CELPIP Listening Practice Test 100

A free full-length CELPIP-General Listening practice test from CELPass.com: all 6 parts and 38 questions in the real test order, an answer sheet, the answer key and a score chart, and the transcripts.

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How to take this test

1. Open celpass.com/celpip/listening/practice-tests/100 to play the recordings (free, no account). Play each one once only, as in the real test.
2. Read the questions for each recording here and mark your answers on the answer sheet.
3. Check your answers with the answer key, then read the transcript for every question you missed.

Prefer to take it on screen? The same test is free online at celpass.com/celpip/listening/practice-tests/100 with the recordings, marked as you go, with an estimated CLB. More free tests: celpass.com/celpip/practice-tests-pdf

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Part 1: Listening to Problem Solving

A Refill at the Pharmacy

▶ **Recording: Part 1, section 1 of 3. Play it at celpass.com/celpip/listening/practice-tests/100**

1. Why is the man's refill not ready?

A The pharmacy has run out of his medicine.
B His prescription needs to be renewed.
C He phoned the order in to the wrong store.
D His doctor has changed his dose.

2. What is likely true about the man?

A He ignored a pharmacy reminder.
B He forgot to order his refill.
C He has already run out of pills.
D He saw his doctor last week.

3. What does the man suggest about his doctor's office?

A It has lost his records.
B It refuses to accept faxes.
C It may be slow to answer.
D It has moved somewhere new.

▶ **Recording: Part 1, section 2 of 3. Play it at celpass.com/celpip/listening/practice-tests/100**

4. Why does the man mention his wife?

A to explain who will collect his pills from now on
B to complain that her medicine costs less
C to ask whether her prescription needs renewing
D to show why he is worried about a mix-up

5. What does the woman tell the man about the new pills?

A Only their appearance has changed.
B They come from his usual supplier.
C They are stronger than his old ones.
D They must be taken with coffee.

▶ **Recording: Part 1, section 3 of 3. Play it at celpass.com/celpip/listening/practice-tests/100**

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6. What will the man probably buy to fix his monitor?

A



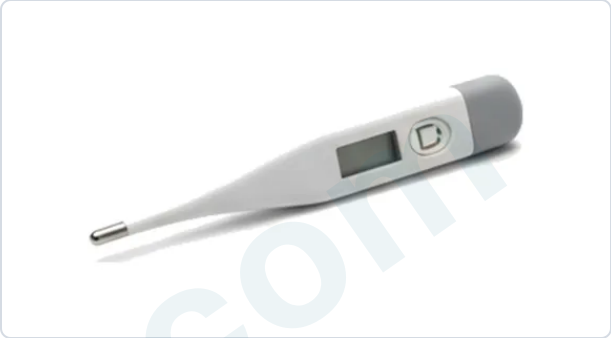
B



C



D



7. What does the woman ask the man to do?

A take his pills before his morning coffee

B bring his monitor in to be tested

C call his doctor every Sunday night

D contact her if his readings rise

8. Which word best describes the woman?

A careless

B disorganized

C attentive

D forgetful

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Part 2: Listening to a Daily Life Conversation

Learning to Sign

▶ **Recording: Part 2. Play it at celpass.com/celpip/listening/practice-tests/100**

9. Why did the woman start the class?

A to communicate with a young relative
B to get ready for a trip overseas
C to help a co-worker who works in shipping
D to qualify for a different job

10. What did the man wrongly assume?

A that her sister was the one taking the class
B that the teacher could hear
C that sign language is the same everywhere
D that the quiz was about names

11. What does the woman say about facial expressions?

A They are mainly used to show emotion.
B They are the hardest part of her quiz.
C They matter less than hand shapes.
D They can show the type of question.

