



**CELP<sup>®</sup>**

**GENERAL**

# Study Guide

# CELPIP-General

## Study Guide



Instagram and Telegram: [@PDFEnglish](#)

## **CELP-GENERAL STUDY GUIDE (Ebook Version)**

Copyright © 2013 Paragon Testing Enterprises, a subsidiary of the University of British Columbia

First Edition, First Printing: December 2013  
First Edition, Second Printing: September 2014  
Second Edition, First Printing: March 2015

All rights reserved. It is illegal to reproduce any portion of this material except by special arrangement with Paragon Testing Enterprises. Reproduction of this material without authorization, by any duplication process whatsoever, is a violation of copyright.

Paragon Testing Enterprises  
CELP-General Study Guide  
Vancouver: Paragon Testing Enterprises  
**ISBN 978-0-9920181-4-6**

# CONTENTS

I	INTRODUCTION	5
L	PART I: THE LISTENING TEST	15
R	PART II: THE READING TEST	41
W	PART III: THE WRITING TEST	63
S	PART IV: THE SPEAKING TEST	81
P	PART V: COMPLETE PRACTICE TEST WITH ANSWER KEY	111

This page is intentionally blank. Please proceed to the next page.

I

# INTRODUCTION

# INTRODUCTION

---

The CELPIP-General Study Guide has been designed to familiarize test takers with the CELPIP-General Test. If you are reading this, you are probably interested in taking the CELPIP-General Test and want to find out how to get the score you need.

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



<http://celiptest.ca/studymaterials>

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

The organization of the handbook follows the same order as the test: Listening, Reading, Writing, and Speaking. Each unit provides a clear explanation of one test component and includes the following:

## LISTENING AND READING TESTS

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

## WRITING AND SPEAKING TESTS

- **Chart:** Gives an overview of each test component.
- **Assessment and Performance Standards:** Explains performance expectations for each test component.
- **Guidelines:** Introduces each question type.
- **Responding to the Prompt:** Provides step-by-step instructions for thinking about the question.
- **Strategies for Success** for each test component.
- **Sample Responses and Study Tips:** The Writing Unit contains a few Study Tips as well as one sample response with an analysis of its strengths and weaknesses. The Speaking Unit has sample responses integrated throughout.

# KEY FEATURES

---

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



## GUIDELINES

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



## RESPONDING TO THE PROMPT

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



## ELIMINATING THE WRONG ANSWER

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



## STUDY TIP

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



## STRATEGIES FOR SUCCESS

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

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



# THE PURPOSE OF THE TEST

---

The CELPIP-General Test is a multi-purpose English language proficiency test accredited by Citizenship and Immigration Canada (CIC) to assess functional language proficiency in English. CELPIP stands for Canadian English Language Proficiency Index Program.

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

There are three versions of the CELPIP test: the CELPIP-General Test, the CELPIP-General LS (Listening and Speaking) Test, and the CELPIP-Academic Test. You will learn more about the CELPIP-General Test in this guide, and you can visit the CELPIP-General LS and CELPIP-Academic websites to learn more about the other CELPIP tests.



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

## COMPUTERIZED TESTING

---

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

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

# TEST COMPONENTS AND TIME

Here is a breakdown of each CELPIP-General Test component—Listening, Reading, Writing, and Speaking—in the order in which you will be completing them.

TEST COMPONENT	COMPONENT SECTIONS	NUMBER OF QUESTIONS	TIMING
Listening	Part 1: Identifying Similar Meanings	8	47 minutes
	Part 2: Answering Short Questions	8	
	Part 3: Listening to Problem Solving	8	
	Part 4: Listening to a Daily Life Conversation	5	
	Part 5: Listening for Information	6	
	Part 6: Listening to a News Item	5	
	Part 7: Listening to a Discussion	8	
	Part 8: Listening to Viewpoints	6	
Reading	Part 1: Reading Correspondence	11	60 minutes
	Part 2: Reading to Apply a Diagram	8	
	Part 3: Reading for Information	9	
	Part 4: Reading for Viewpoints	10	
	Part 5: Unscored Items*	8–11	
Writing	Task 1: Writing an Email	1	60 minutes
	Task 2: Responding to Survey Questions	1	
Speaking	Practice Task	1	20 minutes
	Task 1: Giving Advice	1	
	Task 2: Talking about a Personal Experience	1	
	Task 3: Describing a Scene	1	
	Task 4: Making Predictions	1	
	Task 5: Comparing and Persuading	1	
	Task 6: Dealing with a Difficult Situation	1	
	Task 7: Expressing Opinions	1	
Task 8: Describing an Unusual Situation	1		

There are 8 different Listening parts, but only 7 parts will be given during the official test. Since you don't know which 7 parts you will be doing, it's important to be prepared for all 8 parts.

