

CELPIP Listening Practice Test 38

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/38 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/38 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

Ski Rental

► Recording: Part 1, section 1 of 3. Play it at celpass.com/celpip/listening/practice-tests/38

1. Why can't the liners be moulded?
A the oven is already in use
B this shell is cut too wide
C his lesson starts too soon
D she still needs his rental slip
2. Why won't a bigger size help?
A his foot length is too short
B extra room lets his heel move
C size swaps carry an extra charge
D the narrow range needs another code
3. What does the man go down to collect?

A



B



C



D



► Recording: Part 1, section 2 of 3. Play it at celpass.com/celpip/listening/practice-tests/38

4. Why can't the man have the narrow pair?

- A none are left in his size
- B his rental code never cleared
- C they cost more to rent
- D a staff member is using them

5. What will they try before the lesson?

- A keeping both sock pairs on
- B waiting for the narrow pair
- C joining the one o'clock group
- D thinner socks and a heel wedge

► Recording: Part 1, section 3 of 3. Play it at celpass.com/celpip/listening/practice-tests/38

6. What should the man do after removing them?

- A get her to refit them
- B change into the narrow pair
- C push his foot straight back in
- D keep them on through lunch instead

7. What does the man still need to collect?

- A the poles she has stored
- B the narrow pair from her
- C his helmet from the desk
- D a receipt for the wedge

8. What is the woman's advice on swapping?

- A try it on at lunch
- B have her set it aside
- C stick with the boots he has
- D swap into it around eleven

Part 2: Listening to a Daily Life Conversation

Owning Up to It

► Recording: Part 2. Play it at celpass.com/celpip/listening/practice-tests/38

9. How does WOMAN feel at the end?
- A She wants to wait longer
 - B She still feels some hesitation
 - C She feels proud she caught it
 - D She is now fully confident
10. Why does WOMAN keep calling it minor?
- A Close totals prove it is minor
 - B MAN mixed up invoices too
 - C MAN's reassurance already calmed her
 - D She is trying to convince herself
11. What did MAN do with invoices last year?
- A He once caught his own error
 - B He caught WOMAN's data error
 - C He warned the client directly
 - D He said to wait and see
12. Why does MAN prefer sending an email?
- A It avoids leaving documentation
 - B WOMAN suggested emailing first
 - C It creates a written record
 - D It avoids talking to the client
13. How does MAN come across overall?
- A He seems uncertain the whole time
 - B He is supportive but firm
 - C He focuses on his own mistake
 - D He offers to report it himself

Part 3: Listening for Information

Fixing Home Haircut

► Recording: Part 3. Play it at celpass.com/celpip/listening/practice-tests/38

14. What does the man want the woman to do?
- A book cuts for his whole family
 - B teach his daughter to cut hair
 - C recommend a family photographer
 - D correct a haircut done at home
15. Why did the man agree to his daughter's request?
- A He didn't want to disappoint her.
 - B His usual barber was closed.
 - C He wanted to save some money.
 - D He thought the videos had taught her well.
16. Why does the man mention his cousins from Halifax?
- A to hint that his relatives will tease him
 - B to explain why the photo is on a Sunday
 - C to stress how important the photo is
 - D to explain why he needs a quick cut
17. How will the man's hair probably look in the photo?
- A the way he has always worn it
 - B short on top, longer at the sides
 - C even except above his left ear
 - D much shorter than his usual style
18. How does the man feel about the plan at first?
- A grateful
 - B doubtful
 - C relieved
 - D annoyed
19. What does the conversation suggest about the man's mother?
- A She cut his hair when he was a boy.
 - B She is organizing the family photo.
 - C She is concerned about how he looks.
 - D She liked her granddaughter's work.

