

UNIT

6

Overview of the Speaking Test

LEARNING FOCUS

- Format of the Speaking Test
 - Scoring
 - Test-taking strategies for Speaking
 - Improving your speaking

The Speaking Test measures your ability to communicate in day-to-day situations. It is made up of eight tasks, each of which requires you to speak in a common context, such as giving advice, expressing your opinion, and talking about personal experiences. Some of these tasks include images which are used to test a variety of skills, including describing situations, and making predictions and comparisons.

The Speaking Test is entirely computer delivered. You will read instructions on the screen and speak into the microphone of your headset. Your responses will be recorded by the computer and then sent to a team of human raters for assessment.

In this unit, you will become familiar with the overall format of the Speaking Test. You will also learn about the four categories of performance standards used by CELPIP Raters to assess your speaking.

...III. Expressing Opinions...

... Giving Advice. Talking about a Person.

scribing a Scene. Making Predictions. Comparing.

Dealing with a Difficult Situation: Expressing Opinions

Unusual Situation. Giving Advice. Talking about a Person.

Experience. Describing a Scene. Making Predictions. Create.

Persuading. Dealing with a Difficult Situation. Express

Describing an Unusual Situation. Giving Advice. Talking

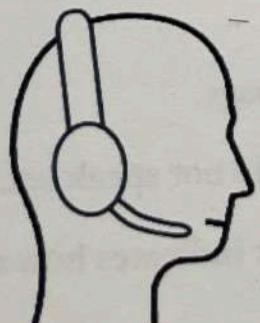
Personal Experience. Describing a Scene. Making Predictions

Sharing and Persuading: Dealing with a Difficult Person

Opinions. Describing an Unusual

Personal Experience

ring



1 Speaking Task 3: Describing a Scene

2 Preparation: 30 seconds Recording: 60 seconds **NEXT**

● Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.

4

5 Preparation Time
30

Speaking Task 3: Describing a Scene

Preparation: 30 seconds Recording: 60 seconds **NEXT**

● Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.

7

6 Recording ...

- ① The title reminds you where you are in the test.
- ② The Preparation and Recording Times vary for each task.
- ③ Use the NEXT button to move to the next part before the timer reaches zero. You cannot move back.
- ④ The task instructions will appear at the top of the page.
- ⑤ Use the Preparation Time to plan your response—do not speak yet.
- ⑥ Speak during the Recording Time. The progress bar indicates how much time is left.
- ⑦ Images appear in Tasks 3, 4, 5, and 8 only.



Format of the Speaking Test

There are eight tasks in the Speaking Test, as well as an unscored practice task at the beginning. You will have about 20 minutes to complete the Speaking Test.

SPEAKING TASK	DESCRIPTION
Practice Task	You will be asked a question in order to check that the mic is working correctly and to see how the timers work. Simply answer the question to get used to the mic set-up. If there is a problem, ask an invigilator for help.
Giving Advice	Help someone to either make a decision or prepare for something.
Talking about a Personal Experience	Tell a story about an event from your past.
Describing a Scene	Describe an image to someone who cannot see it.
Making Predictions	Talk about what will happen next in the same image.
Comparing and Persuading	Choose between two things and persuade someone to agree with your choice.
Dealing with a Difficult Situation	Choose between two solutions to a problem and explain your choice to a friend, family member, or member of the community.
Expressing Opinions	Express your opinion about a common issue in Canadian society.
Describing an Unusual Situation	Describe an image of an unusual object or situation to someone who cannot see the image.
TOTAL TIME	About 20 minutes



Tip

- Read all instructions to the right of the “instructions” symbol **i** very carefully.
- Do your best to speak for the full duration of your Recording Time.
- Even if you are nervous, try not to speak too quickly—it can make your response difficult to understand.
- Avoid lengthy pauses.



Scoring

CELPPIP Raters assess your Speaking responses using these four performance standards:

- | | |
|----------------------------|--|
| Content/Cohherence: | Quality of ideas and how well they flow together |
| Vocabulary: | Selection and use of vocabulary, phrases, and idioms |
| Listenability: | Understandability and fluency of your response |
| Task Fulfillment: | Completion of all task requirements |

The list below identifies the key features of each of these performance standards that contribute to a high-scoring response.

Content/Cohherence

- Ideas are strong and relevant.
- Ideas are clear, well organized, and easy to follow.
- Ideas have been combined effectively, with supporting details, to form a meaningful and coherent response.

Vocabulary

- Vocabulary demonstrates a range of suitable words and phrases.
- Words and phrases have been combined effectively to express precise meaning.
- Selected words and phrases support easy understanding.

Listenability

- Response includes appropriate rhythm, pronunciation, and intonation.
- Response contains a variety of sentence types.
- Response demonstrates good control of grammar, pauses, interjections, and self-correction.

Task Fulfillment

- Response addresses all parts of the task and follows the given instructions.
- Tone is appropriate for the situation.
- Overall purpose of the task has been achieved within the time limit.



Test-Taking Strategies for Speaking

Using the Preparation Time

Use the Preparation Time to read the instructions and consider what you will speak about. Ensure that you fully understand these instructions, as this will make it easier to respond thoroughly and accurately during the Recording Time. Be ready to speak as soon as the Recording Time begins, and note that these times vary from task to task. The Preparation Time may seem relatively short, but keep in mind that if somebody asks you a question in everyday life, you won't have time to tell that person to wait while you plan an answer. Instead, you would try to quickly respond. Thus, the CELPIP Test reflects your ability to use English naturally in everyday contexts.

Brainstorming Ideas

In case you have difficulty thinking of something to say during your Preparation Time, you can use the notepaper provided to you during the official test. It may be helpful to brainstorm (write rough notes about) some ideas. Start off by writing any ideas that seem connected to the topic. The act of writing down a few words—any words—can help reduce anxiety and focus your mind on the task. Once you have something down on paper, select your best ideas and decide on the order in which you will speak about them. If you can come up with two or three main ideas during the Preparation Time, you can focus on developing these ideas with supporting details during the Recording Time.

Self-Correction

During the Speaking Test, if you make a small mistake when speaking, it's okay to correct yourself and move on. Try to do this quickly; don't waste time explaining your self-correction. For example, don't say, "Oh sorry, I didn't mean that. I mean..."

Avoiding Repetition

As much as possible, you should try to show the range of your English. Instead of repeating the same words or phrases, do your best to find new ways to express yourself. That way, you will show the raters the full extent of your vocabulary.

Volume and Speed

It's best to speak at a normal volume, with the microphone close to your lips but not touching them. There is no need to raise your voice, nor to whisper.

Try to use natural rhythm, pacing, and intonation. If you speak too quickly, it may be difficult for raters to understand you. If you speak too slowly, long pauses between words may also make it difficult to understand the flow of your response.

Tone

The word “tone” refers to the emotion expressed when speaking, both in terms of the sound of your voice and the words you choose to express yourself. Ensure that your tone is appropriate to the situation in each task.

Providing a Complete Response

There are often multiple instructions in each Speaking task. As you are speaking, make sure to complete all these instructions and speak for the full time. Don’t worry too much if you get cut off at the end—just focus on developing all your main ideas in the time that’s allotted to you.

Staying on Topic

Everything you say in your response should be related to the instructions of the Speaking task. Talking about unrelated ideas could lower your score. If parts of your response are off topic, it can become difficult for the raters to follow your ideas. It can also suggest that you do not fully understand the instructions. You only have between 60 and 90 seconds to speak for each task, so do your best to make everything you say count toward fully developing your response.



Improving Your Speaking

In preparing for the Speaking Test, there are various ways to improve your skills. Practice speaking English as often as you can, whether it’s conversations with friends, family, or co-workers; or even with acquaintances in clubs and hobby groups. You may want to regularly record yourself as you study for the test, and play your responses back to find areas in which you could improve. In addition, you may wish to keep a daily journal of new English words and phrases that you’ve learned. Review these terms frequently and try to use them while speaking whenever you can; this will help increase your range of vocabulary.

UNIT 7

Giving Advice

LEARNING FOCUS

- Using “advise” versus “advice”
- Giving advice
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 1: Giving Advice, you will give advice to a person about a common situation or event. Read the instructions thoroughly to make sure that you understand the situation. You should consider who you are talking to and try to come up with at least a few different pieces of advice that would help him or her. You should also support your advice with reasons and examples. Remember to *directly* address the listener in this task. For example, if you needed to advise your friend Molly about preparing for French class, you might say, “Hi Molly. So I hear you’re unsure about how to get ready for class. I would suggest that . . .” You would *not* say, “I would suggest that Molly . . .”

...you should. ...
and suggest. You could try. You could.
to. Have you thought about. Maybe you shou...
ed, I advise you to. I would suggest. You could try.
ys. Well, you might want to. Have you thought about.
u should. Have you considered, I advise you to. I would
ou could try. You could always. Well, you might want
u thought about. Maybe you should. Have you consid...
o. I would suggest. You could try. You could always
* to. Have you thought about. Maybe you shou...
advise you to. I would suggest. You could...
want to. Have you...
onsk
ould

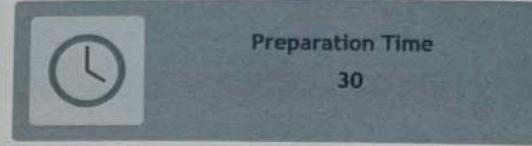


Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

NEXT

- ❶ Your friend Molly has signed up to take a French class for the first time. Give her advice on how she should prepare for the class and tips you have for learning a new language.



Using “Advise” Versus “Advice”

Test takers sometimes get confused about how to correctly use the words “advise” (əd'veɪz) and “advice” (əd'veɪs). Here are some pointers:

- “Advise” is a verb. If directly advising someone about what action to take, you could say, “I advise you to ... (*do something*).”
- “Advice” is an uncountable noun. You cannot add “s” to the end of “advice.”
- You might make statements like, “My advice is ...” or “If I can give you some advice ...”
- If you want to use “advice” in a countable form, you will have to add the phrase “piece of,” as in “I can give you a piece of advice ...” or “Let me give you three pieces of advice ...”

Activity 1

The following sentences are in response to the task at the top of the page. However, they contain errors related to the use of “advise” and “advice.” Rewrite the sentences using the correct forms of these words.

1. I advice you to review all the new words you learn each day.

2. I think you should take my advices about speaking French as much as you can outside of class.

3. Listen carefully: I have an important advise for you.

4. My friends gave me a lot of advises when I first started learning a new language.

5. I have a friend who gave me some advices that I didn't find useful, so I advice you to study for this class in whatever way works for you!
-



Giving Advice

There are several different ways of giving advice. Here are five patterns that you could use on the Speaking Test. These patterns sometimes include modals, which are verbs used to describe ability, possibility, permission, or obligation—for example, “could,” “would,” “should,” “must,” and “can.” Modals are always used in conjunction with another verb. Note that these patterns are general concepts, and specific examples may vary slightly in word use.

Pattern 1: Subject + Modal + “not” (optional) + Base Verb + Object

This pattern is the simplest and most common. It is important that you do not say “to” before the verb.

- You should call your friend when you get home.
- You could try going to the play tonight.
- You must ask for permission.

Pattern 2: Subject + “might/may want to” + Base Verb + Object

This has the same function as Pattern 1 but is more polite.

- You may want to ask if that's okay.
- You might want to check with your boss to see if you can do that.

Pattern 3: Subject + “had better” + “not” (optional) + Base Verb + Object

This is more forceful than Patterns 1 and 2. It should not be used when speaking to people in positions of authority—for example, your boss or teacher.

- She had better talk to her parents first.
- You had better not take that job; it's too far away.

Pattern 4: “Why not” + Base Verb + Object?

