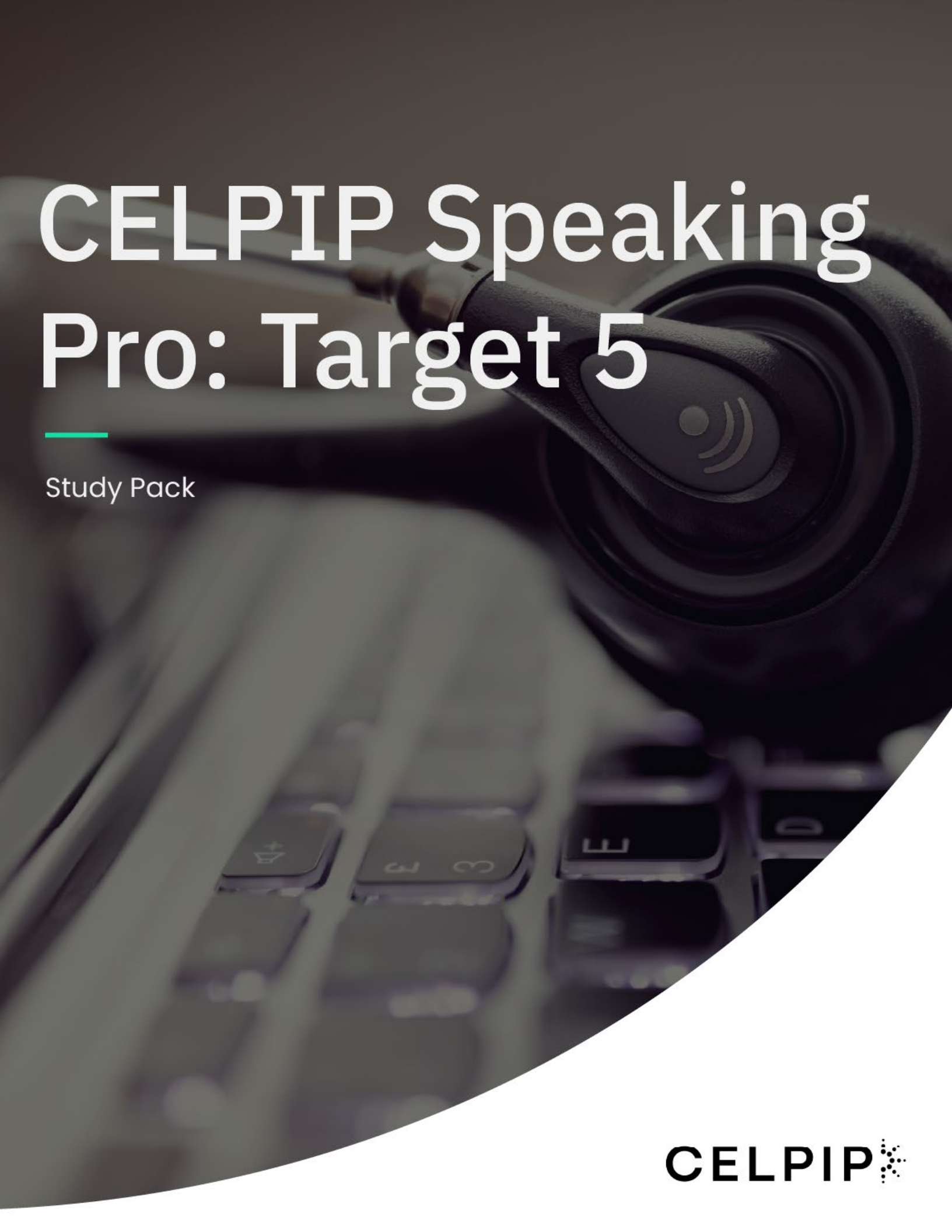

CELPIP Speaking Pro: Target 5

Study Pack

CELPIP

CELPIP Speaking Pro: Target 5 Study Pack

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Preparing for the CELPIP Speaking Test

This package includes the most important information presented in the Speaking Pro: Target 5 webinar. It also includes the sample responses we looked at, with their CELPIP Levels and analysis of their strengths and weaknesses. The audio file for each sample response is included on the main Target 5 Study Pack page (click here!) for you to listen to. There is one audio file for each CELPIP Task from 1 to 8. (Note: no sample responses are included with the Bonus Practice Questions on pages 23-27.)

Learning about the Speaking Test is important, but it's even more important to spend some time practicing your English speaking skills every day. Here are some suggested ways to use this Study Pack to build your skills for the CELPIP Speaking tasks.

- Review the sample responses from the webinar and consider **how they could be improved** in each dimension (Content/Coherence, Vocabulary, Listenability, Task Fulfillment). Using the analysis as a guide, edit the transcripts to make the responses stronger.
- **Record your own response** to each of the practice questions covered in the webinar.
- For each response that you record, look at the **Performance Standards chart** and consider what you've done well and what you would like to improve.
- Make a transcript of a recorded response and **spend 20-30 minutes editing it** to make it stronger. You can correct your grammar, add strong transitions, add variety to your vocabulary, add specific details, create some more complex sentence structures, etc. (Of course, you will not be able to revise your responses like this on test day, but it's a way to build your skills beforehand!)
- For Speaking tasks that offer a choice (Tasks 5, 6, and 7), **try recording a response for each choice**. For example, for Task 5, record a response focused on the option on the left, then go back to the beginning and record a second response focused on the option on the right. For Task 6, record a response to each of the two choices. For Task 7, try answering "yes" to the question, reset the timer, and try answering "no."
- Practice **giving yourself longer than the 30-60 seconds of prep time** to come up with main ideas and details before recording a response. Gradually shorten the amount of time you give yourself to prepare.

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Speaking Test Overview

Task	Preparation Time	Speaking Time
Task 1: Giving Advice	30 seconds	90 seconds
Task 2: Talking about a Personal Experience	30 seconds	60 seconds
Task 3: Describing a Scene	30 seconds	60 seconds
Task 4: Making Predictions	30 seconds	60 seconds
Task 5: Comparing and Persuading	**Part 1:** 60 seconds **Part 2:** 60 seconds	**Part 1:** none **Part 2:** 60 seconds
Task 6: Dealing with a Difficult Situation	60 seconds	60 seconds
Task 7: Expressing Opinions	30 seconds	90 seconds
Task 8: Describing an Unusual Situation	30 seconds	60 seconds

- The Speaking Test takes about **15** minutes to complete.
- Speaking is the **last** part of the CELPIP Test.
- For each task, when the preparation time is up, the screen will automatically move forward. You will hear a prompt ("Start speaking now") and recording will automatically begin.
- Speak at your normal volume. Avoid speaking too loudly or too softly, as this can have a negative impact on various factors of Listenability. Although there may be some background noise in the room, don't worry: the raters will be able to hear your response clearly as long as you speak at a normal volume.

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CELPIP Speaking Performance Standards

Dimension	Important Factors	Guiding Questions
Content/ Coherence	• Number of ideas • Quality of ideas • Organization of ideas • Examples and supporting details	How well are your ideas organized and developed?
Vocabulary	• Word choice • Suitable use of words and phrases • Range of words and phrases • Precision and accuracy	What is the range of your vocabulary and can you use it naturally?
Listenability	• Rhythm, pronunciation, and intonation • Pauses, interjections, and self-correction • Grammar and sentence structure • Variety of sentence structure	How easy is it to listen to and understand your response?
Task Fulfillment	• Relevance • Completeness • Tone • Length	How well did you follow the instructions? Did you use an appropriate tone?

