

CELPPIP practice companion.

26

PAGES TO USE

A clear plan. Useful practice.
Better next attempts.

01 LISTEN		02 READ	
03 WRITE		04 SPEAK	

TRY IT. UNDERSTAND IT. TRY AGAIN.

Original drills, worked examples and fillable worksheets.
For your own practice. For your next lesson.

Make this pack yours.

01

Start with one useful session, not a perfect study schedule.

This companion is for CELPIP-General learners who want a practical way to prepare across all four skills. Use it alongside official sample tests and, when you need individual guidance, a teacher.

01 / Try

Attempt the exercise before reading the example or answer key. Keep your first answer so you can see what changes.

02 / Explain

Find the exact detail, sentence or moment that made your answer work or fail.

03 / Repeat

Make one specific change. Try again, then use a fresh question to see whether the improvement transfers.

Inside	Pages
Format & self-review	03-04
Listening: notes, mini drill & transcript	05-07
Reading: all four parts & answer explanations	08-11
Writing: plans, models & revision	12-15
Speaking: all eight tasks & visual practice	16-22
Study plan, worksheets & useful sources	23-26

My test date / target for each skill

The one thing I most want to improve

A workbook, not a score prediction

The short exercises teach individual skills. They are not full test sections, and their results cannot be converted into a CELPIP level. Model answers are original teaching examples, not examiner-rated responses.

Know the test.



Understand the shape of the exam before you practise the details.

LISTENING

46–55 min

6 scored parts / 38 scored questions

READING

43–56 min

4 scored parts / 38 scored questions

WRITING

53 min

An email + a survey response

SPEAKING

15 min

8 tasks / recorded responses

CELPIP-General is computer-delivered in one sitting. The LS version covers Listening and Speaking only. This workbook covers General. Follow the instructions and timer on your test screen.

Why Listening and Reading have time ranges

Unscored material may appear in these components. You cannot identify it, so give every item your best effort. The scored question totals above do not describe every item you may see.

Prepare for the interface

Use an official online sample test to learn the screens, audio flow and timing. A paper exercise cannot reproduce the full computer experience.

Separate skill from speed

First learn how to solve a question. Then repeat with a timer. If you always rush, you may rehearse the same misunderstanding.

Keep the four scores separate

Track Listening, Reading, Writing and Speaking individually. A strong result in one skill does not explain what needs work in another.

My baseline: L / R / W / S, resource used and date

Format checked against the official CELPIP Test Format & Scoring page and July 2026 Guidebook on 9 September 2026. Official sources are linked on page 26.

References: Test Format & Scoring, Guidebook (July 2026). Links on p. 26.

Know what to improve.



A good review points to evidence, not just a number.

Speaking and Writing are assessed across four dimensions. Use the questions below to inspect your own work. The third dimension differs: Listenability for Speaking, Readability for Writing.

Dimension	Find evidence in your response
Content / Coherence	Where did I explain my main idea? Which detail makes it convincing?
Vocabulary	Which words describe this exact situation? Did a word choice change my meaning?
Listenability / Readability	Speaking: are pronunciation, grammar and phrasing clear? Writing: do grammar, paragraphs, spelling and punctuation make the message easy to follow?
Task Fulfillment	Did I address the right person, cover every instruction and use a suitable tone and length?

A useful review sounds like this

My recommendation is clear, but I only say the apartment is convenient. On my next attempt I will explain that it is a ten-minute walk from work, so my friend can avoid the bus fare.

Listening & Reading

Record the answer, the evidence and why your chosen distractor fails. A lucky guess belongs in your review log too.

Speaking & Writing

Save a short excerpt that needs work. Rewrite it, say it aloud, or ask a teacher to explain what the reader or listener is missing.

Use official examples to understand levels

The official Score Comparison Chart includes rated samples and commentary. Compare how an answer develops ideas and handles language; do not turn this checklist into an unofficial scoring formula.

My next improvement, with one piece of evidence

References: Score Comparison Chart, Writing Pro, Speaking Pro. Links on p. 26.