Part 4: Listening to a News Item

Men's Shed Ramps

► Recording: Part 4. Play it at celpass.com/celpip/listening/practice-tests/38

20. The Men's Shed woodworking class shifted its focus to building wheelchair ramps mainly because
- A the community centre asked the group to raise funds for new equipment.
 - B local contractors in the area had stopped offering ramp installation services.
 - C the group ran out of materials for its usual birdhouse and bench projects.
 - D organizers received several requests from families dealing with mobility issues at home.
21. According to Sable Nazarian, the most difficult part of building the ramps was
- A figuring out the right slope for each house.
 - B finding enough donated lumber to finish each project.
 - C convincing homeowners that the ramps were safe.
 - D scheduling volunteers around their other jobs.
22. Compared with a contractor-built ramp, a ramp built by the woodworking group
- A takes roughly the same amount of time to complete.
 - B is generally built using higher-grade lumber.
 - C requires a similar number of workers to install.
 - D typically costs far less, usually under three hundred dollars in materials.
23. It can be inferred that the volunteers in the woodworking class
- A are mostly students learning carpentry for the first time.
 - B are paid a small stipend for their work.
 - C plan to turn the program into a full-time business.
 - D bring practical skills from earlier careers in other trades.
24. The news report ends with
- A a warning about rising lumber costs.
 - B an announcement that the program is ending.
 - C a quote from Isolde Ostergaard about the demand for ramps.
 - D a list of upcoming community events.

Part 5: Listening to a Discussion

Small Office Location and Layout

► Recording: Part 5. Play it at celpass.com/celpip/listening/practice-tests/38

25. What office decision are they making?
- A Assign office-supply ordering
 - B Assess Friday's layout deadline
 - C Balance office comfort and cost
 - D Replace the office building
26. Why is the first option appealing?
- A Estimates provide evidence before deciding
 - B Comfort improves most people's experience
 - C Waiting prevents rushed decisions
 - D Cheaper space limits costs and setup
27. What drawback affects the cheaper location?
- A Cramped space may limit access
 - B Setup may miss Friday's deadline
 - C It may exceed the budget
 - D Meetings require longer travel
28. What priority guides their decision?
- A Speed above everything
 - B The cheapest location
 - C Three estimates instead of two
 - D Affordable comfort and understandable choices
29. What risk follows a rushed decision?
- A Estimates consume excessive staff time
 - B Avoidance could make cheap setups costly
 - C The layout cannot meet Friday
 - D Comfort definitely exceeds the budget
30. What solution addresses both tradeoffs?
- A Choose the cheaper option immediately
 - B Delay until after Friday
 - C Assign everything to available staff
 - D Compare estimates and paper-test layouts

31. What condition supports layout testing?

- A** He demands his original choice
- B** He delays until Friday
- C** He requires enough safe movement
- D** He demands three estimates

32. How are tasks and follow-up divided?

- A** Comfort advocate draws everything alone
- B** They split tasks and review tomorrow
- C** Everyone requests separate estimates
- D** They drop the second estimate

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Part 6: Listening to Viewpoints

Two Ways to Feed a School

► Recording: Part 6. Play it at celpass.com/celpip/listening/practice-tests/38

33. The survey shows the community's disagreement is about
- A which families should pay themselves
 - B whether to feed hungry children
 - C the board's total food spending
 - D which schools go universal first
34. On the cost of the universal plan, Wetherby
- A questions the board's cost figures
 - B welcomes the saving it offers
 - C accepts the total but wants delay
 - D accepts it but disputes the comparison
35. The chief complaint about the present arrangement is that it
- A serves food students refuse
 - B marks helped children out publicly
 - C makes families reapply each term
 - D costs more than universal lunches
36. One argument for the universal plan is that
- A spending would not rise
 - B the province has already agreed
 - C the eligibility paperwork would disappear
 - D the income line would rise
37. Yelverton's less-noticed second figure suggests the income line
- A is checked too rarely
 - B matters less than the deadline
 - C applies only in large schools
 - D excludes households barely above it
38. The compromise before trustees would let the board
- A drop the lunch card district-wide
 - B go universal in the neediest schools
 - C raise the income line everywhere
 - D run everything without any provincial money

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 _____		

Answer key

Part 1: Ski Rental

- | | | | |
|------------------------------------|-----------------------------------|------------------------------|----------------------------------|
| 1 C his lesson starts too soon | 2 B extra room lets his heel move | 3 A Picture A | 4 D a staff member is using them |
| 5 D thinner socks and a heel wedge | 6 A get her to refit them | 7 A the poles she has stored | 8 C stick with the boots he has |