CELPIP Score Comparison Chart

We encourage test takers to check out the **CELPIP Score Comparison Chart** (click here!) on the CELPIP website. For **each CELPIP Level**, you'll find:

- **two sample Speaking responses** with transcripts, and
- **detailed analysis of each response's strengths and weaknesses** in each dimension of the Performance Standards.

The purpose of the Score Comparison Chart is to provide insight into CELPIP Speaking scores: what skills are required to achieve each Level, what distinguishes a higher-level response from a lower-level one, and so on. As each Speaking response is scored separately in each of the four dimensions, and your Level is a product of your scores on all 8 tasks, there are many ways to achieve a particular CELPIP Level. However, the responses included in the Score Comparison Chart will give you a good sense of what a typical response at each Level consists of, and you'll be able to see (and hear!) for yourself how the fluency, accuracy, and complexity of the responses increase from Level to Level.

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Level Descriptors and Performance Profile

Along with your CELPIP Level for Speaking, your CELPIP score report will include:

- ✓ **Level Descriptors**. For each Dimension (Content/Coherence, Vocabulary, Listenability, and Task Fulfillment), there are 1-3 statements beginning with "I can," indicating what a typical test taker at that CELPIP Level is able to do in that Dimension.
- ✓ **a Performance Profile**. This is a summary of the abilities of a typical test taker at a particular CELPIP Level, based on the Level Descriptors.
- ✓ **Things to work on**. This is a list of skills that a test taker at a particular CELPIP Level may benefit from focusing on when working to improve his/her speaking.

Level Descriptors: CELPIP Level 5

At this level, I can...				When:
Content/ Coherence	**Vocabulary**	**Listenability**	**Task Fulfillment**	
• communicate my feelings and preferences • describe common objects, situations, and people that I know • tell a simple story about something that happened to me	• use common words and phrases	• speak with some control of simple grammatical structures	• convey information about a familiar topic	• I speak face-to-face, online, or on the phone • the situation is casual or formal

Level 5 Performance Profile

I can communicate my feelings and preferences in most familiar contexts, and describe objects, people, and experiences that are familiar to me. I use simple grammar and common words.

Level 5 Things to work on

- Support my opinions and feelings with reasons.
- Present longer, more detailed descriptions of objects, situations, and people.
- Develop control of simple grammatical structures.
- Increase the variety of words I know to express my meaning.
- Reduce the number of pauses and hesitations in my speech.
- Reduce the number of grammar, word choice, and pronunciation errors that sometimes make it hard for people to understand me.

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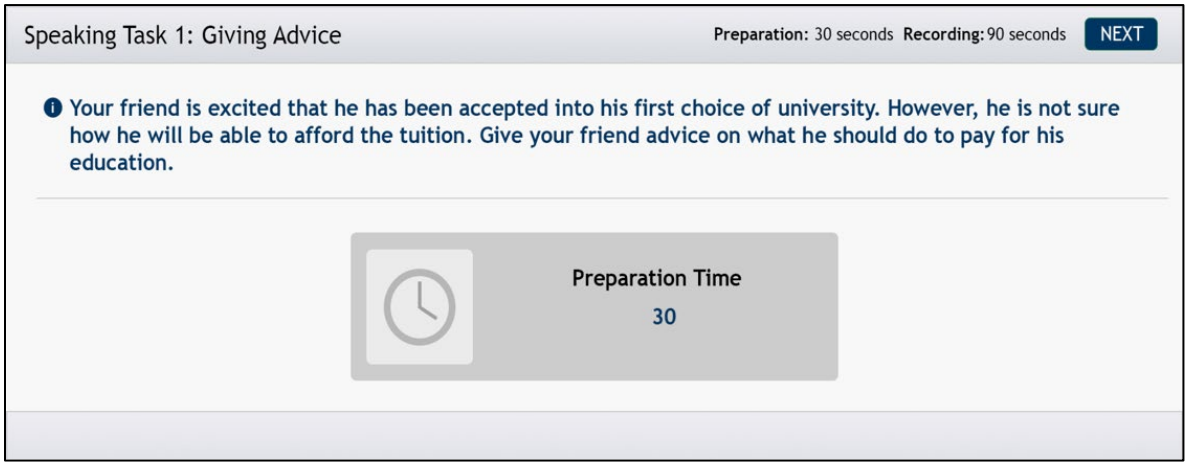
Task 1: Giving Advice

Task 1 Overview and Strategies

Description: Help someone to either make a decision or prepare for something.	
Prep Time: 30 seconds	Speaking Time: 90 seconds
Key Strategies →	1. Speak directly to the person.
	2. Provide at least three suggestions.
	3. Give a practical example or reason for each suggestion.
	4. Signal each new suggestion with a transition word or phrase such as: "If I were you,..." "Another thing you could do is..." "One final thing is..."
	5. Use a helpful and thoughtful tone.

Task 1 Sample Question



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Response 1 Transcript

Hey [name], uh congratulations for uh your dream comes true. You are planning to join the university whichever you wanted. So I, I can see your concern that uh even though the university is quite number 1 university, is for the study level. I believe uh, you don't have that much of money to bear the tuition fee. But nothing to be worry, there is [unclear] when people go to the university, they do a part-time job, like you can go to any café or you can do a part-time job after your study, or maybe you can go to any uh Cineplex plaza you can do it kind of uh [unclear] and you can spend some time over there you can get some money. In that way, at least you should have some money where you can, uh where you can pay the tuition fee. So apart from that, I believe that the university is very good and uh coming to [unclear] that the university has all the facilities like indoor gamings, education level, everything is facilitated, well-organized, and I don't think that there will be a problem, so nothing to be worry. Just focus on your classes, try to spend some time in the friends and the lectures. So in that case, you should not, you should not have [unclear] your education I know–

Response 1 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Provides a suggestion (part-time job) • Organizes with linking words (*and, but, so*) • Uses some complex transitions (*apart from that, in that way*)	• Uses a range of words and phrases (*facilitated, well-organized, focus on your classes*) • Some phrases are awkward (*quite number one university, nothing to be worry*)	• Variety of sentence structures used • Some pronunciation issues that challenge the listener • Interjections and self-corrections interfere with flow	• Some details are relevant • Speaks for the full time • Appropriate tone (friendly and supportive)

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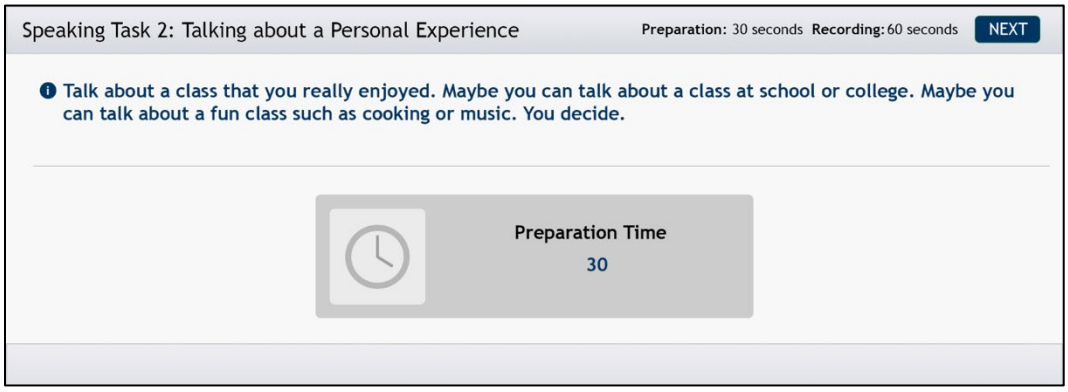
Task 2: Talking about a Personal Experience

Task 2 Overview and Strategies

Description: Tell a story about a past experience.	
Prep Time: 30 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Quickly decide what story you will tell.
	2. If you can't think of a real experience from your life, make one up.
	3. Use past tenses.
	4. Include descriptive details.
	5. Try to get your listener to feel how you felt.

