



CELP IP SPEAKING

The 8 Most Likely Speaking Prompts This Month

With Full Strategies & Band 10+ Sample Answers

Curated by Paragon-Certified Trainers, based on real test-taker reports from CELPIP centres across Canada.

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WELCOME TO SPEAK INFINITE

Thank you so much for commenting and requesting this e-book; you're already one step ahead of most candidates!

At Speak Infinite, we track real CELPIP test-taker reports every single month to build these predictions, so that you walk into your Speaking module knowing exactly what to expect and precisely how to structure a Band 10+ response.

This e-book covers the 8 prompts most frequently reported by test-takers for August, along with the exact strategy, brainstorming framework, and a fully modelled sample answer for each task.

Use it to practise out loud, record yourself, and compare your delivery against the sample responses.

How to Get the Most Out of This E-Book

- Read the strategy tips before attempting each task on your own.
- Time yourself using the real CELPIP preparation time and speaking time for each task.
- Record your response, then compare it against our sample answer for structure and vocabulary.
- Join our free demo class for live, examiner-style feedback on your recordings.

Disclaimer

These are predictions based on pattern analysis of recent test-taker reports and are meant as high-value practice material.

CELPIP does not release official topics in advance, and actual test-day prompts may vary.

*Use this e-book to build the skills and structures needed for **any prompt in each task category**.*



CELPIP Speaking PREDICTION FOR AUGUST

SpeakInfinite

TASK 1 - Giving Advice

Your friend wants to learn how to cook but has never cooked before. Give your friend some advice on where to start.

TASK 2 - Personal Experience

Talk about a time when you had to work with someone whose personality or working style was very different from yours. What was the situation, how did you handle it, and what did you learn?

TASK 4 - Make Predictions

Look at the same picture in Task 3 again and predict what might happen next

TASK 6 - Difficult situation

You and your two roommates split the cost of a birthday gift for a mutual friend, but now one roommate wants to back out and get their money refunded at the last minute.

Choose ONE:

EITHER – Talk to the roommate backing out. Convince them to stick to the original plan.

OR – Talk to your other roommate about covering the missing share instead.

TASK 7 - Express an opinion

Do you think employers should be allowed to monitor employees' social media activity outside of work hours?

TASK 3 - Describe the picture

Describe the picture to someone who cannot see it.



TASK 5 - Comparing and Persuading

OPTION A – BASIC WIRELESS EARBUDS (\$25)

OPTION B – PREMIUM WIRELESS EARBUDS (\$90)



VS



You and your friend are both looking to buy a new pair of wireless earbuds. You've each picked a different option. Compare the two and convince your friend that your choice is the better buy.

TASK 8 - Unusual situation

You found an old, hand-painted wooden birdhouse abandoned in a public park. Call the parks department's lost and found and describe it. Ask if anyone has reported it missing.



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 "SPEAK" for free
 hook!

TASK 1: GIVING ADVICE

Prompt

Your friend wants to learn how to cook but has never cooked before. Give your friend some advice on where to start.

Strategy Tips

Start by reassuring your friend that **learning to cook is manageable**.

Give **2–3 practical suggestions** for getting started.

Recommend beginning with **simple, beginner-friendly recipes**.

Suggest learning a few **basic cooking skills** before attempting complicated dishes.

Mention the importance of **following recipes and preparing ingredients in advance**.

Encourage your friend to practice regularly rather than expecting perfection.

Give advice directly using **“you”** and phrases such as **“If I were you...”**.

End with an encouraging recommendation.

Useful phrases:

- “If I were you...”
- “I’d recommend...”
- “To begin with...”
- “Another thing you could do...”
- “It would be a good idea to...”

Band 10+ Sample Response Framework

Opening

“If I were you, I’d definitely start with a few simple recipes rather than trying to prepare complicated dishes right away. Cooking can seem intimidating at first, but it becomes much easier with regular practice.”

Advice 1: Start Simple

“To begin with, choose beginner-friendly meals such as pasta, fried rice, sandwiches, soups, or simple stir-fries. These dishes don’t require advanced techniques, so you can gradually build your confidence.”

Advice 2: Learn the Basics

“I’d also recommend learning a few fundamental skills, like chopping vegetables safely, boiling, frying, and understanding basic seasoning. Once you’re comfortable with these techniques, you’ll be able to follow a wider range of recipes.”

