CELPIP Reading Practice Test 117

A free full-length CELPIP-General Reading practice test from CELPass.com: all 4 parts and 38 questions in the real test order, an answer sheet, the answer key and a score chart.

Part	Topic	Questions	Time
Part 1: Reading Correspondence	Hoping to Return to Rise & Crumb	1–11	about 11 minutes
Part 2: Reading to Apply a Diagram	A Holiday Skate in Thunder Bay	12–19	about 9 minutes
Part 3: Reading for Information	Freedom Seekers and the Underground Railroad	20–28	about 10 minutes
Part 4: Reading for Viewpoints	Kellerton's Two Small Schools Debate	29–38	about 13 minutes

How to take this test

1. Do all 4 parts in one sitting in about 55–60 minutes, timing each part.
2. Mark your answers on the answer sheet. Wrong answers lose no points, so answer every question.
3. Check your answers with the answer key and count your correct answers for an estimated CLB.

Prefer to take it on screen? The same test is free online at celpass.com/celpip/reading/practice-tests/117, marked as you go, with an estimated CLB. More free tests: celpass.com/celpip/practice-tests-pdf

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Part 1: Reading Correspondence

Time: about 11 minutes

Hoping to Return to Rise & Crumb

Dear André,

I hope this letter finds you and everyone at Rise & Crumb well. I still think of those early mornings in your kitchen, and I have to admit that no bread I've bought this past year has come close to your sourdough.

As you know, I left last October to look after my mother in Brandon after her stroke. I'm happy to tell you that she has made a far better recovery than her doctors expected. She is walking with a cane, cooking her own meals again and, as of last month, back to bossing my brother around. My brother has also moved into the house next door to hers, so she no longer needs me there every day, and I plan to return to Winnipeg at the end of this month.

I'm writing to ask whether there might be a place for me at the bakery again. I'm sure you have hired someone to replace me, and I would never expect you to let anyone go on my account. However, you mentioned last spring that you were hoping to open a second location in St. Boniface, and if that plan has gone ahead, I would be glad to work in either shop.

I haven't been completely idle while I was away. I took an evening course in cake decorating at the college in Brandon, partly to keep my hands busy, and I've been making birthday and anniversary cakes for friends and neighbours ever since. You once told me that customers often asked for custom cakes and that you had to turn them away because nobody on staff had the time or the skill. Perhaps that is something I could take on.

I should be honest about one thing. I have promised to drive back to Brandon each Sunday evening and take my mother to her physiotherapy appointments on Monday mornings, so for the first few months I would need Mondays off. Her therapist expects her to manage on her own by the spring.

I would also understand completely if you aren't able to offer me anything right now. In that case, I would be grateful if you could write me a reference, as I have applied to a couple of grocery store bakeries in the city.

I'll be back in Winnipeg on the 28th, and I would love to drop by with a cake of my own and let you be the judge.

Warm regards,

Leah Kowalchuk

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1. Leah is writing mainly

A to tell André about plans for a bakery of her own.
B to find out whether André could take her back.
C to ask André's advice about a decorating course.
D to recommend her brother for a job at the bakery.

2. What has made it possible for Leah to leave her mother?

A Her mother no longer needs any kind of treatment.
B Her mother has moved closer to Winnipeg.
C A nurse now visits her mother every day.
D A relative has moved in next door to her.

3. What does Leah suggest about the person who replaced her?

A André should not dismiss that person for her sake.
B That person may have moved to the St. Boniface shop.
C André was probably unhappy with that person's work.
D That person could help her with the custom cakes.

4. Why does Leah mention the custom cakes?

A Her mother asked her to take up a hobby.
B She hopes André will pay for another course.
C She could meet a demand the bakery once had to refuse.
D She wants to sell cakes to her neighbours in Winnipeg.

5. For the first few months, Leah would need

A to work only in the afternoons.
B to be away from work every Monday.
C to finish early on Friday evenings.
D to have every second weekend off.

6. What does Leah plan to do once she is back in Winnipeg?

A bring André a cake she has made
B attend an interview at a grocery store
C help André open the second shop
D start a course at a college in the city

Here is a response to the message. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down menu.

