fluently you express your ideas; whether your sentences are complex and varied; and how many grammar problems your responses have.
- **Task Fulfillment**, which covers how fully you have completed all parts of the task; whether your response is long enough; and whether your response is too formal, too informal, or just right.

The raters will give each response a score from 1 to 12 for each criterion. The overall score for each response will be an average of these four scores. For example, a response that scores 8 for coherence and meaning, 10 for lexical range, and 7 for both listenability and comprehensibility and task fulfillment would have an overall score of 8. Your final speaking score will be an average of the scores for all eight responses.)

## Strategy 8 – Make Fewer Mistakes

Making grammar mistakes will affect your score. In theory, if you make just a few mistakes, the effect on your score might be small. But in practice, the raters will notice any mistakes immediately, and this can give them a negative impression of your speaking skill. And if you make the kinds of errors that people think are “basic mistakes” – such as forgetting to use the past tense when talking about a past event, or not adding “-s” to the end of a word, or using the wrong preposition – then the negative impression may be very strong. If this happens, your score is likely to be severely affected.

There are two basic solutions to this problem. Both solutions require you to notice the mistakes that you often make. The best way to do this is probably to make a note of your common mistakes for a week or two. You can either notice these mistakes yourself, or ask somebody else – a teacher, a friend, or a co-worker, for example – to help you with this list.

The first approach to making fewer mistakes is to avoid the problem by using different language. For example, if you often make grammar mistakes with the present perfect tense, then train yourself to use the past simple tense instead. Or if you find the *th* sound hard to pronounce correctly, try to use words that do not have this sound. And so on.

Avoiding problems can work for some things, but it is not a perfect solution and may not be possible in many cases. So the second approach to making fewer mistakes is more likely to be helpful. However, for the second approach to help, you may need to work very hard.

The basic idea is to fix your common mistakes each time you make them. The first time you make a mistake that you want to fix, say (or write) the correction twice. This will help your brain recognize which one is the mistake, and which one is correct. If you make the same mistake again, say (or write) the correction four times. The next time you make the same mistake, correct it eight times, then sixteen, thirty-two, sixty-four, and so on.

As you can imagine, doubling the number of times you correct your mistake each time will help you learn the correct way to say something and stop making the error. Because this method can take a lot of time, however, it is not recommended for all mistakes. For an error like saying *visit to* instead of just *visit*, it is a great way to fix the problem. For a mistake with a more complex grammar structure, however, you should learn the structure perfectly before you use this method. Otherwise, you might spend a long time correcting yourself!

## Strategy 9 – Use Natural Language

To do well in CELPIP®, it is important to use a variety of language and to avoid mistakes. Another way to raise your score is to use natural language. This is easy to understand, but the problem is that unless you are a native speaker of English, it is not easy to know what language sounds natural and what language sounds less natural. Here are several ideas you can use to sound more natural in the CELPIP® speaking test:

### Use collocations

Collocations are two words that are often used together. For example, “a major increase” and “a dramatic increase” are both correct English, but native speakers would almost always say “a dramatic increase” (and almost never say “a major increase”) because those words collocate with each other. In other words, “a dramatic increase” sounds very natural.

If you search online for “free collocations dictionary”, you can find several sites that will help you learn and use these natural expressions. To get the biggest benefit for CELPIP®, you could learn collocations to help you talk about the **MEET THIS** topics mentioned earlier.

### Use phrasal verbs and functional expressions

The Useful Language for CELPIP® section at the end of this guide has more information about phrasal verbs and functional expressions, including lists of over 100 natural phrases that you can learn and use in your CELPIP® responses.

## **Use descriptive language**

When native speakers talk (or write), they often use descriptive language to make their ideas seem more real and interesting. For example, instead of saying “I went on vacation to Hawaii”, a native speaker might say something like “I went on an absolutely amazing two-week vacation to beautiful Hawaii.”

Notice how the second way of saying it includes several adjectives (“amazing”, “two-week”, and “beautiful”), and an adverb (“absolutely”). Adding adjectives and adverbs to your ideas is not difficult grammatically, but it can definitely make your English sound more natural and even add some depth of meaning to your words. Both of which may raise your score.

### **Strategy 10 – Enunciate When You Speak**

Many people worry that their pronunciation will have an effect on their CELPIP® score. They think that their accent will make it hard for the raters to understand them, and that this will affect their score.

Unfortunately, this is often true. If you have an accent, it might have a negative effect on your score. And because CELPIP® is a computer-based speaking test, the raters will not see you speaking, so your gestures and body language will not help them understand you. And because the raters will listen to a recording of your responses, and because the recording may not be a perfect-quality recording, the raters may find some parts of your response very hard to understand.

There is one solution that can help you overcome these problems: you need to enunciate clearly when you speak. To enunciate means to speak more clearly (and perhaps more slowly) than usual. If you are speaking on the telephone to somebody who is in a noisy place, you will probably enunciate your words naturally to help him or her understand you. Or if you are speaking to somebody with a hearing problem, again, you are likely to speak more clearly so that he or she can better understand you.