Advice 3: Follow Recipes

“Another thing you could do is follow reliable recipes online and prepare all your ingredients before you start cooking. This will make the process much more organized and prevent you from feeling overwhelmed.”

Encourage Practice

“Most importantly, don’t worry about making mistakes. Your first few meals might not turn out perfectly, but you’ll learn from each attempt.”

Closing

“So, I’d suggest starting small, learning the basic techniques, and practicing a couple of times a week. If you stay consistent, I’m sure you’ll become much more confident in the kitchen.”

TASK 2: PERSONAL EXPERIENCE

Prompt

Talk about a time when you had to work with someone whose personality or working style was very different from yours. What was the situation, how did you handle it, and what did you learn?

Strategy Tips

Choose **one specific situation** involving a colleague, classmate, or teammate.

Clearly explain how the person's **working style differed from yours**.

Structure your response as:

Situation → Difference → Challenge → Action → Result → Lesson

Avoid criticizing the other person; describe the difference **professionally**.

Explain exactly **how you adapted or communicated**.

Include your feelings and the outcome.

Finish with a **clear lesson** about teamwork or communication.

Use past tense consistently.

Useful transitions:



- “One experience that stands out...”
- “The main difference was...”
- “At first...”
- “Initially...”
- “To deal with this...”
- “Instead of...”
- “Eventually...”

Band 10+ Sample Response Framework

Opening

“One experience that stands out was when I had to work on a college project with a classmate whose working style was completely different from mine.”

The Situation

“I’m usually quite organized and prefer planning everything in advance, whereas my classmate was much more spontaneous and tended to complete tasks closer to the deadline.”

The Challenge

“At first, this difference caused some frustration because I was worried that we wouldn’t finish the project on time. I also felt that I was constantly reminding my partner about upcoming deadlines.”

How I Handled It

“Instead of arguing with him, I decided to discuss the issue openly. We divided the project into smaller tasks and agreed on individual deadlines. This gave him some flexibility while also making sure that the overall project stayed on track.”

The Result

“Once we established a clear system, our collaboration became much smoother. He was able to contribute his ideas creatively, while I could focus on keeping everything organized.”

What I Learned

“The project taught me that people don’t necessarily have to work in the same way to work effectively together. Sometimes, the key is to understand different working styles and find a compromise that works for everyone.”

Closing

“Looking back, it was a valuable experience because it improved my communication skills and taught me to be more flexible when working as part of a team.”

TASK 3: DESCRIBING THE PICTURE

Prompt

Describe the picture to someone who cannot see it.





Strategy Tips

- Start with a **general overview** of the picture and identify the setting.
- Describe the scene systematically: **foreground** → **centre** → **background** → **sides**.
- Mention the **people, their actions, stalls, objects, and surroundings**.
- Use specific adjectives to make your description vivid and precise.
- Use **present continuous tense** for actions: *“people are shopping,” “children are playing.”*
- Mention noticeable details such as the **food stalls, fountain, decorations, and buildings**.
- Don't make predictions or assumptions about what will happen next.
- Use location phrases:
 - “In the foreground...”
 - “In the centre...”
 - “On the left-hand side...”

Band 10+ Sample Response Framework

Opening

“This picture shows a lively outdoor market taking place in what appears to be a public park. There are numerous people shopping, eating, and enjoying various activities.”

Foreground

“In the foreground, I can see several colourful market stalls selling fresh produce and food. On the left, there is a stall with signs for tacos and berries, while vendors are serving customers.”

Centre



“Towards the centre, several shoppers are walking around the market. Some people are carrying bags and baskets, while others appear to be looking at the products or talking to the vendors.”

Right Side

“On the right-hand side, there is a large fountain surrounded by grass. A few children are playing nearby, while some adults are standing or walking around the area.”

Background

“In the background, there are more colourful tents and market stalls. I can also see trees, decorative flags, and several tall buildings in the distance, with mountains visible even farther behind them.”

Closing

“Overall, the scene looks extremely vibrant and welcoming, with families and shoppers enjoying a busy community market on what appears to be a pleasant day.”

TASK 4: MAKING PREDICTIONS

Prompt

Look at the same picture in Task 3 again and predict what might happen next.