> Dear Leah,
>
> What wonderful news about your mother! Please tell her that the whole kitchen is cheering her on, and that I'm glad to hear your brother **(7)** _____.

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> Your timing is perfect. The St. Boniface shop opened in June, so you won't be pushing anyone out. And yes, I remember how often I had to **(8)** _____. If you'd like to take charge of those orders, the new shop has a counter just waiting for them.
>
> Mondays are no trouble at all. I would much rather you **(9)** _____ than lose sleep over your schedule.
>
> So you won't need that reference after all, unless, of course, you would prefer to **(10)** _____.
>
> Come by on the 28th as you planned. I'll have the coffee on, and I'll be **(11)** _____.
>
> All the best,
>
> André

Choose the best option for each gap.

7. **A** is taking her to physiotherapy **B** has taken her into his own home
C now lives just a few steps away **D** has found her a full-time nurse

8. **A** turn away people asking for special cakes **B** send our bread orders to other bakeries
C close the shop early on busy weekends **D** ask customers to order a week ahead

9. **A** spent Mondays resting after the drive **B** finished your course at the college
C visited your brother more often **D** got your mother to her appointments

10. **A** open a bakery of your own in Brandon **B** bake for one of the big supermarkets
C stay on in Brandon with your mother **D** teach decorating at the college

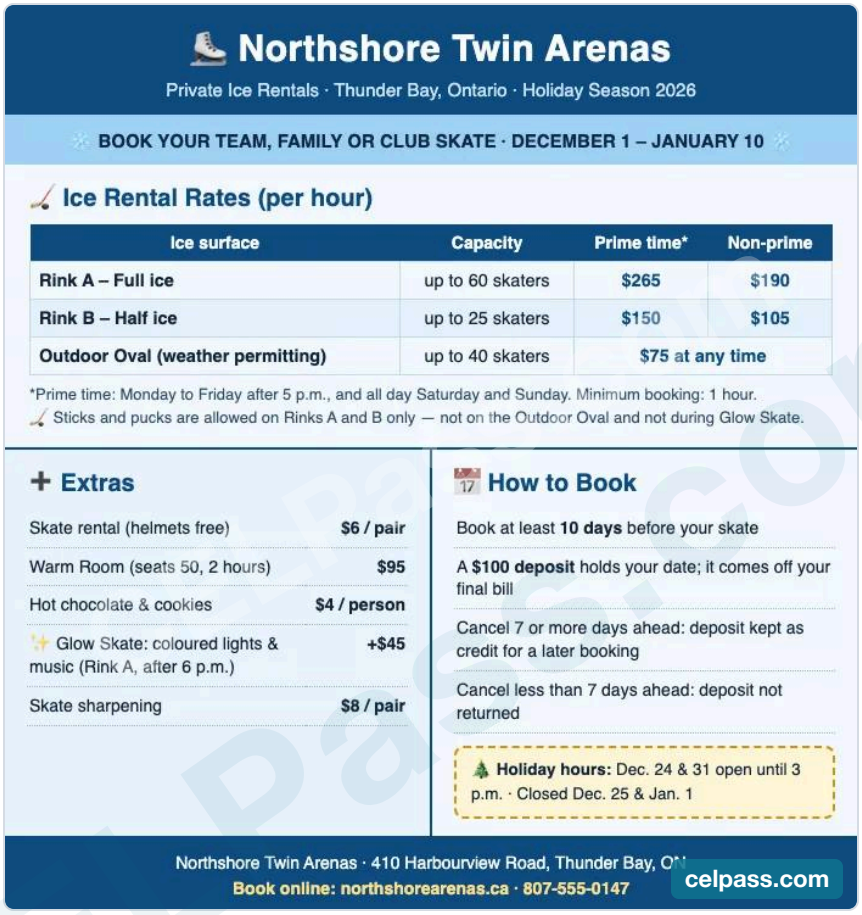
11. **A** glad to drive you all the way back from Brandon **B** happy to finally meet your mother
C ready to taste your cake and give my verdict **D** waiting with a work contract for you to sign

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Part 2: Reading to Apply a Diagram

Time: about 9 minutes

A Holiday Skate in Thunder Bay



Northshore Twin Arenas

Private Ice Rentals · Thunder Bay, Ontario · Holiday Season 2026

BOOK YOUR TEAM, FAMILY OR CLUB SKATE · DECEMBER 1 – JANUARY 10

Ice Rental Rates (per hour)

Ice surface	Capacity	Prime time*	Non-prime
Rink A – Full ice	up to 60 skaters	$265	$190
Rink B – Half ice	up to 25 skaters	$150	$105
Outdoor Oval (weather permitting)	up to 40 skaters	$75 at any time	

*Prime time: Monday to Friday after 5 p.m., and all day Saturday and Sunday. Minimum booking: 1 hour.