12. Why does the woman mention that she has a serious face?

A to admit that she does not enjoy the class
B to explain what her teacher corrects her for
C to joke about how she did on the quiz
D to describe how her baby niece reacts when she signs

13. What will the man probably do?

A join her class before Thursday
B ask Sam to teach him some signs
C look into a future class
D help her study for her quiz

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Part 3: Listening for Information

Booking a Group Outing

▶ **Recording: Part 3. Play it at celpass.com/celpip/listening/practice-tests/100**

14. Why is the man calling?

A to buy tickets for his own family
B to ask about working at the theatre
C to complain about the steep steps at the front door
D to arrange a trip for people in his care

15. What is the problem with the twelfth?

A There are not enough regular seats left.
B The bus is not available that day.
C Few wheelchair spaces are left.
D The afternoon show has been cancelled.

16. What concern does the man raise about the residents who use wheelchairs?

A They might be seated apart from the group.
B They might not be able to see the stage from row F.
C They may need help with stairs inside.
D They may have to pay a higher price.

17. Why does the woman suggest Water Street?

A It is closer to the coat check.
B It avoids a difficult entrance.
C Parking there costs nothing.
D Buses are not allowed to stop in front.

18. What is true about the listening headsets?

A They must be reserved with the tickets.
B They are only for people in wheelchairs.
C They are collected from the box office.
D They come at no extra cost.

19. What will the man probably do next?

A pay the deposit over the phone
B find out whether the bus is free on Sunday
C book the remaining space on Saturday
D visit the theatre to have a look at the side ramp

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Part 4: Listening to a News Item

From Empty Lot to Orchard

▶ **Recording: Part 4. Play it at celpass.com/celpip/listening/practice-tests/100**

20. Before the orchard, the lot was

A a corner store that was still open.
B used as a garden by students from a nearby school.
C a place where people left unwanted things.
D owned by Helen Okoro herself.

21. The volunteers brought in new soil because

A the trees needed a special kind of earth.
B tests found a problem with the ground.
C the garden centre insisted on it.
D heavy rain had washed the old soil away.

22. How does Okoro feel about the wait for fruit?

A She finds it disappointing for the volunteers.
B She wishes they had chosen faster-growing trees.
C She thinks the owner should have acted sooner.
D She sees value in it for the next generation.

23. The group is using the land

A under a long-term free agreement.
B after the city bought it from the owner.
C in exchange for a share of the fruit.
D by paying monthly rent from donations.

24. Once there is fruit, members of the public will be able to

A sell it at a local market.
B pick it starting next summer.
C help themselves while sharing fairly.
D reserve a tree for their own family to pick.

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Part 5: Listening to a Discussion

Who Will Take Bruno?

▶ **Recording: Part 5. Play it at celpass.com/celpip/listening/practice-tests/100**

25. Why does Sheila mention her mother's trip to Winnipeg?

A to show that Bruno copes badly when he is away from home
B to suggest asking the neighbour to look after Bruno
C to explain why the kennel costs so much
D to remind Derek how old Bruno is

26. How does Derek respond to the cost of the kennel?

A He says their mother should pay for it.
B He suggests finding a cheaper kennel.
C He admits it is far too expensive.
D He thinks sharing it makes it affordable.

27. What does Derek imply about the children?

A They are afraid of large dogs.
B Their excitement would not last.
C They could walk Bruno every morning.
D They have never had a pet.

28. What is the main obstacle to Bruno staying with Amira and Derek?

A Nobody could walk him early in the morning.
B Their yard does not have a fence.
C He might not get along with their pet.
D Their house is too small for him.

29. Why does Sheila mention the new doormat?

A to suggest the board is unlikely to act quickly
B to show that she has complained to the board before
C to explain her building's rules about pets
D to describe a recent change to her condo

30. What extra benefit does Sheila see in working from her mother's house?

A She would have a quieter place to work.
B Bruno could use the fenced yard.
C She could stop paying condo fees.
D Her mother would have help close by.

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31. What worries Derek most about Bruno staying at his mother's house?

A Bruno would not get enough walks.

B Bruno might cause their mother to fall.

C Bruno would want to sleep on her bed.

D Bruno might knock over food on the table.

32. What is the best subject line for a message to their mother after this talk?

A Bruno: two weeks with us, then home?