Strategy Tips

- Briefly describe what is happening **right now** before making predictions.
- Make **3–4 realistic predictions**.

- Base your predictions on visible clues in the picture.
- Predict what **different people** might do next.

Use a variety of prediction phrases:

- “will probably...”
- “is likely to...”
- “might...”
- “could...”
- “I expect...”
- “There’s a good chance that...”
- Give a short reason for important predictions.
- Include both **immediate and slightly later events**.
- Avoid unrealistic predictions that aren't supported by the picture.
- End with a prediction about the **overall atmosphere**.

Band 10+ Sample Response Framework

Opening

“Based on this lively market scene, I think several things are likely to happen over the next few minutes.”

Prediction 1: Market Shoppers

“First of all, the people currently browsing the stalls will probably continue shopping and may purchase some of the fresh food or other products being sold.”

Prediction 2: Children

“The children playing on the grass are likely to continue running around and enjoying themselves, while their parents may keep an eye on them from nearby.”

Prediction 3: Vendors

“The food vendors will probably become busier as more visitors arrive. Some of the customers standing near the taco and produce stalls may place orders or stop to ask the vendors about their products.”

Prediction 4: More Visitors

“I also think more people might enter the market, especially because there are several colourful stalls and activities that could attract families and tourists.”

Closing

“Overall, I expect the market to become even livelier, with more people shopping, eating, and enjoying the outdoor atmosphere.”

TASK 5: COMPARING AND PERSUADING

Prompt

You and your friend are both looking to buy a new pair of wireless earbuds. You've each picked a different option. Compare the two and convince your friend that your choice is the better buy.



OPTION A – Basic Wireless Earbuds (\$25)

- 4-hour battery life
- Compact charging case
- Available in black only

OPTION B – Premium Wireless Earbuds (\$90)

- 8-hour battery life
- Noise cancellation
- Compact charging case
- Available in 3 colors

Strategy Tips

- Clearly state **which option you recommend** in the opening.
- Compare the earbuds based on **price, battery life, features, and practicality**.
- Give **2–3 convincing reasons** for your choice.
- Acknowledge at least **one advantage of the other option**.
- Explain why your choice offers **better overall value**.
- Use the price difference to strengthen your argument.
- Don't simply describe the options—**persuade your friend**.
- Useful phrases:
- “In my opinion...”

- “I’d definitely go with...”
- “The biggest advantage is...”
- “Compared with...”
- “I understand that...”

Band 10+ Sample Response Framework

Opening

“Personally, I’d go with the basic wireless earbuds because they’re dramatically cheaper while still providing the essential features we need for everyday use.”

Reason 1: Price

“First of all, the price difference is huge. The basic earbuds cost only \$25, whereas the premium ones are \$90. That means we’d save \$65, which is a significant amount of money.”

Reason 2: Practicality

“Another advantage is that the basic earbuds come with a compact charging case and are simple to use. If we mainly need earbuds for listening to music, watching videos, or making occasional calls, four hours of battery life should be more than enough.”

Acknowledge the Alternative

“I agree that the premium earbuds offer some impressive features. They have twice the battery life, noise cancellation, and three colour options, so they would definitely be better for someone who travels frequently or works in noisy environments.”

Counterargument

“However, I don’t think those extra features justify paying more than three times the price. We’d be spending an additional \$65 on features that we might not use very often.”

Closing

“So, considering the huge price difference and the fact that the basic earbuds still cover our everyday needs, I strongly believe they’re the better buy. We can save the extra money and still get a reliable pair of wireless earbuds.”

TASK 6: DEALING WITH A DIFFICULT SITUATION

Prompt

You and your two roommates split the cost of a birthday gift for a mutual friend, but now one roommate wants to back out and get their money refunded at the last minute.

CHOOSE ONE:

EITHER – Talk to the roommate backing out. Convince them to stick to the original plan.

OR – Talk to your other roommate about covering the missing share instead.

Strategy Tips

- Choose **one option** and stay focused throughout your response.
- Begin politely and acknowledge the roommate's concern.
- Remind them that the **gift was a shared decision**.
- Explain how backing out at the last minute affects everyone.
- Avoid sounding angry, judgmental, or confrontational.
- Offer a **reasonable solution** rather than simply refusing their request.

- Emphasize fairness and the importance of keeping commitments.