Sticks and pucks are allowed on Rinks A and B only — not on the Outdoor Oval and not during Glow Skate.

Extras

Skate rental (helmets free)	$6 / pair
Warm Room (seats 50, 2 hours)	$95
Hot chocolate & cookies	$4 / person
Glow Skate: coloured lights & music (Rink A, after 6 p.m.)	+$45
Skate sharpening	$8 / pair

How to Book

- Book at least **10 days** before your skate
- A **$100 deposit** holds your date; it comes off your final bill
- Cancel 7 or more days ahead: deposit kept as credit for a later booking
- Cancel less than 7 days ahead: deposit not returned

Holiday hours: Dec. 24 & 31 open until 3 p.m. · Closed Dec. 25 & Jan. 1

Northshore Twin Arenas · 410 Harbourview Road, Thunder Bay, ON

Book online: northshorearenas.ca · 807-555-0147

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Read the following email message about the diagram on the left. Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down menu.

> Subject: Skating party in December
>
> To: Ben Okafor
>
> From: Nadia Ferreira
>
> Hi Ben,
>
> Thanks again for offering to help me plan our holiday skating party. I know it's a tall order with only a few weeks to go, but I've been through the Northshore flyer and I think we can pull it off.
>
> I've checked with everyone on the team, and with partners and kids we'll be about 45 people, so we'll need the biggest rink. Most people can't get there before work ends, so I'm thinking of Friday evening, December 18, which means paying **(12)** _____ an hour.

> The little ones will need somewhere to thaw out afterward, so let's also book **(13)** _____ and order hot chocolate for everyone.
>
> Raj and the others in shipping are already talking about a game of shinny, so as much fun as the lights and music sound, we'll have to **(14)** _____.
>
> To hold the date, we need to pay **(15)** _____ up front, which comes off the final bill. I'll put it on my card and give the receipt to Carla in accounting; she's confirmed the company will pay me back.
>
> The only catch is that the arena needs **(16)** _____ notice, so could you let me know what you think by Monday? I'd love to announce it at Tuesday's staff meeting.
>
> Thanks,
>
> Nadia

Choose the best option for each gap.

12. **A** $190 **B** $265 **C** $150 **D** $75

13. **A** Rink B for an hour **B** the Outdoor Oval **C** the Glow Skate **D** the Warm Room

14. **A** skip the Glow Skate **B** move to the Outdoor Oval **C** rent extra helmets **D** book Rink B as well

15. **A** $95 **B** $45 **C** $100 **D** $6 a person

16. **A** a week's **B** two weeks' **C** a month's **D** ten days'

17. Nadia and Ben most likely

A play in the same hockey league.
B live on the same street.
C work for the same company.
D belong to a skating club.

18. What does Nadia plan to do about the deposit?

A ask Ben to pay half of it
B pay it herself and be repaid by work
C ask the arena to add it to the final bill
D pay it in cash on the night of the party

19. When Nadia says that planning the party is "a tall order," she means that it is

A difficult to manage.
B expensive to arrange.
C too big for one rink.
D a request from her boss.

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Part 3: Reading for Information

Time: about 10 minutes

Freedom Seekers and the Underground Railroad

Paragraph A

The Underground Railroad was neither underground nor a railroad. The name referred to a secret network of people, routes and hiding places that helped enslaved African Americans escape from the southern United States in the first half of the nineteenth century. Those involved borrowed the language of the railways that were then spreading across North America: guides were called "conductors," the homes and barns where travellers hid were "stations," and the people who sheltered them were "stationmasters." Most journeys were made on foot, often at night, and could take weeks or even months. Many freedom seekers settled in the northern states, but for a growing number the final goal was British North America, where slavery had been abolished throughout the British Empire in 1834.