In CELPIP®, you need to enunciate your words to help the raters understand everything you are saying. You will still have an accent and the

recording will still not be perfect quality, but the raters will understand you better. As a result, these negative things are less likely to have a negative effect on your score.

There are several things you can do in order to enunciate well:

- Pronounce the beginnings and ends of every word clearly
- Pause very slightly before you say each word
- Speak slightly more slowly than usual

(You can search online for “how to enunciate better” for more ideas and strategies.)

Enunciating is likely to help you do better in CELPIP®, but of course if you speak more slowly, you may not finish your responses, which could affect your score. However, if you practice enunciating a lot, you will find that you can do it without having to slow down.

### Strategy 11 – Act and Sound Confident

If you meet somebody who looks and sounds confident, you are likely to think that person *is* confident. And studies show that people generally have a positive impression of people who are confident.

This can help you in CELPIP®: if you sound confident, the raters might have a more positive feeling about your English ability than if you sound hesitant, uncertain, or worried. And if they have a positive impression of you, this might have a positive effect on your score.

Many of the strategies that you have already seen in this guide are designed, at least in part, to help you develop confidence. These include:

- Developing a practice plan and practicing often
- Knowing the test very well and reading the prompts effectively
- Talking about familiar topics as often as you can
- Avoiding complex language and making fewer mistakes
- Using natural language and enunciating when you speak

There are several other things you can do to sound more confident when

your respond to speaking questions in the CELPIP® test:

- Talk positively to yourself about CELPIP® all the time; never say (or think) “the test is hard” or “I might not get the score.” Always say (and think) “I can do it.”
- Before your test begins, imagine yourself opening the score report and seeing the result you need; how will you feel when you see this score?
- Before the speaking test, try doing a “power pose” or some “power breathing” so that you feel and sound more confident. (You can search for more information about these ideas online.
- As you are speaking, smile. The rater will “hear” the smile in your voice, and this may make him or her feel more positive about your responses. It will also make you feel better, which may make you sound more confident.

Remember one important point: you may not **really** feel confident, but the raters will not be able to tell the difference between *sounding* confident and *being* confident. As long as you *sound* confident, you have a possible advantage.



## Strategy 12 – Help the Raters

As you can see, the raters are really important: it is their opinions that will affect your score. If you help them to understand what you are saying, they will give you a better score. If you make it hard for them to understand your ideas, they will give you a lower score.

How can you help the raters? The answer depends on what your strengths and weaknesses as a speaker are, but many all of the strategies you have already seen in this guide are designed, in part, to help you help the raters, including:

- Talking about familiar topics as often as you can
- Answering unspoken questions the raters might have
- Avoiding complex language and making fewer mistakes
- Using natural language and enunciating when you speak
- Acting and sounding confident

There are two other things you can do to help the raters:

### **Be Direct, Not Indirect**

If your friend says “I didn’t eat breakfast today”, you can imagine that he is hungry, but he is telling you indirectly, not directly. In normal life, communicating in this kind of indirect way is very common, but in CELPIP® it is not a good idea. One reason is that the raters may not understand your indirect point. If that happens, your words will make no sense, and this is likely to affect your score. Another reason is that the raters are trained to judge *what you say*, not *what you mean*. So unless you say something directly, you may not get the benefit.

### **Illustrate and Explain**

The raters do not know anything about you. So if you say something like “in my country” they will not know which country you mean. This could cause confusion. Instead, you need to give examples, to give names, to give details, to give explanations. These things will help the raters follow

and understand what you are saying.

If you develop your ability to do all of these things well, you will make it easier for the speakers to understand your ideas and give you a good score.

# SECTION 3

## SPECIFIC STRATEGIES

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### Task 1 – Extra Practice

Task 1 prompts are slightly similar to the questions that students get in Speaking Task 1 in TOEFL iBT. As a result, to get extra practice for CELPIP® task 1, you could borrow a TOEFL book from the library and practice those questions.

You can also get additional practice for CELPIP® task 1 by making small changes to task 1 questions that you already have. For example, if a question asks you to “give advice to a friend about becoming fitter”, you could change it to “give advice to a family member about losing weight” or “give advice to a co-worker about getting healthier.”

### Task 1 – Success Strategies

In addition to doing extra practice for task 1, the following specific strategies may help you improve your score for this task:

#### **Make Sure You Understand the Task**

Many CELPIP® speaking tasks have a fixed format and always ask you to do the same thing. This is **not** true for task 1, which has three different formats. You may be asked to:

- Give advice to somebody about whether to do either one thing or another thing
- Give advice to somebody about how to do something or deal with a situation
- Discuss both the advantages and disadvantages of doing something

To understand which task you have to do, you must read the question

carefully. If you fail to do this and give a response that does not address the question, your score will be lower.

### **Look for Specific Details in the Prompt**

Sometimes task 1 questions will include small but very important specific details. For example, a question might ask you to give advice to a **newcomer to Canada** about dealing with the **winter** weather in Canada. If your response gives advice that is not relevant for a newcomer, or not related to winter, your score will be affected. So it is very important that you read the question carefully and be sure your response mentions any specific details.