Task 2 Sample Question



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Response 2 Transcript

So, the most, the class I really enjoyed is my gender and socialize starting at my college. And the, the topic for this, for that, for that course is, is like starting the gender situation at, in Canada. So first of all, we, our group prepared a survey, a paper survey and also a website survey. And we hand out, hand out, hand out the paper survey in campus and also the shopping mall to get the answer from the peoples. And there we also send out the, send it, the website survey to our like our classmates, and we collect all the answer and summarize it uh statement for this all we're studying.

Response 2 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Mentions activities done in the class (*hand out, collect answers, summarize*) • Organizes ideas with simple transitions (*so, and*) and a sequence term (*First of all*) • Ideas need more development	• Uses common words and phrases (*prepare a survey, hand out, send out, website, campus, collect*) • Uses some more advanced vocabulary (*gender, socialize*) but more precision needed	• Pronunciation is usually clear; rhythm is fairly steady • Several repetitions and self-corrections interfere with flow • Sentence structures are simple and many small grammatical errors persist	• Relevant information • Tone is appropriate • Does not fully address all parts of the task, e.g., why did she enjoy the class?

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Task 3: Describing a Scene

Task 3 Overview and Strategies

Description: Look at an illustration and describe what is happening.	
Prep Time: 30 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Start with a general statement.
	2. Then focus on some details. You don't need to describe everything.
	3. Build a picture.
	4. Use descriptive words and phrases.
	5. Describe the people's appearance, actions, and feelings.

Task 3 Sample Question

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Response 3 Transcript

Uh lots of people at the grocery store and buying some stuff. And the parents and the kids has opening what they want. And this one kid at aisle number six with that mom, he wants to get one of the bag of chips. And then at aisle seven uh that guy with a kid is also uh giving a bag of cereals to his dad. And a lady in front of the cash till together with her husband is paying what they bought in the store. And those kids want a watermelon together with their dad uh enjoying this. And one lady in aisle 8 is pushing uh pushing that shopping cart and thinking what's-

Response 3 Analysis (CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Provides general description (*people at the grocery store, buying some stuff*) • Describes objects and actions (people shopping, paying for products, etc.) • More details/examples needed	• Accurate words used (*grocery store, aisle number, watermelon, shopping cart*) • Some awkward or imprecise words/phrases (*that guy with a kid, bag of cereals*)	• Pronunciation is clear and rhythm is fairly steady • Some interjections and self-corrections; not much interference with flow • Good control of simple grammar, but some awkward constructions (*paying what they bought*)	• Relevant information (but some details are underdeveloped) • Speaks for the full time • Appropriate tone

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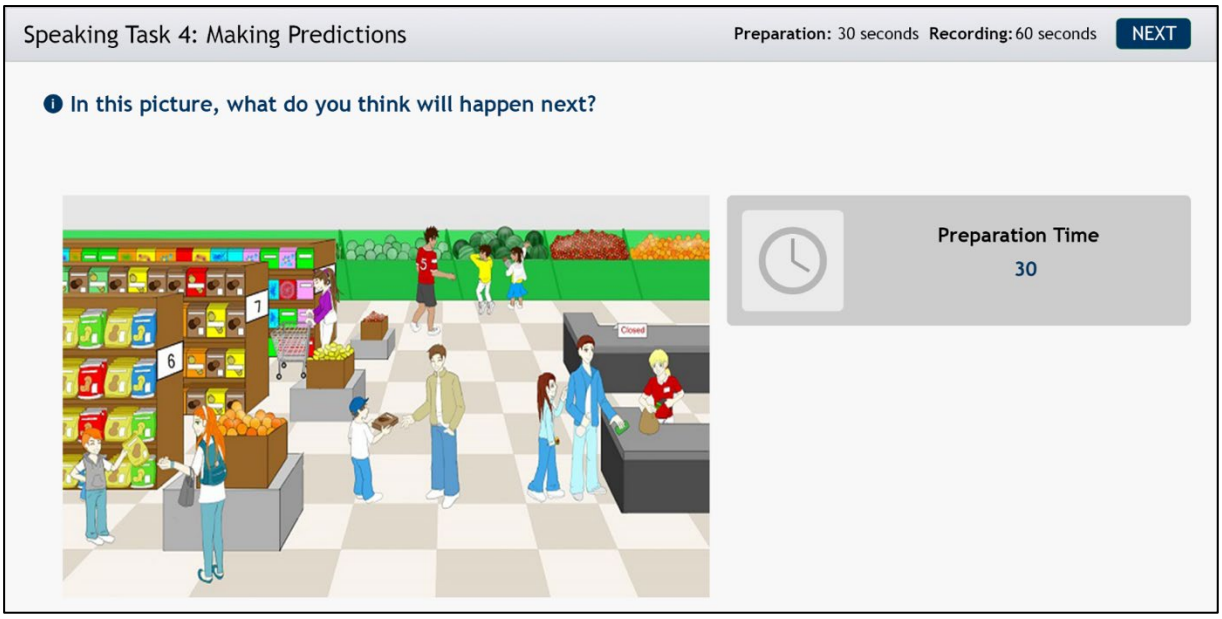
Task 4: Making Predictions

Task 4 Overview and Strategies

Description: Look at the same illustration from Task 3 and describe what you think will happen next.	
Prep Time: 30 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Use your imagination, but be realistic. Your predictions should be related to what you see the people doing.
	2. Ask yourself: What actions might the people do next, and what feelings might they experience as a result?
	3. Consider the surrounding people and objects in the picture to help you think of ideas

Task 4 Sample Question



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Response 4 Transcript

Um next I think the, the girl with her daddy at the checking out by the cashier, I think they will go outside. And uh the two children who choosing the watermelon, I think they will find the better one [unclear] they think. And a boy with uh box of pie, I think they will pay for that because his daddy looks very happy about that. Hmm, and the other one, and a boy with the yellow hair, and he choose a box of cookie, I think so. And her mom maybe give him some suggestion be– because her mom looks a little bit don't like this kind of cookie. Um and the, the man with, uh the woman with the purple shirt, she will fill her shopping cart–

Response 4 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Several predictions are made (*go outside, pay for groceries, fill shopping cart)* • Content is organized with simple transitions (*and*) • More development of ideas needed	• Many suitable words and phrases (*the woman with the purple shirt, she will fill her shopping cart*) • More precision, complexity, and variety needed (*I think, daddy, box of pie, box of cookie*)	• Pronunciation is usually clear; rhythm is steady but a bit slow • Some interjections and self-corrections interfere with flow • Good control of simple sentences; some awkward phrases (*the checking out by the cashier*)	• Relevant information • Speaks for the full time • Appropriate tone • Pauses and interruptions impact completeness