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

# TIMING

---

You have 3 hours and 7 minutes to complete the CELPIP-General Test. In the Reading Test and some parts of the Listening Test, you have the option of going back and forth between questions within a section, but in the Writing and Speaking Tests, you must answer every question in the order in which it is presented. Time limits are set for many test parts so that test takers don't run out of time during any section of the test. A more detailed explanation of the times for each test is included in each section of this guide.

# SCORING

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

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

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

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

# QUESTIONS AND ANSWERS ABOUT THE CELPIP-GENERAL TEST

---

## WHERE CAN I TAKE THE CELPIP TEST?

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



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

## HOW DO I REGISTER FOR THE CELPIP TEST?

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



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

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

## HOW FAR AHEAD DO I NEED TO REGISTER?

Registration closes five calendar days before the scheduled test date. There is no walk-in registration for any of the CELPIP tests.

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

## WHAT CAN I EXPECT ON TEST DAY?

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



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

Food and drink are not permitted during the test, although exceptions can be made for people who have documentation regarding certain medical conditions. Paper and electronic dictionaries are not allowed, and you must leave your cellphone, MP3 player, and any other electronic devices in a guarded designated area during the test. You may take a brief washroom break between tests without a time penalty; test takers who

go to the washroom during any test section will not be able to stop their timers and will therefore lose time on that part of the test.

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

## HOW CAN I DEMONSTRATE MY ENGLISH ABILITY?

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

Remember, the CELPIP-General is not an academic test, and it does not measure your academic English skills. When preparing for the CELPIP-General Test, keep the following guiding questions in mind:

FOR ALL PARTS OF THE TEST:

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

FOR WRITING AND SPEAKING:

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

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

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

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



<http://celpiptest.ca/studymaterials>

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

## EDITOR'S NOTE

---

Sometimes the explanations and examples in this book require the use of the singular pronoun "he" or "she." In order to give equal time to both genders, we have used "he" to represent test takers and "she" to represent CELPIP Raters and other individuals.



L

# PART ONE

# THE LISTENING TEST



# OVERVIEW

---

The Listening Test measures how well you understand English that is used in typical day-to-day situations. How much can you comprehend when people express opinions, preferences, or viewpoints in social or workplace situations? Will your listening skills help you respond appropriately to questions, comments, or suggestions? Each part of the Listening Test measures certain listening skills. Your answers show how well you understand spoken English in everyday situations.

You have 47 minutes to complete seven parts of the Listening Test.

All questions on the Listening Test are multiple choice. After you have completed the CELPIP-General Test, your answers will be automatically marked by the computer. If you do not know the right answer, you should make your best guess. There are no deductions for incorrect answers.

The chart on the next page provides an overview of the Listening Test.

# LISTENING TEST:

## 47 MINUTES

	PART AND TYPE	DESCRIPTION	QUESTIONS	LISTENING TIME
1	<b>Identifying Similar Meanings</b> (8 audio clips)	Listen to a statement and select the answer that has the most similar meaning.	8	4 minutes
2	<b>Answering Short Questions</b> (8 audio clips)	Listen to a question and select the best answer.	8	4 minutes
3	<b>Listening to Problem Solving</b> (11 audio clips)	Listen to a dialogue and answer 8 questions. The dialogue and questions are divided into 3 sections.	8	8 minutes
4	<b>Listening to a Daily Life Conversation</b> (6 audio clips)	Listen to a dialogue and answer 5 questions.	5	5 minutes
5	<b>Listening for Information</b> (7 audio clips)	Listen to a longer dialogue and answer 6 questions.	6	6 minutes
6	<b>Listening to a News Item</b> (1 audio clip)	Listen to a news report and answer 5 questions.	5	6 minutes
7	<b>Listening to a Discussion</b> (1 video clip)	Listen to and watch a discussion between three people and answer 8 questions.	8	6 minutes
8	<b>Listening to Viewpoints</b> (1 audio clip)	Listen to a report and answer 6 questions.	6	8 minutes

There are 8 different Listening parts, but only 7 parts will be given during the official test. Since you don't know which 7 parts you will be doing, it's important to be prepared for all 8 parts.