### **Use the What-Why-What Pattern in Your Response**

Most task 1 questions ask you to give advice to somebody about something. If you have this type of questions, following the *what-why-what* pattern will help you give a response that is well-organized, logical, and easy to understand:

- First say **what** your advice is
- Second, say **why** this is your advice by giving a reason and supporting details
- Finally, say **what** might happen if the other person takes your advice; depending on the situation, this could be a positive thing or a negative one. (If you cannot think of what might happen as a result of following your advice, you could also say *where* the person could follow your advice, *who* could help the person follow your advice, *how much* it would cost the person to follow your advice, and so on.)

## Task 2 – Extra Practice

Task 2 prompts are often similar to the questions that students get in Speaking Task 2 in IELTS. They may also be similar to some questions in Speaking Task 1 in TOEFL iBT. As a result, to get extra practice for CELPIP® task 2, you could borrow an IELTS or TOEFL book from the library and practice those questions.

You can also get additional practice for CELPIP® task 2 by making small changes to task 2 questions that you already have. For example, if a question asks you to “talk about an important event in your life”, you could change it to “an important person in your life” or “an important event from your childhood.”

## Task 2 – Success Strategies

In addition to doing extra practice for task 2, the following specific strategies may help you improve your score for this task:

### **Look for Specific Details in the Prompt**

Sometimes task 2 prompts will include small but important details. For example, a question might ask you to talk about something that happened to you ***when you were a child*** or ***with another person***. If your response talks about something that happened to you when you were at university or something you did alone, your answer will not be relevant to the topic, and your score will be affected. As a result, it is essential that you read the question carefully and be sure your response addresses specific details.

### **Add Details by Answering Questions**

When you give your response, it is a good idea to give plenty of supporting details. One way to do this is by answering *wh*- questions that are relevant to the situation. For instance, imagine that the prompt asks you to discuss something that happened to you when you were a child. In your response, you might say what happened, when it happened, where it happened, who was with you when it happened, how long it lasted, how

much you enjoyed it, whether you would like to do it again, and so on. Answering all of these questions will help you give plenty of believable and interesting details without repeating any ideas.

### Task 3 – Extra Practice

Task 3 prompts are not particularly similar to questions in any other speaking test. However, you can get extra practice for CELPIP® task 3 by describing photographs. In CELPIP® you will see illustrations not photographs, so it is not exactly the same, but as long as you find a photograph that shows a variety of people doing things, describing a photo will give you excellent practice for CELPIP®.

In addition to doing extra practice for task 3, the following specific strategies may help you improve your score for this task:

### Task 3 – Success Strategies

In addition to doing extra practice for task 3, the following specific strategies may help you improve your score for this task:

#### **Save Time by Not Reading the Prompt**

The words of the prompt might change slightly, but generally, task 3 questions all say the same thing: “Describe some things that are happening in the picture as well as you can. The person you are talking to cannot see the picture.” As a result, there is no need to use any of the preparation time to read the prompt. A better way to use your preparation time is to decide how you will organize your answer and what you will say about the picture.

#### **Follow a Clear Organization**

One common mistake that people make when responding to task 3 questions is to give a disorganized answer. They might begin by talking about something in one part of the picture, then jump to something in a different part, then back to the first part again, then to another part, and so on. This kind of answer can be confusing and may affect the score.

A better approach is to follow a clear organization and describe the picture using that organization. For example, you could describe the picture from the top to the bottom, or from left to right, or even from the background to the foreground. You could even combine these ideas and describe the picture from top to bottom *and* left to right.

### **Do Not Describe Everything You See**

Notice that the prompt says “Describe *some* things that are happening in the picture”, ***not*** “Describe *everything* that is happening...” If you try to describe everything that is happening in the picture, you will not have enough time to finish your response, and this will affect your score.

In addition, you need to find a balance between giving too much detail and too little detail about who and what you see. If you give too little detail, you will not fully complete the task, but if you give too much detail, you will not be able to finish your response. Give enough detail to make it clear who or what you are talking about without taking too much time:

- Too little detail – “A man is riding a bicycle along a path.”
- Too much detail – “An elderly man with white hair and a red jacket is riding a bicycle with large wheels and a front basket along a path that is crowded with other people.”
- Enough detail – “An elderly man in a red jacket is riding a bicycle along a crowded path.”

## Task 4 – Extra Practice

As with task 3, task 4 prompts are not really similar to questions in any other speaking test. However, you can get extra practice with CELPIP® task 4 questions by finding photographs that show a variety of people doing things and then predicting what might happen next.

In addition to doing extra practice for task 4, the following specific strategies may help you improve your score for this task:

### Task 4 – Success Strategies

In addition to doing extra practice for task 4, the following specific strategies may help you improve your score for this task:

#### **Save Time by Not Reading the Prompt**

As with task 3, the words of task 4 prompts may change slightly, but generally they always say the same thing: “What do you think will happen next in this picture?” As a result, there is no need to use the preparation time to read the prompt. Instead, use the time to decide what predictions you will make and how likely they are to happen.

#### **Follow a Clear Organization**

As with task 3, it is important to organize your answer. The best approach for task 4 is to repeat the organization you followed for task 3. So, for example, if you described the picture from top to bottom in task 3, you should use the same organization for task 4.