B Kennel booked for the full six weeks

C Condo board approves Bruno's stay

D Pepper is moving upstairs for good

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Part 6: Listening to Viewpoints

AI Tools and Homework

▶ **Recording: Part 6. Play it at celpass.com/celpip/listening/practice-tests/100**

33. The report is mainly about

A the way earlier inventions changed lessons.
B how schools should respond to homework software.
C methods for catching students who outsource work.
D preparing students for tomorrow's workplaces.

34. According to Ferreira, what have her students learned from describing how they used the software?

A that the tools are common in most workplaces
B that younger pupils need stricter limits
C that the prompts matter more than the essay
D that the machine's output often needs checking

35. Price believes the time a student spends on a difficult paragraph

A would be better used for class discussion.
B should always be supervised by a teacher.
C is the most important part of the task.
D shows how motivated the student is.

36. Why does Price mention a student facing a deadline at eleven at night?

A to show where Ferreira's method is most likely to fail
B to argue that deadlines should be set earlier in the day
C to suggest students lack time to write their accounts
D to explain why he now mentors trainee teachers

37. Price would most likely agree that

A the written accounts prevent outsourcing.
B class discussions should be reduced.
C the tools are now routine in workplaces.
D Ferreira's idea suits some groups of students.

38. What is the speaker's view of the two positions?

A Price's concerns outweigh Ferreira's arguments.
B Each is flawed, but parts of both are worth keeping.
C Ferreira's approach is the more realistic one.
D Schools should wait for clearer evidence first.

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Answer sheet

Write the letter of your answer for each question.

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____
17 _____	18 _____	19 _____	20 _____
21 _____	22 _____	23 _____	24 _____
25 _____	26 _____	27 _____	28 _____
29 _____	30 _____	31 _____	32 _____
33 _____	34 _____	35 _____	36 _____
37 _____	38 _____		

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Answer key

Part 1: A Refill at the Pharmacy

1 B His prescription needs to be renewed.

2 A He ignored a pharmacy reminder.

3 C It may be slow to answer.

4 D to show why he is worried about a mix-up

5 A Only their appearance has changed.

6 C Picture C

7 D contact her if his readings rise

8 C attentive

Part 2: Learning to Sign

9 A to communicate with a young relative

10 C that sign language is the same everywhere

11 D They can show the type of question.

12 B to explain what her teacher corrects her for

13 C look into a future class

Part 3: Booking a Group Outing

14 D to arrange a trip for people in his care

15 C Few wheelchair spaces are left.

16 A They might be seated apart from the group.

17 B It avoids a difficult entrance.

18 D They come at no extra cost.

19 B find out whether the bus is free on Sunday

Part 4: From Empty Lot to Orchard

20 C a place where people left unwanted things.

21 B tests found a problem with the ground.

22 D She sees value in it for the next generation.

23 A under a long-term free agreement.

24 C help themselves while sharing fairly.

Part 5: Who Will Take Bruno?

25 A to show that Bruno copes badly when he is away from home

26 D He thinks sharing it makes it affordable.

27 B Their excitement would not last.

28 C He might not get along with their pet.

29 A to suggest the board is unlikely to act quickly

30 D Her mother would have help close by.

31 B Bruno might cause their mother to fall.

32 A Bruno: two weeks with us, then home?

Part 6: AI Tools and Homework

33 B how schools should respond to homework software.

34 D that the machine's output often needs checking

35 C is the most important part of the task.

36 A to show where Ferreira's method is most likely to fail

37 D Ferreira's idea suits some groups of students.

38 B Each is flawed, but parts of both are worth keeping.

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Your estimated CLB

Correct answers (of 38)	Estimated level
38	CLB 12
37	CLB 11
35–36	CLB 10
33–34	CLB 9
30–32	CLB 8
27–29	CLB 7
22–26	CLB 6
17–21	CLB 5
11–16	CLB 4

An estimate: CELPIP converts raw scores with a table for each test form, so the real cut-offs vary a little.

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Transcripts

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Part 1: A Refill at the Pharmacy

Section 1

WOMAN: Hi there. Picking up today?