Listen for the change.

02

Keep track of who wants what, and what is finally decided.

Part	Questions	A useful note-taking focus
1 / Problem Solving	8	Problem, possible solutions, final decision
2 / Daily Life Conversation	5	Relationship, purpose, feelings
3 / Information	6	Main topic, categories, specific details
4 / News Item	5	Event, cause, effect, next step
5 / Discussion	8	Who holds each view, and why
6 / Viewpoints	6	Main position, support, qualification

These are practice prompts for your notes, not rules about what every question asks. Listen for meaning. If you write full sentences, you may miss the next idea.

What a change can sound like

We could meet on Tuesday. Actually, the room is being repaired then. Thursday is better, provided we finish before six.

Rough notes	What they preserve
Tue X / repair	The first proposal was rejected.
Thu / finish < 6	The new day includes a condition.

- When a speaker changes direction, update your notes instead of keeping two competing answers.
- For an attitude question, combine wording and tone with the situation. One positive adjective does not settle the whole meaning.
- If you miss a detail, return your attention to the current sentence. Leave a question mark rather than guessing a story.

My note abbreviations: because / changes to / however / example

References: Guidebook (July 2026). Links on p. 26.

Try it: a change of plan.



A partner-read mini drill / 3 questions / answers on page 07.

Set it up

Ask a partner or teacher to read the transcript on page 07 once at a natural pace while you keep that page hidden. Take brief notes, then answer. Studying alone? Record the script first and return later, or use the official listening resources on page 26. This is a skills drill, not a simulated test part.

Notes: original plan / problem / final arrangement

1. What will happen on Saturday?

- A. The entire repair workshop is cancelled.
- B. Maya will lead the morning session alone.
- C. The repair workshop will start at 2 p.m.
- D. The workshop will move to next weekend.

2. Why does Leo need Maya to contact the volunteers?

- A. To ask them to bring their own tools.
- B. To tell them about the new start time.
- C. To find a different workshop location.
- D. To reduce the number of people attending.

3. How does Maya respond to the revised plan?

- A. She accepts it and suggests a practical addition.
- B. She agrees only if Leo cancels the morning booking.
- C. She doubts the volunteers will come.
- D. She prefers to postpone the event.

Which answer am I least certain about, and why?

Check the evidence.



Read only after you finish the drill on page 06.

Transcript / for the reader

Leo: Hi Maya. About Saturday's bicycle repair workshop: we booked the hall for ten, but the caretaker just called. There's a plumbing inspection until noon.

Maya: Could we use the courtyard instead?

Leo: I thought of that, but rain is forecast. The hall is free from two, and the mechanic can stay until five.

Maya: That should work. Three hours is plenty for the repairs we planned. We could put a sign at the entrance so anyone who misses the update knows when to come back.

Leo: Good idea. I'll update the booking. Could you message the volunteers about the later start?

Maya: Of course. Should I tell them to bring tools?

Leo: No, the mechanic is supplying everything. We just need them there fifteen minutes early to set up.

Answer	Evidence and why the alternatives fail
1 / C	The hall is free from two, and Leo will update the booking. The event is still on Saturday; no morning session or cancellation is agreed.
2 / B	Leo asks Maya to message volunteers about the later start. Tools are supplied; a different location and reduced attendance are not agreed.
3 / A	Maya accepts the timing and suggests an entrance sign. Her question about tools is practical, not an objection to the plan.

Notice the distractors

The morning booking was the original plan. A move to next weekend and Maya leading a session alone are never agreed. Check the final arrangement, not the first time mentioned.

One detail I missed / a shorter note that would capture it

Find it. Check it. Choose.

03

Understand the question, locate the evidence, then compare the options.

Part	Questions	What to practise
1 / Correspondence	11	Purpose, relationships, details and implied meaning in messages
2 / Apply a Diagram	8	Combining a visual source with a written message
3 / Information	9	Matching statements to the paragraph that supports them
4 / Viewpoints	10	Separating the writer's position from other people's views

03

01 / Set a search target

Identify the person, event or claim in the question. Decide whether you need a fact, a reason, a purpose or an inference.