Part 2: Owning Up to It

- | | | | |
|-------------------------------------|--|-----------------------------------|----------------------------------|
| 9 B She still feels some hesitation | 10 D She is trying to convince herself | 11 A He once caught his own error | 12 C It creates a written record |
| 13 B He is supportive but firm | | | |

Part 3: Fixing Home Haircut

- | | | | |
|-------------------------------------|---|---|--|
| 14 D correct a haircut done at home | 15 A He didn't want to disappoint her. | 16 C to stress how important the photo is | 17 D much shorter than his usual style |
| 18 B doubtful | 19 C She is concerned about how he looks. | | |

Part 4: Men's Shed Ramps

- | | | | |
|---|---|--|---|
| 20 D organizers received several requests from families dealing with mobility issues at home. | 21 A figuring out the right slope for each house. | 22 D typically costs far less, usually under three hundred dollars in materials. | 23 D bring practical skills from earlier careers in other trades. |
| 24 C a quote from Isolde Ostergaard about the demand for ramps. | | | |

Part 5: Small Office Location and Layout

- | | | | |
|---|---|---------------------------------------|--|
| 25 C Balance office comfort and cost | 26 D Cheaper space limits costs and setup | 27 A Cramped space may limit access | 28 D Affordable comfort and understandable choices |
| 29 B Avoidance could make cheap setups costly | 30 D Compare estimates and paper-test layouts | 31 C He requires enough safe movement | 32 B They split tasks and review tomorrow |

Part 6: Two Ways to Feed a School

- | | | | |
|---|---|---|--|
| 33 A which families should pay themselves | 34 D accepts it but disputes the comparison | 35 B marks helped children out publicly | 36 C the eligibility paperwork would disappear |
| 37 D excludes households barely above it | 38 B go universal in the neediest schools | | |

Your estimated CLB

Correct answers (of 38)	Estimated level
37–38	CLB 12
34–36	CLB 11
32–33	CLB 10
29–31	CLB 9
26–28	CLB 8
23–25	CLB 7
19–22	CLB 6
16–18	CLB 5
12–15	CLB 4

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

Transcripts

CELPass.com

Part 1: Ski Rental

Section 1

MAN: These are done up as tight as they'll go, and my heel still lifts off the bottom whenever I bend forward.

WOMAN: Flex for me again... yeah, that's a lot more travel than you want. What time's your lesson?

MAN: Ten thirty, and it's already ten-fifteen.

WOMAN: Then moulding these liners is off the table. The oven's free, nobody's booked it, but a pair sits in there forty-five minutes and you can't rush it.

MAN: Then bump me up a size.

WOMAN: That's everyone's first instinct, and it usually backfires. Your length is right — this shell's cut wide, so extra room just gives your heel somewhere else to travel. You want narrower, not longer.

MAN: Is there a charge?

WOMAN: Swaps are free. I do need your rental slip for the narrow range, though — it's on a separate code.

MAN: Slip's in my pocket. It's my helmet that's the problem — still down in the locker.

WOMAN: You won't get on the hill without it. Go grab it now. Leave your poles here against the desk, keep those boots on your feet, and I'll have a narrow pair up on the counter.

MAN: Two minutes.

Section 2

MAN: Helmet. The locker jammed, sorry.

WOMAN: No harm. Your code went through while you were down there. Right, the narrow pair... ah.

MAN: That's not a promising noise.

WOMAN: They're in your size, same rate — and they're on somebody else's feet. One of the instructors took them out for a demo. Back around eleven.

MAN: My lesson's in six minutes.

WOMAN: I know. There's a beginners' group at one.

MAN: My friends are all on the ten thirty.

WOMAN: Then we make the pair you're standing in work. The length's right, your buckles are already on the last notch, and those liners are brand new, so nothing's packed out. How many socks have you got on?

MAN: Two pairs — thick ones.

WOMAN: There's your heel lift. Thick socks squash flat once you move, so you're a size up.

MAN: I put them on for the cold.

WOMAN: One thin pair will be warmer — feet get cold when they're squeezed. I'll slide a wedge in under the liner too.

MAN: Proper fix, or a patch?

WOMAN: For one lesson, proper. For a week, I'd want the narrow shell. Sit down, strip a pair off, buckle from the toes up.