Because this is phrased as a question, it is more polite than Pattern 3. However, since there is no obvious subject, you can only use it when giving advice directly to a person. For example, you can say, “Hi Debbie. Why not see if your sister is available to hang out this weekend?”

- Why not ask your teacher if you can hand in the assignment after the next class?
- Why not try the food first and then decide if you like it or not?

Pattern 5: "Why don't/doesn't" + Subject + Base Verb + Object?

This is different than Pattern 4 because it *does* include a subject. When you use this, make sure you choose the right form of "don't/doesn't" for your subject.

- Why doesn't your cousin ask her neighbour for help?
- Why doesn't he tell his boss what happened?



Activity 2

Read the context of each situation below and write **one** sentence with the given pattern. Then, try saying the sentence out loud. Edit any awkward phrasing that you notice, and try saying it once more.

1. Suggest to your co-worker that they should try to avoid being late after their lunch break.

Why don't _____
 _____ (Pattern 5)

2. A friend has told you that they want to spend less money on groceries each month. Suggest some ways for them to reduce how much they spend.

You had better _____
 _____ (Pattern 3)

3. Suggest to your manager that the company could use more computer-related training for workers using the internet.

You might want to _____
 _____ (Pattern 2)

4. Suggest to your cousin, who is shy around strangers, that she should come out to meet new people more often.

Why not _____
 _____ (Pattern 4)

5. Explain to a friend how to meet people and make friends when moving to a new place.

You _____
 _____ (Pattern 1)

6. Your cousin is about to go to an important job interview dressed casually and without knowing much about that company. Give advice on what to do.
- You had better _____

7. A friend is taking a class in a foreign language but has had difficulty making any progress in the first 2 weeks. Suggest how she can deal with this issue.
- You _____

8. Your co-worker has designed a product logo that you know the managers don't approve of. Suggest how to change the logo.

Why don't _____

(Pattern 5)

Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Being Repetitive

Constantly repeating the same words in your response can suggest a lack of vocabulary. Try to draw on the full range of your vocabulary and show the raters how much you know.

2. Confusing “Advice” with “Advise”

As mentioned at the beginning of this unit, some test takers confuse “advice” with “advise.” Remember, “advice” is a noun (“Let me give you some **advice**.”) and “advise” is a verb (“He **advised** me to bring an umbrella.”). Do your best to avoid mixing up these similar-sounding words.

3. Misusing Collocations

A collocation is a group of words that are commonly used together, such as “doing the dishes” or “making the bed.” It would be incorrect to say “making the dishes” or “doing the bed.” Collocations can be challenging because even a small mistake can result in a very different meaning. Therefore, make sure that you use these correctly in your response.

**Activity 3**

In the space provided below, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.

**Play Unit 7 - Track 1.**

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

NEXT

- ① Your neighbour got a new job further away from home. She can no longer walk to work. Advise your neighbour on what other forms of transportation she could use. Suggest how some forms of transportation might be better than others.



Preparation Time

30

Hello, I heard you got a new job. So I suggest that—that . . . you just take a bus from the bus stop, near to our house. You can just buy a card that . . . um-reloadable. It will cost you a little, but it-it will be faster than having a cab. And you can also use MRT, it's also the same card that you will use for . . . for the bus, it can—and it will also be reloadable. From the bus stop, you just take the bus 305 and it will take around 15 to 20 minutes to your work. If in case you are not unsure, there will be a centre there that you can ask, or there will be a representative that can answer your question. But I am familiar with the job that you are going to transfer with, so I . . . I'll advice you to just take bus from house to work. So you can just reload your card from the MRT stations nearby and you can just ask the staff there to help you and guide you how to do. The earliest time of arrival of the bus will be 7 a.m., so I advise that you should be 15 minutes earlier prior to your departure.

1. Being Repetitive

2. Confusing “Advice” with “Advise”

3. Misusing Collocations

**Self-Assessment**

The “Self-Assessment” section gives you the opportunity to answer a practice question and record your response. You will then play back your response and use the CELPIP Speaking Checklist to identify the strengths and weaknesses of your response. A self-assessment section and checklist is included in each Speaking unit.

When you are checking your work, try to think like a CELPIP Rater. Remember the Performance Standards in Unit 6, and look for problems in those areas. Select (✓) “Yes” on the checklist if you think you have done something well, “Sometimes” if you have partially achieved a requirement, and “No” if you have missed a requirement.

Use a device (phone, laptop, etc.) to record your response to the following task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 1: Giving Advice, give yourself **30 seconds** to prepare and **90 seconds** to speak.

Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

NEXT

- Your friend and her ten-year-old daughter just moved to your city. Your friend would like to explore the city with her daughter. Advise your friend on things to do in your city that would be fun and appropriate for both her and her ten-year-old daughter.



Preparation Time

30

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you address the listener directly?			
2. Did you speak clearly with minimal pauses and hesitations?			
3. Did you use appropriate rhythm, pronunciation, and intonation?			
4. Did you accurately use a variety of words?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context?			
7. Did you provide several different pieces of advice?			
8. Was your response clearly organized?			
9. Was your response long enough?			
10. Did you fully address the task?			

R
T



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 7 – Track 2.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 7 – Track 2.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 7 – Track 2.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT 8

Talking about a Personal Experience

LEARNING FOCUS

- Organizing your ideas
- Adding details to your response
- Using time sequencers
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 2: Talking about a Personal Experience, you will be asked to describe an experience from your life. It is perfectly acceptable to make up some of the details, if you like. You should choose a single experience and try to provide as many descriptive details as possible. As you will be talking about past events, be sure to use the past tense and include words and phrases that will help the listener keep track of the order of events.

... can recall. To begin...
little while ago. When I was a kid. ...
irst. I remember this time. Well, I can recall.
as. One time, I remember. A little while ago. Wher.
is one experience. At first. I remember this time. We.
. To begin with, there was. One time, I remember. A little
When I was a kid. I had this one experience. At first. I
this time. Well, I can recall. To begin with, there was.
mber. A little while ago. When I was a kid. I had this
irst. I remember this time. Well, I can recall.
o time, I remember. A little while ago.
nce. At first. I rememb.
e was
had

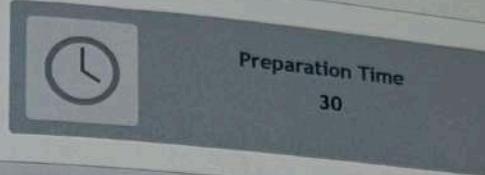


Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- Talk about a time when you changed your opinion about something. Maybe you can talk about your opinion of a person, your opinion of a world event, or your opinion on a popular belief. What was your opinion at first, how did it change, and why did it change?

**Organizing Your Ideas**

The Speaking Task 2 instructions include around three questions, and you can use these questions to inform the main ideas of your response. Doing so will ensure that you completely fulfil the tasks outlined in the instructions.

Writing a brief outline—as in the following activities—can help with this, but keep in mind that you are *not required* to write anything during your Preparation Time. This is just a suggestion that may help with your brainstorming.

**Activity 1A**

Read the task at the top of this page. Then listen to the audio and pay attention to how this test taker's response was structured. Make notes of their organization using the outline below. The first one has been done for you.

**Play Unit 8 - Track 1.**

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

Overview of the situation:

changed opinion of a colleague

What was the
speaker's opinion?

How did it change?

Why did it change?

Conclusion/Resolution:



Adding Details to Your Response

Once you have your main points, it is important to consider how to develop these ideas using details and examples. Adding depth to each point can make the reasoning and explanations in your response easier to follow, and it further allows you to demonstrate your ability to use descriptive language.



Activity 1B

Listen again to **Unit 8 - Track 1** and, this time, note down the details the test taker used to support each main point. The first one has been done for you.

Overview of the situation:

colleague helped teach speaker at new job

What was the
speaker's opinion?

How did it change?

Why did it change?

Conclusion/Resolution:



Activity 2A

Now you will have a chance to practice organizing your own response. Read the following task and fill in the chart. Make sure to write in point form; even a single word may be sufficient in some cases. Keep in mind that on the official test, you will have 30 seconds of Preparation Time for Task 2.

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- ① Talk about a time when you went to the airport. Maybe you can talk about a time you went to pick someone up or a time you had to travel. Why were you at the airport, who were you with, and why do you remember that time?



Preparation Time

30

ORGANIZING YOUR IDEAS

Overview of the situation

Why were you at the airport?

Who were you with?

Why do you remember that time?

Conclusion/Resolution

 **Activity 2B**

Now use a device to record your own response, using the notes you just made. Speak for 60 seconds. Play back your response and check that you answered each point of the question and added some details for each point.

For comparison, play **Unit 8 - Track 2**, which is a high-level response to this task.

 **Using Time Sequencers**

Within your response, time sequencers can be a useful way of showing the progression of your story. Once you begin speaking, consider ways in which you can use time sequencers to make it easier for the raters to follow your response.

The following is a list of common time sequencers that you can use, but avoid repeating the same ones throughout your response.

TIMELINE

Beginning a story

TIME SEQUENCER

- First of all
- At first
- When this started/began
- When I arrived
- We first met at/when
- To start with
- # hours/days/weeks ago
- The other day

TIMELINE	TIME SEQUENCER
Directly following an action or event	And then And Next Which meant that After/Afterwards That/This caused _____ to happen Second/Third/Fourth, etc.
Passing longer periods of time	Later # hours/days/weeks later # hours/days/week earlier The following day/week/month A few / several days/hours passed Hours/Days/Weeks went by When we went back / returned
Concluding a story or ending an event	In the end Finally/Last That's why I _____ Overall As a result Because of this / Thanks to this

Activity 3A

Read the task below and then listen to the audio. Fill in the blanks with the time sequencers that were used.

Play Unit 8 – Track 3.

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- Talk about a time when you lost something and then found it again. Maybe you can talk about a piece of clothing, an everyday object, or something more expensive. What was it, how did you lose it, and how did you find it again?



Preparation Time

30

1. _____, I went to have lunch with my husband, and the weather had turned very cold, and I was trying to find my only pair of gloves. I could not find them in the regular jacket pockets that I used to keep my gloves in, and so I felt worried that I'd lost my only pair of gloves plus the fact that I was panicking because I was going to be late. 2. _____, I remembered that I'd actually worn a different jacket 3. _____ when it was cold at night, and I found those—my gloves. And I was incredibly happy because I didn't want my hands to be cold. And when I went to the restaurant, I let my husband know that I had found my gloves and how it felt—I felt relieved that I had found them because I didn't want to have to buy a new pair.

Activity 3B

 Read this test taker's response and fill in each blank with one of the time sequencers from the table on the previous page.

So, I actually just lost my backpack 1. _____ at a Starbucks. I left to the washroom and when I came back, it was missing. So, I thought it was the barista who took it away 2. _____ I went to ask them if they had saw my backpack, and they said no. And so, I thought, "Oh, it must be someone else who took it away." 3. _____ I said, "Okay, if you happen to find it, would you please just give me a call?" And I left them with my phone numbers and my name. And I didn't expect to find it anyways, however, 4. _____ the Starbucks phoned me and said they found my backpack! I was, well, surprised and really happy. I went back to pick it up and it was still there, everything is inside, nothing's missed. It was a really really good experience to see how generous people are here in Canada. And, um, yeah, I love it!

Activity 3C

 Listen to the audio of the sample response from the previous activity and compare the time sequencers used by the test taker with your answers in Activity 3B.

Play Unit 8 - Track 4



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Failing to Use Time Sequencers

Make sure you include time sequencing words to connect ideas in your answer. For Task 2, in particular, order the timing of events using a variety of sequencing words like "last week," "next," "after that," "then," "later," "finally," etc. Time sequencers will help raters follow the order of events in your response.