Band 10+ Sample Response Framework

OPTION 1 – Talk to Your Neighbour

Opening

“Hey, I wanted to talk to you about the birthday gift. I understand that you’d like to get your money back, but I really hope you’ll reconsider because we’ve already made the purchase based on the amount all three of us agreed to contribute.”

Acknowledge Their Concern

“I completely understand that unexpected expenses can come up, and I’m not trying to put you in a difficult financial situation.”

Explain the Problem

“However, backing out at the last minute would leave me and our other roommate responsible for your share. Since the gift has already been purchased, we can’t realistically return it or change the arrangement now.”

Persuasive Reason

“Also, this was something we planned together for our mutual friend. I think it would be disappointing if we changed the plan at the very last moment, especially when everyone had already agreed.”

Offer a Solution

“If money is the main issue, perhaps you could contribute a smaller amount now and pay the remaining balance later when things are easier for you.”

Closing

“I hope you can stick with the original plan. I really value our friendship, and I think the fairest solution is for all three of us to honour the commitment we made.”

TASK 7: EXPRESSING AN OPINION

Prompt

Do you think employers should be allowed to monitor employees' social media activity outside of work hours?

Strategy Tips

- State your opinion **clearly in the first sentence**.
- Give **2–3 strong reasons** to support your position.
- Focus on the distinction between **personal life and professional responsibilities**.
- Explain how monitoring could affect **privacy and trust**.
- Include a practical example or consequence to strengthen your argument.
- Briefly acknowledge the employer's perspective.
- End by **reaffirming your position**.

Band 10+ Sample Response Framework

Opening



“In my opinion, employers should not be allowed to monitor employees’ social media activity outside of work hours because personal life should generally remain separate from professional responsibilities.”

Reason 1: Privacy

“First and foremost, everyone deserves a reasonable level of privacy in their personal life. What an employee chooses to post or discuss in their free time should not automatically become a matter for their employer.”

Reason 2: Trust & Workplace Morale

“Another major concern is that excessive monitoring could damage trust between employees and management. If workers feel that they are constantly being watched, they may become uncomfortable and less willing to express themselves freely.”

Reason 3: Professional Boundaries

“Moreover, employees should be evaluated primarily on their workplace performance. For instance, if someone consistently meets deadlines and performs their responsibilities well, their private social media activity should not affect how they are treated at work.”

Acknowledge the Other Side

“That being said, I understand that employers may need to take action when an employee’s online behaviour directly harms the company, reveals confidential information, or violates workplace policies.”

Closing

“However, routine monitoring of employees’ personal social media accounts goes too far. Overall, I strongly believe employers should respect employees’ privacy while addressing online behaviour only when it has a clear and legitimate connection to the workplace.”

TASK 8 : DESCRIBING AN UNUSUAL SITUATION



Prompt

You found an old, hand-painted wooden birdhouse abandoned in a public park. Call the parks department's lost and found and describe it. Ask if anyone has reported it missing.

Strategy Tips

- Begin naturally, as if you are making a real phone call.
- Explain where and when you found the birdhouse.

Describe its:

- Size
- Shape
- Colour

- Painted design
- Material
- Condition
- Distinctive features
- Mention exactly where it was located.
- Explain why you believe someone may have **lost or abandoned it**.
- Ask whether anyone has **reported it missing**.
- Offer to provide additional information or bring it to the department.
- Maintain a **polite, helpful, and descriptive tone**.

Band 10+ Sample Response Framework

Opening

“Hi, good afternoon! I’m calling because I found a rather unusual wooden birdhouse in the park earlier today, and I thought someone might have reported it missing.”

Location

“I noticed it near one of the walking paths, close to a large tree. It was sitting on the ground rather than being attached to a tree, which is why I thought it might have fallen or been left behind.”

General Description

“It’s a small, old-fashioned wooden birdhouse with a slightly sloped roof. It appears to be handmade, and the wood looks quite weathered.”

Colours & Design

“What makes it particularly distinctive is that it’s completely hand-painted. It has a faded green and brown exterior, with small blue and white flowers painted around the entrance.”

Distinctive Features

“There’s a small circular opening at the front, along with a tiny wooden perch underneath it. The roof also has some decorative markings, although the paint has faded in several places.”