## ACCESSING AUDIO CLIPS AND TRANSCRIPTS

Each part of the Listening Test is designed to involve a distinct set of listening skills and a specific language focus. In the official Listening Test, you will hear each audio clip through your headset once, and you will not be able to read it on the computer screen. You will hear the audio clips for the CELPIP-General Study Guide through your computer speakers or headset. You will be able to replay the audio clips if you like, and you will also have the opportunity to read and study the transcripts.

To hear the audio clips, click on the link below. Then simply click on the related link to hear the audio clip for each Listening question. For study purposes, you may listen to the audio clips as many times as you like. On the official test, you will only hear each clip once.



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

# PART 1:

## IDENTIFYING SIMILAR MEANINGS

---



### GUIDELINES

In Part 1 of the Listening Test, you will hear a brief statement once. Next, you will see four statements. Choose the one that is closest in meaning to what you just heard. You will have about 25 seconds to listen to and answer each question.



To hear this clip, click on **L1-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO

**You will hear:** “John wasn’t really worried about going to the interview.”

### EXAMPLE PROMPT AND QUESTION

**You will read:** Choose the sentence that is the closest in meaning to the statement.

- John was feeling stressed about going to the interview.
- John was really worried he'd miss the interview.
- John felt quite calm about attending the interview.
- John thought he might forget about the interview.



### RESPONDING TO THE PROMPT

- Listen carefully to the audio.
- Try to understand the complete meaning of the statement. This means that you will need to recognize common phrases used in everyday situations. This example focuses on the expression “really worried.”
- Think of different ways of expressing what you just heard. For example, some words that have the same meaning as “worried” are “upset” or “bothered.”
- Listen carefully for negatives because they completely change the meaning of the phrase. In this example, John was not (wasn't) very worried, so he was actually the opposite of worried.
- Carefully read the answer choices. Based on what you know, you can confirm that (c) is the correct answer since John is “quite calm”—the opposite of worried.
- When you are looking at the answer choices, try to keep the original statement clearly in mind. However, don't get too focused on one key word; just because an answer choice has the same key word as one in the audio statement, it doesn't mean it is the correct answer. Always try to understand the complete meaning of the audio and remember, the correct answer may not contain any key words or phrases that you heard.



### STUDY TIP

Make a list of adjectives and phrases used to describe personality, things, feelings, people, etc. Can you find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) for all of them? Which phrases on your list are idioms, and do you understand their correct meaning? Practice describing their meanings in regular, non-idiomatic, ways.



### ELIMINATING THE WRONG ANSWER

**Answer (a):** John was feeling stressed about going to the interview—Incorrect  
“Stressed” implies John is concerned or worried, which is the opposite of the meaning in the statement.

**Answer (b):** John was really worried he'd miss the interview—Incorrect  
“Really worried” is also the opposite of the phrase “not really worried” in the statement.

**Answer (d):** John thought he might forget about the interview—Incorrect  
There is no reference in the statement that John might forget to go to the interview.

# PART 2:

## ANSWERING SHORT QUESTIONS

---



### GUIDELINES

In this section, you will hear a simple question once. Listen to the four possible answers and choose the one that responds to the question best. You will have 25 seconds to listen to and answer each question.



To hear this clip, click on **L2-Example** on the Instructional Product Resources website.

### EXAMPLE AUDIO

**You will hear:** "Have you thought about your upcoming summer vacation?"

### EXAMPLE PROMPT AND QUESTION

**You will read:** Choose the best answer.

- Yes, I had a wonderful time in Las Vegas.
- No, I didn't get away last summer.
- Not really; I can't say that I have any plans.
- Of course, that's why I went to Mexico.



### RESPONDING TO THE PROMPT

- Listen carefully to the audio.
- Identify what type of question you heard. Does it need a yes/no answer or an explanation?
- Try to understand the complete meaning of the question. This example focuses on the expressions "thought about" and "upcoming." We usually ask if someone has "thought about something" when we want to know if they've made plans or a decision about the future. The word "upcoming" means happening in the near future and refers here to the summer vacation. With this knowledge, we can understand that the question means, "Have you made any plans about where you're going for your next summer vacation?"
- Listen carefully for negatives and remember that their use will completely change the meaning of the phrase.
- Carefully read the answer choices. Based on what you know, you can confirm that (c) is correct because it responds to the meaning of the question. In this example, the listener has not made any decisions about the upcoming holiday.

1  
2  
3

## ELIMINATING THE WRONG ANSWER

**Answer (a):** Yes, I had a wonderful time in Las Vegas—Incorrect

The trip to Las Vegas happened in the past, but the question is about a future vacation

**Answer (b):** No, I didn't get away last summer—Incorrect

This answer means that the speaker did not have a vacation last year; again, this is not about the future.