#### **Say How Likely Something Is to Happen**

When you make predictions about what will happen next, use a variety of expressions:

- For things that seem very likely, say either ... *is very likely* or ... *will probably happen*



- For things that seem possible, say either ... *could happen* or ... *may* ...
- For things that seem unlikely, say either ... *it's unlikely that* ... or ... *probably won't* ...

## **Make Some Connected Predictions**

Most students will just give a list of predictions about what will happen: *X may happen. And Y might happen. And Z could also take place.* It is not wrong to do this, but it does not show a high level ability to speak English.

A better idea is to give one or two connected predictions. For example, you could say that *X may happen, and if it does, it might cause Y and Z to happen as well.* Connected predictions not only sound believable, but include a wide variety of language, too.

## **Give Reasons for Some of Your Predictions**

As noted above, most students will just give a list of predictions: *X may happen. And Y might happen. And Z could also take place.* It is not wrong to do this, but it does not show a high level ability to speak English. A better idea is to give reasons for some of your predictions:

- These could be reasons based on what you see in the picture: *I think the woman is likely to fall over because there is a big stone in front of her and it doesn't look like she has seen it.*
- These could also be reasons based on your own experience: *I think the dog is likely to bark at the man on the bicycle. When I ride my bicycle close to dogs, they often bark at me.*

## Task 5 – Extra Practice

Task 5 prompts are not similar to questions in any other speaking test. However, there are two ways you can easily get extra practice for CELPIP® task 5. First, you can change the details in questions that you already have. For example, imagine you have a question that shows a house and gives you the price of the house, how many rooms it has, how close it is to the nearest subway station, and so on. You could respond to the question and then change all those details and respond again.

The second way you can get extra practice using questions you already have is to follow this procedure, which lets you use one question six times:

- First, respond by choosing the first option and comparing it with the third option
- Second, respond by choosing the first option and comparing it with the second option
- Third, respond by choosing the second option and comparing it with the third option
- Fourth, respond by choosing the second option and comparing it with the first option
- Fifth, respond by choosing the third option and comparing it with the first option
- Sixth, respond by choosing the third option and comparing it with the second option

## Task 5 – Success Strategies

In addition to doing extra practice for task 5, the following specific strategies may help you improve your score for this task:

### **Save Time by Not Reviewing Both Options**

The option you choose to talk about in task 5 does not matter: the rater will not give you a better score if you choose the first option or the second option; and neither option is likely to be more difficult to talk about than

the other one. So, in order to have more time to prepare your response, choose either the first or second option without studying the details of your option and without looking at the other option.

Remember that you **must** click on the option you choose during the initial preparation time. If you forget to click on the option, the computer will choose one of the two options for you, and the computer may choose the option that you are not ready to talk about.

### **Give Believable Details to Support Your Choice**

When you give your response and talk about why you chose the first option (or the second option), give supporting details to your choice.

- These could be details based on what you see on the screen: *I think my option is the better one because it costs just \$500, but your option costs almost \$1,000.*
- These could be details that you make up: *I think my option is the better one because it costs much less than your option and we need to save money because you just lost your job.*

(If you make up details to support your choice, it is a good idea to make up details that are related to the **MEET THIS** categories: money, employment, education, travel, time, health, interactions with other people, and shopping. These topics are not only easy to talk about, but they are likely to match every option you see in a task 5 question.)

### **Express Some of Your Points as Questions**

To sound more persuasive and to use a wider variety of language, express one or two of your points as questions. For example, you could say something like:

*Don't you think my option is the better one because it costs much less than your option? And we need to save money because you just lost your job, don't we?*

or

*Why do I prefer the first option? Well, for one thing it costs much less than*

*your option, and we need to save money because you just lost your job.*

## Task 6 – Extra Practice

Task 6 prompts are not similar to questions in any other speaking test. However, there are two ways you can easily get extra practice for CELPIP® task 6. First, you can change the details in questions that you already have. For example, if the question says your friend wants your help on the same day that you have promised to work overtime, you could change those details so that it is your boss needs your help on the same day you have promised to visit your parents. (If you need help thinking up alternative ideas, you could read some “agony aunt” articles in newspapers or online. Those articles often deal with the kinds of problems that are common in CELPIP®.)

In addition, you can get extra practice using questions you already have by first talking about the “EITHER” option in the prompt and then responding to the “OR” option.

## Task 6 – Success Strategies

In addition to doing extra practice for task 6, the following specific strategies may help you improve your score for this task:

### **Save Time by Not Reading Both Options**

In task 6, you will be given a choice of talking “EITHER” to one person “OR” another person. It does not matter who you choose: the rater will not give you a better score if you choose the first person or the second one; and neither option is likely to be more difficult than the other. So, in order to have more time to prepare your response, choose to speak to one person without studying the details of your option and without looking at the other option.

Task 6 is one of the most challenging CELPIP® speaking tasks, so having even a few more seconds to prepare your answer might give you an advantage.

### **Give Believable Details to Support Your Opinion**

When you give your response, you need to express your opinion about the situation, say why it is your opinion, and give details that support your choice. The more details you give, the better your answer is likely to be.