02 / Read around the match

A matching word is a starting point. Read the surrounding sentence to check negatives, conditions and who is speaking.

03 / Compare the whole claim

The correct option must fit the relevant evidence. Check quantity, timing, certainty and cause, not just the topic.

Make room for inference

Some answers are implied rather than copied from a sentence. A sound inference follows from the text; it does not depend on a personal assumption or outside knowledge.

A small word changes the answer

All members can borrow tools. Only members who complete the safety session can borrow power tools.

Membership alone is not enough to borrow a power drill.

My usual reading trap: detail / inference / vocabulary / time

References: Guidebook (July 2026). Links on p. 26.

Try it: messages & a schedule.



Original mini drills for Parts 1 and 2 / suggested practice time: 6 minutes.

A / Message from the library

Hi Sam, thanks for offering to help at our book sale on Sunday. We already have enough people at the payment desk, but someone is needed to sort donated books before we open at eleven. Could you arrive at nine-thirty? You can leave at noon if you need to. Please use the side entrance; the main doors will still be locked. - Elena

1. Why is Elena writing?

- A. To change the day of the sale.
- B. To ask Sam to sort donated books.
- C. To ask Sam to donate books.
- D. To explain a problem with payments.

2. What should Sam do?

- A. Arrive at eleven and collect payments.
- B. Stay until the library closes.
- C. Enter through the side door at nine-thirty.
- D. Unlock the main entrance at noon.

B / Community centre class	Time	Cost	Requirement
Basic bike care	10:00-11:00	\$10	None
Brake adjustment	11:30-12:30	\$15	Bring a bicycle
Roadside repairs	14:00-15:00	\$10	None

Nora writes: "I work until noon and can reach the centre by 1:30. I can spend at most \$12. My bike is at the repair shop, but I still want to learn something useful."

3. Which class meets all Nora's conditions?

- A. Basic bike care.
- B. Brake adjustment.
- C. Roadside repairs.
- D. None of these classes.

4. Why is Brake adjustment unsuitable?

- A. It is free only for members.
- B. It is already fully booked.
- C. It takes place outdoors.
- D. Its time, price and equipment requirement conflict with her situation.

Answers and explanations: page 11. The time above is a workbook practice suggestion, not official part timing.

Try it: match the meaning.



Original mini drills for Parts 3 and 4 / suggested practice time: 6 minutes.

A / The neighbourhood tool library

Paragraph A: The tool library opened in 2023 after residents donated equipment they rarely used. Members now borrow items instead of buying tools for a single project.

Paragraph B: Standard loans last seven days. Borrowers may request one extra week unless another member has reserved the item. Late returns attract a daily fee.

Paragraph C: Volunteers inspect every returned item. Damaged tools are removed from circulation until repaired, and new members must attend a safety introduction.

5. Which paragraph explains when a loan can be extended?

- | | |
|-----------------|-----------------|
| A. Paragraph A. | B. Paragraph B. |
| C. Paragraph C. | D. Not given. |

6. Which paragraph states the annual membership price?

- | | |
|-----------------|-----------------|
| A. Paragraph A. | B. Paragraph B. |
| C. Paragraph C. | D. Not given. |

B / A viewpoint on evening library hours

The city plans to keep the central library open until nine on weekdays. Some residents argue that low evening attendance would make the extra staffing cost wasteful. Librarian Dana Cho supports a three-month trial: "People who work late cannot use a service that closes before they arrive. We should measure demand after they have a realistic chance to visit." Cho adds that a trial would let the city adjust staffing before committing to permanent hours.

7. Which statement best describes Cho's position?

- | | |
|--|---|
| A. Evening demand has already been proven high. | B. A trial would test demand before a long-term commitment. |
| C. The city should remove all limits on opening hours. | D. Staffing costs are irrelevant. |

Underline the evidence for questions 5 and 7. For question 6, check all paragraphs before choosing "Not given."

Why that answer works.



A correct letter is the start of the review, not the end.