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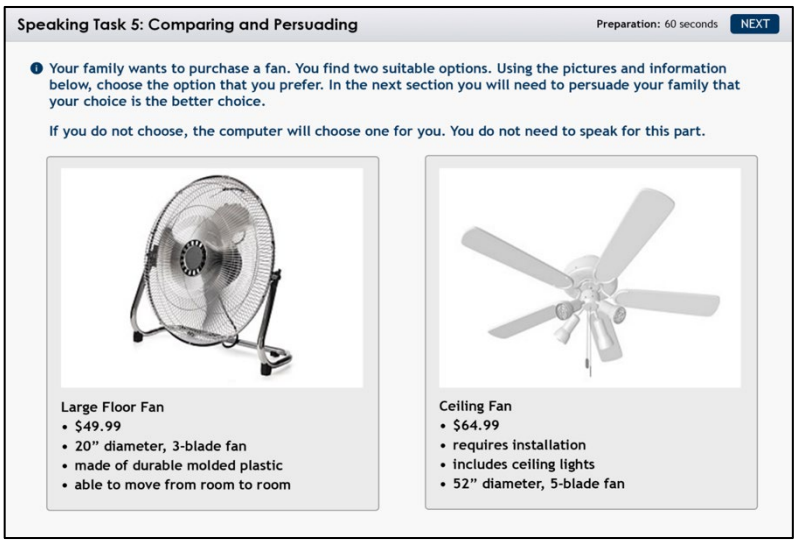
Task 5: Comparing and Persuading

Task 5 Overview and Strategies

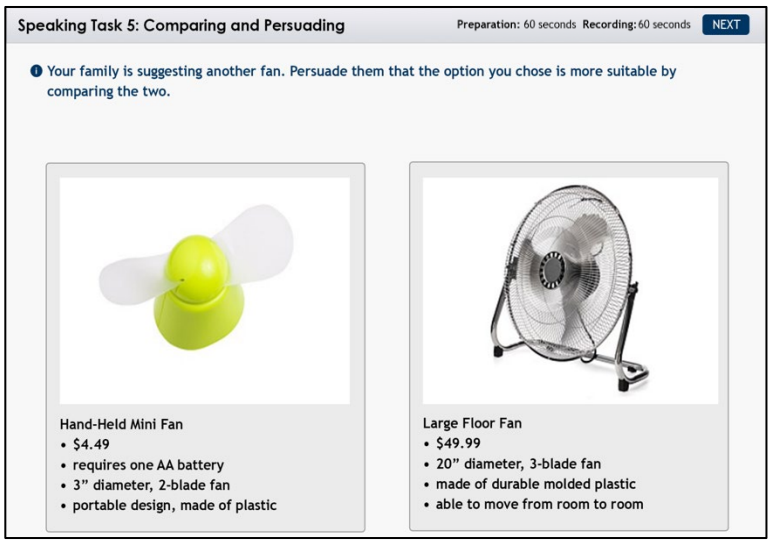
Description: In Part 1, select an option from two choices. <u>You will not speak in Part 1.</u> In Part 2, persuade someone that your chosen option is better than the one they are proposing.		
Prep Time Part 1: 60 seconds Part 2: 60 seconds		**Speaking Time** Part 1: <u>No speaking</u> Part 2: 60 seconds
Key Strategies →	**Part 1**	1. Read and understand the situation.
		2. Compare the information provided for the two options.
		3. Quickly choose which one you prefer to talk about.
	Part 2	4. Read the information about the new option.
		5. Think of details and reasons to explain why your choice is better.
		6. Use specific language to explain your choice, and expand on the information included with the picture.

Task 5 Sample Question

Part 1



Part 2



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Response 5 Transcript

Before we making any mistake to purchase um the items for our, our house then we need to, to know what the purpose are. So, so, we're buying a fan so it's definitely our um house is overheated. So, on the left hand side, the handheld mini fan is not efficient to create is um sufficient uh wind or cold in airs. But on the right hand side, um I suggest to purchase the large floor plan bec– because it's, it's large, and it's, and it's– But even it's large, uh it's portable um device to move from one, one room to another room. And it's not a very expensive one, it's only fifty dollars, uh fifty dollars. And uh it's uh plastic, so it's light. So, I suggest you to buy–

Response 5 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• States preference and provides reasons (large, portable, inexpensive) • Organizes ideas with simple transitions (*and, but, so*) • More details/examples needed	• Uses words suitable for the situation (*mistake, overheated, sufficient, portable, expensive*) • Some phrases not needed for this response (*on the left/right hand side*)	• Some pronunciation challenges for the listener • Several interjections and self-corrections interrupt flow • Good control of simple sentences and grammar but struggles with more complex constructions (*But even it's large…*)	• Relevant information given • Speaks for the full time; frequent interjections and repetitions impact completeness • Tone could be more friendly or persuasive, since the task is to convince family members

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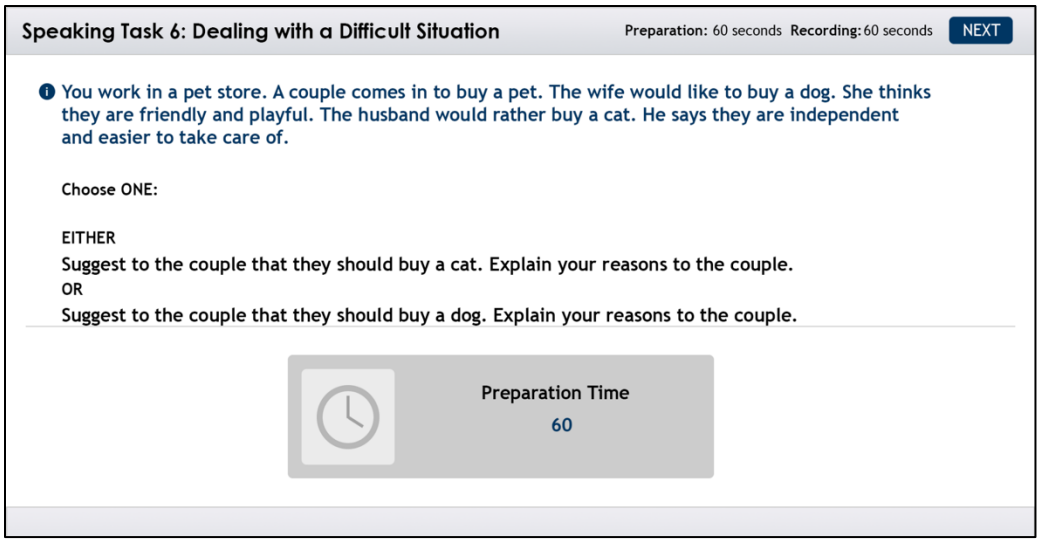
Task 6: Dealing with a Difficult Situation

Task 6 Overview and Strategies

Description: Explain a decision to a friend, family member, acquaintance, or customer.	
Prep Time: 60 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Speak directly to the person. 2. Be considerate but firm. 3. Speak in a respectful way. 4. Clearly outline the problem. 5. Explain your decision. 6. Provide effective reasons to support your decision.