Paragraph B

The journey north became more urgent after 1850, when the United States passed the Fugitive Slave Act. The law allowed people who had escaped to be captured even in free northern states and returned to their enslavers, and it punished anyone who helped them. Suddenly, men and women who had lived quietly in northern cities for years were no longer safe. Crossing into what is now Canada, often over the Detroit or Niagara rivers, offered them real legal protection. Historians cannot give an exact figure for how many people made the journey, since those involved deliberately avoided keeping records that could be used against them, but most estimates run into the tens of thousands.

Paragraph C

Most newcomers settled in what is now southern Ontario, in and around towns such as St. Catharines, Chatham, Windsor and Amherstburg. Some founded communities of their own, where they built churches and schools and started farms and businesses. Harriet Tubman, the most famous conductor of all, lived in St. Catharines for several years in the 1850s and guided a number of people there. Mary Ann Shadd, a teacher and writer who had moved north herself, founded a newspaper, the Provincial Freeman, to encourage others to follow and to report on life in their new home. That life was far from easy, however. Many newcomers faced prejudice, and some schools refused to admit their children.

Paragraph D

After the American Civil War ended slavery in the United States in 1865, many families went back south, some of them hoping to find relatives from whom they had been separated, while others stayed and put down deep roots. Descendants of those who stayed still live in many of these communities. Today, their story is told at historic sites across Ontario, including the Buxton National

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> Historic Site and Museum near Chatham, and in a growing number of classrooms. August 1, the anniversary of the end of slavery in the British Empire, has long been celebrated as Emancipation Day by some communities, and in 2021 Canada's Parliament voted to recognize it across the country.

Decide which paragraph, A to D, has the information given in each statement below. Select E if the information is not given in any of the paragraphs.

20. The network took its vocabulary from a form of transport that was new at the time. _____

21. A national day of recognition was approved fairly recently. _____

22. People who had escaped long before suddenly found themselves in danger again. _____

23. Conductors were usually paid for guiding people north. _____

24. Some freedom seekers established settlements of their own. _____

25. Few travellers had the help of vehicles on their way north. _____

26. Not everyone who reached Canada remained there for good. _____

27. Nobody can say precisely how many people made the crossing. _____

28. Those who arrived did not always receive fair treatment in their new home. _____

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Part 4: Reading for Viewpoints

Time: about 13 minutes

Kellerton's Two Small Schools Debate

For over a century, the hamlets of Pine Hollow and Ashgrove have each maintained their own elementary school. The Kellerton School Division is now contemplating closing both and consolidating them in a single new building on the edge of Kellerton, about twenty-five kilometres from either hamlet. Between them, the schools enrol just 110 students from kindergarten to Grade 6, in classrooms that once accommodated twice that number.

Trustee Diane Mercer, chair of the facilities committee, finds the arithmetic unsentimental. Both buildings require new roofs, boilers and accessible washrooms, at an estimated $4.2 million, whereas provincial funding is reserved largely for new construction. Consolidation, she adds, would deliver a proper gymnasium, a science laboratory and a full-time music teacher in place of an itinerant one. "Small schools are charming," she observes, "but charm doesn't pay for a boiler."

Rob Sinclair, whose two children attend Pine Hollow, never disputes the buildings' condition; his quarrel is with the division's accounting of human costs. His six-year-old's fifteen-minute bus ride would lengthen to nearly fifty minutes each way. He calls that "a punishing day for a child who can barely tie his boots." He foresees a wider unravelling besides: once the school disappears, young families stop arriving, and the store and rink follow.

Ana Pereira, who teaches a combined Grade 4–6 class at Ashgrove, is ambivalent. She treasures knowing every family by name, yet three grades in one room leave her overextended, particularly in mathematics. On balance she favours consolidation, conditional upon written limits on class sizes. Nor does the promised music teacher reassure her. "The division made the same pledge during a merger elsewhere," she recalls, "and two years later it had quietly evaporated."

Dr. Paul Lindqvist, a rural education researcher at a regional university, cautions against fixating on size, since evidence that small schools achieve superior results remains inconclusive. Prolonged commutes for the youngest pupils are another matter, eroding their sleep and all but precluding after-school activities. His compromise would keep kindergarten to Grade 3 in the hamlets and bring the older grades together in Kellerton, though he admits, "It's hardly the most economical arrangement."