Answer	Evidence	The trap
1 / B	The payment desk is covered; Elena asks Sam to sort books.	The event day is unchanged. Books are being sorted, not requested as a donation.
2 / C	The message gives both nine- thirty and the side entrance.	Eleven is the opening time, not Sam's arrival time.
3 / C	14:00 is late enough; \$10 is within budget; no bicycle is required.	A class must meet every condition, not just be affordable.
4 / D	11:30 is too early, \$15 is too much, and Nora has no bike available.	The schedule says nothing about capacity, location outdoors or a membership discount.
5 / B	A further week is possible unless someone has reserved the item.	The extension is conditional, not automatic.
6 / D	None of the three paragraphs states a membership price.	A daily late fee does not tell you the annual membership cost.
7 / B	Cho wants to measure demand in a three-month trial before making hours permanent.	Her support is conditional. She does not claim demand is already proven or costs do not matter.

03

When your answer is wrong

Name the mismatch: wrong person, wrong time, too strong, partly true, contradicted or not supported.

When your answer is right

Explain it without pointing at the answer key. If you cannot, mark it as uncertain and revisit it.

One answer I changed after reading the explanation / why

Plan the message first.

04

Two tasks. Two purposes. A few minutes of planning can save a rewrite.

Task	Your job	Practice timing
1 / Email	Write to a particular person and address every instruction.	27 minutes
2 / Survey	Choose an option and explain why it is preferable in the given situation.	26 minutes

Aim for 150–200 words per task and follow the screen instructions. Word count is part of Task Fulfillment. Official guidance allows a little flexibility, but being significantly over or under the suggested range can lower your score.

Before writing / about 4 minutes

Note the reader, purpose, required points and one concrete detail for each main idea.

Draft / the middle of your time

Give each paragraph a job. Develop the idea instead of filling space with a memorized opening.

Review / about 3 minutes

Check the task instructions first, then unclear sentences, recurring grammar errors, spelling and the word count.

Email plan	Survey plan
Greeting + reason for writing	Choice + main reason
Required points + concrete details	Reason 1 + a specific consequence
Clear request or next step	Reason 2 + a comparison or example
Appropriate closing	Brief conclusion that reinforces the choice

Reader / purpose / required points for my next answer

The 27/26-minute task split comes from the official Writing Pro study pack. The planning allocation is a flexible practice suggestion. Examples on the next pages are original and have no assigned CELPIP score.

References: Writing Pro, Writing study tips. Links on p. 26.

An email that gets somewhere.



Task 1 / original worked example.

Your task

You attended a pottery course at a community centre. Write an email to the manager: explain what you enjoyed, describe two problems, and suggest how the centre could resolve them. Write 150–200 words.

Model response / 165 words

Dear Ms. Patel,

I am writing about the beginner pottery course I attended at your community centre last Saturday. I enjoyed the instructor's clear demonstrations, but two problems made it difficult to complete my project.

First, the confirmation email said that materials were included. When I arrived, I was asked to pay an additional \$18 for clay. I had brought only my bus fare, so I had to leave briefly to withdraw money and missed the opening demonstration. Please update the registration page to make any extra charges clear before people book.

Also, one of the two pottery wheels was out of order. Four students had to share the remaining wheel, and I did not have enough time to finish my bowl. Would you consider offering a short replacement session for the affected students? A weekday evening would work well for me.

I would be happy to attend another course if these issues are addressed. Thank you for considering my feedback.

Kind regards,
Alex Chen

Purpose & tone

The opening identifies the course and acknowledges something positive. The complaint remains specific and courteous.

Detail & consequence

The unexpected charge causes a missed demonstration. The broken wheel leaves too little practice time. Each problem has an effect.

A workable request

Clear pricing and a replacement session directly address the problems. The closing leaves room for a constructive reply.

Try it: replace the request for a replacement session with a different reasonable remedy. Keep the rest of the email consistent.

An opinion with support.



Task 2 / original worked example.

Your task

Your city can fund either longer evening hours at the library or an outdoor reading garden. Choose the option you prefer and explain why. Write 150–200 words.