2. Using Flat Intonation

Intonation refers to the rising and falling sound of your voice. English depends on variations in intonation to express meaning. Some test takers speak with little variation; their voices rarely go up or down, making it difficult for the raters to fully understand what they are saying. Do your best to use the rise and fall of your voice to express your thoughts and emotions.

3. Using a Start-and-Stop Rhythm

Try to speak with a smooth rhythm. Avoid short, repetitive phrases—this can result in a start-and-stop rhythm which can make your response harder to follow.



Activity 4

In the space provided on the next page, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.

Play Unit 8 - Track 5.

Refer to the task in Activity 2A.

The most memorable for me at the airport is when we go to fetch my sister who travelled for first time. She went to her summer camp at Morocco and we go there to fetch her with my whole family. We're happily waiting for her. Some doing things, some were doing different things, some are chatting around, some are excited, while others are doing other things. I see a lot of people around me and my family, that's why they need to. And that's the most memorable for me.

1. Failing to Use Time Sequencers

2. Using Flat Intonation

3. Using a Stop-and-Start Rhythm



Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 2: Talking about a Personal Experience, give yourself **30 seconds** to prepare and **60 seconds** to speak.

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- 1 Talk about a time when you had to make a fairly important decision. Maybe you can talk about a decision you had to make at work, or about your family, or about a change in your life. What was the decision about? Was the decision difficult or easy? How well did your decision turn out in the end?



Preparation Time

30

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you speak clearly with minimal pauses and hesitations?			
2. Did you use appropriate rhythm, pronunciation, and intonation?			
3. Did you accurately use a wide variety of words?			
4. Did you use time sequencers to show progression in your response?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context of the task?			
7. Was your response clearly organized?			
8. Was your response long enough?			
9. Did you fully address the task?			

 Rate the Response

- The following are sample responses to the task from the Self-Assessment activity.
1. Play each response and circle the appropriate CELPIP Level range from the given choices.
 2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
 3. Check the Answer Key for an explanation of each response's level range.

Play Unit 8 – Track 6.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 8 – Track 6.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 8 – Track 6.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT 9

Describing a Scene

LEARNING FOCUS

- Providing an overview
- Describing the scene
- Using prepositions of place
- Using adjectives
- Describing actions
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 3: Describing a Scene, you will describe an image that is on the screen. One of the main challenges in this task is to describe the image as accurately as you can—including the locations of the various people and objects—and explain what you think is happening. Remember that the person to whom you are speaking cannot see the image.

... there are some people. A few people are walking. Just behind the woman and her dog, there is a car. This scene shows many. I can see a number of people. There are some people next to the bus. There is a man in this scene. A few people are. To the right of the building, there is the woman and her dog. To the left of the parked car, there are many. I can see a number of people. There are some people to the bus. There is a man in a red shirt. In this scene, there is a building. To the right of the building, just behind the building, there is a car. To the left of the parked car, this scene shows many people. There are some people in this scene. There are many people in this scene.



Speaking Task 3: Describing a Scene

Preparation: 30 seconds Recording: 60 seconds

NEXT

- Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.

Preparation Time
30

Unit 9 – Image 1: This image is not displayed in full colour. See the original image online in the Focus LS Resource Portal.

**Providing an Overview**

In Speaking Task 3, you should begin your response with an overview (general description) of what is happening in the scene before you mention specific details. For example, you could mention the location, the main event, and the activity that most of the people are engaged in.

**Activity 1**

Access the Focus LS Resource Portal for a full-colour version of this image.

Look at the image above and put a checkmark next to the statements that should be part of the overview.

- I see an office.
- A woman is standing by the water cooler talking to a co-worker.
- There are seven people working in the office.
- One guy is sitting in the corner listening to music on his headphones.
- They seem to be working on different tasks.



Describing the Scene

Once you have given your overview of the image, it's time to describe the details of what you see. There are many ways to approach describing the scene, but three important methods are

1. using prepositions to describe where people are,
2. using adjectives to describe what the people and objects look like, and
3. describing what actions the people are taking.



Using Prepositions of Place

Because this Speaking task tells you "the person with whom you are speaking cannot see the picture," it is important to describe where people are in relation to places, objects, and each other. Below is a list of some of the prepositions that can be used to help describe the location of people or objects.

above	behind	close (to)	in/inside	next (to)	overlooking
across (from)	beneath	distant (from)	in front of	on (top)	surrounding
among	beside	far (away/from)	in the middle	opposite	under
at	between	gathered around	near/by	over	underneath



Activity 2

Look at Image 1 again, and complete the following response with suitable prepositions of place from the chart above.

I can see a picture of an office with seven people doing different tasks. There's a lady leaning against a water cooler 1. on (1 word) the left side of the image. Standing 2. beside (1 word) her is a blond guy in a red shirt who is holding a stack of papers. 3. Next to (2 words) this man, 4. on (1 word) the right side of the image, are two women. One woman is wearing a purple and green shirt while the other has a purple and yellow shirt. They look like they are talking about something important. Sitting 5. between (1 word) them and the window is a guy in a white collared shirt who is talking on the phone. Directly 6. across from (2 words) him is a guy in a grey hoodie. It looks like he is listening to music. 7. Beside (1 word) him and sitting 8. opposite (1 word) the blond guy with the papers is a red-haired woman who is working on a report on her laptop.



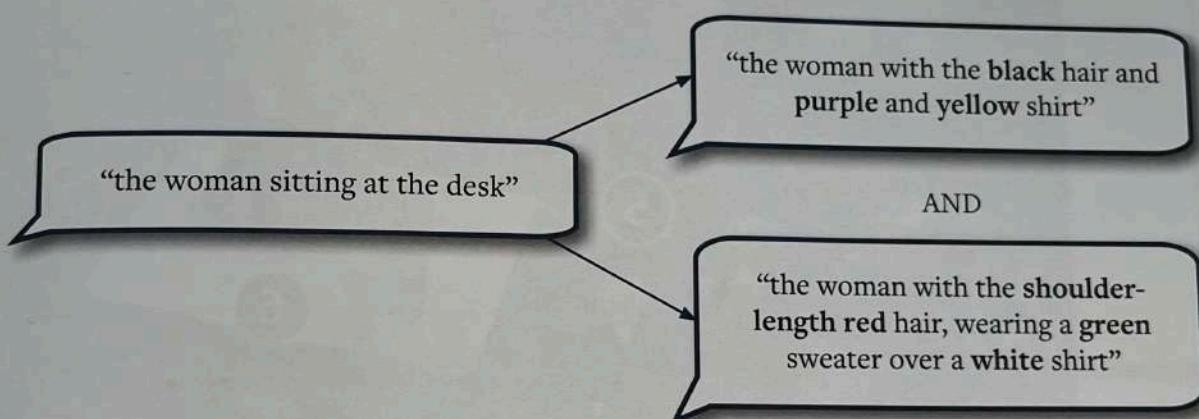


Using Adjectives

If you look back at Activity 2, you will notice that much of the response involves describing people's appearances. In addition to using prepositions of place, you should use adjectives to identify the various people and objects in the image.

Refer to Image 1 once again. The phrase "the woman sitting at the desk" includes a preposition, but it isn't enough description to identify anyone in the image, since there are two women sitting down. Ambiguity like this can confuse the listener, who cannot see the image. Using adjectives helps clarify things.

One of the simplest ways to use adjectives is by describing people's appearances. For example, you could improve the above description and distinguish between the two women by doing the following:



Activity 3

Look at Image 1 again, then rewrite the following phrases by adding at least one adjective. Make sure that you use different adjectives than those mentioned in Activity 2. The first one has been done for you.

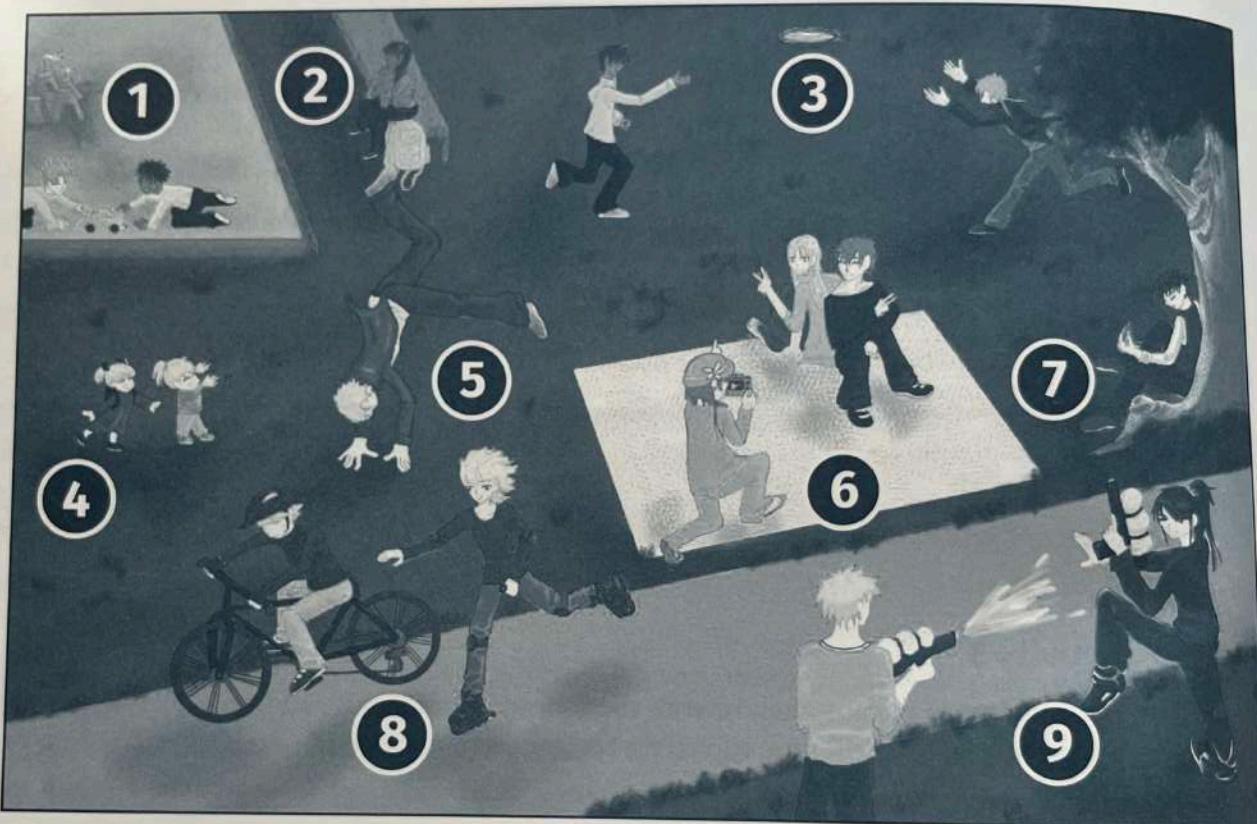
1. the woman in the business suit *the woman in the light blue business suit*
2. the man holding the papers *the tall man in the burgundy sweater holding the papers*
3. the man talking on the phone *the man with spiky black hair talking on the phone*
4. the man wearing headphones *the man wearing blue headphones*
5. the woman in front of the whiteboard *the blond woman in front of large whiteboard*

Describing Actions

Describing people's actions is also an excellent way to describe the scene. When describing a person's actions, make sure you use the present progressive (is/are + verb-ing). The following activity will focus on this method.

Activity 4

Look at the image below and write each activity in the word box into the appropriate blank. The first one has been done for you.



Unit 9 – Image 2: This image is not displayed in full colour. See the original image online in the Focus LS Resource Portal.

