

CELP^{IP}[®]

Study Guide

Reading and Writing

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TESTING ENTERPRISES
Paragon

CELPIP Study Guide

Reading and Writing

CELPIP STUDY GUIDE: READING AND WRITING (EBOOK VERSION)

DISCLAIMER

In response to ongoing research and development, changes may occasionally be made to the CELPIP Test. There may be short periods of time when study materials do not exactly match the current official test format, and content may be updated to match changes to the CELPIP Test without prior notice. Check the CELPIP website for any updates to the CELPIP Test: <http://www.celpip.ca>.

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I

INTRODUCTION

INTRODUCTION

The *CELPiP Study Guide: Reading and Writing* has been designed to familiarize test takers with the Reading and Writing components of the CELPIP-General Test. If you are preparing for one of the CELPIP Tests and are concerned about improving your Speaking and/or Listening skills, you will also need the *CELPiP Study Guide: Listening and Speaking* to help you prepare.

If you are taking the CELPIP-General LS (Listening and Speaking) Test then this guide won't be helpful, since it reviews only the Reading and Writing Test components. Anyone who is taking the CELPIP-General LS Test should be using the *CELPiP Study Guide: Listening and Speaking*. You can find this book at the CELPIP bookstore website (link provided below).

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



<http://celPIP.ca/studymaterials>

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

There are two units in this book (Reading and Writing), followed by a practice test. Each unit provides a clear explanation of one test component and includes the following:

READING TEST

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

WRITING TEST

- **Chart:** Gives an overview of the test component.
- **Assessment and Performance Standards:** Explains performance expectations for the test component.
- **Guidelines:** Introduces the question type.

- **Responding to the Prompt:** Provides step-by-step instructions for thinking about the question.
- **Strategies for Success** for the test component.
- **Sample Responses and Study Tips:** The Writing Unit contains a few Study Tips as well as one sample response with an analysis of its strengths and weaknesses.

To access updates to the study guide, go to the website below:



<https://secure.paragontesting.ca/ip/study-guide-rw>

KEY FEATURES

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



GUIDELINES

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



RESPONDING TO THE PROMPT

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



ELIMINATING THE WRONG ANSWER

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



STUDY TIP

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



STRATEGIES FOR SUCCESS

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

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

THE PURPOSE OF THE CELPIP TESTS

The CELPIP-General and CELPIP-General LS Tests are multi-purpose English language proficiency tests designated by Immigration, Refugees and Citizenship Canada (IRCC) to assess functional language proficiency in English. CELPIP stands for Canadian English Language Proficiency Index Program.

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

There are two versions of the CELPIP Test: the CELPIP-General Test and the CELPIP-General LS (Listening and Speaking) Test. This guide supports the CELPIP-General Test. The CELPIP-General Test assesses functional Listening, Reading, Writing, and Speaking skills and takes about 3 hours. You can visit the CELPIP-General web page to learn more.



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

COMPUTERIZED TESTING

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

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

THE CELPIP-GENERAL TEST

The CELPIP-General Test has four test components: Listening, Reading, Writing, and Speaking. The parts of each test component and the timing are shown below.

Test Component	Component Sections	Number Of Questions	Timing
Listening	Practice Task	1	47-55 minutes
	Part 1: Listening to Problem Solving	8	
	Part 2: Listening to a Daily Life Conversation	5	
	Part 3: Listening for Information	6	
	Part 4: Listening to a News Item	5	
	Part 5: Listening to a Discussion	8	
	Part 6: Listening to Viewpoints	6	
	Unscored Items*		
Reading	Practice Task	1	55-60 minutes
	Part 1: Reading Correspondence	11	
	Part 2: Reading to Apply a Diagram	8	
	Part 3: Reading for Information	9	
	Part 4: Reading for Viewpoints	10	
	Unscored Items*		
Writing	Task 1: Writing an Email	1	53-60 minutes
	Task 2: Responding to Survey Questions	1	
Speaking	Practice Task	1	15-20 minutes
	Task 1: Giving Advice	1	
	Task 2: Talking about a Personal Experience	1	
	Task 3: Describing a Scene	1	
	Task 4: Making Predictions	1	
	Task 5: Comparing and Persuading	1	
	Task 6: Dealing with a Difficult Situation	1	
	Task 7: Expressing Opinions	1	
	Task 8: Describing an Unusual Situation	1	