Section 3

MAN: Night and day. I've been flexing by the bench and my heel stays put.

WOMAN: That's the wedge earning its keep. Fair warning, it can slide out of position.

MAN: So I leave them on at lunch?

WOMAN: Taking them off is fine. It's shoving your foot back in that moves it. Walk them over to me instead — ten seconds and it's seated again.

MAN: Noted. Where did my poles end up?

WOMAN: Behind the desk. They can stay there until you head out.

MAN: And the narrow pair — eleven, you said? Can you set it aside?

WOMAN: I could. Though if these are still behaving at lunch, I'd stay put — changing shells midday means doing the whole fitting over.

MAN: What do I owe for the wedge?

WOMAN: Nothing, it's part of the fit. Where does the group meet?

MAN: No idea. First time up here.

WOMAN: Far door, past the racks, then the orange fencing by the magic carpet. Helmet on before you go through — and don't leave empty-handed. Behind the desk, remember.

MAN: Nearly forgot. Thanks — I thought I'd be missing this.

WOMAN: You'll catch the end of the warm-up. Go on.

Part 2: Owning Up to It

WOMAN: Hey Owen, got a second? I want to run something by you.

MAN: Sure, what's up?

WOMAN: So, the numbers I sent to the client yesterday, I think I might have used last quarter's figures instead of this quarter's.

MAN: Oh. Did anyone catch it? I mixed up two invoices last year and caught it myself.

WOMAN: Not yet, as far as I know. I mean, it's probably fine, right? The totals were close either way.

MAN: How close?

WOMAN: Close enough that maybe nobody will notice. I don't know, what do you think, should I even bring it up?

MAN: I think you already know the answer to that.

WOMAN: I do, kind of. I just keep telling myself it's not a big deal.

MAN: Is it a big deal?

WOMAN: I mean, it's not nothing. The client makes decisions based on those numbers.

MAN: Right. So probably worth flagging, sooner rather than later.

WOMAN: Yeah. I guess I was hoping you'd tell me it could wait. Maybe I could just call them instead, so there's nothing in writing if it ever comes up again.

MAN: I get why. An email leaves a record, though, I'd send that instead of calling. Nobody likes saying "actually, that was wrong."

WOMAN: Exactly. It's not even about getting in trouble, it's just... embarrassing.

MAN: For what it's worth, catching it yourself before someone else does really does count for a lot.

WOMAN: I hadn't thought of it that way.

MAN: Send the correction today. Honestly, that'll matter way more than the mistake ever will.

WOMAN: Okay. I'll write the email now, before I talk myself out of it again.

Part 3: Fixing Home Haircut

WOMAN: Hi, I'm Grace! Come on in and have a seat. So, what are we doing today?

MAN: Well, I'm hoping you can fix something for me. Let me just take off this toque so you can see.

WOMAN: Oh! Oh, I see. Okay. Do I want to know what happened?

MAN: (laughing) It's a long story. My daughter's ten, and lately she's been watching hair videos online nonstop. Last night she asked if she could practise on me, and she was so excited I didn't have the heart to say no.

WOMAN: Aw, that's sweet of you.

MAN: She started at the back, then tried to even it out, and then tried to even that out...

WOMAN: Yes, I can tell, and there's a really short patch above your left ear.

MAN: That's the part that worries me. On Sunday we're having a big family photo taken for my parents' fiftieth anniversary. Everybody's coming, even my cousins from Halifax, and the picture's going to hang in their living room for the next twenty years.

WOMAN: Oh, wow! Okay, no pressure, then. So here's what I'd suggest. I can't make that short patch any longer, so the only real option is to bring everything else down to match it. I'd take the sides and back quite short with the clippers, and then leave a bit more length on top so it doesn't look too severe. That way the patch just blends in, and nobody will be able to tell where it was.

MAN: Hmm... I've worn my hair the same way since university.

WOMAN: I understand. But it's going to look much more natural in the photo than what you've got now.

MAN: Okay, go ahead... just—not too short on top, please.

WOMAN: Got it. So, what does your daughter think of her work?

MAN: Oh, she loves it! She took pictures from every angle and sent them to her grandmother.

WOMAN: Oh no! So your mother's already seen it?