Condition

“It’s a little scratched and worn, but it still seems to be in fairly good condition. I don’t think it was intentionally thrown away because it looks like someone put quite a lot of effort into making and decorating it.”

The Ask / Closing

“I was wondering if anyone has contacted your lost-and-found department about a wooden birdhouse matching this description. If nobody has reported it, I’d be happy to bring it to your office so that the owner can hopefully collect it.”

Most candidates do not fall short of their target score because of their English proficiency; they fall short because they lack a high-stakes exam strategy. To reach the CLB 9/10+ threshold, you require more than just practice, you require **precise, examiner-level feedback, and a structured approach** under the guidance of **a Paragon Certified CELPIP Trainer..**

Our **Intensive Programs**, designed and led by Paragon-Certified Expert Trainers to help working professionals and students achieve their desired scores in just 2 to 4 weeks (depending upon student level and requirements).

OUR CLASS CURRICULUM

Our module coverage is designed to move you from uncertainty to mastery by focusing on the specific marking criteria used by CELPIP examiners.

Module	Core Competencies Mastered
Listening	Advanced Note-Taking, Canadian Accent Deciphering, Hidden Trap Identification, Keyword Identification
Reading	Precision Time Management, High-Tier Vocabulary, Eliminating Distractors
Writing	Structural Excellence, Band 10+ Templates, Detailed Grammar Precision
Speaking	Fluency Optimization, Real-Time Feedback, Pronunciation & Intonation

Included Exam-Level Strategies:

- 10+ Band-Level CELPIP Tips, Tricks, Strategies to conquer every type of Reading and Listening questions.
- 10+ High-Scoring CELPIP Sample Answers with Examiner level feedback.
- In class brainstorming discussions and evaluations.
- Comprehensive Breakdown of the Official Marking Rubric.
- Daily & Weekly Assignments and Homeworks.
- Personalized, Private and Semi Private classes with CELPIP-Certified Trainer (available upon request).

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We provide a comprehensive support system that ensures you are never practicing in isolation.

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VIEW OUR WEEKEND BONUS SESSIONS: WATCH A LIVE STRATEGY SESSIONS IN ACTION

See exactly how our experts break down complex prompts and provide real-time corrections.

<u>Session</u>	<u>Links</u>
CELP Writing	https://www.youtube.com/watch?v=GCkuet81b6U
CELP Reading	https://www.youtube.com/watch?v=Rnl2V16Gfp4
CELP Grammar	https://www.youtube.com/watch?v=WKcRWCeZAgA
CELP Listening	https://www.youtube.com/watch?v=zh-gPi_LusQ

SUCCESS STORIES: VIEW OUR RECENT SCORECARDS & TESTIMONIALS

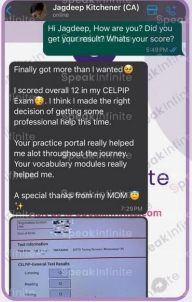
Check out our Real Reviews on how our students achieved their CLB 9+ goals



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Congratulations

JAGDEEP
on achieving desired CELPIP Scores



Reading - 12 Listening - 12
Speaking - 10 Writing - 12

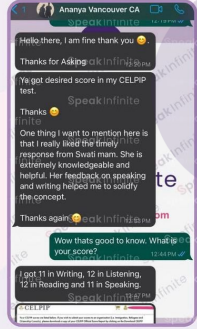
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ANANYA
on achieving desired CELPIP Scores



Reading - 12 Listening - 12
Speaking - 11 Writing - 11

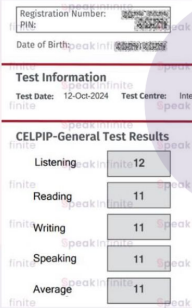
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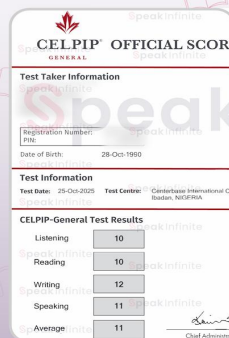
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Speaking - 11 Writing - 11

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- Reading 10
- Listening 10
- Speaking 11
- Writing 12

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What Our Students Say...

Dear Speak Infinite Team,

I'm writing to express my deepest appreciation for the incredible support and guidance you provided on my CELPIP journey. After struggling through the test at least six times without reaching my target, I finally achieved the score I needed—thanks to your help.