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

You have about 3 hours to complete the CELPIP-General Test. In all four parts of the test, you can only move forward. You can therefore never go back to an earlier section to review your answers. In Listening Parts 1-3, you are presented with the questions one at a time, and you are given a set amount of time to answer each question. In Listening Parts 4, 5, and 6, and the entire Reading

Test, you have the option to go back and forth between questions within a section. In the Writing and Speaking Tests, you must answer each question in the order in which it is presented. Time limits are set for each test part so that you don't run out of time during any section of the test. A more detailed explanation of the times for each test is included in each section of this study guide.

THE CELPIP-GENERAL LS TEST

The CELPIP-General LS Test has two test components: Listening and Speaking. The parts of each test component and the timing are shown below.

Test Component	Component Sections	Number of Questions	Timing
Listening	Practice Task	1	47-55 minutes
	Part 1: Listening to Problem Solving	8	
	Part 2: Listening to a Daily Life Conversation	5	
	Part 3: Listening for Information	6	
	Part 4: Listening to a News Item	5	
	Part 5: Listening to a Discussion	8	
	Part 6: Listening to Viewpoints	6	
	Unscored Items*		
Speaking	Practice Task	1	15-20 minutes
	Task 1: Giving Advice	1	
	Task 2: Talking about a Personal Experience	1	
	Task 3: Describing a Scene	1	
	Task 4: Making Predictions	1	
	Task 5: Comparing and Persuading	1	
	Task 6: Dealing with a Difficult Situation	1	
	Task 7: Expressing Opinions	1	
	Task 8: Describing an Unusual Situation	1	

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

You have about 1 hour and 10 minutes to complete the CELPIP-General LS Test. In both parts of the test, you can only move forward. You can therefore never go back to an earlier section to review your answers. In Listening Parts 1-3, you are presented with the questions one at a time, and you are given a set amount of time to answer each question. In Listening Parts 4, 5, and 6, you have the option to go back and forth between questions within a section. In the Speaking Test, you must answer each question in the order in which it is presented. Time limits are set for each test part so that you don't run out of time during any section of the test. A more detailed explanation of the times for each test is included in each section of this study guide.

SCORING

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

CELPIP LEVEL	CELPIP DESCRIPTOR	CLB DESCRIPTOR	CLB LEVEL
11, 12	Advanced proficiency in workplace and community contexts	Fluent advanced proficiency	12
11, 12	Advanced proficiency in workplace and community contexts	Adequate advanced proficiency	11
10	Highly effective proficiency in workplace and community contexts	Developing advanced proficiency	10
9	Effective proficiency in workplace and community contexts	Initial advanced proficiency	9
8	Good proficiency in workplace and community contexts	Fluent intermediate proficiency	8
7	Adequate proficiency in workplace and community contexts	Adequate intermediate proficiency	7
6	Developing proficiency in workplace and community contexts	Developing intermediate proficiency	6
5	Acquiring proficiency in workplace and community contexts	Initial intermediate proficiency	5
4	Adequate proficiency for basic daily life activities	Fluent basic proficiency	4
3	Some proficiency in limited contexts	Adequate basic proficiency	3
M	Minimal proficiency or insufficient information to assess	Initial or developing basic proficiency	0, 1, 2

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

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

QUESTIONS AND ANSWERS ABOUT THE CELPIP TEST

WHERE CAN I TAKE THE CELPIP TEST?

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



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

HOW DO I REGISTER FOR THE CELPIP TEST?

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



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

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

HOW FAR AHEAD DO I NEED TO REGISTER?

Registration closes a few days before the scheduled test date. There is no walk-in registration for any of the CELPIP Tests.

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

WHAT CAN I EXPECT ON TEST DAY?