In most cases, the prompt will not give you much information, so you will need to make up details that are relevant and that support your position. As with task 5, it is a good idea to make up details that are related to **MEET THIS** categories: money, employment, education, travel, time, health, interactions with other people, and shopping. These topics are not only easy to talk about, but they are likely to match every option you see in a task 6 question.

Here are some details you might make up based on some of the **MEET THIS** categories:

- *I'm worried about lending you my car because if you had an accident, I wouldn't be able to get to work each day.* (employment)
- *I can't lend you my car I'm afraid because I have to drive to Ottawa to see my friend.* (travel / interactions)
- *Sorry, but I need my car tomorrow to get to the hospital.* (health)

### **Express Some of Your Points as Questions**

As with task 5, expressing one or two of your points as questions can help you sound more persuasive and use a good variety of language. For example, you could say something like:

*I'm worried about lending you my car because you might have an accident. If that happened, I wouldn't be able to get to work each day, would I?*

or

*Do you remember that I told you I have to drive to Ottawa to see my friend? That's why I can't lend you my car, I'm afraid.*

### **Show that You Understand the Other Person's Viewpoint**

In task 6, you often have to say something that would be bad or

disappointing news if you had to say this in real life. To make your response sound natural and believable, make sure you show that you understand the other person's feelings. For example, you could say:

*I'm really sorry to say this because I know you were counting on me, but ...*

or

*This probably isn't what you want to hear, and I apologize, but ...*

## Task 7 – Extra Practice

Task 7 prompts are very similar to the questions that students get in Speaking Task 2 in TOEFL iBT. They are also similar to the questions in Writing Task 2 in both TOEFL and IELTS. As a result, to get extra practice for CELPIP® task 7, you could borrow an IELTS or TOEFL book from the library and practice those questions.

You can also get additional practice for CELPIP® task 7 by making small changes to task 7 questions that you already have. For example, if a question asks you to discuss whether people should “retire at the age of 60”, you could change it to “retire at the age of 70” or “retire after their children leave home” or some similar change.

## Task 7 – Success Strategies

In addition to doing extra practice for task 7, the following specific strategies may help you improve your score for this task:

### **Look for Specific Details in the Prompt**

Sometimes task 7 questions will include small but important specific details. For example, a question might ask you to give your opinion about a topic that relates to ***life in Canada*** or ***students***. If you talk about ideas without specifically referring to Canada, or if you make points that are not directly related to students' lives, your score will be affected. So it is vital that you read the question carefully and be sure your response addresses specific points.

## Add Details by Answering Questions

When you give your response, it is a good idea to give plenty of supporting details. One way to do this is by answering *wh*- questions that are relevant to the situation. For instance, imagine that the prompt asks you to say whether you think university education should be free. In your response, you might express your opinion, say why it is your opinion, say what the benefits would be and who would receive those benefits, say how much it might cost and who would pay, and so on. Answering all of these questions will help you give plenty of support for your opinion without repeating any ideas.

## Refer to Made-Up Sources

Another way to give support for your views is to refer to something you read, something you watched, or something you heard. This can make your opinion seem more believable. It also allows you to include a nice variety of natural language.

Here are some examples of sources you could mention:

- *I read an interesting newspaper article about this question a few weeks ago. I didn't agree with all of the points in the article, but overall the writer convinced me that university should not be free.*
- *I watched a documentary about this subject quite recently. According to that film, in countries where university education is free, the quality of life is generally very high. I think we might see the same benefit in Canada if university education were free, so that's why I ...*
- *I heard a discussion on the radio last week about whether education should be free. One of the speakers argued that ... I think her opinion was correct, and that's why I ...*



## Task 8 – Extra Practice

Task 8 prompts are not similar to questions in any other speaking test. However, you can find new pictures to practice talking about relatively easily. For example, you could search the Internet for an “unusual piano” or “strange car” or “weird fish.” You would probably find some photographs (or illustrations) of these things that you could describe.

## Task 8 – Success Strategies

In addition to doing extra practice for task 8, the following specific strategies may help you improve your score for this task:

### **Look for Specific Details in the Prompt**

Often task 8 questions will include small but important specific details. For example, a question might tell you to call your husband or wife to ask their opinion, or say that you have to describe a specific item rather than a general one. If you give a response without mentioning your spouse, or if you talk in general terms rather than specific ones, your score will be affected. So it is vital that you read the question carefully and be sure your response addresses specific points.

### **Use Unspecific Language**

The main challenge of task 8 questions is that you will have to describe something that you have probably not seen before and do not have the vocabulary to talk about directly. Learn to use non-specific language to talk about things that you don’t know the exact word for.

Here are some examples:

- *It looks a little bit like ... / It’s similar to ... / It reminds me of ...*
- *There’s something long/straight/short at the top/bottom/side ...*
- *It’s kind of ... / It’s sort of ...*
- *It looks like a mixture of ... and ... / it’s like both ... and ...*

## **Take the Task Seriously**

Some task 8 questions show you a rather unusual silly illustration. It may be something that looks silly or funny, and as a result, you may feel that the question itself is not serious. This is not true, of course. Task 8 is worth 12.5 percent of your total speaking score so it is important that you take it seriously and do the best job you can. If you must laugh about the question, do it after the test!