Before joining your program, I was consistently scoring a 3 in the Reading section, no matter how hard I tried. But through your focused training in very short time and the dedication of your amazing teachers, I finally reached a 4 in Reading, which is exactly the score I needed. I'm truly so happy and relieved!

I'm especially grateful to the teacher who took the time to work with me and showed me how to improve. I don't even know how to put into words how thankful I am. Your patience, encouragement and clear instruction made all the difference!

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What Our Students Say...

I really enjoy the classes. The way Indu mam teaches is fantastic, and I understand the lessons very well. I must also appreciate the support I received from the team in checking my writings and explaining everything clearly. I know it's a difficult task to review writing tasks and correct mistakes in such a thorough and helpful way. Overall, my experience has been very positive, and I hope to continue receiving this support for the writing section even after the class ends.

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What Our Students Say...

Listening: 12
Reading: 9
Writing: 8
Speaking: 10

Please note that only the Official Score Report can be submitted to receiving institutions as proof of language proficiency. To view and download your Official Score Report, please sign into your CELPIP Account.

Please do not reply to this message. If you have any questions, please email us at info@speakinfinite.com or call us at +1-639-470-1341.

You performed really well, Yashika

Congratulations! 🎉

Did you get the scores you require?

Yes, overall scores are good as now my scores for PR will increase. Thank you once again for all the hardwork and efforts you guys put in helping me achieving this score.

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What Our Students Say...

Hello

how are you doing

I am doing well

How are you?

I found the class very useful and I will recommend my friends who are yet to write their celcip to join your class first

good job done

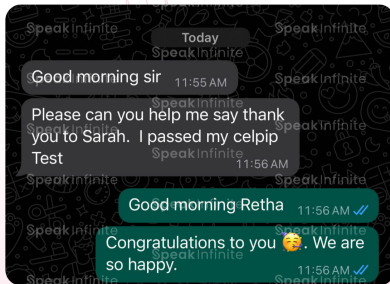
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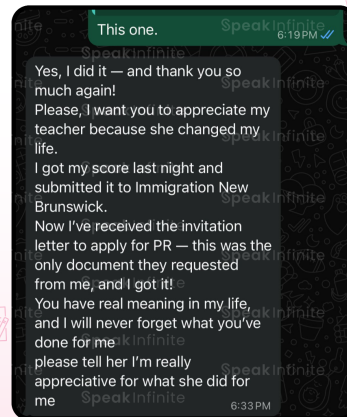
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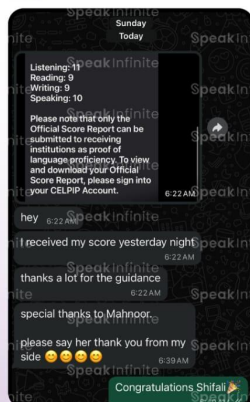
What Our Students Say...



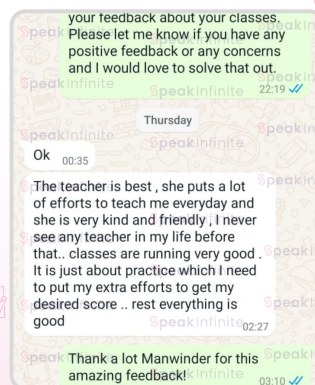
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Ramandeep Neyol
 5 reviews

★★★★★ 6 days ago

I am truly grateful to Speak Infinite for their constant guidance and support on my CELPIP journey. With their structured lessons, patient teaching style, and encouraging approach, I was able to achieve the best results I had hoped for. What makes them stand out is not just their expertise, but also the warmth and care they bring into every session. They create a safe and welcoming environment where you feel motivated to learn and grow without pressure. They show confidence in you which even we doubt on ourselves which the best way of motivation.



Rohini ro
 4 reviews

★★★★★ 7 months ago

I had a fantastic experience with Speak Infinite English Coach! They provided excellent guidance in preparing for the CELPIP exam within a short period of time. The coaching was structured, focused, and tailored to my needs, helping me improve my skills efficiently. Thanks to their support, I achieved great results! I highly recommend them to anyone looking for professional and effective English coaching.