Task 6 Sample Question



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Response 6 Transcript

Well, I suggest um to buy a dog because dog is uh known to be uh man's best friend for so many reasons. First, it helps you to distinguish uh the people whom closest to you. Uh if there is a stranger, they will give you um, or they will make you notice it uh by means of bark. Yet, the dog is much helpful, mos– most useful rather than a cat. Um, second, dog can, um … can, can … can easily make socialize to other people also and can bring more people closer to you.

Response 6 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• States opinion with two supporting reasons (protection, socialization) • Organizes ideas with sequence words (*first, second*) • More details/examples needed	• Uses common words appropriately (*distinguish, stranger, bark, socialize*) • Uses phrases appropriately (*man's best friend, make you notice, bring more people closer to you*)	• Pronunciation is usually clear and rhythm is fairly steady • Pauses and interjections interrupt flow • Good control of simple structures, with some errors (*make socialize to*); attempts a complex sentence (*if there is a stranger, they will…*)	• Relevant information is provided • Speaks for the full time; slow rate of speech impacts completeness • A more persuasive tone would be appropriate

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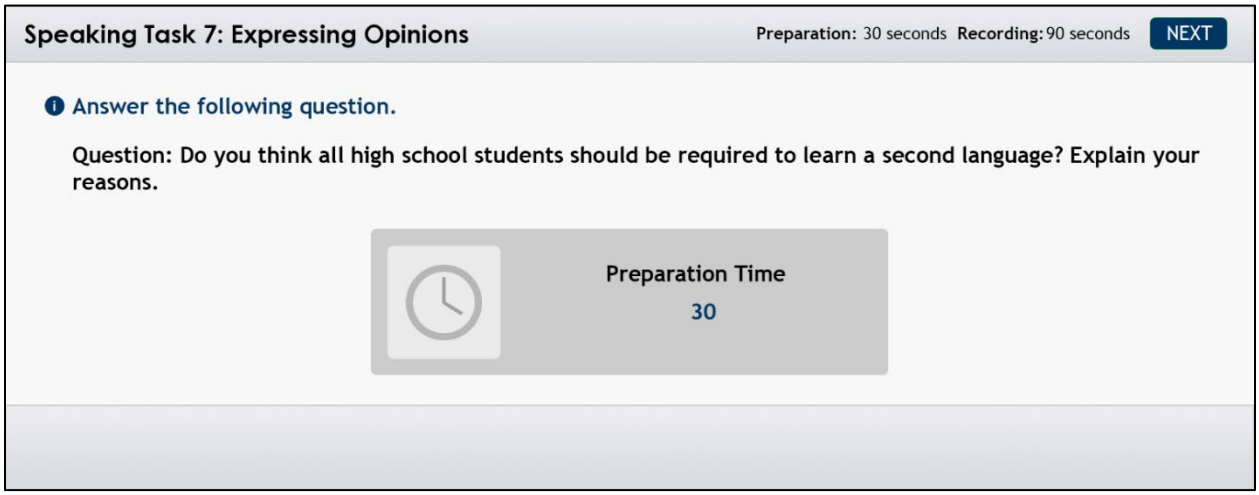
Task 7: Expressing Your Opinion

Task 7 Overview and Strategies

Description: Answer a "Do you think...?" question with your opinion.	
Prep Time: 30 seconds	Speaking Time: 90 seconds
Key Strategies →	1. Read the question carefully; be sure your response is on topic.
	2. Quickly decide whether you will answer yes or no.
	3. Give about three reasons to support your position.
	4. Support each reason with specific details.
	5. Present your ideas logically, and use transitions to signal new ideas.

Task 7 Sample Question



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Response 7 Transcript

Hi um I want to talk about second language. Uh the, the high school students, they should require that to learn second language, I, I could say yes because uh this is global generation and the world is getting smaller, smaller, right? So, and also the planes and every technologies for the transit is always develop-, developing, developing. So, it will be more closer for the world wide. So, it means uh people has to learn second language. There's good thing for the Canadian people um they all of, most of them, they all prob-, they has own mother language, too. So it means if, if they learn another language, it will be their second language. So, if really super, very, very good for your- uh their life. The multilingual is uh very, it is very strength to survive uh of the life. Uh I suggest to learn second language to every-

Response 7 Analysis
(CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Expresses opinion and provides two main reasons (globalization, a better life) • Organizes ideas with basic transitions (*and, so*) • More precise details and examples needed	• A range of words and phrases used appropriately (*technologies, developing, world wide, strength, multilingual*) • Some phrases are awkward (*global generation, mother language*)	• Pronunciation creates challenges for the listener at times • Rhythm is often interrupted by pauses, interjections, and self-corrections • Good control over simple grammatical structures	• Some information not relevant or connected well • Speaks for the full time • Tone is appropriate but could be more persuasive

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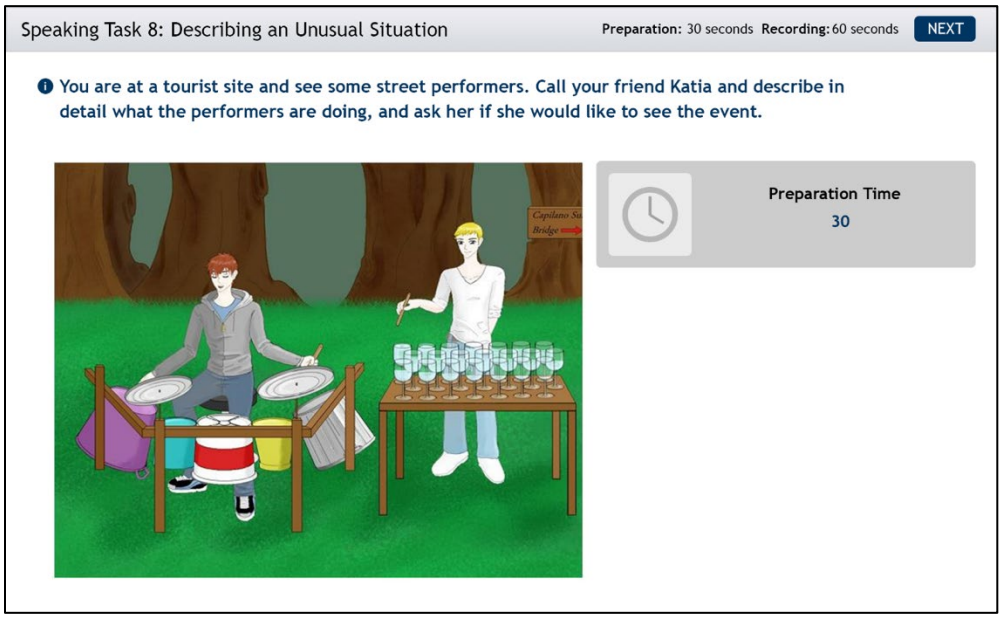
Task 8: Describing an Unusual Situation

Task 8 Overview and Strategies

Description: Describe a picture of an unusual item or situation to someone who can't see what you're looking at.	
Prep Time: 30 seconds	Speaking Time: 60 seconds
Key Strategies →	1. Start by setting up the role-play scenario ("Hi, Jill…") 2. Describe the unique aspects of the picture. 3. Focus on the things that you can describe well. 4. If you can't think of accurate and specific vocabulary, create phrases using common words to express your meaning. 5. End by finishing the phone call.