# SECTION 4

## USEFUL LANGUAGE

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This section of the guide introduces useful vocabulary and grammar for CELPIP®. In a short guide like this one, it is not practical or possible to include detailed definitions or give long explanations and examples. If you think the language is useful, you should study it using a dictionary or grammar book, and then use it in speaking and writing as much as you can.

## Key Vocabulary

Some studies suggest that English has over one million words. This is more than any other language, and definitely more than anyone could learn or use accurately. Other studies suggest that educated native speakers of English use up to 80,000 words when they speak and write. This is a smaller number than one million, of course, but it is too many words for most non-native speakers to learn and use correctly.

Luckily, to do well in CELPIP®, you do not need to learn or use so many words. If you focus on learning and using key vocabulary, you can sound like an educated, high-level speaker. Key words for CELPIP® need to have six characteristics.

They should be:

- relatively easy to use, so there is little danger you will make a mistake;
- relatively high level, so you will sound like an advanced speaker when you use them;
- relatively common in speaking and writing, so you will sound natural when you use them;
- neither too formal nor informal, so you do not sound unnatural or casual;
- useful for the kinds of tasks you will see in speaking and writing;
- useful for the kinds of passages and conversations you will get in reading and listening.

Here are 120 key words that have been carefully selected to be useful in the CELPIP® Test because they meet all or most of the six characteristics. (This list has been adapted from information provided by the *English Vocabulary Profile* website, which is a useful resource for both grammar and vocabulary, and the *academic word list*, which is a list of the most common high-level words in English.)

If you want to use these words in CELPIP®, you should carefully study what they mean and how they are used. (Some of the words will have more than one meaning or different ways of being used.) You should also study other forms of the word. For example, some words have a noun form, an adjective form, a verb form, and even an adverb form that may

have slightly different endings or spellings.

After you have studied the words in detail, practice saying and writing them often until you are confident that you can use them naturally, fluently, and accurately in all situations.

adequate	(adjective)
administration	(noun)
alter	(verb)
analysis	(noun)
apparent	(adjective)
appropriate	(adjective)
aspects	(noun)
assign	(verb)
assume	(verb)
aware	(adjective)
capable	(adjective)
circumstances	(noun)
collapse	(noun / verb)
community	(noun)
component	(noun)
concentration	(noun)
conduct	(noun / verb)
consent	(noun / verb)
consequences	(noun)
constant	(adjective)
consumer	(noun)
context	(noun)
contrast	(noun / verb)
controversy	(noun)
convert	(verb)
corporate	(adjective)
crucial	(adjective)
decline	(noun / verb)
demonstrate	(verb)
device	(noun)
disposal	(noun)

distribution	(noun)
domestic	(adjective)
dramatic	(adjective)
dynamic	(adjective)
edition	(noun)
eliminate	(verb)
emphasis	(noun)
encounter	(verb)
ensure	(verb)
establish	(verb)
evaluation	(noun)
evidence	(noun)
exclude	(verb)
expansion	(noun)
exposure	(noun)
facilitate	(verb)
features	(noun)
focus	(noun / verb)
foundation	(noun)
function	(noun)
furthermore	(adverb)
global	(adjective)
guidelines	(noun)
identical	(adjective)
ignore	(verb)
image	(noun)
implications	(noun)
inevitably	(adverb)
injury	(noun)
input	(noun / verb)
inspection	(noun)
internal	(adjective)
investment	(noun)
layer	(noun / verb)
liberal	(adjective)
maintenance	(noun)
manual	(adjective)
mechanism	(noun)

mental	(adjective)
minimal	(adjective)
modify	(verb)
motivation	(noun)
network	(noun / verb)
nevertheless	(adverb)
objective	(adjective / noun)
odd	(adjective)
overall	(adjective / adverb)
perspective	(noun)
phase	(noun)
physical	(adjective)
portion	(noun)
potential	(adjective / noun)
preliminary	(adjective)
principle	(noun)
priority	(noun)
process	(noun / verb)
prospect	(noun)
purchase	(noun / verb)
random	(adjective)
reaction	(noun)
regulations	(noun)
reject	(noun / verb)
relevant	(adjective)
resident	(noun)
response	(noun)
restrict	(verb)
revenue	(noun)
revolution	(noun)
scheme	(noun)
sector	(noun)
shift	(noun / verb)
solely	(adverb)
source	(noun)
stability	(noun)
straightforward	(adjective)
structure	(noun / verb)

subsequent	(adjective)
sufficient	(adjective)
survey	(noun / verb)
sustainable	(adjective)
task	(noun / verb)
theory	(noun)
transformation	(noun)
undertake	(verb)
variables	(noun)
virtually	(adverb)
vision	(noun)
voluntary	(adjective)
whereas	(conjunction)



## Phrasal Verbs

Phrasal verbs are special verbs that have two or three parts. One part is a verb. The other parts are usually a preposition, an adverb, or both a preposition and an adverb. (In some grammar books, the preposition or adverb is called a *particle*.)