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



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

Food and drink are not permitted during the test, although exceptions can be made for people who have documentation regarding certain medical conditions. Paper and electronic dictionaries are not allowed, and you must leave your cellphone and any other electronic devices in a guarded designated area during the test. Test takers who go to the washroom during any test section will not be able to stop their timers and will therefore lose time on that part of the test.

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

HOW CAN I DEMONSTRATE MY ENGLISH ABILITY?

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

Remember, the CELPIP Tests are not academic tests, and they do not measure your academic English skills. When preparing for the Reading and Writing components of the CELPIP-General Test, keep the following guiding questions in mind:

FOR ALL PARTS OF THE TEST:

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

FOR WRITING AND SPEAKING:

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

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

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

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



<http://celPIP.ca/studymaterials>

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

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 "he" to represent test takers and "she" to represent CELPIP Raters and other individuals.

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R

PART ONE

THE READING TEST

OVERVIEW

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

You have 55-60 minutes to complete the Reading Test. This includes a short practice task at the beginning of the test. The Reading Test may contain unscored items used for test development. These unscored items can be found anywhere within the test and will have the same format as one of the other parts of the test. In each part, you will read a text and then answer a set of multiple choice questions. You may also be asked to read and answer questions about a response to the original text. The questions are presented in a drop-down box, and you will use the mouse to click on the choice that indicates your answer to the question. Your answers will be automatically marked by the computer. If you do not know the right answer, you should make your best guess. There are no deductions for incorrect answers.

READING TEST

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

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

READING TEXTS

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

MANAGING YOUR TIME

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

YOUR TEST SCORE

The Reading Test has 38 questions in total. The table below provides a rough guide to how your Reading Test score corresponds to your CELPIP level.

READING SCORE /38	CELPIP LEVEL
33-38	10-12
31-33	9
28-31	8
24-28	7
19-25	6
15-20	5
10-16	4
8-11	3
0-7	M

DISCLAIMER: This example chart shows how raw scores in the Reading Test approximately correspond to CELPIP Levels. Since questions may have different levels of difficulty and may therefore be equated differently, the raw score required for a certain level may vary slightly from one test to another.

PRACTICE TASK



GUIDELINES

This task is designed to help you feel comfortable with the Reading Test prompts and to give you practice with the passage of text and the timer. After reading the instructions page, you will be brought to a new page with one simple practice question, which is unscored.

The instructions, question, and timer will be presented just as they are in Parts 1-4, which are scored. This is an opportunity to familiarize yourself with how the text is presented and to practice selecting an answer from the options presented on the screen.

EXAMPLE PROMPT

The Reading practice task will consist of one short passage of text and one simple question.



RESPONDING TO THE PROMPT

- Your answer is not scored for this practice task. Don't worry about producing the best possible response. Instead, focus on understanding how to use the timer to help you give your best possible answer.

PART 1:

READING CORRESPONDENCE



GUIDELINES

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

EXAMPLE PROMPT AND TEXT

Part 1: Read the following message.

Hi Abdul,

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

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

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

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

Take care and see you soon,

Jared

EXAMPLE PROMPT AND QUESTION

Using the drop-down menu, choose the best option according to the information given in the message.

Jared feels that Tofino is

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



STUDY TIP

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



RESPONDING TO THE PROMPT

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



ELIMINATING THE WRONG ANSWER

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

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

Answer (b): more boring than Calgary—Incorrect

If Jared finds Tofino “amazing” [S2], then it’s unlikely that he thinks it is boring.

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

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

THE RESPONSE TO THE MESSAGE



GUIDELINES

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

EXAMPLE PROMPT AND TEXT

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

Hi Jared,

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

See you soon,

Abdul

EXAMPLE PROMPT AND QUESTION

Note: These are the options that you will see when you click on the blank in the message during the official test. They will be in a drop-down menu.

Select the best choice.

Blank 3

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



RESPONDING TO THE PROMPT

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



ELIMINATING THE WRONG ANSWER

Answer (a): am a bit bored—Incorrect

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

Answer (c): feel uncomfortable—Incorrect

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

Answer (d): have a job—Incorrect

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

**STUDY TIP**

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

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

PART 2:

READING TO APPLY A DIAGRAM



GUIDELINES

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

EXAMPLE PROMPT AND TEXT

Read the following email message about the diagram on the left. (Note that in this book, you can see the diagram on page 13. In the official test, however, the diagram will be to the left of the email message.) Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down menu.