Model response / 169 words

I would prefer the city to spend the available funding on longer evening library hours rather than a new outdoor reading garden. Both options would improve the library, but later opening would remove a practical barrier for many residents.

At present, the branch closes at six. Someone whose shift ends at five-thirty may arrive just as the doors are closing. Keeping it open until nine on two weekdays would give these residents time to use a computer, borrow books or study in a quiet place. This would be especially valuable for people who do not have reliable internet at home.

A reading garden would certainly be pleasant in good weather. However, it would offer less help during the long periods when rain or cold makes outdoor seating uncomfortable. Evening access to existing indoor facilities would be useful throughout the year.

The city could begin with a three-month trial and record attendance before expanding the schedule. For these reasons, I believe longer opening hours would be the more practical investment.

A clear choice

The first sentence selects one of the actual options. The answer stays focused on who benefits and how.

A concrete example

The shift ending at five-thirty illustrates the access problem. It makes "more convenient" mean something.

A fair comparison

The garden has an advantage, but the writer explains why year-round indoor access matters more in this situation.

Try it: argue for the garden instead. Choose a different group of residents and explain a realistic benefit. You do not have to agree with the model to write a strong answer.

Make the next draft stronger.



Small, precise changes beat complicated filler.

First draft	Clearer revision	What changed
The class was bad.	Four students shared one working wheel, so I could not finish my bowl.	A broad judgement becomes an observable problem and consequence.
You must give me money now.	Would you consider refunding the unexpected materials charge?	The request becomes specific and appropriate for a manager.
It is very beneficial for everyone.	Later hours would let day-shift workers collect books after work.	The benefit now has a person and a use.
Although it is expensive but it helps.	Although it is expensive, it would reduce waiting times.	The double connector is removed and the benefit is named.

04

Revision exercise

Rewrite this message for a course coordinator. Keep the facts, improve the tone, and suggest a practical next step: "Your online class is useless. The recording has no sound after minute ten. I paid for this so fix it today."

My revised message

One possible revision

Hello, I paid for the online class, but its recording loses sound after ten minutes. Could you upload a corrected version or share notes for the missing section? I would appreciate being able to review it before our next lesson.

- Check whether each pronoun has a clear reference: it, this and they should not make the reader guess.
- Read the request by itself. Is it realistic, specific and related to the stated problem?
- Keep useful vocabulary you can use accurately. An unfamiliar synonym can make a clear sentence less precise.

Eight tasks. A different job each time.

05

Read the situation and identify your listener before preparing your answer.

Task	Prepare	Speak	Your main job
1 / Advice	30 sec	90 sec	Help someone make a useful decision.
2 / Experience	30 sec	60 sec	Tell a specific story with a result.
3 / Scene	30 sec	60 sec	Describe what is visible.
4 / Predictions	30 sec	60 sec	Explain what may happen next.
5 / Compare	60 + 60 sec	60 sec	Choose, then persuade using a comparison.
6 / Difficult situation	60 sec	60 sec	Handle a conflict and explain your decision.
7 / Opinion	30 sec	90 sec	State a position and develop reasons.
8 / Unusual situation	30 sec	60 sec	Describe something unusual to a listener.

05

Task 5 has two stages

The first stage is for choosing an option; you do not record a response then. In the second stage, a new option appears and you prepare to persuade the other person. Follow the screen instructions.

Prepare in keywords

Write a route for your answer: person, point, reason, example, close. Full sentences can tempt you to read instead of speak.

Develop, then move on

A useful detail explains your point. Once it has done that job, connect to the next idea instead of repeating the same claim.

Practise natural delivery

Record at a comfortable pace. Review whether pauses separate ideas or interrupt phrases. Aim to be understood, not to imitate an accent.

Timing source: official Speaking Pro: Target 9+ study pack. The patterns in this workbook are planning aids, not scripts to memorize.

Advice & opinions that go further.



Tasks 1 and 7 / turn a reason into something the listener can use.