Phrasal verbs are very common in English, and many native speakers use them often in both speaking and writing. If you use phrasal verbs more often when you speak and write, your language will sound more idiomatic and colloquial, which could raise your score.

There are two kinds of phrasal verbs in English. One kind is called *separable* because other words can be put between the verb and the particle(s). For example, both these sentences are correct:

Music can **calm down** crying babies.

Music can **calm** crying babies **down**.

The other kind of phrasal verb is called *inseparable* because the verb and particle(s) cannot be separated. For example, only the first of these sentences is correct:

I fully **agree with** this idea.

I fully **agree** this idea **with**. (WRONG)

The bad news is that it can be difficult to remember which phrasal verbs are separable and which are inseparable. However, the good news is that you can avoid having to remember this if you never separate the verb from its particle(s). By doing this, you will never have to worry about making a mistake when using a phrasal verb.

Here are 60 phrasal verbs that have been carefully selected to be useful in the CELPIP® Test for both speaking and writing. (This list has been adapted from information provided by the *English Vocabulary Profile* website, a useful resource for both vocabulary and grammar.)

If you want to use these phrasal verbs, you should carefully study what they mean and how they are used. Some of them will have two or more

meanings and several different ways of being used. After you have studied them, practice saying and writing them regularly until you are confident that you can use them naturally, fluently, and accurately in all situations.

to agree with somebody / something (about something)

to believe in (doing) something

to bump into somebody

to call off something (e.g., an event)

to calm down somebody

to catch on

to check out something

to cheer up somebody

to close down something

to come across

to come out

to come up

to count on somebody / something

to date from something

to depend on somebody / something

to dispose of something

to draw on something

to fall apart

to fit in with something / somebody

to follow up something

to get away (from somewhere)

to get back to somebody (about something)

to get in/into (somewhere)

to get on with something / somebody

to get over something

to give away something

to give up

to go for something

to go over something

to help out somebody

to keep up (with somebody / something)

to lead to something

to live on something

to log on/in

to look forward to something/doing something  
to make something into something  
to miss out (on something)  
to pick up something (for somebody)  
to put something forward  
to put up something  
to read out something  
to refer to somebody / something  
to rely on somebody / something  
to run out (of something)  
to see to something / somebody  
to set up something  
to settle down (with somebody)  
to sort out something  
to stand for something  
to start out  
to stem from something  
to store up something  
to take away something  
to take up something  
to talk somebody into (doing) something  
to think through something  
to turn down somebody / something  
to use up something  
to work (hard) at something  
to work out (something)

# Language Functions

When speaking or writing, it is common to have a specific goal for the communication in mind. For example, a person may want to give an opinion about something, compare one thing with another thing, or agree with an idea. These goals – giving an opinion, comparing two things, or expressing agreement – can be called functions.

For most language functions, there are many phrases that speakers or writers can use to express that idea. For example, to give an opinion, a speaker might say “in my opinion, ...” or “from my point of view, ...” or “I think that ...” and so on.

Thinking about language functions and using appropriate expressions should help you organize your ideas well and communicate clearly and naturally. By using natural and common expressions for each function, you will help the raters recognize not only *what* you are saying, but also *why* you are saying it. This might raise your score.

Here are 25 language functions that have been carefully selected as likely to be useful in the CELPIP® speaking test. For each function, two natural expressions are given. There are other expressions you could use for each function, of course, but for CELPIP®, it is often better to use fewer expressions and make no mistakes than to use more expressions but make errors.

If you want to use these functions and expressions, you should carefully study how they are used. You can do this by searching the Internet for examples of how native speakers have used these expressions in speaking or writing. After you have studied them, practice them until you are confident that you can use them naturally, fluently, and accurately in all situations.

<b>Function:</b>	<b>Adding supporting details or examples</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 2, 5, 6, 7 and 8
<b>Expressions:</b>	<i>For example, ... / For instance, ...</i>

**Function:** Agreeing or disagreeing with an opinion  
**Most useful for:** CELPIP® speaking tasks 5 and 7  
**Expressions:** *I (dis)agree that ... / I am (not) sure it is true that ...*

**Function:** Describing a cause of something  
**Most useful for:** CELPIP® speaking tasks 2, 4, 6, and 7  
**Expressions:** *One cause of this is ... / ... was caused by ...*

**Function:** Describing a person or thing  
**Most useful for:** CELPIP® speaking tasks 3, 4, and 8  
**Expressions:** *the ... is wearing a ... / ... has ... on its top/bottom/left/right ...*

**Function:** Describing a sequence of events  
**Most useful for:** CELPIP® speaking tasks 1, 2, and 4  
**Expressions:** *First, ... Second, ... and Finally, ... / First of all, ... Then ... until ...*

**Function:** Describing an effect of something  
**Most useful for:** CELPIP® speaking tasks 1, 2, 4, and 7  
**Expressions:** *This led to ... / ... resulted in ...*

**Function:** Expressing a comparison or contrast  
**Most useful for:** CELPIP® speaking tasks 1, 5, 6, and 7  
**Expressions:** *In contrast, ... / In comparison with ... , ...*