Task 8 Sample Question



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Response 8 Transcript

Hi Katia. I um uh, I think you are free today and I was, and I was going to in the street. Uh, I saw some street performers here at the tourist site. Uh, it is very very interesting! Uh, if you want to come, uh you will be, I am, I'm sure you'll be very uh um happy to see them,. They are, some of them, one of them uh drum the sticks, uh beating the drum. And one of uh them, the girl, she is um uh, she has the stick and she's, they are making the music with glasses and it, it seems very very interesting. And too many people are here in the crowd and the-

Response 8 Analysis (CELPIP Level 5)

Content/Coherence	Vocabulary	Listenability	Task Fulfillment
How well are your ideas organized and developed?	**What is the range of your vocabulary and can you use it naturally?**	**How easy is it to listen to and understand your response?**	**How well did you follow the instructions?**
• Addresses the other person directly and explains the purpose of the call • Provides details about the scene (*beating the drum, making music with glasses*) • More descriptive details are needed	• Uses common words appropriately to describe objects and actions (*sticks, drum, glasses, crowd*) • Some awkward/imprecise phrases (*I was going to in the street, drum the sticks*)	• Pronunciation creates some challenges for the listener • Several interjections and self-corrections interrupt flow • Good control over simple grammar and sentence structure	• Addresses Katia • Relevant information provided • Speaks for the full time; rate of speech impacts completeness • A more excited tone would be more appropriate for the situation

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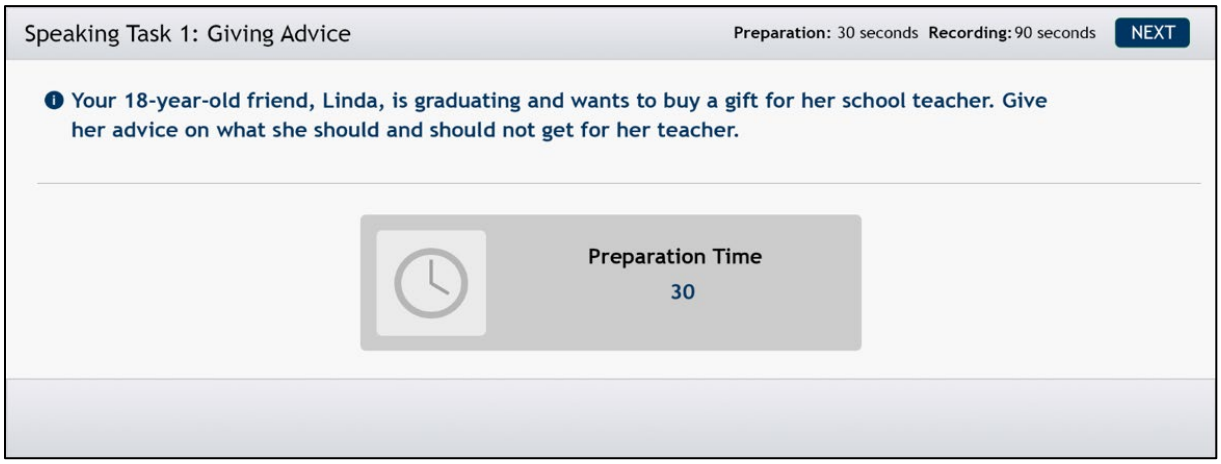
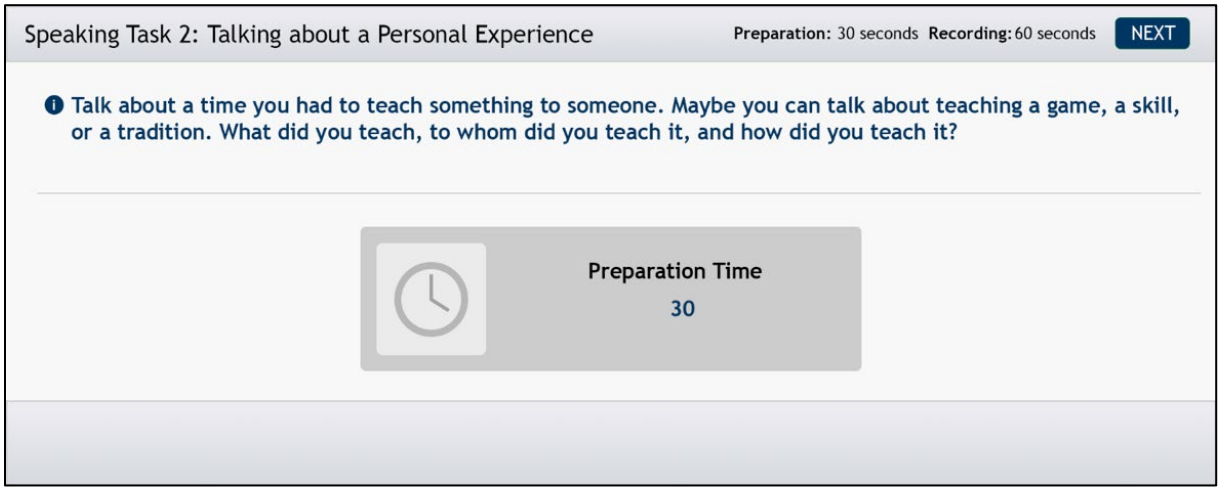
Bonus Practice Questions

Here are some extra practice questions to use as you prepare for the test. Please be aware that these are questions only. This Study Pack does not include sample responses to these questions.

Task 1



Task 2



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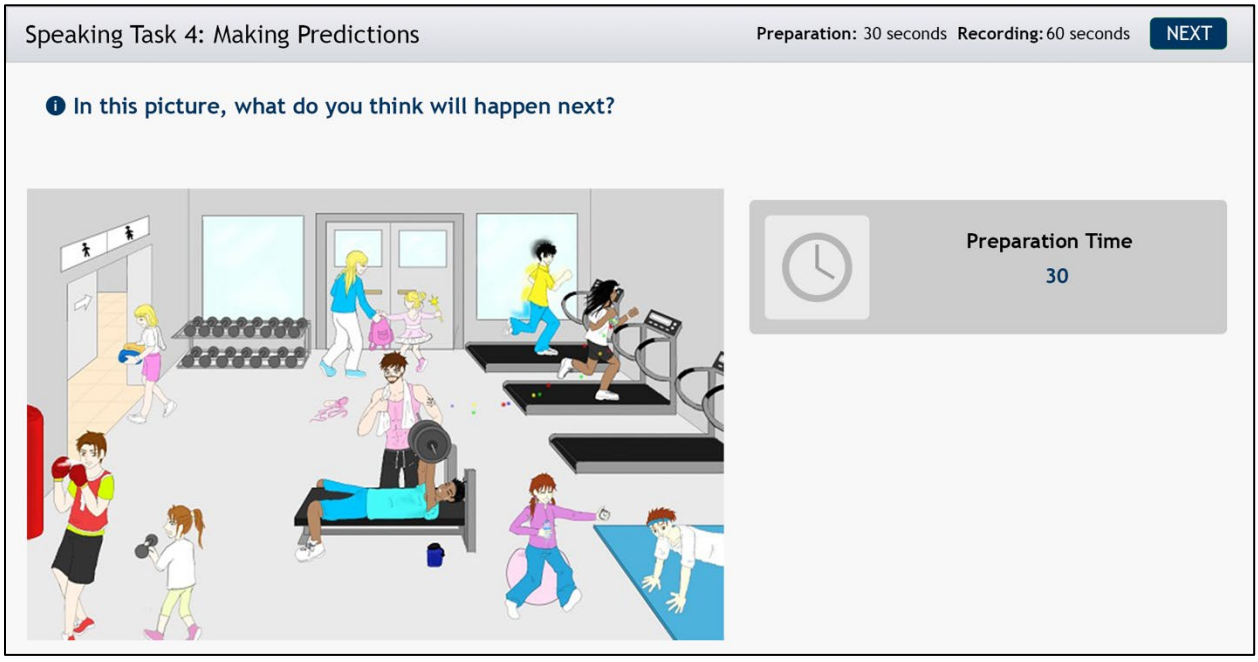
Task 3