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

Hi Bill,

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

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

Speak to you soon,

Travis

EXAMPLE PROMPT AND QUESTION





Note: These are the options that you will see when you click on the blank in the message during the official test. They will be in a drop-down menu.

Select the best answer.

Blank 2

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

EXAMPLE DIAGRAM

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



RESPONDING TO THE PROMPT

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



ELIMINATING THE WRONG ANSWER

Answer (a): are much smaller—Incorrect

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

Answer (b): are much newer—Incorrect

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

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

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



STUDY TIP

Get as much practice as you can with diagrams. Gather a selection of diagrams from newspapers, magazines, and other sources. Study a new diagram daily for at least 2 weeks. For each diagram, find out what kind of information is being communicated and how it is organized. Test yourself by creating questions about the diagram and seeing how quickly you can find the answers. At the end of the 2 weeks, look at all the diagrams together. Is there a common language? Are there common words, phrases, or expressions repeated on many of the diagrams that you can study? Are there repeating patterns that will help you in a test situation? Review anything you learn that you think might help you during the test.

PART 3:

READING FOR INFORMATION



GUIDELINES

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

Part 3 is designed to see if you can identify newly-learned information that has also been rephrased. This type of reading skill is often required at the workplace or in daily life. Sometimes we need to read “dry” material in order to learn something outside of a school setting (e.g., reading instructions for building furniture, or finding information on a website to understand an illness your family member has).

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

Part 3 is especially challenging because there are four paragraphs, but five answer choices; you can choose the fifth answer (“E”) if you feel that the information in the statement is not given in the text. It is also challenging because the statements typically express the ideas from the text in a completely different way.

EXAMPLE PROMPT AND TEXT

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

EXAMPLE PROMPT AND STATEMENT

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

The biggest threat to mule deer comes from human activity.

A B C D E



RESPONDING TO THE PROMPT

- Skim the four paragraphs to get a general idea of what the main topic for each is. You may wish to use your scrap paper to write these down in a few words; this will help you decide where to search for specific statements later.
- Read the question statements and identify the key words in each. In this example, the key words are “threat” and “human activity.” “Mule deer” is the topic of the entire passage, so it is not necessarily a key word.
- Scan the paragraphs to see if you can locate the one that is most likely to contain the answer. Search for the key words found in the question statements or look for a parallel term (i.e., words and phrases that have the same meaning, such as synonyms). You can also look for examples related to these key words. For instance, in Paragraph D, sentence 2 talks about “automobiles and hunters” being a “serious threat” to mule deer. This is a good example of “human activity” so this is how we know that Paragraph D is the correct answer.
- Remember that in the official test there are nine different statements to understand and locate in the passage and only 10 minutes to do so; therefore, you need to use your time very wisely. Also remember that not all the statements will be found in the text. Occasionally, you will need to use choice “E.”



ELIMINATING THE WRONG ANSWER

Paragraph A—Incorrect

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

Paragraph B—Incorrect

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

Paragraph C—Incorrect

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



STUDY TIP

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

PART 4:

READING FOR VIEWPOINTS



GUIDELINES

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

In the second section of Reading Part 4, you will read a response message to the Viewpoints article, presented as a “Reader’s Comment” posted on the website. To understand the comments, you must first have some understanding of the Viewpoints article, and you may need to infer things in order to answer the questions.

EXAMPLE PROMPT AND TEXT

Read the following article from a website.

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

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

[S8] Peter’s approach involves taking photos of his clients as they participate in his company’s vacation adventures. **[S9]** He then gives clients online access to the images, so his clients can share them on their own social networking pages. **[S10]** Subsequently, the clients’ friends see the photos (along with a link to Peter’s website). **[S11]** On average, for each client that shares a photo, two prospective clients contact his travel company. **[S12]** Often, these new clients have been influenced or persuaded by a friend or family member.