MAN: Yeah, a refill for my blood pressure pills. Last name's Kowalski. I phoned it in on Monday.

WOMAN: Kowalski… hmm. I'm afraid it's not ready. That prescription doesn't have any refills left. We sent a request to your doctor's office on Tuesday, but we haven't heard back yet.

MAN: No refills left? That can't be right. When she wrote it, she said it was good for a whole year.

WOMAN: It was. A year from the fourteenth of last October. So it ended a couple of weeks ago. The system should have sent you a text when you ordered.

MAN: It probably did. I never read those. Okay, so what now? I've got maybe two pills left.

WOMAN: Well, I don't want you going without them. I can give you a few days' worth myself to tide you over. And I'll phone her office this afternoon instead of waiting for them to answer the fax.

MAN: That'd be great. Although her office is always swamped, so I wouldn't hold your breath.

WOMAN: We'll see. Give me about fifteen minutes to get those ready for you.

Section 2

WOMAN: Oh, Mr. Kowalski, good timing. Your doctor approved the renewal this morning, so you're set for another year.

MAN: Finally. Wait, these don't look like my pills. Mine are little and round. These are long and white.

WOMAN: Right, I was about to mention that. Our usual supplier has been short for weeks, so this is the same medicine and the same strength, just made by a different company. They look different, but they'll do exactly the same job.

MAN: Huh. Well, if you say so. It's just… my wife takes pills in the morning too, and hers are long and white, just like these. I can see myself grabbing the wrong bottle before I've had my coffee.

WOMAN: Then a weekly pill box might help. You know, the plastic ones with a little lid for each day. We keep them right here by the till.

MAN: Hmm. I'll think about it.

Section 3

MAN: Okay, I'll take one of those pill boxes after all. Oh, and one more thing. My blood pressure monitor at home stopped working. The screen just stays blank. Do you sell those?

WOMAN: We do. The ones with the arm cuff are in aisle six, next to the thermometers, about sixty dollars. But before you buy a new one, have you changed the batteries?

MAN: The batteries? I… I've had it three years and never once—

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WOMAN: —then that's almost certainly it. Aisle four, beside the flashlights.

MAN: Ha. Okay, I'll grab a pack and save myself sixty bucks. And this pill box, do I fill it myself?

WOMAN: Yes, once a week. Sunday night is easiest for most people. And keep checking your blood pressure in the mornings, before your coffee. If the numbers start creeping up on the new pills, give me a call and I'll let your doctor know.

MAN: Will do. Thanks for sorting all this out.

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Part 2: Learning to Sign

MAN: Hey, Lucy, what are you doing with your hands? You've been waving them around at your desk all morning.

WOMAN: Oh, have I? Sorry. I'm practising. I started a sign language class two weeks ago, and we've got a little quiz on Thursday. Thirty signs for food and family, and I keep mixing up aunt and uncle, which is embarrassing, considering why I'm there.

MAN: Sign language, that's great. What made you decide to… wait, didn't you say your sister just had a baby?

WOMAN: Eight months ago, yeah. Rosie. She was born deaf, and my sister and her husband are learning to sign so they can really talk with her as she grows up. I didn't want to be the aunt who just smiles and waves at family dinners, so I signed up too. No pun intended.

MAN: Ha. So once you've learned it, you could talk to deaf people anywhere, right? Like if you went to England or Australia?

WOMAN: That's what I thought, actually, but no. The one we're learning is American Sign Language, and the British one is a whole separate language. Even the alphabet is different. My teacher says someone from London and someone from Toronto would struggle more than you'd expect.

MAN: Huh. I'd never have guessed that. So is it hard?

WOMAN: Harder than I expected, and not only because of the hands. Your face is part of the grammar. If you raise your eyebrows, you're asking a yes-or-no question, and if you frown a little, it's more of a who or where question. I've got a pretty serious face, so my teacher keeps telling me to loosen up.

MAN: You? Serious? Never.

WOMAN: Very funny. Anyway, she's deaf herself, so the whole class happens in silence. No talking at all, for two hours. After the first night, I was completely exhausted.