WORD BOX

posing for photos	playing with a truck	racing each other
dancing together	having a water fight	leaning against a tree
doing a handstand	sitting on the bench	playing Frisbee

1. playing with a truck
2. sitting on the bench
3. playing frisbee
4. dancing together
5. doing a handstand
6. posing for photos
7. leaning against a tree
8. racing each other
9. having a water fight

Activity 5

Using what you have learned in Activities 2–4, write full sentences describing each numbered person/group in Image 2. Make sure to use prepositions, adjectives, and a description of the activity in each sentence. For example:

adjectives	preposition	action	adjective
1. The <u>two short-haired</u> boys <u>in</u> the sandbox <u>are playing</u> with a <u>toy</u> truck.			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			
8. _____			
9. _____			



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Incorrect Word Choice

Be sure to use the correct words to describe the situation. For example, saying “I had a bad cough so I went to the **dentist**” when you really meant “I had a bad cough so I went to the **doctor**” could confuse the listener and possibly impact their understanding of the situation. This is especially important in Speaking tasks where the listener cannot see the image.

2. Misusing Verb Forms

The tense should be appropriate for the situation. For example, if you are talking about an action that is happening right now, use the present progressive (“he is running”). For Task 3, in particular, remember not to use the simple present (“he runs”).

3. Using Incorrect Subject-Verb Agreement

Be aware of whether the nouns you are using in your response are singular or plural, and make sure that you use the correct verb forms when referencing these nouns. For example, “there **are ten people** at the bus stop” is correct, whereas “there **is ten people** at the bus stop” is incorrect.



Activity 6

In the space provided below, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors. Play Unit 9 - Track 1.

Refer to Image 2 for the corresponding Speaking task.

Ok, seeing the picture, it's a, it's a park, and there are—so many kids are playing. And I can see there two kids in the ground—they are, they are little boy and they playing with a small car, and they trying to take from each other. There's a girl sitting on the desk and she looks very upset. There is a guy sitting under the tree. There is a guy jumping around, and there is two little girl watching, and I think they are clapping. There is a—there is a girl, and she's trying to pulling bicycle off another girl. And there's two girls sitting on the mat, and another girl taking their—

1. Incorrect Word Choice

2. Misusing Verb Forms

3. Using Incorrect Subject-Verb Agreement



Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 3: Describing a Scene, give yourself **30 seconds** to prepare and **60 seconds** to speak.

Speaking Task 3: Describing a Scene

Preparation: 30 seconds Recording: 60 seconds

NEXT

- 1 Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.



Preparation Time

30

Unit 9 – Image 3: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you speak clearly with minimal pauses and hesitations?			
2. Did you use appropriate rhythm, pronunciation, and intonation?			
3. Did you accurately use a wide variety of words?			
4. Did you begin by providing an overview of the scene?			
5. Did you use adjectives to accurately describe elements of the image?			
6. Did you accurately use prepositions of place for people and objects?			
7. Did you avoid repeating ideas?			
8. Was your response clearly organized?			
9. Was your response long enough?			
10. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 9 – Track 2.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 9 – Track 2.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 9 – Track 2.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT 10

Making Predictions

LEARNING FOCUS

- Making predictions
- Organizing your response
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 4: Making Predictions, you will see the same image as the one that you saw in Task 3: Describing a Scene. However, this time, you will be asked to predict what you think will happen next within the image. One of the main areas of assessment in this task is your ability to use the proper grammatical form when making these predictions.

... probably. He might ...
... going to. I think. After that, I think the ...
... go to. He could be. She looks like she will. I think ...
... I probably. He might. Maybe she will. Perhaps they ...
... think. After that, I think they will. It looks like she is g ...
... id be. She looks like she will. I think she will. They will ...
... He might. Maybe she will. Perhaps they are going to. I ...
... r that, I think they will. It looks like she is going to. He ...
... e looks like she will. I think she will. They will prob ...
... e she will. Perhaps they are going to. I think ...
... ill. It looks like she is going to. He cou ...
... he will. They will prob ...
... are g ...
... goin ...



Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

- In this picture, what do you think will most probably happen next?



Preparation Time

30

Unit 10 – Image 1: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

Making Predictions



When you want to make a prediction, you can express yourself in a variety of ways. The following are three common grammar structures that you can use.

1. Subject + “will” + Verb
 - “He will begin working on a project.”
2. Subject + “is/are going to” + Verb
 - “She is going to make a phone call.”
3. Subject + “is/are about to” + Verb
 - “They are about to start a meeting.”

These two structures can be used to show that the action will happen sometime in the future.

This structure tells your listener that the action will happen very soon.



Activity 1

Make a prediction about what each person in Image 1 will do next using “will,” “is going to,” or “is about to.”

1. The man holding paper _____

2. The woman using a laptop _____

3. The woman sitting by the whiteboard _____

Continue

4. The man on the phone _____

5. The man wearing headphones _____



Organizing Your Response

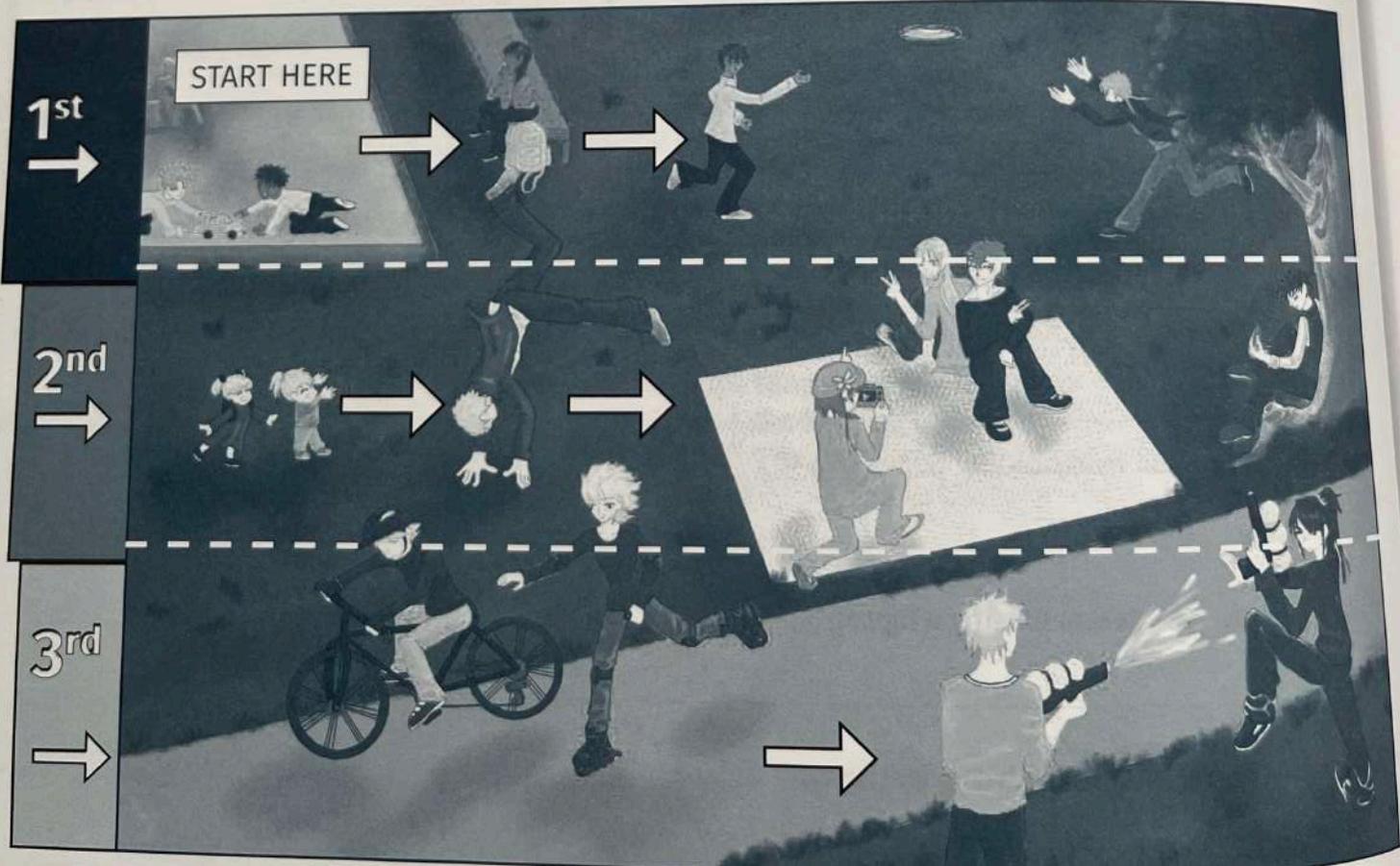
For Speaking Task 3, you have to focus on providing detailed descriptions of what you see and how things and people are placed in the image. For Speaking Task 4, however, you only need to describe their locations as a way of identifying who or what you are talking about. This means you have a range of options for how to organize your response.

Some people like to organize their response by moving from left to right, top to bottom in the image; others prefer to move in a circle/spiral around the image (starting anywhere). The choice is yours.



Activity 2A

Look at the task below and complete the prediction for each person/activity using the left-to-right, top-to-bottom method. For this exercise, start in the top left corner and use the arrows as a guide. The first one has been done for you.



Unit 10 - Image 2: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

1. The kids in the sandbox will fight over the toy car.

2. The woman sitting on the bench _____

3. The man about to catch the Frisbee _____

4. The girls dancing _____

5. The man doing a handstand _____

6. The people taking pictures _____

7. The man leaning against the tree _____

8. The kids racing down the path _____

9. The man and woman having a water fight _____

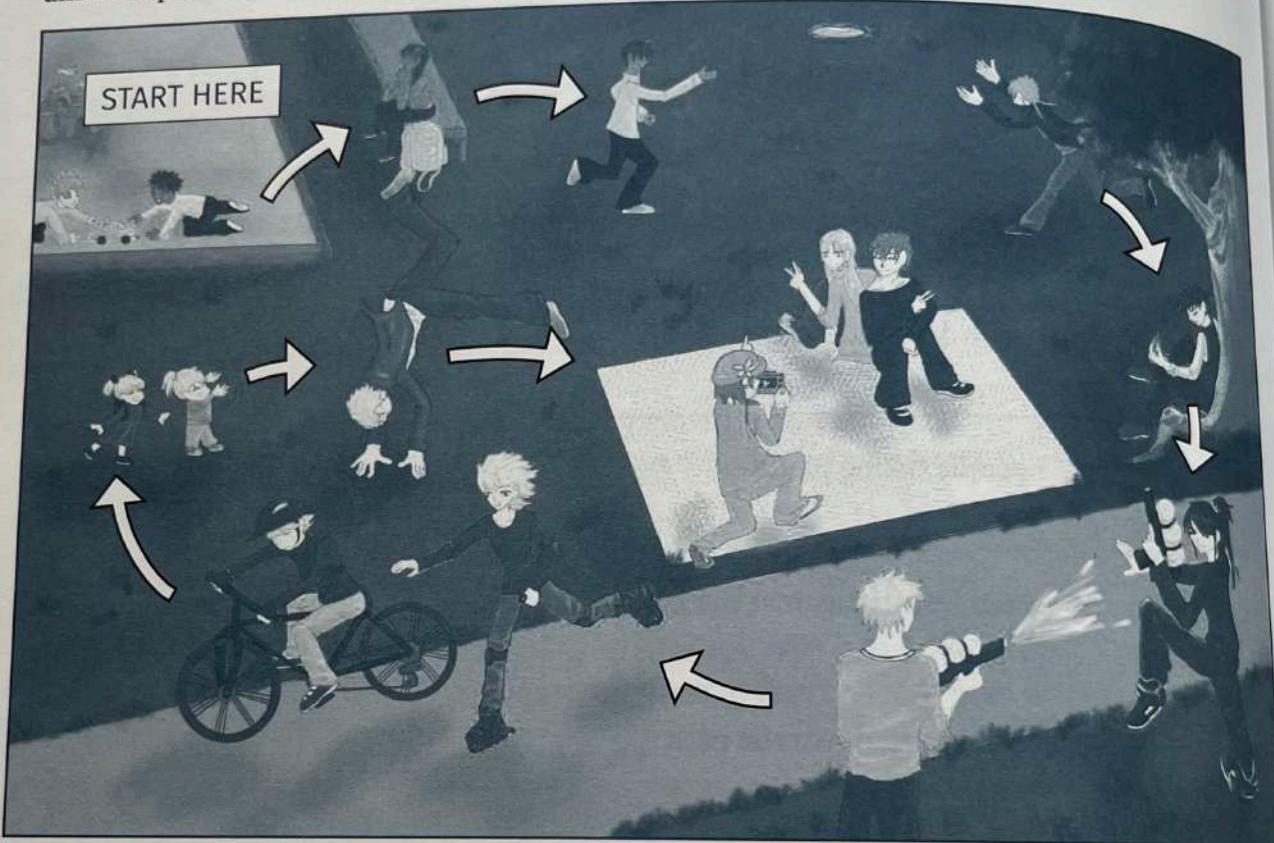


Tip The predictions you make should seem possible, based on what you see in the picture. Avoid making predictions that appear unrealistic.