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

EXAMPLE PROMPT AND QUESTION

Using the drop-down menu, choose the best option according to the information given on the website.

Peter Singh believes that marketing can be conducted

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



RESPONDING TO THE PROMPT

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



ELIMINATING THE WRONG ANSWER

Answer (a): entirely through social networking—Incorrect

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

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

Peter doesn’t talk specifically about search engine optimization.

Answer (d): solely through family contacts—Incorrect

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

READER'S COMMENT

EXAMPLE PROMPT AND TEXT

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

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

EXAMPLE PROMPT AND QUESTION

Note: These are the options that you will see when you click on the blank in the message during the official test. They will be in a drop-down menu.

Select the best answer.

Blank 1

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



RESPONDING TO THE PROMPT

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

- If you can't remember something from the original message, or if you are still unsure, you will need to go back and read the last paragraph again. You may then understand or infer that Ann is more "cautious" than Peter and that the best choice is (c).



ELIMINATING THE WRONG ANSWER

Answer (a): radical—Incorrect

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

Answer (b): defeatist—Incorrect

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

Answer (d): exciting—Incorrect

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



STUDY TIP

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

READING STRATEGIES FOR SUCCESS



BEFORE THE TEST

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

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

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

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



DURING THE TEST

Read: Read the instructions very carefully.

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

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

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

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

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

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

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

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



W

PART TWO

THE WRITING TEST

OVERVIEW

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

You have 53-60 minutes to complete the Writing Test. Each task is related to a type of written communication that you might need to do at home or at work. In the first task you will write an email message, and in the second task you will respond to an opinion survey and explain your choice. The chart opposite outlines the two Writing tasks.

WRITING TEST

	Task And Type	Description	Word Count	Timing
1	Writing an Email	Write an email regarding day-to-day matters.	150–200 words	27 minutes
2	Responding to Survey Questions	Respond to an opinion survey regarding commonly encountered issues and justify your choice.	150–200 words	26 minutes

USEFUL FEATURES

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

SPELL CHECK

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

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

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

EDITING FUNCTIONS

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

WORD COUNT

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

A NOTE ABOUT COMPUTER USE

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

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

ASSESSMENT

Your Writing responses are rated by at least four trained and certified raters, and your final Writing score is a combination of their ratings.

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

1. Content/Coherence
2. Vocabulary
3. Readability
4. Task Fulfillment

PERFORMANCE EXPECTATIONS

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

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

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

PERFORMANCE STANDARDS FOR THE WRITING TEST

CATEGORIES	FACTORS
CONTENT/COHERENCE	Number of ideas Quality of ideas Organization of ideas Examples and supporting details
VOCABULARY	Word choice Suitable use of words and phrases Range of words and phrases Precision and accuracy
READABILITY	Format and paragraphing Connectors and transitions Grammar and sentence structure Spelling and punctuation
TASK FULFILLMENT	Relevance Completeness Tone Word count

PERFORMANCE STANDARDS FOR THE WRITING TEST—EXPLANATION

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

1. CONTENT/COHERENCE

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

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

2. VOCABULARY

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

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

3. READABILITY

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

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

4. TASK FULFILLMENT

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

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

MANAGING YOUR TIME

You have a fixed amount of time for each task. If you finish the first task early and move on to the second task, you cannot carry extra time from Task 1 over to Task 2.

Spend about 5 minutes thinking about and planning each response; you can use the scrap paper and pencil to help with this. Plan what you want to say in each paragraph before you start writing your final work. Planning your paragraphs beforehand allows you to focus your energy on how to express your ideas clearly and appropriately while you are writing.

While you are writing, be aware of the time. If, for example, you have 20 minutes to write three paragraphs, then use about 6 to 7 minutes for each paragraph.

It is very important to leave 5 to 10 minutes at the end of each task to review and edit your work. Good writers always check their work for grammar and punctuation mistakes. At the same time, think about sentence structure, word choice, clarity, and organization. Always ask yourself if the reader will be able to understand your ideas and whether you have expressed your ideas in the fullest and clearest possible way.