MAN: Two hours without talking. I'd never survive. Although… you know Sam in shipping? He reads lips, but I always feel like I'm mumbling at him. Is the class still taking people?

WOMAN: This one's full, but they start a new beginner group in January. I can send you the link, if you're serious.

MAN: Hmm… send it. I'll at least have a look.

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Part 3: Booking a Group Outing

WOMAN: Riverside Players box office, this is Joanne.

MAN: Hi, good afternoon. I'm calling from Maple Grove. It's a retirement residence over on Elm Street. I'm the recreation coordinator here, and a group of our residents would love to see your musical next month, so I wanted to find out how booking for a group works.

WOMAN: Wonderful. How many people are we talking about?

MAN: Fourteen residents, plus me and one other staff member, so sixteen. And I should mention that two of the residents use wheelchairs, and a few more walk with canes.

WOMAN: Okay, that's good to know right away. So for groups of twelve or more we take twenty percent off the regular price, which brings each ticket down to $28. Did you have a date in mind?

MAN: We were hoping for the Saturday matinee on the twelfth. Our bus is only available on weekends.

WOMAN: Let me check… hmm. The twelfth has plenty of regular seats, but we only have four wheelchair spaces per show, and three of them are already booked for that afternoon. The Sunday matinee on the thirteenth still has all four open.

MAN: Sunday… that might actually work, as long as our driver can do it. Now, the people in wheelchairs, they'll want to sit with their friends, not get parked off on their own somewhere at the back.

WOMAN: Of course. The spaces are at the end of row F, and the seats right next to them are kept for whoever they come with, so nobody gets split up. And the theatre is all on one level, so once you're inside there are no stairs at all.

MAN: Oh, good. And what about getting in? I remember the front steps being pretty steep.

WOMAN: They are, which is why I'd have your bus pull up on Water Street, around the side. There's a ramp there, and someone from our staff will meet you at the door. Also, a few of your residents might like our listening headsets. They make the actors easier to hear, and you don't pay anything extra for them. Just ask at the coat check.

MAN: Oh, a couple of them will definitely want those. So how do I hold the seats? Do I have to pay for everything today?

WOMAN: No, just a $100 deposit for now. The rest is due a week before the show, and if someone gets sick, you can change the numbers up until then, no problem.

MAN: Perfect. Let me check on the bus, and I'll call you back first thing tomorrow.

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Part 4: From Empty Lot to Orchard

NARRATOR: A vacant lot in Kingston's north end that sat abandoned for nearly a decade is now home to forty young fruit trees, thanks to a group of neighbourhood volunteers. The property, once the site of a corner store, had become a dumping ground for discarded furniture and old tires. Retired teacher Helen Okoro says she simply got tired of looking at it from her kitchen window. Last spring she knocked on doors, gathered about thirty residents and persuaded the landowner to lend the community the land for ten years without charging a cent. Over several weekends, the group hauled away more than two tonnes of garbage and trucked in fresh soil, after environmental testing showed the original ground was unsuitable for growing food. Apple, pear and plum trees were donated by a local garden centre, and students at a nearby secondary school built wooden benches as a classroom project. The trees won't produce much fruit for another three or four years, but Okoro says that is part of the point. She hopes the children who helped plant them will eventually pick the fruit themselves. Once the harvest begins, anyone may take what they need, although organizers are asking visitors to leave enough for everybody. The group is now collecting donations for a rainwater collection system.

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Part 5: Who Will Take Bruno?

Sheila: Okay, Mom's surgery is booked for the ninth. The surgeon said six weeks before she can manage stairs properly, never mind a dog that weighs more than she does. We need a plan for Bruno.

Derek: I still think the simplest thing is a kennel. There's that place out past the airport with the big outdoor runs. Professionals, proper exercise, done.

Amira: Six weeks in a kennel, though? I looked it up. It's about forty-five dollars a night. That's… nearly two thousand dollars.

Derek: Split three ways, that's not terrible.