**Answer (d):** Of course, that's why I went to Mexico—Incorrect

Like (a) and (b), this answer refers to a past vacation.



## STUDY TIP

Pay attention to verb tenses and time. Are you looking for an answer that talks about the past, present, or future? For the example above, verb tense was an important element. Note, however, that different questions will require different skills. You can hear other types of questions in the complete Practice Test at the end of this guide, in the Free Online Sample Test on our website, in the CELPIP-General Practice Tests, and in the Interactive Learning Program.

# PART 3:

## LISTENING TO PROBLEM SOLVING

---



### GUIDELINES

In Part 3 of the Listening Test, you will hear a conversation between a man and a woman who do not know each other. One has a problem. The other, someone who works for an organization and serves the public, helps solve the problem. The conversation is divided into three sections. After each section, you will answer two or three multiple choice questions, for a total of eight questions. In each question, the response options may be either all words or all pictures. To answer the questions you must understand the main ideas, the opinions expressed, and some of the details. You will also need to make inferences, that is, apply your thinking skills to the given information in order to draw a logical conclusion. You will have about 8 minutes to listen to the three sections of the conversation and answer the questions that follow.

In the official test, you will listen to the audio only once. You won't be able to read the script. However, in this guide you can read and study the script. This may help you understand what to listen for in this part of the test.



To hear a clip from the audio, click on **L3-Example** on the Instructional Product Resources website.

### EXAMPLE

**You will read and hear:** "You will hear a conversation between a man and a woman in a retail store. He is a shopper; she is a sales assistant."

Partial Transcript from Listening to Problem Solving

- WOMAN: **[S1]** Well, a tutorial would get you comfortable with using the system, show you how to find files, send emails, do the main things you want to use your tablet for.
- MAN: **[S2]** Hmm. That would be helpful. **[S3]** Is it free?
- WOMAN: **[S4]** It's \$20 plus tax. **[S5]** It's for one hour. **[S6]** People find it really helpful when they first buy tablets.
- MAN: **[S7]** Hmm. I think I would too. **[S8]** It's not expensive. **[S9]** But, on second thought, I'll leave it for now. **[S10]** I'm going to ask my wife for help!

Note: The full transcript of this audio conversation can be found starting on page 126.



## EXAMPLE PROMPT AND QUESTION

**You will hear:** “Does the man decide to take the tutorial?”

**You will read:** Choose the best answer to each question.

- a) No, his wife will help him.
- b) No, it would cost too much.
- c) Yes, his wife will come too.
- d) Yes, it will be really helpful.

## RESPONDING TO THE PROMPT

- Try to identify what people say when they politely make, consider, accept, and decline offers and suggestions. For instance, when politely declining an offer, people might say, “It’s okay, I’m fine for now.” When deciding not to act on someone’s suggestion, people sometimes say, “I’ll just leave it for now.”
- Although they may sound similar to your ears in everyday speech, learn to hear the difference between would and will. There’s an important difference in meaning. Will before a verb signals a future state or event that is reasonably certain to happen. In contrast, would before a verb often signals a future event or state that’s only possible, not certain, because it’s dependent on something else. The woman says, “a tutorial would get you comfortable” [S1], and the man replies, “That would be helpful” [S2]. Would signals that the help and comfort are a future possibility for the man, not a certainty—because they depend on his taking the tutorial. Would tells you the man has not yet decided whether or not to take the tutorial. At this point, from his perspective, the tutorial is just a “maybe,” not a “yes.” This knowledge helps you eliminate the “yes” options (c and d), which both assume the man will go for sure.

1  
2  
3

## ELIMINATING THE WRONG ANSWER

**Answer (b):** No, it would cost too much—Incorrect

In [S8] the man says the tutorial is “not expensive.” In other words, he doesn’t think it costs too much.

**Answer (c):** Yes, his wife will come too—Incorrect

In [S10] the man says he’s going to ask his wife for help. He does not say he’s going to bring her to the tutorial.

**Answer (d):** Yes, it will be really helpful—Incorrect

In [S2] the man agrees that the tutorial would indeed be helpful. At this point he may be considering attending. However, in [S9] he decides not to attend: “On second thought, I’ll leave it for now.”