Task 1 / try before reading

Your friend is starting a new job and is deciding whether to drive or take public transit. Give advice on what to consider. Prepare for 30 seconds and speak for 90 seconds.

An example response

Hi Jamie. Before you decide to drive every day, I'd try the bus for a week and compare the whole journey, not just the time you spend on it.

First, check the cost of parking near your office. Even if driving is a little faster, a monthly parking bill could make a big difference to your budget while you're settling into the new job.

I'd also test the bus at the time you actually need to travel. A route that looks quick at midday might be slower during the morning rush. Leave early on the first day so a delay doesn't make you late.

If the bus is reliable, you could use it most days and keep driving as a backup when you need to stay late. That way, you can make the decision from your own experience rather than guessing.

Why it develops

The response explains two practical checks and their consequences. It ends with a flexible recommendation that fits a new employee.

Try a second version

Keep the same friend and job. Now recommend driving because the shift starts before the first bus. Change the reasons, not just the conclusion.

Task 7 / your turn

Should employers allow staff to work from home two days a week? Prepare for 30 seconds and speak for 90 seconds. Choose a position, explain two effects, and support at least one with a concrete example.

My position / reason / example / possible limitation

Tell the story. Handle the tension.



Tasks 2 and 6 / stay specific and speak to the person in the prompt.

Task 2 / your turn

Talk about a time you learned a practical skill from someone. Explain what you learned, what happened while you were learning, and why the experience mattered. Prepare for 30 seconds and speak for 60 seconds.

An example response

Last winter, my neighbour taught me how to repair a flat bicycle tyre. I used to take my bike to a shop for every small problem, so I asked if he could show me what to do.

We worked in the building's garage. At first, I kept pinching the new tube while trying to fit the tyre back on. He slowed me down and showed me how to push the edge into place a little at a time. After a couple of attempts, I inflated it and checked that the air stayed in.

A month later, I had another puncture on my way to work and fixed it myself. The experience made me more confident because I finally understood the repair instead of just watching someone do it.

Notice the sequence: a situation, a difficulty, an action and a later result. The details belong to one event; they do not become a general lecture about bicycles.

Task 6 / your turn

You promised to help a friend move on Saturday. Your manager now asks you to cover a shift that day. Choose either to decline the shift or to change your arrangement with your friend. Speak to the affected person and explain your decision. Prepare for 60 seconds and speak for 60 seconds.

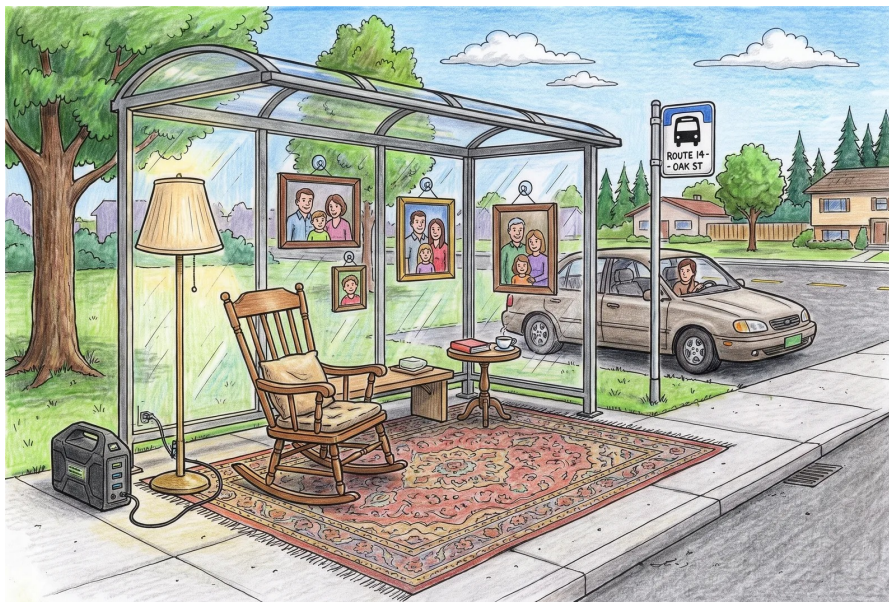
Build the response	Make it specific
Acknowledge	Recognize why your decision inconveniences this person.
Explain	Give a clear reason without inventing a long chain of excuses.
Offer a next step	Propose help or an alternative you can actually provide.