 2

Test Date: 31-Jan-2026 Test Centre: MOSAI

CELPIP-General Test Results	
Listening	12
Reading	11
Writing	12
Speaking	12
Average	12


CELPIP® OFFICIAL SCORE REPORT
GENERAL

Test Taker Information

OJILERE, SAMUEL
 3447 GARRAD ROAD WHITBY
 WHITBY, ON
 CANADA L1R 2J3

Registration Number: [REDACTED]
 PIN: [REDACTED]
 Date of Birth: [REDACTED]

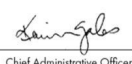


Test Information

Test Date: 08-Feb-2026 Test Centre: People Analytics - Scarborough, Scarborough, CANADA

CELPIP-General Test Results

Listening	10
Reading	9
Writing	8
Speaking	12
Average	10


 Chief Administrative Officer

10-Feb-2026
 Date of Issue



YOUR CELPIP TEST SCORES are now available for registration 301830696:

Listening: 12
Reading: 9
Writing: 9
Speaking: 11

Please note that only the Official Score Report can be submitted to receiving institutions as proof of language proficiency. To view and download your Official Score Report, please sign into your CELPIP Account.

Please do not reply to this message. If you have any

Listening: 11
Reading: 9
Writing: 9
Speaking: 10

Please note that only the Official Score Report can be submitted to receiving institutions as proof of language proficiency. To view and download your Official Score Report, please sign into your CELPIP Account.

6:22 AM

hey 6:22 AM

I received my score yesterday night

6:22 AM

thanks a lot for the guidance

6:22 AM

VIG, ABHISHEK
1538, 9TH AVE NORTH
Saskatoon, SK S7N 1A1

Registration Number: 301209441
PIN: () () () () () ()
Date of Birth: 21-Sep-1977

Test Information
Test Date: 12-Oct-2024 Test Centre: International Women of Saskatoon (IWS), Saskatoon SK

CELPIP-General Test Results

Listening	12
Reading	11
Writing	11
Speaking	11
Average	11

Signature 18-Oct-2024
Chief Administrative Officer Date of Issue

This CELPIP Official Score Report was downloaded from the test taker's CELPIP Account.

Paragon Testing Enterprises, 2015 Main Street, Vancouver, BC, V3T 3C2
Toll Free (within North America) 1-800-458-5188 Fax: 604-253-1287
Email: info@celPIP.ca

available for registration 301609200:

Listening: 10
Reading: 10
Writing: 10
Speaking: 12

@speakinfinite

Please note that only the Official Score Report can be submitted to receiving institutions as proof of language proficiency. To view and download your Official Score Report, please sign into your CELPIP Account.

Please do not reply to this message. If you have any questions, please email us at info@celPIP.ca or call us at 1-800-458-5188





301571897:

Listening: 9
Reading: 9
Writing: 9
Speaking: 10

Please note that only the Official Score Report can be submitted to receiving institutions as proof of language proficiency. To view and download your Official Score Report, please sign into your CELPIP Account.

Please do not reply to this message. If you have any

GENERAL

Test Taker Information

DHILLON, JASLEEN KAUR
177 SIMS ESTATE DR
KITIMATI, ONTARIO



Registration Number: 301571897
PIN: 65382

Date of Birth: 23-Jun-2001

Test Information

Test Date: 19-Jul-2025 Test Centre: Precise Solutions Brampton, Brampton ON

CELPIP-General Test Results

Listening	12
Reading	9
Writing	9
Speaking	9
Average	10

@speakinfinite

[Signature]
Chief Administrative Officer

21-Jul-2025
Date of Issue

This CELPIP Official Score Report was downloaded from the test taker's CELPIP Account.

CELPIP® OFFICIAL SCORE REPORT GENERAL

Test Taker Information

ADIGUN, AYOOLUWA, DAVID
88
TY DRIVE



Registration Number: 301277 '28
PIN: 1 7399

Date of Birth: 04-Sep-2003

Test Information

Test Date: 16-Nov-2024 Test Centre: ILAC - International Language Academy of Canada, Vancouver BC

CELPIP-General Test Results

Listening	12
Reading	10
Writing	12
Speaking	12
Average	12

@speakinfinite

[Signature]
Chief Administrative Officer

20-Nov-2024
Date of Issue

This CELPIP Official Score Report was downloaded from the test taker's CELPIP Account.