Sheila: It's not the money I'm worried about. Remember when Mom went to Winnipeg for that wedding? He wouldn't eat for three days. The neighbour had to feed him by hand.

Derek: That was four years ago. He was younger.

Sheila: He's eleven now. If anything, he's worse with changes.

Amira: Okay, so what if he comes to us? We've got the fenced yard, and the kids would be thrilled.

Derek: The kids would be thrilled for about two days. And then who's walking him at six in the morning? I'm on early shifts all through November.

Amira: I would. I'm up anyway. The real issue is Pepper. She's never lived with a dog, and Bruno is… very enthusiastic about cats.

Sheila: Hmm. Well, I'm working from home all fall, so I'd take him in a heartbeat. But my building has a weight limit for pets, and he's about four times over it.

Derek: Couldn't you ask the condo board for an exception? Just for six weeks?

Sheila: I could ask. They took two months to approve a new doormat, so…

Amira: What about this: Bruno stays at your mom's, in his own house, and Sheila goes over there during the day? You can work from her kitchen table just as easily as from yours.

Sheila: I mean… I could. And there'd be someone around if Mom needs a hand getting out of a chair.

Derek: But then he's right under her feet while she's on a walker. One excited jump and she's back in the hospital. That's exactly what the surgeon warned us about.

Sheila: He doesn't jump on Mom, though. He's gentle with her. It's everyone else he knocks over.

Derek: He knocked me over last Christmas.

Amira: You were holding a plate of turkey.

Derek: Fair. Still, I'd feel better if he were somewhere else for the first two weeks at least, while she's at her weakest.

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Amira: Then maybe the first two weeks with us, we keep Pepper upstairs, and after that he goes home and Sheila takes over?

Sheila: That could work. Although Mom might have her own ideas.

Derek: Mom will say he should sleep on her bed, walker or not.

Amira: Well… she's not wrong that he'd be happiest there.

Part 6: AI Tools and Homework

NARRATOR: Each new wave of teachers seems to face its own technological upheaval. Calculators, the internet and smartphones were each greeted with gloomy predictions, and each was eventually absorbed into ordinary lessons. Artificial intelligence tools capable of drafting an essay or solving an equation in seconds have reopened that familiar debate, but with a sharper edge: if software can complete the assignment, the purpose of the assignment itself comes into question.

NARRATOR: For Nadia Ferreira, who teaches high school English in Winnipeg, prohibition is a losing battle. Her graduates, she argues, will enter workplaces where such tools are commonplace, and a classroom that pretends otherwise does them no favours. Her students may consult the software, provided they submit the prompts they typed and a brief account of which suggestions they accepted or discarded. What surprises them, she says, is how often the machine delivers polished but unreliable answers, and that discovery has made them far more discerning readers. Stricter boundaries may well suit younger pupils, and not every assignment lends itself to this approach, yet she remains convinced that cultivating judgment is a wiser investment than policing temptation.

NARRATOR: Daniel Price, a former principal who now mentors trainee teachers, is considerably less sanguine. In his experience, the hour a student spends wrestling with a stubborn paragraph is not wasted time but the very substance of the exercise; a flawless draft produced on demand skips the part that matters. He is equally sceptical of the safeguards. The written accounts, he observes, could be generated by the same software, so conscientious students would follow the rules while others quietly outsource the entire task. He would prefer to bring more writing back into the classroom, where teachers can watch an argument develop sentence by sentence. Price does not dismiss his colleague's experiment out of hand; with a roomful of motivated students, he suspects, it might flourish. It is the exhausted fifteen-year-old facing a deadline at eleven at night who keeps him awake.

NARRATOR: Each argument holds up rather better on paper than in practice. Relocating every piece of writing to class hours would crowd out discussion and collaborative projects, a cost that is easy to underestimate. Then again, handing teenagers powerful shortcuts presumes a self-discipline that many are still developing. A more modest path than either extreme looks promising: assigning less work to be done at home, and designing what remains so that whatever the software produces serves as raw material to be challenged rather than an answer to be copied. What schools cannot afford, whatever route they take, is to behave as though the technology will eventually go away.

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