My decision / person I am speaking to / realistic alternative

Make the unusual easy to picture.



Task 8 / give your listener a clear mental image.



05

Your task

You are waiting for a bus and see this unusual shelter. Call your friend, describe it in detail, and explain why you think they would enjoy seeing it. Prepare for 30 seconds and speak for 60 seconds.

An example response

Hi Nina, you have to hear about the bus stop I'm at. Someone has furnished the glass shelter like a tiny living room. There's a wooden rocking chair on a patterned rug, with a tall lamp beside it. Several framed family photographs are hanging on the glass behind the chair. There's even a small round table with a cup on it.

The strange part is that all this cosy furniture is right next to the road, under an ordinary curved bus shelter roof. It looks like someone moved their lounge outdoors. Since you love unexpected street art, I think you'd really enjoy taking a look on your next walk.

The comparison gives the listener a quick overall image. The positions and objects make it concrete. Your own response can select different details; it still needs to fulfil the whole request.

Compare what actually matters.



Task 5 / a two-stage persuasion drill using text cards.

You and a colleague are choosing a venue for a 12-person team workshop. The budget is \$300. Your team needs a quiet space with a screen.

Stage 1 / choose A or B	A / Maple Room	B / Corner Cafe
Price	\$280 for three hours	\$220 for three hours
Capacity	16 people	12 people
Equipment	Screen and whiteboard	Screen, no whiteboard
Setting	Quiet private room	Quiet private cafe room

Give yourself 60 seconds to choose. Keep the card below covered until you have chosen; there is no speaking in this stage.

Stage 2 / Harbour Studio

Your colleague suggests a quiet private room for 20 people with a screen and whiteboard. It costs \$300 for three hours and is 25 minutes farther from the office than either original venue.

Now persuade

Reveal C. Prepare for another 60 seconds, then speak for 60 seconds. Persuade your colleague that your original choice is better than Harbour Studio. You may choose either original option, but your reasons must fit the facts.

Developed comparison / an excerpt

I'd still choose Maple Room. Both venues have a screen and enough seats, but Maple meets those needs for \$20 less. It is also closer to the office, so the team would spend less time travelling for a workshop that only lasts three hours.

My choice / shared feature / meaningful difference / consequence

Build a flexible language toolkit.



Useful language earns its place by doing a job.

Job	A natural starting point	Add your own detail
Give advice	One thing I would check is...	Name the practical issue and why it matters.
Support a point	For example, if...	Describe a plausible situation, not an empty claim.
Compare	Both options..., but...	Compare the same feature on both sides.
Acknowledge a concern	I understand that..., so...	Recognize the other person's problem and respond to it.
Predict	Because..., they may...	Connect a visible clue to a possible outcome.
Describe position	Just behind... / on the left...	Anchor the next object to something already mentioned.
Clarify	What I mean is...	Restate briefly if your first wording is unclear.

05

Avoid a sentence that fits every topic

"This is a very important issue in modern society" adds little to an answer about a broken pottery wheel or choosing a workshop room. Begin with the person, problem or decision in front of you.

Upgrade drill

Flat: "The room is better. It is good and convenient."

Developed: "The room costs \$280, so it leaves \$20 of our \$300 budget for other workshop costs."

A vague sentence from my own recording

My revision: specific detail + why it matters

Record both versions. Does the new detail make your meaning easier to follow?

Four weeks, one repeatable habit. 06

A suggested routine for about 30–45 minutes on five days each week.

Adapt this to your starting level and test date. Some learners need longer. A full timed section or mock needs an additional longer session; the short routine below is not a promise of a particular score.

01

Find your starting point

Learn the format; collect evidence.