**Function:** Expressing a hypothetical idea  
**Most useful for:** CELPIP® speaking tasks 1, 4, 5, 6, 7 and 8  
**Expressions:** *... if ... / ... unless ...*

**Function:** Expressing a preference for something  
**Most useful for:** CELPIP® speaking tasks 5, 6, 7 and 8  
**Expressions:** *My choice would be ... / I prefer ... to ...*

**Function:** Expressing an opinion  
**Most useful for:** CELPIP® speaking tasks 1, 5, 6, 7, and 8

<b>Expressions:</b>	<i>In my opinion, ... / From my point of view, ...</i>
<b>Function:</b>	<b>Expressing how something made/makes you feel</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 2, 6, and 7
<b>Expressions:</b>	<i>This made me feel ... / ... I feel ... about this</i>
<b>Function:</b>	<b>Giving a reason for something</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 4, 5, 6, and 7
<b>Expressions:</b>	<i>The main reason is that ... / This is because ...</i>
<b>Function:</b>	<b>Giving advice or a recommendation</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 5, and 6
<b>Expressions:</b>	<i>If I were you, I would ... / I think that you should ...</i>
<b>Function:</b>	<b>Introducing a second point or idea</b>
<b>Most useful for:</b>	all CELPIP® speaking tasks
<b>Expressions:</b>	<i>In addition, ... / Moreover, ...</i>
<b>Function:</b>	<b>Introducing an alternative or contrasting idea</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 4, and 5
<b>Expressions:</b>	<i>Alternatively, ... / On the other hand, ...</i>
<b>Function:</b>	<b>Making a prediction</b>
<b>Most useful for:</b>	CELPIP® speaking task 4
<b>Expressions:</b>	<i>... might lead to ... / ... is likely to happen</i>
<b>Function:</b>	<b>Making a suggestion</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 5, and 6
<b>Expressions:</b>	<i>Why don't you ... ? / Have you considered ... ?</i>
<b>Function:</b>	<b>Mentioning the benefits of something</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 5, 6, and 7
<b>Expressions:</b>	<i>One advantage of this is ... / Another benefit is that ...</i>
<b>Function:</b>	<b>Mentioning the drawbacks of something</b>
<b>Most useful for:</b>	CELPIP® speaking tasks 1, 5, 6, and 7
<b>Expressions:</b>	<i>A big disadvantage is that ... / ... is a drawback of ...</i>

**Function:**            **Saying how somebody might feel about something**

**Most useful for:** CELPIP® speaking task 6

**Expressions:**      *I can imagine how you might feel about ... / Perhaps this makes you feel ...*

**Function:**            **Saying what somebody is doing**

**Most useful for:** CELPIP® speaking tasks 3 and 4

**Expressions:**      *The man is ...ing ... / It looks like the woman is ...ing ...*

**Function:**            **Saying when something happened**

**Most useful for:** CELPIP® speaking task 2

**Expressions:**      *This happened in ... / When I was ... , ...*

**Function:**            **Saying where somebody or something is**

**Most useful for:** CELPIP® speaking tasks 3, 4, and 7

**Expressions:**      *... is next to the ... / ... which is behind the ...*

**Function:**            **Saying where something happened**

**Most useful for:** CELPIP® speaking tasks 2 and 8

**Expressions:**      *This took place near ... / I did this while I was in ...*

**Function:**            **Showing that you understand somebody else's situation**

**Most useful for:** CELPIP® speaking tasks 1, 6, and 8

**Expressions:**      *I know that you are ... / I imagine that you would like ...*

# Grammar

Reducing the number of grammar mistakes you make can have a positive effect on your score. Another way to improve your score is to use a greater variety of different grammar structures.

Here are five grammar structures you can use in the CELPIP® test. These structures all have two important characteristics. First, they are relatively easy to use, so there is little chance you will make a mistake. And second, they look or sound like high-level language, so you will seem like an advanced speaker if you use them. This may help raise your score.

If you want to use these grammar structures, you should carefully study how they are used. You can do this by searching the Internet for examples of how native speakers have used these structures in speaking or writing. After you have studied them, practice until you are confident that you can use them naturally, fluently, and accurately in all situations.

**Structure: Adjective clauses (also called relative clauses)**

**Examples:** The woman **who is wearing a blue jacket** is ...

I agree with the idea **that people should stop work at 60**  
because ...

**Structure: Conditionals**

**Examples:** I don't think we should go on this vacation **unless** we win the lottery.

We could go on this vacation **if** we win the lottery, but  
otherwise ...

**Structure: Gerunds as subjects or objects**

**Examples:** **Working (part-time)** is an excellent way to earn money  
and ...

I liked **working (part-time)** when I was a student, but some  
people ...

**Structure: Modals**

**Examples:** In my view, you **should/must/could/had better not** follow  
her advice ...



Although it **might/may/could** be true that ..., in my opinion,  
...

**Structure:** Noun clauses

**Examples:** It is hard for me to say **what you should do**, but in general  
I think ...

**Where to go on vacation** is always a difficult question, but in  
my view ...

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