TASK 1:

WRITING AN EMAIL



GUIDELINES

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

EXAMPLE PROMPT

Task 1: Writing an Email (27 minutes)

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

Write an email to a local company in about 150-200 words. Your email should do the following things:

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



RESPONDING TO THE PROMPT

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

WRITING YOUR RESPONSE—FIRST DRAFT:

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

EDITING YOUR RESPONSE—FINAL DRAFT:

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

TIPS FOR WRITING EMAIL MESSAGES

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

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

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

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

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



STUDY TIP

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

TASK 2:

RESPONDING TO SURVEY QUESTIONS



GUIDELINES

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

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

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

EXAMPLE PROMPT

Task 2: Responding to Survey Questions (26 minutes)

Health Plan Survey

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

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

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

Choose the option that you prefer. Why do you prefer your choice? Explain the reasons for your choice. Write about 150-200 words.



RESPONDING TO THE PROMPT

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

WRITING YOUR RESPONSE—FIRST DRAFT:

- **Organize and Plan:** Plan what you want to write. Which reasons will you include in your response? Why does the other choice not work for you? List your reasons and decide how you want to organize them.
- **As you write your response, focus on putting together a convincing argument to support your choice.** To be convincing, you need to communicate your ideas clearly and meaningfully.
- **Observe the tone of your writing and make sure it is appropriate for a workplace communication.** Phrases such as “hey, sister” and “how are you doing?” are examples of very informal expressions that are not appropriate in written workplace communication.
- **Think about your paragraphing.** Unrelated ideas should be in separate paragraphs, but related ideas can be grouped together into one paragraph. Transitions and connectors can be used to good effect within and between paragraphs as well.
- **Reword and Rephrase:** You may need to use a few key words or phrases from the prompt, but try to find other ways to communicate those ideas when you can.
- **Choose vocabulary that effectively communicates exactly what you mean.** Weak word choices will not be as useful in communicating precise meaning.
- **Watch the Clock:** You have a total of 26 minutes, but leave 5 minutes to edit your work at the end.
- **Keep track of your word count as you write;** you can always delete some things later if you have written too much or add something else if your response is too short.

EDITING YOUR RESPONSE—FINAL DRAFT:

- Leave at least 5 minutes at the end to review your work and fix problems with grammar, punctuation, spelling, sentence structure, paragraphing, logic, and organization.
- Even native speakers can make careless mistakes. When you edit your work, imagine that you are a rater and look for weak spots that you can improve on.

SAMPLE RESPONSE: RESPONDING TO SURVEY QUESTIONS

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

Note: This test taker selected choice #1

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

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

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

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

Word Count: 185 words

ANALYSIS

The sections below analyze this response using the Performance Standards chart on page 30, and therefore use the same four categories.

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

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

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

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

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

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

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



STUDY TIP

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

WRITING STRATEGIES FOR SUCCESS



BEFORE THE TEST

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

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

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

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

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

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



DURING THE TEST

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

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

Manage your time: Use the first 5 minutes to plan your work and leave 5 to 7 minutes at the end to revise your work and make it better. The rest of the time (14 to 15 minutes) is dedicated writing time.

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

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

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

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

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

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

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P

PART THREE PRACTICE TEST

READING TEST

Note: Some of the following questions use the term “drop-down menu” in order to reflect the terminology used on the official test. The questions on this practice test have, however, been presented as regular multiple-choice questions.

PART 1: READING CORRESPONDENCE (11 MINUTES)

Read the following message.

Hi Abdul,

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

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

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

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

Take care and see you soon,

Jared

Using the drop-down menu, choose the best option according to the information given in the message.