Activity 2B

Look at the task below and complete the prediction for each person/activity using the circle/spiral method. Because this image is the same as in Activity 2A, do your best to come up with a different prediction for each person/activity.



Unit 10 - Image 3: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

1. The kids in the sandbox _____

2. The woman sitting on the bench _____

3. The man about to catch the Frisbee _____

4. The man leaning against the tree _____

5. The man and woman having a water fight _____

6. The kids racing down the path _____
7. The girls dancing _____
8. The man doing a handstand _____
9. The people taking pictures _____



Identifying Common Errors

These are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Making Unrealistic Predictions

Making a prediction that is unrealistic can negatively impact your score for Task 4. Your predictions should be about events that could happen next, based on the information within the image. For example, don't predict what the people in the image would do the next day or in a different location.

2. Pausing

Long and frequent pauses can make it difficult for the listener to understand what you are saying. Such pauses can also make it seem like your vocabulary is limited, so, if possible, try to continue speaking throughout the duration of your response time.

3. Interjecting

It is natural to use interjections (words like "um" and "ah") while you are speaking, but using these excessively can become distracting to the listener and make your speech difficult to follow.



Activity 3

In the space provided below, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only focus on* these three types of errors.

Refer to Image 3 for the corresponding Speaking task.

Play Unit 10 - Track 1.

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

I-I-In this picture, like what I observe, I think uh the problem happen next is like uh, they were going to have some dinner for the . . . during the session once they are done with the playing and then the family comes and their kids, and then they will go for dinner. Uh, it will . . . Because in the park, they were, they were, the kids will enter a lot, and they go for some nice food in the restaurant. They can have any, like, order what they can have in the restaurant. After that, they go they want to go—to bed. Uh, most likely the picture is comes like ummm, uhh most probably happen next in the picture, like uh, y'know, and then there were red ones, you know, injuring a lot in the park. They will go, they going to . . .

1. Making Unrealistic Predictions

2. Pausing

3. Interjecting



Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 4: Making Predictions, give yourself **30 seconds** to prepare and **60 seconds** to speak.

Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds **NEXT**

1 In this picture, what do you think will most probably happen next?

Preparation Time
30

Unit 10 – Image 4: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.



CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you speak clearly with minimal pauses and hesitations?			
2. Did you use appropriate rhythm, pronunciation, and intonation?			
3. Did you accurately use a wide variety of words?			
4. Did you avoid repeating ideas?			
5. Did you use the correct grammatical structure to make your predictions?			
6. Were your predictions about events that could logically happen?			
7. Was your response clearly organized?			
8. Was your response long enough?			
9. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 10 – Track 2.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 10 – Track 2.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 10 – Track 2.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT

11

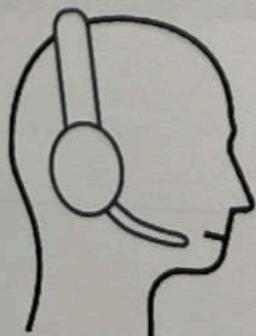
Comparing and Persuading

LEARNING FOCUS

- Understanding the format of Task 5
- Supporting your argument
- Brainstorming advantages and disadvantages
- Comparing advantages and disadvantages
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 5: Comparing and Persuading, you will compare different options, decide which is best, and persuade someone else of your choice. You will need to use descriptive language and comparative adjectives in order to support your choice. In addition to providing as many details as you can, it is essential to avoid only *describing* the options; you need to *compare* the two options and *persuade* your listener that your choice is more suitable. Remember to *directly* address the listener in this task.

...option. Of these two ...
...e sense because. Not only is it che...
...benefits to both, but I think. If we go with O...
... how much. I feel this is the best choice because.
...sker. We should buy this because. I really think that...
...n. Of these two options, I think. Option A makes more s...
...Not only is it cheaper, it will also. There are benefits to...
...If we go with Option B, just consider how much. I feel...
...choice because. I'd like you to consider. We should...
...really think that the first option. Of these two...
...akes more sense because. Not only is...
...“...to both, but I think”
...el th...
...ld b...



Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds

NEXT

- 1 You are getting married in the summer. Using the pictures and information, choose the location that you prefer. In the next part, you will persuade a family member that this is the best choice.
If you do not choose a location, the computer will choose one for you. You do not need to speak for this part.



Prince Edward Gardens

- \$500 for a day
- Includes free parking
- 4 acres of flower gardens



The Sun Garden

- \$800 for a day
- Includes tea and Chinese cakes
- 2 acres including house and gardens

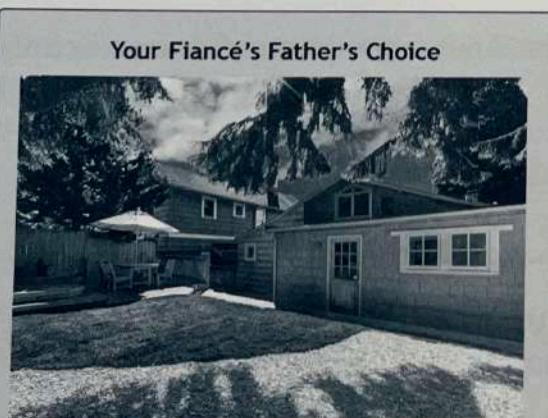
Unit 11 – Image 1: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds Recording: 60 seconds

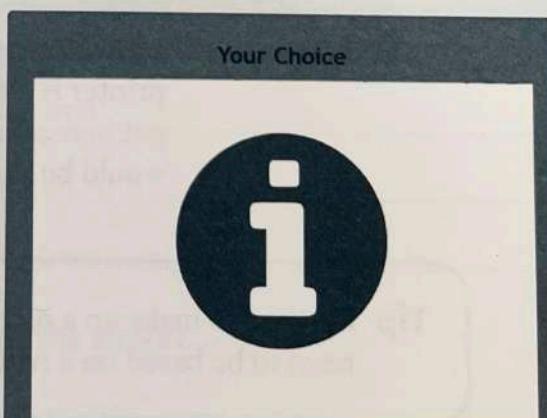
NEXT

- 1 Your fiancé's father wants to have the wedding in his backyard. Persuade your fiancé's father that the location you chose is better by comparing the two.



Fiancé's father's backyard

- One-quarter acre
- Free
- Family cooking for free



Use the information from the option that you chose in the previous image in your argument.

Unit 11 – Image 2: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

Understanding the Format of Task 5

Speaking Task 5 is slightly different from other tasks in the Speaking Test because it takes place across two screens.

For the first screen, you will **not** speak; you will instead have 60 seconds to choose between two options. To make your selection, click on the option you want. It doesn't matter which option you choose, and the computer will select one for you if you do not click on an option.

For the second screen, you will need to compare your choice—which you clicked on in the first screen—with a new option and persuade your listener that your choice is better. For this screen, you will have 60 seconds to prepare your response, and 60 seconds to speak. Keep this format in mind while you practice for this task.



Supporting Your Argument

Speaking Task 5 draws upon your ability to compare and contrast ideas, so it's important to provide a logical explanation to support each point that you mention.

Imagine that you were trying to persuade your boss to purchase a new printer instead of new office chairs. Simply stating your preference, without supporting it with any reasons, is unlikely to convince her.

EXAMPLE:

I think that we should buy a new printer for the office instead of new office chairs.

However, if you back up your choice with logical points of comparison, this can be much more persuasive.

EXAMPLE:

I think that we should buy a new printer for the office. Our current printer is almost 5 years old and doesn't work half the time, but we just got new office chairs last year. In addition, purchasing a new printer would be slightly cheaper than buying new chairs.



Tip It is fine to make up a name for the person to whom you are speaking. They do not need to be based on a real-life person.



Activity 1A

Identify whether each of the following is a weak or strong argument.

ARGUMENT	WEAK	STRONG
1. We should choose the typing workshop as we'll gain a skill that's useful not just in this job, but also for other activities outside of work.		
2. I think we should buy the red jacket for Susan. It is made of leather and costs \$129.99.		
3. The French restaurant has a party room big enough to host our parents' wedding anniversary, so let's make a reservation there.		
4. Although the house in the suburbs is bigger, let's go with the seaside condo because it would allow us to jog and take long walks on the beach.		
5. I suggest that we stay at the hotel on Broadway. I've stayed there before. They have a restaurant in the lobby.		



Activity 1B

These two statements express opinions but are not supported by reasons. Rewrite these sentences by adding reasons that would help persuade someone to your point of view.

- I recommend that you rent the apartment instead of the basement suite.

- We should definitely take the shuttle bus from the airport.



Brainstorming Advantages and Disadvantages

One way to prepare your answer for Speaking Task 5 is to make a list of advantages that support your choice, and disadvantages that show why the other person's choice is either worse or not suitable.

Activity 2

 Look at Image 1 and choose one of the two options being presented. You can spend about 1 minute making your choice.

Now look at Image 2. Spend a few minutes writing down the advantages of your choice from Image 1, and the disadvantages of the other option in Image 2 (your fiancé's father's choice). Write three or four points for each in the table below. Note that in the official test, you will have 1 minute to prepare.

ADVANTAGES (YOUR CHOICE)	DISADVANTAGES (FIANCÉ'S FATHER'S CHOICE)

**Comparing Advantages and Disadvantages**

Once you have listed the advantages and disadvantages of the options, you will need to compare them. To do this, you will need to use a range of grammar structures. For example:

1. “X is” + Comparative Adjective + “than Y”
 - Today is hotter than yesterday.
 - This TV is more expensive than that one.
2. “X is not as” + Adjective + “as Y”
 - The Falcon Lodge Motel is not as well-known as the Blueberry Hill Hotel.
 - This summer’s weather forecast is not as extreme as last year’s.

When you want to use the first grammar structure above, make sure to use the correct form of the adjective. The following table covers most rules for comparative adjectives.

ADJECTIVE RULES

ADJECTIVE	RULE	EXAMPLE
1 syllable	Add “-er” to the end of the word.	Fast → Faster
1–2 syllables ending in “e”	Add “-r” to the end of the word.	Large → Larger
Other adjectives with 2 or more syllables	Add “more” or “less” in front of the adjective.	Boring → More boring Expensive → Less expensive
Adjectives ending in “y”	Change “y” to “i” and add “-er.”	Happy → Happier
Irregular	Use the irregular form of the adjective.	Good → Better

**Activity 3**

The following response uses the Speaking Task 5 at the beginning of this unit. Listen to the response and fill in the missing comparative adjectives in the spaces provided.