Task 4



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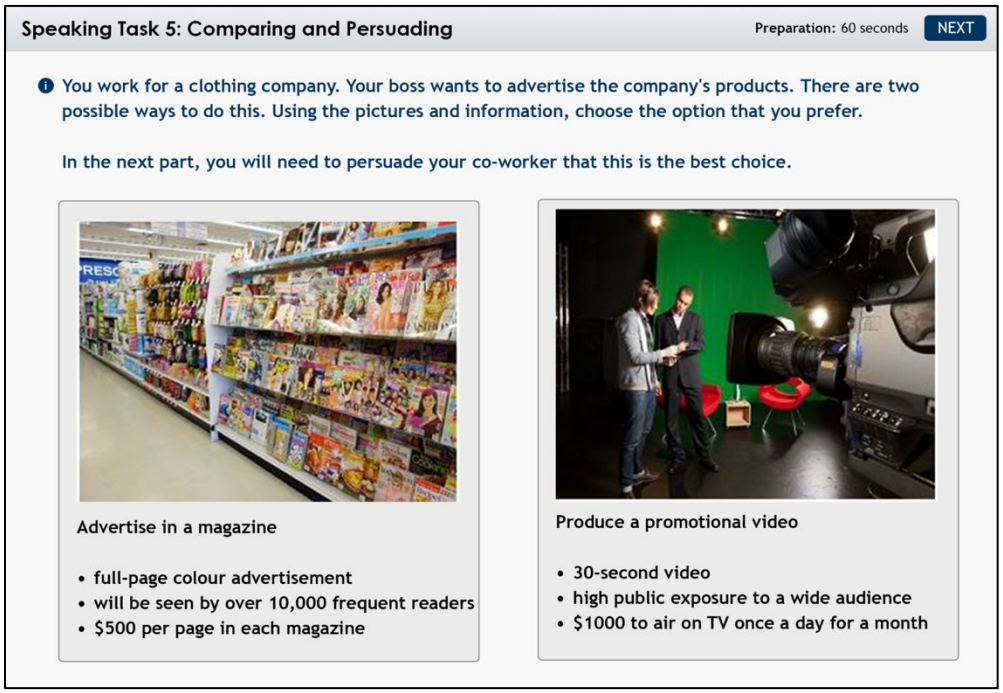
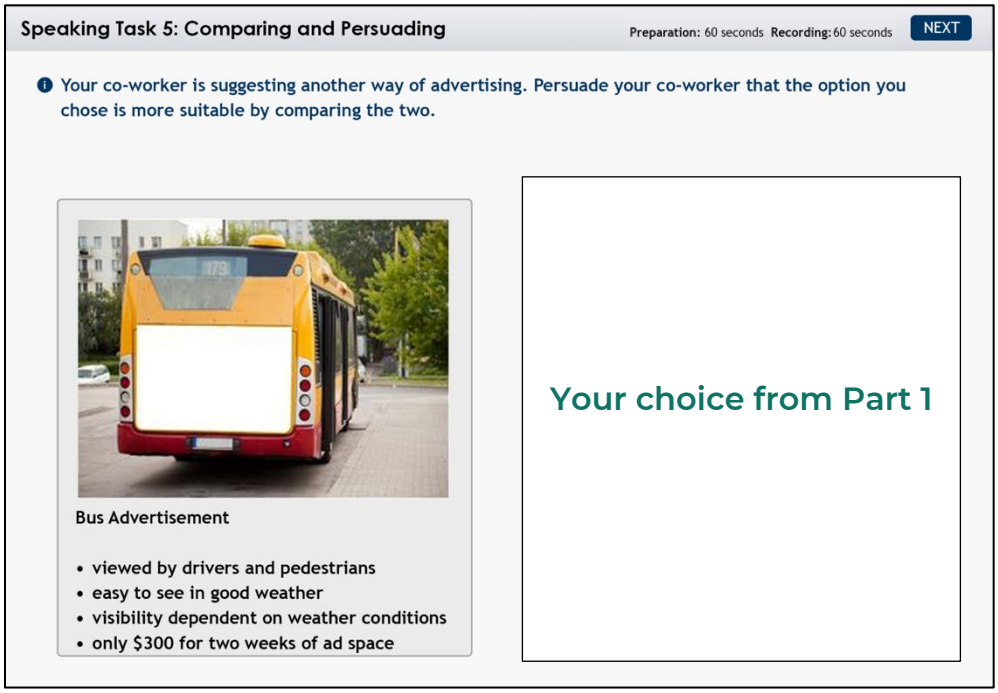
Task 5: Part 1