MAN: She has, and she called first thing this morning to ask if I'd booked an appointment yet.

WOMAN: Well, you can tell her it's being taken care of. This will take about forty minutes. Okay, tilt your head forward a little for me, and let's get started.

Part 4: Men's Shed Ramps

MAN: A woodworking class at the Portage la Prairie Men's Shed has spent the past two months building wheelchair ramps for residents who can't afford to hire a contractor. The program normally focuses on smaller projects like birdhouses and garden benches, but organizers say they shifted attention this spring after receiving several requests from families struggling with mobility issues at home. Instructor Isolde Ostergaard said the idea came together quickly once members realized how much material they already had on hand from donated lumber. She estimated that a typical contractor-built ramp in the area costs between two and four thousand dollars, while the group can usually complete one for under three hundred dollars in materials. So far the class has built five ramps, including one for a retired mail carrier who had been using a makeshift plank to get his wheelchair up the front steps. Sable Nazarian, one of the volunteers who helped design the ramps, said the hardest part wasn't the carpentry but figuring out the right slope for each house, since some yards slope more steeply than others. The group meets twice a week in a shed behind the community centre, and most of the volunteers are retirees who took up woodworking after leaving other trades. Ostergaard said the response from the community has been stronger than expected. "We thought we'd get maybe one or two requests a month," she said, "but we're already booked well into the fall."

Part 5: Small Office Location and Layout

woman1: We need to decide how to handle sharing a small office before Friday afternoon. The layout has to be confirmed before supplies are ordered.

man1: My first thought is using the cheaper or simpler location. It helps because it would keep the cost and setup effort low, but the space may feel crowded or hard to reach.

woman2: I would also consider choosing the more visible or comfortable setup. It would make the experience easier for most people, though it may cost more than the current budget allows.

woman1: So the issue is not just speed. We need comfort without overspending and a choice people understand.

man1: Exactly. If we rush, a cheap setup can become expensive if people avoid it.

woman2: What if we get two estimates and test the layout on paper? That gives us evidence before we make the final call.

man1: I can support that if we include enough room for people to move safely. Otherwise the trial will only confirm what we already wanted.

woman1: Fair. I will draw the revised layout; one of you can list the space concerns, and the other can ask for the second estimate.

woman2: Then we can review it after lunch tomorrow. If the response is reasonable, we will compare estimates before recommending a setup; if not, we adjust.

Part 6: Two Ways to Feed a School

MAN: Good evening. The Harrowgate Falls School Board is reviewing how it feeds students at midday. For six years it has run a targeted program: families below a set income line apply once a year and receive a lunch card for each child. Trustees are now being asked to replace it with a universal program that would give every student the same lunch at no charge. A survey of two thousand households in Harrowgate Falls found broad agreement that no child should sit through the afternoon hungry, and no settled view at all about who ought to pay for lunches that families could afford themselves. Pilar Vandenberg chairs the board's finance committee. She puts the yearly cost of the targeted program at about nine hundred thousand dollars and the universal version at roughly two and a half million. Vandenberg does not treat that gap as decisive. The board, she notes, would drop the staff time now spent checking applications, and would stop printing and replacing lost cards. She will not take the money from anywhere but the province, and would vote for universal lunches only if the province committed to the difference for five years. Ilkka Wetherby, who speaks for the Harrowgate Falls teachers' association, sees the problem elsewhere. His members spend hours each September collecting forms, and a school office clerk ends up knowing which children hold cards and which do not. That, he says, is the real complaint about the present arrangement. The food, he adds, is fine; what marks a child out is being identified at the till in front of a line of classmates. Wetherby accepts that the universal plan would cost more, but says the board is comparing the wrong things. Sinead Yelverton, principal of Marrowfield Public School, has run the program in her building since it began. Her figures are the ones critics point to. Of the families her office believes are eligible, fewer than two-thirds return the form. Some miss the deadline, some never read the letter, and some would rather go without than sign a paper saying they cannot afford lunch. Yelverton adds a second number that draws less attention: of the children whose applications are turned down, about one in eight lives in a household sitting just above the line. The compromise before trustees would make lunches universal in schools where more than half the students already qualify, and leave the forms in place elsewhere. Trustees vote in November.

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