Play Unit 11 - Track 1.

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

Father, I understand that you want to have a wedding in the back garden. However, my choice would be to have the wedding in Prince Edward Gardens for the following reason. Firstly, the gardens are much, much 1. _____ the backyard. More space actually is a benefit because the location includes free parking. That means we can invite all of the guests that we want to on our guest list and not worry about having to un-invite or not invite somebody. The other thing is that the location is a lot 2. _____. It's going to be a great setting for the photographs. The gardens include lots of different plants, shrubbery, and this will make for a much 3. _____ series of photographs after the wedding. Finally, the garden is so spacious you could also set up a tent that would accommodate people indoors if the weather wasn't as great. Although it's a little bit 4. _____, it would be a 5. _____ option than trying to squeeze everybody into the house if the weather was bad.



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Using Empty Phrases

Test takers sometimes use words and phrases that do not help to express their ideas, that is, they are “empty” of meaning. Often, these words and phrases are repeated whenever the test taker is not certain what to say. If used too frequently, this can prevent the test taker from having enough time to fully develop their response. These words and phrases can also distract the listener from the purpose of the response. The following sentence illustrates this problem. “I, like, think we should, like, take the train because, like, it’s much cheaper, you know what I mean?” Note that the underlined words and phrases do not make this sentence any more persuasive, and they are also quite distracting.

2. Failing to Compare the Two Options

Remember that, in Task 5, you are attempting to persuade someone else that your choice is the best option. Some test takers describe each option without using comparative language to show how their choice is better. For example, if comparing two houses, it would not be enough to say, “This house costs \$200,000 and has two garages. It has three bedrooms. The other house costs \$20,000 and has no garage. There is one bedroom.” It would be better to use comparative language to explain the difference between the two. For example, “Even though this house is more expensive, at \$200,000, it is much bigger—it has three bedrooms rather than just one. It will also be much more convenient for us as it has two garages, which will be great since we both have cars. The other house doesn’t even have one garage.”

3. Lacking Organized Structure

To effectively persuade your listener, it’s important to structure your response in a logical way. It may be helpful, therefore, to briefly plan your response by selecting the main ideas you will be discussing before you start to speak. You could then begin your response by stating which option you chose, and follow up with a few reasons, based on the ideas you selected, to support your choice.



Activity 4

In the space provided below, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.

Play Unit 11 - Track 2.

Refer to Images 1 and 2 for the corresponding Speaking task.

Uhh, I can choice uhh, the Sun Garden uh 800 for the day includes Chinese cakes, something like that, two acres include house and garden. It's good for me and quiet and nice. Uhhhhm. And good, everybody's gonna be okay. And I like so much noising and something like that. It's gonna be fun, uh the sun garden's is nice, I think so, for us. Very nice, location is good and everybody wants to see the uhh small lakes, something like that. It's better for us, I like that. We can choice, yeah. We can choose this.

1. Using Empty Phrases

2. Failing to Compare the Two Options

3. Lacking Organized Structure



Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 5: Comparing and Persuading, give yourself **60 seconds** to make a choice between the first two options, **60 seconds** to prepare your response, and **60 seconds** to speak.

Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds

NEXT

- ① You and three of your colleagues are going on a business trip from Toronto to New York. You found two suitable options. Using the pictures and information below, choose the option that you prefer. In the next section, you will persuade a colleague that your choice is the better choice.

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



Going on an airplane

- \$306 return per person
- travel time: 1 hour 25 minutes (plus 1-hour drive to airport)
- evening flights available



Taking the train

- \$250 return per person
- travel time: 13 hours (plus 20-minute drive to station)
- train departs 8 a.m. and arrives 9 p.m.

Unit 11 – Image 3: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

Speaking Task 5: Comparing and Persuading

Preparation: 60 seconds Recording: 60 seconds

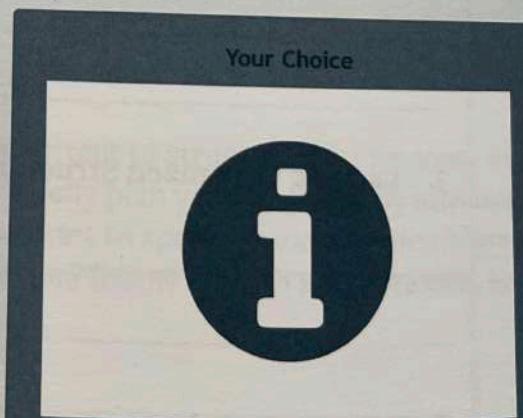
NEXT

- ① One of your co-workers is suggesting taking her car. Persuade this co-worker that the transportation you chose is more suitable by comparing the two.



Going by car

- travel time: 7 hours
- \$250 for gas
- can travel at any time



Use the information from the option that you chose in the previous image in your argument.

Unit 11 – Image 4: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you address the listener directly?			
2. Did you speak clearly with minimal pauses and hesitations?			
3. Did you use appropriate rhythm, pronunciation, and intonation?			
4. Did you accurately use a wide variety of words?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context?			
7. Did you compare and contrast your choice with the other person's?			
8. Was your response clearly organized?			
9. Was your response long enough?			
10. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 11 – Track 3.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 11 – Track 3.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 11 – Track 3.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT

12

Dealing with a Difficult Situation

LEARNING FOCUS

- Making polite statements/requests
- Supporting your statement/request with reasons
- Identifying common errors
- Self-assessment
- Rate the response

Speaking Task 6: Dealing with a Difficult Situation presents you with a challenging scenario and two options for how to try to resolve it. You will choose one of these solutions and explain why you think it is the best choice. Two main areas of assessment in this task are your ability to provide reasons for your answer and your ability to change your word choice and tone depending on the context of the situation. Remember to *directly* address the listener in this task.



Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

- You hired a moving company to move your apartment. The moving company told you that it will cost you \$150. After the move finished, the movers told you that it would cost \$250. You think you shouldn't pay the extra money.

Choose ONE:

EITHER

Talk to the movers. Tell them why you will not pay the extra amount.

OR

Call the company owner. Tell him why you cannot pay the extra amount.

Preparation Time

60

Making Polite Statements/Requests

Speaking Task 6: Dealing with a Difficult Situation often involves convincing someone to change their mind or make a sudden change of plan. In such situations, you have a better chance of getting the outcome you want by expressing yourself in a polite way. Below is a list of some of the polite openings that you could use, as well as some examples of how to complete the statement or question.

POLITE OPENINGS	EXAMPLE
Excuse me but could you please take shorter lunch breaks?
I feel really bad about this, but I'd prefer it if you could take shorter lunch breaks.
I'm afraid to tell you this, but I'd like it if you could take shorter lunch breaks.
I'm sorry to bring this up, but you will need to take shorter lunch breaks.
It would mean a lot to me if you took shorter lunch breaks.
I was hoping that you could take shorter lunch breaks.
I wish you would take shorter lunch breaks.
Maybe we could discuss how long lunch breaks should be.
My suggestion is that you should take shorter lunch breaks.
Sorry for the inconvenience, but I'd like you to take shorter lunch breaks.
Unfortunately, I'd prefer it if you could take shorter lunch breaks.
Would you be willing to take shorter lunch breaks?
Would you consider taking shorter lunch breaks?



Supporting Your Statement/Request with Reasons

If you make a demand or request without explaining yourself, people may feel confused or even a little upset. So, it is important to support your position with logical reasons.

Example:

SITUATION:

Your roommate refuses to help clean the apartment and is often quite loud. You are trying to get them to move out.
Move out!

DIRECT STATEMENT:

POLITE STATEMENT:

REASON:

I wish you would consider finding somewhere else to live. I've talked to you so many times about helping clean the apartment, but you don't seem to have made an effort. In addition, our neighbours have complained several times about the volume of your music.



Activity 1

Rewrite each of the following sentences so that they are phrased more politely and then include at least one supporting reason.

1. Direct Statement: You must return the dog to the pet shop.

a) **Polite Statement:** I'm sorry _____,

but _____

b) **Reason:** _____

2. Direct Statement: You have to sell your car.

a) **Polite Statement:** I feel _____,

but _____

b) **Reason:** _____

3. Direct Statement: You must quit your job.

a) **Polite Statement:** I'm afraid _____,

but _____

b) **Reason:** _____

4. Direct Statement: You can't go to work next week.

a) Polite Statement: Would you consider _____

b) Reason: _____

5. Direct Statement: You have to sign up for an exercise class.

a) Polite Statement: Would you be willing _____

b) Reason: _____

6. Direct Statement: I'm quitting your yoga class.

a) Polite Statement: Sorry for _____

but _____

b) Reason: _____



Activity 2A

Read the following task and underline three specific details that you can reference in your response. Note: In the Speaking Test, you should look for as many details as possible.

Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

- ① You work for a big company. Your department is being asked to move to the other side of the office to make room for new employees. The new space is smaller and colder. Your co-worker is very upset about the move and wants to quit.

Choose ONE:

EITHER

Talk to your boss. Explain why your department should not move.
OR

Talk to your co-worker. Explain why he should not quit.



Preparation Time

60



Activity 2B

Think about how you can expand the response below by adding specific details and/or reasons to complete each idea. (Keep in mind that this exercise is focused on the first choice from the task on the previous page. On the official test, it does not matter which option you choose, as long as you discuss it convincingly.)

Excuse me, I was wondering if we could talk about the planned departmental move. I'm not sure moving is the best idea _____.

Also, if we move _____.

Finally, I believe it's best if we _____.



Activity 2C

List three specific details this test taker used to help develop their response.



Play Unit 12 - Track 1.

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

1

2

3



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Failing to Address the Listener Directly

As mentioned at the beginning of this unit, it is important to *directly* address the listener in Task 6. For example, it would be correct to say, “Listen, Tom, I understand how much you care about your dog, but it’s just making too much noise.” It would be incorrect to say, “I would tell Tom that I understand how much he cares about his dog, but it is just making too much noise.”

2. Expressing Incomplete Ideas

Make sure to fully explain each idea that you introduce. If you begin talking about one idea but don’t fully explain it before moving to the next idea, this may make your response hard to follow. For example, it may confuse the listener if you said, “I have three ideas for the renovation. First, I really think we should . . . hmm . . . and it would also be good to add more parking spots . . .” It would be better to say, “I have three ideas for the renovation. First, I really think we should expand the lunch room. It would also be a good idea to add more parking spots. And lastly . . .”

3. Using Words in the Wrong Order

In English, it is necessary to make sure that the words in your phrases and sentences are in the correct order. If some words are out of order, this can be confusing to the listener and may make your response harder to follow. For instance, “I **the took** train work to this morning” is incorrect, and the listener would have to work harder to figure out the meaning. “I **took the train to work** this morning” is correct.



Activity 3

In the space provided on the next page, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.

Play Unit 12 - Track 2.

Refer to the task in Activity 2A.

I think my co-worker, um, shouldn't be quit because, um, I try to convince him because the to work with this company it has a great benefits, and the bosses are good from here, and the same as all that like the employ the co-workers. And the most probably thing that I like it's like working with team together. They never leave you alone with any other problems that you have it, so I think that's what the people like it about this company, and the peoples are nice with the same nice age. They got big good and then this is the growest growing company at this point, so I think you shouldn't be quitting this job. I will try to talk with my boss together—

1. Failing to Address the Listener Directly

2. Expressing Incomplete Ideas

3. Using Words in the Wrong Order



Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this prompt and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 6: Dealing with a Difficult Situation, give yourself **60 seconds** to prepare and **60 seconds** to speak.

Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

- ① You live in an old apartment building. Sounds can travel easily between apartment units. Your roommate, Albert, has a naturally loud voice. The owner of the next-door unit, Bonnie, is unhappy that she can hear your roommate's voice from her unit.