## STUDY TIP

Part 3 of the Listening Test presents a typical face-to-face problem-solving conversation between two strangers in a public or semi-public place. One of the speakers works for a business, a government agency, or some other type of organization; the speaker interacting with him or her is a member of the general public. Conveniently, everyday life in Canada gives you endless opportunities to practice listening to real English conversations of this kind—for free. Cities are crowded; stores and offices are busy; strangers are close. When it's socially appropriate for you to be within hearing range without intruding on someone's privacy, listen in.

Listen to a salesperson talking with a shopper. Listen to a food server talking with a restaurant patron. Listen to a receptionist talking with a client at a medical clinic. Listen to a public transit driver talking with an incoming passenger. Listen to a customer service representative talking with a client in a bank, an airport, a plane, and any business and government office. Work at understanding the topic, the speakers' intentions, and the outcome. You will probably hear some unfamiliar expressions; take mental note of them. Later, write them down and find out what they mean. When you listen to people interacting in the English-speaking world around you, you are working on the basic skills for Part 3 of the Listening Test.

# PART 4:

## LISTENING TO A DAILY LIFE CONVERSATION

---



### GUIDELINES

In Part 4 of the Listening Test, you will hear a dialogue between two people and then answer a set of questions. The dialogue will be about a day-to-day activity such as shopping or speaking with a work colleague. You will have about 5 minutes to listen to the dialogue and answer the five questions that follow.

In the official test, you will hear the conversation only once through your headset, and there will be no text to read. Here, you have the opportunity to read and study the dialogue. Studying this sample conversation may help you understand what kinds of things to listen for in this part of the Listening Test.



To hear this clip, click on **L4-Example** on the Instructional Product Resources website.

### EXAMPLE

**You will read and hear:** "You will hear a conversation between a husband and wife. She is arriving home late from work."

**You will read:** Listen to the conversation. You will hear the conversation only once. It is about 1.5 to 2 minutes long.

Partial Transcript from Listening to a Daily Life Conversation

- WOMAN [S1] I know, the traffic was just terrible. [S2] I don't think I moved more than one hundred metres in half an hour. [S3] I would have called you, but my cellphone battery was dead.
- MAN [S4] Do you know what caused the delay? [S5] I didn't hear about any accidents on the news.
- WOMAN [S6] Well, I don't think there was a car accident, but there was an oil spill. [S7] A gas tanker spilled oil across the road, so they had to shut down the whole road for thirty minutes. [S8] There were three fire trucks cleaning up the mess.

Note: The full transcript of this audio conversation can be found starting on page 129.

## EXAMPLE PROMPT AND QUESTION

**You will hear:** “Why was the woman late getting home?”

**You will read:** Choose the best answer.

- a) The road was closed to clean up an oil spill.
- b) She was in an accident while using her cellphone.
- c) A car crash had caused a traffic jam.
- d) There was a fire that blocked the road.



### RESPONDING TO THE PROMPT

- Relax and listen. Don't spend time worrying about a word or sentence you missed, because then you will stop listening to what is being said. Remember, you are not expected to understand every word. Focus on the entire story. Try to understand what is happening; why, when, and where it is happening; and who is involved. Ask yourself what these people are trying to do or what problem they are trying to solve.
- Note major turning points in the conversation, such as when questions are being asked and answered. You may need to remember the information in these answers in order to complete the questions that follow. In this example, the man asks, “Do you know what caused the delay?” When you hear a question like this, you should listen carefully for the answer, which the woman talks about in [S7] and [S8].
- Remember that recognizing key words in the answer choices doesn't make that answer correct. In this conversation, the woman talks about her cellphone, a car accident, an oil spill and fire trucks, but only the oil spill, option (a), is actually the correct answer.



### ELIMINATING THE WRONG ANSWER

**Answer (b):** She was in an accident while using her cellphone—Incorrect

The woman couldn't have been using her cellphone because she tells the man that her battery was dead, which means that the battery was used up [S3].

**Answer (c):** A car crash had caused a traffic jam—Incorrect

A car crash is a car accident, and we know there was no accident because both the man and the woman say so [S5–S6].

**Answer (d):** There was a fire that blocked the road—Incorrect

This answer is tempting because the woman talks about fire trucks [S8], but they were there because of the oil spill. Also, the woman never says that there was a fire on the road.



### STUDY TIP

Practice listening to conversations on TV shows, radio, and in movies. In particular, try to find scenes from family or office dramas that talk about common day-to-day activities. Learn to identify main ideas when people are talking. What important information is being exchanged? Listen for the "five Ws"—who/what/where/when/why—and how. Don't worry if you can't understand some words or phrases; instead, focus on understanding the main ideas.