1: Explore an official sample. 2: Review a Listening attempt. 3: Review a Reading attempt. 4: Write one email. 5: Record two Speaking tasks and choose a priority.

02

Repair one weakness

Give the weakest skill four sessions.

1: Study one error pattern. 2: Try a focused drill. 3: Revisit the drill and explain the change. 4: Practise another skill. 5: Test the priority on fresh material.

03

Extend the improvement

Add time pressure and a second skill.

1: Timed practice. 2: Detailed review. 3: Writing or Speaking revision. 4: Fresh question in the next weakest skill. 5: Ask for feedback on one specific issue.

04

Rehearse & adjust

Check progress and prepare the routine.

1: Compare a fresh attempt with week 1. 2: Repair recurring errors. 3: Rehearse the computer interface. 4: Light review and test-day checks. 5: Rest or a short confidence session.

A 30-minute session

5 minutes: recall yesterday's lesson. 10 minutes: one focused attempt. 10 minutes: inspect the evidence. 5 minutes: retry a small part and log the next action.

If the test is next week

Learn the interface now. Prioritize the two clearest weaknesses, practise all four skills, and reserve one longer rehearsal. Do not compress four weeks of volume into every evening.

My five study slots this week

The practice & repair log.



Fill this in digitally or print fresh copies when you need them.

Log what you changed, not just what you completed. One page can cover a week of short sessions.

Date / skill	Task or resource	What the evidence showed	My next action
Example / Reading	Message drill, Q2	I used opening time instead of arrival time.	Circle whose time the question asks for.

Session 1 / date, skill, resource, evidence and next action

Session 2 / date, skill, resource, evidence and next action

Session 3 / date, skill, resource, evidence and next action

Session 4 / date, skill, resource, evidence and next action

Session 5 / date, skill, resource, evidence and next action

At the end of the week, try a fresh question. Can you show the same improvement without repeating a response you already know?

Bring this page to your next lesson.



A reusable response review sheet for independent study or teacher feedback.

Date / skill / task / recording or document name

Who am I addressing, and what must my response achieve?

My plan: main point / supporting detail / next point / ending

Review lens	What to check
Ideas	Main point is clear; relevant details explain it.
Language	Words fit the situation; grammar communicates the intended meaning.
Delivery / readability	The listener or reader can follow the response without reconstructing it.
The task	Every instruction is addressed; tone and length fit.

Evidence from my first attempt: quote a sentence or note a timestamp

My revision: what I will change and why

Teacher or study partner: one strength / one priority / a useful exercise

After a fresh attempt: did the change help? What is next?

Keep the right resources close.



A small reference shelf, and a calm finish to your preparation.

Use official sample tests to learn the interface and official rated responses to understand level differences. Use this companion for original skills practice, revision and planning.

[Official CELPIP Test Format & Scoring ↗](#)

Current component timing and unscored-item information.

[CELPIP Guidebook for Test Takers / July 2026 ↗](#)

Component structure and scored question counts.

[Writing Pro: Target 9+ / official study pack ↗](#)

Task timing and Writing performance dimensions.

[Speaking Pro: Target 9+ / official study pack ↗](#)

Task timing and Speaking performance dimensions.

[Official CELPIP Score Comparison Chart ↗](#)

Rated samples and official commentary; use for calibration.

[Official CELPIP free online sample test ↗](#)

Practise the official interface, timing and audio flow.

[Official CELPIP Writing study strategies ↗](#)

Word-count flexibility and the risk of going far outside the range.

Your final 48 hours

Check the current test-day instructions in your booking confirmation: identification, arrival time and location. Plan your journey. Review familiar errors, test your comfortable speaking pace, and protect time for sleep.

For teachers and study partners

Share this free pack by linking to practicecelPIP.ca/celpip-prep-pack so learners can find the current edition. Bring the response review sheet to a lesson and agree on one practical next step.

Created by CELPIP Practice / September 2026. Independent resource; not endorsed by the official CELPIP test provider. References checked 9 September 2026. Examples have no assigned CELPIP level.

Continue practising all four skills / practicecelPIP.ca