Choose ONE:

EITHER

Talk to Albert. Explain that he needs to lower his voice when he is inside the apartment.

OR

Talk to Bonnie. Explain that she needs to accept your roommate's naturally loud voice.



Preparation Time

60

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you address the listener directly?			
2. Did you speak clearly with minimal pauses and hesitations?			
3. Did you use appropriate rhythm, pronunciation, and intonation?			
4. Did you accurately use a wide variety of words?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context?			
7. Was your response clearly organized?			
8. Did you use tactful words and phrases?			
9. Was your response long enough?			
10. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 12 – Track 3.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 12 – Track 3.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 12 – Track 3.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT 13

Expressing Opinions

LEARNING FOCUS

- Expressing an opinion
- Developing your response using transitions
- Developing your response using word forms
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 7: Expressing Opinions, you will read a question about a common issue in society and then state your opinion about it. You are free to express any opinion that you like. You will be assessed on your ability to develop your response by providing supporting details and examples for your point of view.



Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

- Answer the following question.

Question: Do you think that reducing pollution is only the government's responsibility? That is, only the government should be dealing with air pollution and water pollution in urban areas? Explain your reasons.



Preparation Time

30

**Expressing an Opinion**

In this Speaking task, you should do your best to state your position as clearly as possible at the beginning of your Recording Time. Here are some phrases that you could use to introduce your opinions:

- In my opinion ...
- As far as I'm concerned ...
- Personally, I think / I think that ...
- I'd say that ...
- I believe that ...
- In my experience ...

Sometimes test takers make small errors when using these expressions. In this activity, you will practice your ability to identify these common errors.

**Activity 1**

Read each of these statements in response to the task above. Then, circle the error(s) in the opinion phrase and rewrite it so that each is correct. The first question has been completed for you.

1. I am believing that a country's citizens should also help reduce their nation's pollution.

I believe that

2. As far I'm concern, the government shouldn't be the only institution that's responsible for pollution control.

3. With my opinion, if everyone in the country tried their best to reduce how much they pollute, the environment would become much healthier.

4. On my experience, the government can only do so much to reduce pollution; you and I have to help with this as well.
-
5. I do say that government restrictions on pollution is the most effective way to help a country's air and water quality.
-
6. Personally, the only way to reduce the amount of pollution a country makes is if everyone takes responsibility for the pollution they create.
-

Developing Your Response Using Transitions

Using clear transitions between your ideas will help the raters follow the flow of your response. Being able to correctly use a variety of transitions can help improve the overall quality of your performance on the Speaking Test. The transitions that you use can be grouped by their purpose. Some of the most useful transitions and their categories appear in the activity below.

Activity 2A

Sort the transition words in the table into the correct categories on the next page. Check your answers in the Answer Key before proceeding to the next activity.

Transitions		
since	in comparison	therefore
specifically	yet	not only ... but also
for example	if ... then	both ... and
moreover	consequently	while
similarly	however	to begin with
whereas	on one hand ... on the other hand	first
but	because	for instance
finally	in other words	hence

CATEGORY	TRANSITIONS
GIVING EXAMPLES/ CLARIFYING	
SEQUENCING	
CAUSE/EFFECT	
ADDING INFORMATION	
EXPRESSING SIMILARITY	
CONTRAST	



Activity 2B

Complete the sentences by filling in the blanks with transition words/phrases from the table. Note that not all transitions in the table will be used, and some questions may have more than one possible answer.

- It may be difficult to fund university degrees for every citizen because it would require increasing taxes by a large percentage.
- Some parents not only think that they always know what is best for their children also don't listen to their children or respect their independence.
- Since it is so easy for people to hide their identities online, I think that both the teachers and the parents at my old school would not feel comfortable with the students having online-only friends.

4. Parents strongly believe that they have their children's best interests in mind; however, their children believe that they have the right to choose how they wish to spend their free time.
5. On the one hand, having friends online may allow someone who feels shy to socialize with other people; on the other hand, face-to-face interaction is an important part of conversation because we communicate through body language as well.



Developing Your Response Using Word Forms

When you answer a Speaking question, it is important to demonstrate the full range of your vocabulary and avoid repetition. Although you should try not to repeat the same words, it can be an effective way of showing connections between your ideas to mention the same key word using different forms of that word. For example, in this paragraph, the word "repetition," a noun, is followed by the word "repeat," a verb, in the next sentence. These are different forms of the same word and, by using them together, it is possible to smoothly join ideas across two sentences. When using this strategy, consider the parts of speech that can be used with a particular word.

For example:

Creativity/Creativeness/Creation (noun)	Creative (adjective)	Create (verb)	Creatively (adverb)
--	-------------------------	------------------	------------------------

Different forms of a word can be used to develop your ideas in a group of sentences.

Personally, I think learning some form of art is important for fostering creativity in a child. Music, painting, and dance are some artistic activities that children especially enjoy. Being creative allows people to come up with unorthodox ideas. Moreover, if someone can approach problems creatively, they will enjoy greater success in their careers.



Activity 3

Complete the response using the key word below. You will need to change the word form in each sentence so that it is grammatically correct.

KEY WORD:

Know

Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

- ① Answer the following question.

Question: Parents think they know their children very well; children think they know themselves the best. What do you think? Please give your reasons.

I'd have to say that parents 1. know their children best. This 2. knowledge comes from parents being able to watch their children grow and develop. Moreover, since parents have more life experience, they understand that children have only 3. known themselves for the short time they have been alive. What I mean is, if children are young, they do not have a wide range of experiences that they can draw from. This makes 4. Knowing themselves almost impossible.



Activity 4

Now create your own response to the following Speaking task. Choose **two** (or more) of the key words below, and include **at least two** word forms of each in your response. Feel free to include more key words as well.

For the purpose of this activity, spend a few minutes brainstorming which key words and word forms you will include. Remember the Preparation Time for Task 7 is **30 seconds**.

Speaking Task 7: Expressing Opinions Preparation: 30 seconds Recording: 90 seconds **NEXT**

① Answer the following question.

Question: Do you think governments should provide free university or college education?

Preparation Time
30

KEY WORDS	WORD FORMS
Pay	
Education	
Cost	
Attend	

Now, using a recording device (phone, laptop, etc.), record yourself speaking for **90 seconds** and then play it back. How many different key words/word forms were you able to use?



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Misusing Uncountable Nouns

In English, nouns can be either countable or uncountable. Countable nouns have a singular and plural form and can be counted using numbers (one pen, five pens). Uncountable nouns are used for things that cannot be counted, such as liquids (milk) or abstract ideas (knowledge). These nouns do not have a plural form. For example, it is incorrect to say “I bought two **milks** yesterday” or “he has three **knowledges**.” To express quantity in these cases, you will have to add a countable noun, such as “two **cartons** of milk,” or an expression, like “**a lot** of knowledge.” Make sure you use uncountable nouns correctly in your response.

2. Failing to Provide Strong Reasons for Opinion

Whenever you are required to give your opinion, be sure to provide a few reasons supporting this opinion. Explain why you feel the way you do. It can also be helpful to explain why you do *not* feel a different way about the topic. If you do not provide any reasons for your opinion, or if your reasons are weak and unclear, this may make your response hard to follow.

3. Failing to Follow All Directions

Read the instructions carefully. Note that some tasks will ask you to do more than one thing. Make sure that you have fully addressed the task.



Activity 5

In the space provided on the next page, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.



Play Unit 13 - Track 1.

Access the audio via the Focus LS Resource Portal; the link is found in the Introduction.

Refer to the Speaking task at the beginning of this unit.

Ah, no, I disagree that it's not only the government's responsibility, but it's our responsibility too, as a people, as a responsible citizen because we can, we can, ah, keep our environment clean by cleaning up our houses . . . by cleaning up our neighbours' . . . putting garbages in the right places, and also using energy-efficient appliances in our houses. It will also reduce the pollution in the environment. Not using too much of a, uh, uh, uh, things that will cause the noise pollution. For example, not honking too much during driving, and also not listening to the loud music, mmm, uh, keeping everything, uh, keeping everything clean will help to grow a better clean environment.

1. Misusing Uncountable Nouns

2. Failing to Provide Strong Reasons for Opinion

3. Failing to Follow All Directions

Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this task and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 7: Expressing Opinions, give yourself **30 seconds** to prepare and **90 seconds** to speak.

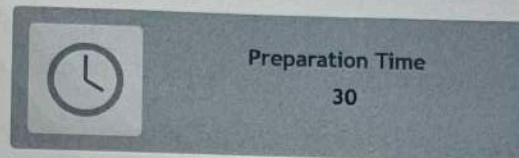
Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

- Answer the following question.

Question: Do you think it's OK for high school students to have online friends, that is, friends they only know online? Give your reasons.

**CELPPIP SPEAKING CHECKLIST**

	Yes	Sometimes	No
1. Did you clearly state your opinion at the beginning of your response?			
2. Did you speak clearly with minimal pauses and hesitations?			
3. Did you use appropriate rhythm, pronunciation, and intonation?			
4. Did you accurately use a wide variety of words?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context?			
7. Did you use appropriate transitions to develop your response?			
8. Was your response long enough?			
9. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 13 – Track 2.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 13 – Track 2.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 13 – Track 2.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

UNIT 14

Describing an Unusual Situation

LEARNING FOCUS

- Using descriptive vocabulary
- Developing your response
- Describing unfamiliar elements in the scene
- Identifying common errors
- Self-assessment
- Rate the response

In Speaking Task 8: Describing an Unusual Situation, you will describe an image of something unfamiliar. The person to whom you are speaking cannot see the image. One of the main challenges of this task is to adapt your vocabulary to describe a scene that may seem surprising or strange to you. Make full use of descriptive language to complete this task. It is essential to pay attention to the instructions because there are two parts. In the first part you will describe an image. In the second part there will be a follow-up task, such as inviting someone to join you in an activity that is depicted in the image. Remember to *directly* address the listener in this task.

I'm going to tell you about. You've got to see this.
I'm going to try and describe. I want to tell you.
It looks a bit like. I'll try to describe this strange
combination of. It seems that they might be
going to tell you about. You've got to see this. This
is. I'm going to try and describe. I want to tell you.
It looks a bit like. I'll try to describe this strange
combination of. It seems that they might be
telling you about. You've got to see this.
I'll try and describe. I want to tell you.
It looks a bit like. I'll try

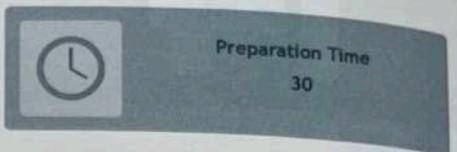


Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

- Your friend Mark is new to the city and wants to try something new and out of the ordinary. You know of a particular attraction that he may be interested in. Call your friend Mark, describe the attraction to him, and ask him if he would like to go there with you.



Unit 14 – Image 1: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.



Using Descriptive Vocabulary

In Speaking Task 8, it is important to be descriptive and precise in order to effectively convey important details in the image. If you have a basic vocabulary, you can combine simple words and phrases to express higher-level meaning. For example, if you don't know the word "yacht," this could be described in simple language as a "large sailing boat."

Those with a broader range of vocabulary can use more specific words to express precise meaning. For the example from the previous paragraph, you could add more details about the yacht, and describe it as "a luxury sailing yacht with a prominent open upper deck featuring dining tables and lounge chairs."



Activity 1

Use the image above to practice different ways of describing important things in the image. For each item, use descriptive phrases to give both a simple and a detailed description of that item. The first question has been completed for you.



Remember to access the full-colour version of this image in the Focus LS Portal.