Task 5: Part 2



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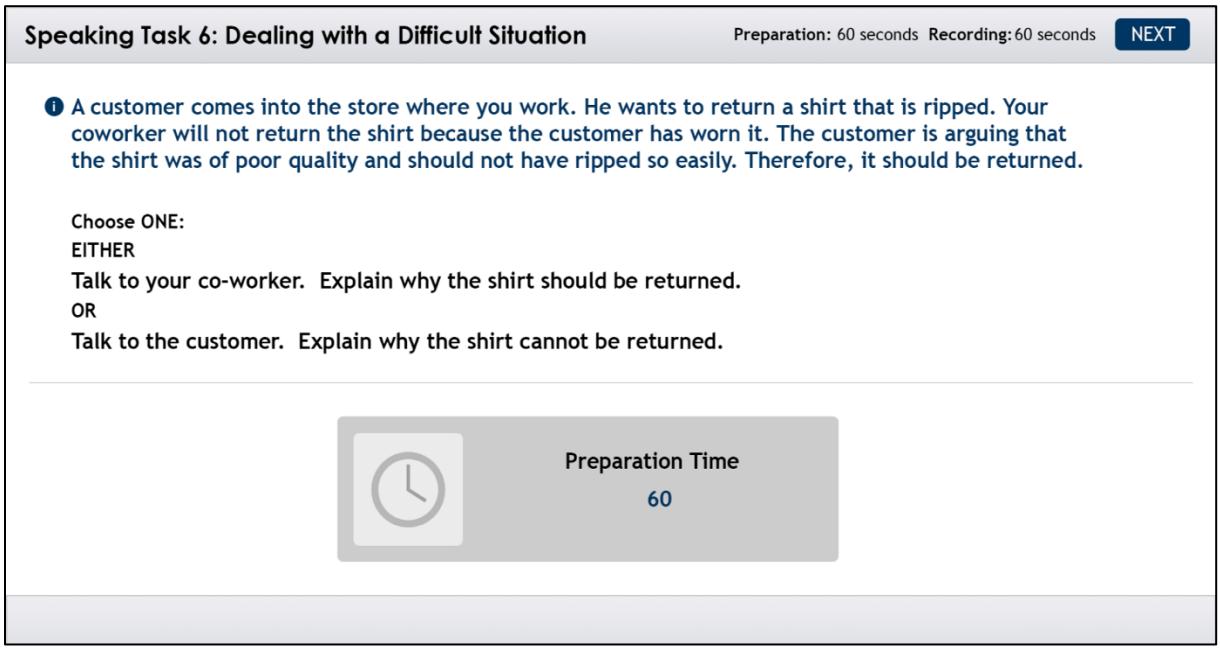
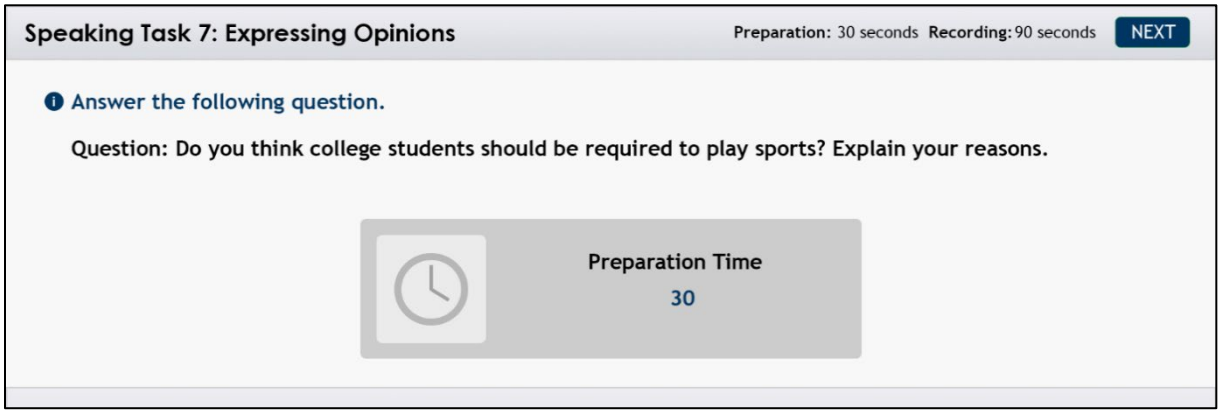
Task 6



Task 7



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Task 8

Speaking Task 8: Describing an Unusual Situation

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

A new friend invited you to visit his home. You think you have found the street where he lives. However, you cannot find his house. Call your friend. Explain in detail where you are standing. Ask him how to find his house.

Preparation Time

30

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More CELPIP Webinars

Name	Focus	Length
CELPIP-General Overview	An overview of the features and format of the CELPIP Test, with Speaking and Writing response analysis	**2 hours**
Reading Pro	Format, strategies, and sample questions for Reading Parts 1 – 4	**2 hours**
Listening Pro	Format, strategies, and sample questions for Listening Parts 1 – 6	**2 hours**
Writing Pro: Target 9+	Achieving Level 9 or higher on the Writing Test	**2 hours**
Writing Pro: Target 5	Achieving Level 5 or higher on the Writing Test	**2 hours**
Speaking Pro: Target 5	Achieving Level 5 or higher on the Speaking Test	**2 hours**
Speaking Pro: Target 9+	Achieving Level 9 or higher on the Speaking Test	**3 lessons, 2 hours each**

- **Everyone at all language levels is welcome at all CELPIP webinars!** The information we provide about test format, question types, and useful strategies applies to everyone, no matter what CELPIP Level you're trying for.
- You can participate and ask questions to the instructor in all sessions.
- Speaking Pro and Writing Pro **Target 5** sessions include sample responses in the CELPIP Level **4-5 range**. **Target 9** sessions include sample responses in the **Level 8-12** range.
- Everyone who attends a Pro session receives a **free Study Pack** containing the most important content from the webinar, including sample responses, analysis, checklists, and strategies.
- You can attend the same session more than once, but please be aware that **the content will be the same**. We repeat these webinars monthly to help new test takers learn about the test!
- A recording of each webinar is posted on our **YouTube channel**.

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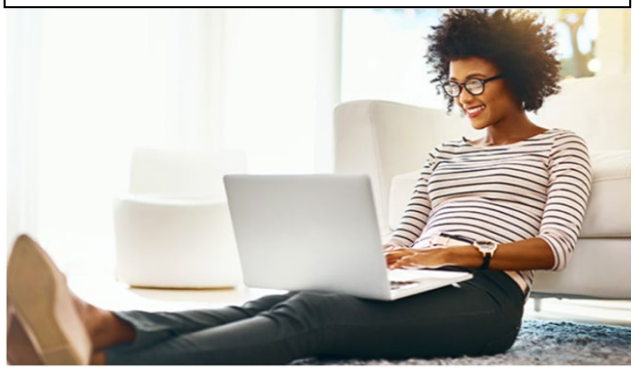
National Bank of Canada Offer

Get **$300 cashback** to help pay for the CELPIP Test when you open a banking account at the National Bank of Canada.

Visit the website to learn more.



Helpful CELPIP Links

COMPLETE A SURVEY (OPTIONAL): https://www.surveymonkey.com/r/speaking-pro5

WATCH A RECORDED VERSION OF THE WEBINAR: https://www.youtube.com/watch?v=Dusv_6WDIkA&list=PLAqVC0RMPppwm69Bppx8KPyoIjg-gHHct&index=2

FREE STUDY MATERIALS

1. Test Overview and FAQs: https://www.celpip.ca/take-celpip/overview/
2. Study Tips: https://www.celpip.ca/prepare-for-celpip/free-resources/
3. Understanding Your Test Scores: https://www.celpip.ca/take-celpip/test-results/
4. Register for a free live Zoom webinar: https://www.celpip.ca/prepare-for-celpip/webinars-workshops/
5. Access two free CELPIP Practice Tests: https://www.celpip.ca/prepare-for-celpip/free-practice-tests/
6. Blog: https://www.celpip.ca/blog/

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7. Podcasts: https://www.celpip.ca/blog/?podcast=y

PAID STUDY PRODUCTS

8. Purchase additional study products and practice tests from the online bookstore: https://www.celpip.ca/study-materials/
9. Enrol in a CELPIP Preparation Program: https://www.celpip.ca/prepare-for-celpip/prep-programs/

SOCIAL MEDIA

10. YouTube: https://www.youtube.com/celpipofficial
11. Instagram: https://www.instagram.com/CELPIPTestOfficial
12. Facebook: https://www.facebook.com/CELPIPTest
13. X: www.x.com/thecelpiptest

REGISTER FOR THE CELPIP TEST

14. Register for the CELPIP Test: https://www.celpip.ca/take-celpip/find-a-test-date/
15. Test Day Procedures: https://www.celpip.ca/take-celpip/test-day-information/
16. Policies and Forms: https://www.celpip.ca/take-celpip/policies-forms/
17. Contact Us: https://www.celpip.ca/about-us/contact-us/

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