29. Sinclair and Lindqvist would likely agree that

A small schools achieve better results.

B size matters less than teaching.

C class sizes need written limits.

D long rides hurt young pupils.

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30. Ana Pereira leans toward consolidation chiefly because

A she teaches several grades together.

B her pupils lack a gymnasium.

C she expects a music teacher.

D class sizes are already capped.

31. Why is Pereira unmoved by the music teacher?

A The new school lacks music space.

B The province won't fund staffing.

C The division broke such a pledge.

D The itinerant teacher serves well.

32. Mercer's figures imply that

A Lindqvist's compromise has been chosen.

B the division must fund most repairs.

C the province won't fund a new school.

D a new school would cost less than $4.2 million.

33. Which headline best suits the article?

A "Kellerton's Small Schools Outperform, Yet May Close"

B "Rural Families Reject Kellerton's School Savings"

C "Provincial Bill Splits Kellerton's Trustees"

D "Two Aging Schools or One New One?"

The following is a comment by a visitor to the website page. Complete the comment by choosing the best option to fill in each blank.

> I grew up in Ashgrove, and my grandchildren attend school there, so I read this with great interest. Ms. Mercer's numbers are unanswerable: both buildings **(34)** _____. But a gymnasium is cold comfort to a six-year-old facing **(35)** _____.
>
> Even Ms. Pereira, who **(36)** _____, would accept a bigger school only with written limits on class sizes.
>
> That is why Dr. Lindqvist's idea appeals to me, since the little ones could **(37)** _____. Yes, it would **(38)** _____, as he admits; I can live with that, and I suspect most grandparents could too. Small places lose more than a building when a school goes, and no spreadsheet captures that.

Choose the best option for each gap.

34. **A** are short of teachers **B** should pass to new owners **C** have become money pits **D** have lost music programs

35. **A** a class of thirty **B** a much longer journey **C** a travelling teacher **D** a hamlet without a store

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36. **A** juggles several grades **B** has children at Pine Hollow **C** chairs the facilities committee **D** studies rural schools

37. **A** stay in Kellerton until Grade 3 **B** take a shorter route **C** learn under a music teacher **D** stay near home at first

38. **A** cost more than one school **B** settle class sizes **C** leave older pupils on long rides **D** do nothing for the store

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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: Hoping to Return to Rise & Crumb

1 B to find out whether André could take her back.

2 D A relative has moved in next door to her.

3 A André should not dismiss that person for her sake.

4 C She could meet a demand the bakery once had to refuse.

5 B to be away from work every Monday.

6 A bring André a cake she has made

7 C now lives just a few steps away

8 A turn away people asking for special cakes

9 D got your mother to her appointments

10 B bake for one of the big supermarkets

11 C ready to taste your cake and give my verdict

Part 2: A Holiday Skate in Thunder Bay

12 B $265

13 D the Warm Room

14 A skip the Glow Skate

15 C $100

16 D ten days'

17 C work for the same company.

18 B pay it herself and be repaid by work

19 A difficult to manage.

Part 3: Freedom Seekers and the Underground Railroad

20 A

21 D

22 B

23 E

24 C

25 A

26 D

27 B

28 C

Part 4: Kellerton's Two Small Schools Debate

29 D long rides hurt young pupils.

30 A she teaches several grades together.

31 C The division broke such a pledge.

32 B the division must fund most repairs.

33 D "Two Aging Schools or One New One?"

34 C have become money pits

35 B a much longer journey

36 A juggles several grades

37 D stay near home at first

38 A cost more than one school

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Your estimated CLB

Correct answers (of 38)	Estimated level
37–38	CLB 12
35–36	CLB 11
33–34	CLB 10
31–32	CLB 9
28–30	CLB 8
24–27	CLB 7
19–23	CLB 6
15–18	CLB 5
10–14	CLB 4

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

What is your level in all four skills? Create a free account at celpass.com for a free diagnostic with a predicted CLB in Listening, Reading, Writing and Speaking, and AI scoring of your Speaking and Writing.

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