1. Street Lamp

Simple Description:

large light on a metal pole

Detailed Description:

*street lamp with a fluted bottom and a large bulb in a decorative casing***2. Cart/Carriage**

Simple Description:

open car with benches on the wheel

Detailed Description:

*bright green carriage with open side and four grey benches***3. Cart roof/top**

Simple Description:

green and white roof top

Detailed Description:

*cheerful green, red, white striped top with saddle edges***4. Driver**

Simple Description:

man in the open car

Detailed Description:

*costumed driver with a moustache, wearing a green cap and red tie***5. Megaphone**

Simple Description:

shiny thing that makes your voice louder

Detailed Description:

*medium-sized white megaphone with a red handle***6. Saddles**

Simple Description:

red ~~sheat's~~ seat on the horses

Detailed Description:

*Simple red saddle with grey pommel***Activity 2A**

In order to improve your performance on the Speaking Test, it is useful to consider things from the listener's perspective. Remember that in Task 8, the person with whom you are speaking cannot see the image, so you should make it as easy as possible for them to visualize the scene.

Listen to the following sample responses. Response 1 has a CELPIP Level range of 4–5, and Response 2 has a CELPIP Level range of 10–12. For the purpose of this exercise, you won't see the image, so as you listen, pay close attention to how it is described. You could even close your eyes to help you imagine what is being described.



Play Response 1 (Unit 14 – Track 1) and Response 2 (Unit 14 – Track 2).
Access the audio via the Focus LS Portal; the link is found in the Introduction.

Which response did you find easier to visualize?

Response 1 _____

or

Response 2 _____



Activity 2B

Listen to the tracks and add the missing information to the following chart, which compares the level of detail used in each response.

Play Unit 14 – Tracks 1 and 2.

TRACK 1	TRACK 2
<ul style="list-style-type: none"> corner store has vegetable and fruits 	<ul style="list-style-type: none"> a corner store that basically sell fresh produce like fruit and vegetables some of the vendors, the people selling the fruit and the vegetables
<ul style="list-style-type: none"> outside the city street 	<ul style="list-style-type: none"> _____ _____
<ul style="list-style-type: none"> _____ 	<ul style="list-style-type: none"> a place where farmers would live
<ul style="list-style-type: none"> another building in front of the corner store with red roof 	<ul style="list-style-type: none"> a big banner that says “Fresh Fruits” on my left-hand side

Both responses generally mention the same points, but Response 2 uses a wider and more precise range of vocabulary to describe the scene. Note that there were many other factors that contributed to the score of each response, but the use of descriptive language was certainly one of them.



Developing Your Response

Remember that to score well in Speaking Task 8, you need to include a wide range of details to make your response as descriptive and as well developed as possible. To do that, it is helpful to ask yourself questions to plan your response. The following list is a good starting point but does not contain all possible questions. It is not necessary to answer all of these questions, and some might not be useful in every situation.

- Who am I talking to?
- Is the scene inside or outside?
- What is the time of day in the picture?
- What is/are the main object(s)?
- What shape(s) is/are the main object(s)?
- Are there any people?
- What is the season?
- What is/are the main object(s) used for?
- What colour(s) is/are the main object(s)?
- What is/are the material(s)?



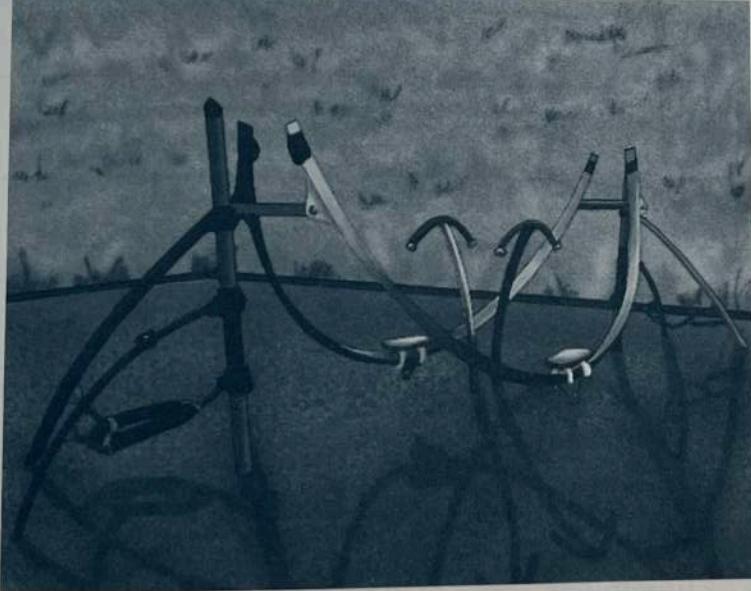
Activity 3A

Look at the task below and create notes, using the “Questions to Ask Yourself” column in the following chart as a guide. Remember, not all of the questions will be applicable to this activity. The first row has been completed for you.

Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds [NEXT](#)

① You are taking a walk in the neighbourhood and see an interesting piece of playground equipment. Call your niece, Jamie, and describe in detail what the equipment looks like and how to play on it, and ask her if she would like to try it.



Preparation Time

30

Unit 14 – Image 2: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

QUESTIONS TO ASK YOURSELF	NOTES
Who am I talking to?	Jamie, niece
Are there any people?	
Is the scene inside or outside?	
What is the season?	
What is the time of day in the picture?	
What is/are the main object(s) used for?	
What shape(s) is/are the main object(s)?	
What colour(s) is/are the main object(s)?	
What is/are the main object(s)?	
What is/are the material(s)?	



Describing Unfamiliar Elements in the Scene

Task 8 is similar to Task 3 in that you are asked to describe an image. However, rather than being presented with a familiar image, such as a classroom or a park, you will be presented with an unusual scene. Although it may be unfamiliar, there may be parts that resemble something that is familiar to you. Therefore, it is a useful strategy to compare aspects of the image to something else. This can be particularly helpful if you can't find the vocabulary to precisely describe the image.



Activity 3B

Look at the image in Activity 3A once more. What does the image look like to you? What is a similar object or situation that you can compare it to?

Now play the following two excerpts from high-level responses. Each response describes the image by comparing it to something else. Listen to each response and then write down what the test taker is comparing the image to.

- Play Unit 14 – Track 3. What is the image being compared to? (Hint: furniture and theme park)

It looks like a couple of chairs ; almost like a little roller coaster

2. Play Unit 14 – Track 4. What is the image being compared to? (Hint: hanging bed)

picture, like a hammock supported by 2 poles



Activity 3C

Use a device (phone, laptop, etc.) to record your response to the task in Activity 3A using the descriptive notes you have written. Remember to make comparisons to other objects or situations if you are struggling to describe the image. Try to speak for 60 seconds.

Then, play back your response and consider the following: Did you use detailed descriptive language? Did your response include answers to some of the questions from Activity 3A? Did you compare the scene to anything that was more familiar to you? If so, did you find it easier to describe things that way?

Play Unit 14 – Track 5 for a high-level response to this task (CELPPIP Level range 10–12).



Identifying Common Errors

The following are common errors that you should try to avoid when speaking. Avoiding these problems will make it easier for others to understand you and will help you perform at your best on the Speaking Test.

1. Misusing Prepositions

There are numerous prepositions in English, even just to describe location. Many test takers struggle with using the correct prepositions when describing elements of an image. Using an incorrect preposition may cause the listener to misunderstand your description. For example, “the dog **in** the car” and “the dog **on** the car” describe two very different situations.

2. Going Off Topic

It’s important to stay focused on exactly what you are being asked to do in each Speaking task. Make sure everything you say contributes to the development of your response. Avoid talking about things that are not related to the task. Remember that whenever you go off topic, you are losing time in which you could be developing your main ideas.

3. Using Imprecise Language

Using precise language in your response will make it easier for the listener to understand what you are discussing. For example, saying “there’s this colourful thing stuck in a tree” would make it very hard for the listener to understand what you are describing. “There’s a red, purple, and blue rectangular object stuck in a tree—I think it’s a kite” would be much easier to understand because the language is more precise. This is especially important in Task 8 because you will need to use very precise language in order for the listener to imagine this unusual situation.



Activity 4

In the space provided below, identify examples of the three types of errors discussed in this section. This response may contain other types of errors, but for this activity, *only* focus on these three types of errors.

Play Unit 14 - Track 6.

Refer to Image 2 for the corresponding Speaking task.

Hello Janie—Hello Jamie (sorry). Uh, I was running on the park, and I saw, I remember, I just remembered you at the moment I saw what is a quite big equipment. The, the municipal put it on the park, which let you have some exercise. It's very common, I think it's very common in this area and you saw more frequently. It's quite the oval, it's look like what we would sit on, what we play in, of this jumpings, you remember? I remember that was accident. And so it's very similar to this—of a full structure, a wall structure to do it. And you can sweep it, and you can hold it in different ways. But I think it's, you're going to enjoy it. If you, at the moment you see it, you're start to remember what was kid—

1. Misusing Prepositions

2. Going Off Topic

3. Using Imprecise Language

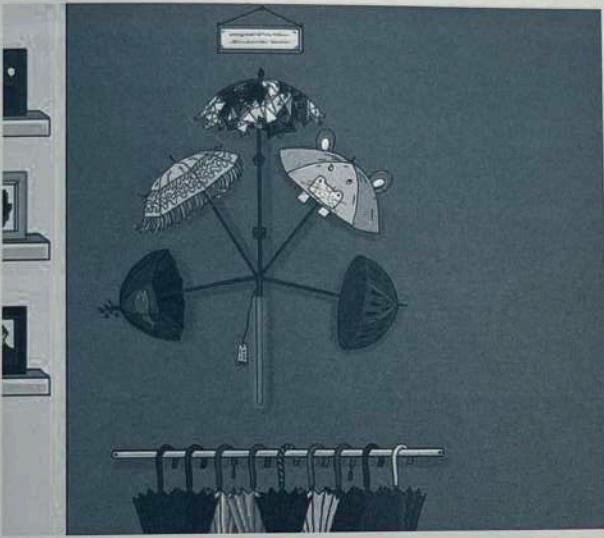


Self-Assessment

Use a device (phone, laptop, etc.) to record your response to this prompt and then play it back. Fill out the checklist as you listen. To practice timed responses for Speaking Task 8: Describing an Unusual Situation, give yourself **30 seconds** to prepare and **60 seconds** to speak.

Speaking Task 8: Describing an Unusual Situation Preparation: 30 seconds Recording: 60 seconds **NEXT**

① You are at a store and you see an interesting umbrella that you think your friend Katie might like. Call Katie and describe in detail what the umbrella looks like. Ask her if she'd like to buy it.



Preparation Time
30

Unit 14 – Image 3: This image is not displayed in full colour. Access the original image online in the Focus LS Resource Portal.

CELPPIP SPEAKING CHECKLIST

	Yes	Sometimes	No
1. Did you address the listener directly?			
2. Did you speak clearly with minimal pauses and hesitations?			
3. Did you appropriate rhythm, pronunciation, and intonation?			
4. Did you accurately use a wide variety of words?			
5. Did you avoid repeating ideas?			
6. Was your tone appropriate for the social context?			
7. Was your response clearly organized?			
8. Was your response long enough?			
9. Did you fully address the task?			



Rate the Response

The following are sample responses to the task from the Self-Assessment activity.

1. Play each response and circle the appropriate CELPIP Level range from the given choices.
2. Write down some of the strengths and weaknesses of each response.
 - You may wish to refer to the Performance Standards in Unit 6 to help you.
3. Check the Answer Key for an explanation of each response's level range.

Play Unit 14 – Track 7.1.

LEVEL M	LEVELS 3–4	LEVELS 5–6
Strengths:		
Weaknesses:		

Play Unit 14 – Track 7.2.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		

Play Unit 14 – Track 7.3.

LEVELS 7–8	LEVELS 9–10	LEVELS 11–12
Strengths:		
Weaknesses:		