1. Jared
 - a) lives in Tofino.
 - b) came to Tofino for a job interview.
 - c) is on vacation in Tofino.
 - d) works in Tofino.
2. The weather in Tofino is
 - a) cold and damp.
 - b) constantly rainy.
 - c) very changeable.
 - d) fairly warm.
3. Jared feels that Tofino is
 - a) somewhat bigger than he expected.
 - b) more boring than Calgary.
 - c) more pleasant than Calgary.
 - d) too small to be interesting.
4. Jared and Jill visited an island where
 - a) they had a clear view of an eagle's nest.
 - b) they were caught in a sudden downpour.
 - c) they went sightseeing in a large truck.
 - d) they had a great view of the sea and sky.
5. Jared told Abdul about the ferry because
 - a) the views from the ferry are wonderful.
 - b) the ferry is cheaper than the flight.
 - c) they will be able to spend more time together.
 - d) Abdul is afraid of flying.
6. Abdul and Jared
 - a) work together in the same office.
 - b) are both applying for work in Tofino.
 - c) are friends in Calgary.
 - d) are old friends.

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

Hi Jared,

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

See you soon,

Abdul

7. Blank 7

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

8. Blank 8

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

9. Blank 9

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

10. Blank 10

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

11. Blank 11

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

PART 2: READING TO APPLY A DIAGRAM (9 MINUTES)

Read the following email message about the diagram on the following page. Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down menu.

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





Hi Bill,

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

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

Speak to you soon,

Travis

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

12. Blank 12

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

13. Blank 13

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

14. Blank 14

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

15. Blank 15

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

16. Blank 16

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

Using the drop-down menu, choose the best option.

17. Travis and Bill

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

18. The Winnipeg Place apartment

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

19. Magna Gardens Apartments is superior in terms of

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

PART 3: READING FOR INFORMATION (10 MINUTES)

Read the following passage.

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

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

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

A B C D E

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

A B C D E

22. Mule deer usually mate in the spring.

A B C D E

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

A B C D E

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

A B C D E

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

A B C D E

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

A B C D E

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

A B C D E

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

A B C D E

PART 4: READING FOR VIEWPOINTS (13 MINUTES)

Read the following article from a website.

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

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

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

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

Using the drop-down menu, choose the best option according to the information given on the website.

29. Peter Singh believes that marketing can be conducted
- a) entirely through social networking.
 - b) predominantly through social networking.
 - c) mostly through search engine optimization.
 - d) solely through family contacts.
30. Peter Singh's company tries to attract customers who
- a) are actively seeking travel services.
 - b) can afford his travel services.
 - c) may not be planning a vacation.
 - d) are travelling in small groups.
31. Peter Singh's marketing strategy is to
- a) sell vacation photographs through social networking websites.
 - b) entice family and friends of his clients to contact his company.
 - c) hire a marketing company to identify clients' friends and family.
 - d) use clients' images in his advertisements.
32. Ann Frei argues that social networking marketing
- a) is better suited for simple consumer items.
 - b) consumes too much time and money for little return.
 - c) encourages trivial discussions about unimportant topics.
 - d) may not reach the target customers for the product.
33. Ann Frei believes social networking marketing is most effective for products
- a) where there is a big markup on each item sold.
 - b) that clients' friends will probably like as much as the client.
 - c) that are frequently purchased by a large number of people.
 - d) where the return from a single client is significant enough to warrant the investment.

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

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

34. Blank 34

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

35. Blank 35

- a) Social networking
- b) Marketing
- c) Advertising
- d) Family

36. Blank 36

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

37. Blank 37

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

38. Blank 38

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

WRITING TEST

TASK 1: WRITING AN EMAIL (27 MINUTES)

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

Write an email to a local company in about 150-200 words. Your email should do the following things:

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

TASK 2: RESPONDING TO SURVEY QUESTIONS (26 MINUTES)

Health Plan Survey

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

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

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

Choose the option that you prefer. Why do you prefer your choice? Explain the reasons for your choice. Write about 150-200 words.

ANSWER KEY

READING TEST

QUESTION	ANSWER
1	C
2	C
3	C
4	B
5	B
6	D
7	D
8	A
9	B
10	A
11	B
12	B
13	C
14	B
15	A
16	A
17	D
18	C
19	D

QUESTION	ANSWER
20	D
21	B
22	E
23	A
24	C
25	A
26	E
27	A
28	D
29	B
30	C
31	B
32	B
33	D
34	C
35	A
36	C
37	D
38	C



The Trusted Choice in English Language Testing