

SPEAKING TEST

Performance Standards

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

SPEAKING TEST – TASK 1

Sample Task with Key Strategies

SPEAKING TASK 1: Giving Advice

DESCRIPTION: Help someone to either make a decision or prepare for something.

PREP TIME: 30 seconds

RECORDING TIME: 90 seconds

KEY STRATEGIES

1. Speak directly to the person.
2. Provide at least three suggestions.
3. Give a practical example or reason for each suggestion.
4. Signal each new suggestion with a word or phrase such as: "If I were you," "Another thing you could do," or "One final idea is."
5. Use an appropriate tone. Aim to be helpful and thoughtful.

Speaking Task 1: Giving Advice

Preparation: 30 seconds Recording: 90 seconds

NEXT

- 1 Your friend's relatives are coming to visit her. Her relatives love to eat. Advise your friend on where she should take her relatives out to eat and why.



Preparation Time

25

SPEAKING TEST – TASK 2

Sample Task with Key Strategies

SPEAKING TASK 2: Talking about a Personal Experience

DESCRIPTION: Tell a story about a past experience.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Quickly decide what story you will tell.
2. If you can't think of a real experience from your life, "steal" one.
3. Use past tenses.
4. Include descriptive details.
5. Try to get your listener to feel how you felt.

Speaking Task 2: Talking about a Personal Experience

Preparation: 30 seconds Recording: 60 seconds

NEXT

- i** Talk about a time when you felt a strong sense of relief. Maybe you can talk about a time when something you'd been worried about worked out okay in the end, something that made you say, "Whew! Thank goodness!" What had you been worried about, why were you relieved, and what happened to make it turn out okay?



Preparation Time

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SPEAKING TEST – TASK 3

Sample Task with Key Strategies

SPEAKING TASK 3: Describing a Scene

DESCRIPTION: Look at an illustration and describe what is happening.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Start with a general statement.
2. Then focus on details.
3. Build a picture.
4. Use descriptive words and phrases
5. End with a wrap-up statement.
6. Include something that expresses your feelings, or the feelings of the people in the picture.

Speaking Task 3: Describing a Scene

Preparation: 30 seconds Recording: 60 seconds

NEXT

- 1 Describe some things that are happening in the picture below as well as you can. The person with whom you are speaking cannot see the picture.



Preparation Time

18

SPEAKING TEST – TASK 4

Sample Task with Key Strategies

SPEAKING TASK 4: Making Predictions

DESCRIPTION: Look at the same illustration and describe what you think will happen next.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Use your imagination.
2. Ask yourself: What actions might the people do next?
3. Consider the surrounding people and objects to help you think of ideas.
4. Think forward! Think actions! Think feelings!
5. Create a logical transition into the future.
6. Be creative and original—but realistic!

Speaking Task 4: Making Predictions

Preparation: 30 seconds Recording: 60 seconds

NEXT

i In this picture, what do you think will most probably happen next?



Preparation Time

24

BONUS SKILL

Using Descriptive Adjectives

It is important to use descriptive adjectives in all your responses, especially in Task 3 (Describing a Scene), Task 4 (Making Predictions), Task 5 (Comparing and Persuading), and Task 8 (Describing an Unusual Situation).

This chart lists examples of **strong, descriptive adjectives in bold type**. The adjectives in parentheses in the pink rows show the more common adjectives that are used by lower-level test takers. Work on building your vocabulary to include a variety of strong, descriptive adjectives, and try not to rely on common adjectives throughout your responses. You will need to practice using descriptive adjectives so you can use them effectively and naturally during the test.

STRONG, DESCRIPTIVE ADJECTIVES			
(very happy)	(happy)	(sad)	(very sad)
blissful ecstatic	contented upbeat	glum sombre	despairing wretched
(really big)	(big)	(small)	(really small)
massive enormous	sizeable large	tiny little	infinitesimal microscopic
(very good)	(good)	(bad)	(very bad)
outstanding fabulous	acceptable satisfactory	awful dreadful	appalling terrible
(very old)	(old)	(young)	(very young)
ancient archaic	elderly aged	youthful fledgling	infantile nascent

SPEAKING TEST – TASK 1

Sample Response Transcript – Level 12

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

Well Shinad, I think you should definitely take eh your relatives out to eh some Vietnamese restaurants around Vancouver. Em . . . Especially the one on Cambie street and Broadway. Em . . . It's open 24 hours, it's pretty good, the eh . . . the food in there is amazing. The eh pho noodle soup is eh . . . pretty good quality. The broth is always really good. I also suggest that you take them out to some eh sushi places around Vancouver. Em. Vancouver is definitely one of the best places in the world to get sushi. It's plentiful, and the quality is amazing. There are so many good restaurants to go to. I suggest you go to [pause] Toshi sushi on West 16th avenue, which your relatives, they'll definitely enjoy it. It's one of the busiest restaurants in the city. You'll definitely be waiting in line but it's well it, well worth the wait. [Pause] I'll also suggest taking them out to some Thai restaurants around the city. There are some good Thai restaurants—there's one on eh . . . West Broadway near eh Ontario street called Pad Thai. Em . . . Great great food, and quantity is fantastic and it's also pretty cheap. But if you're looking for some eh good greasy food as well, definitely check out Vera's Burger. There's a few locations around the city—great burgers, proper quality, meat is fantastic, service is amazing. I'm sure your relatives will love it.

SPEAKING TEST – TASK 2

Sample Response Transcript – Level 12

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

I think the time when I felt a strong feeling of relief in my life was when I graduated from the university. I was under a lot of stress because I was a student for a long time and . . . I just . . . didn't feel like studying anymore. So, for the last preparation for my defence of my thesis, I took a lot of time and I prepare a lot of material but it, he gave me a whole big deal of uh . . . It gave me a lot of worrying, and feeling of . . . being insecure because, from one side I knew that I knew what I have to talk about it and what I have to write. From the other side, there's always that fear that it wasn't, that it's not going to be good enough. But in the end, I passed my test, ehh . . . I was fantastic interview with my professors, I gained my degree and I think that was the best day of my life so far.

SPEAKING TEST – TASK 3

Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

So, the picture below shows that there's uhh several people, boys and girls, they're at the beach. Uh they have a playground around them as well. Umm . . . They're cleaning up. I think that it's an environmental [pause] cleaning day maybe. Uh . . . They're picking up trash. Uh . . . One has a bottle, one has a can. Some people, they're, they're taking the garbage to a stand. I don't know if they're gonna, [pause] they're collecting, they're giving money back, I'm not really sure. But uh . . . I do see that they are doing a good deed. We do have to clean up, [pause] we do have to preserve our nature. And . . . what better way to do it in team work because I see lots people here, they're working in team, they're, they seem very happy, they're working together. I see a lady that she has a bottle in her hand and I think she's emptying water or something in it, uhh . . . to then put it in a garbage, yeah that's what we should do—we should empty, we should empty our bottles and cans, anything before—

SPEAKING TEST – TASK 4

Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

The um . . . in this picture umm . . . they are gonna . . . put all the garbage bags together, collect all the garbage and bottles and cans they find on the beach, clean the beach up and put it in all the garbage together. And I think the garbage truck will arrive shortly and um they'll be able to load all the garbage bags they've [pause] um . . . collected um . . . on the, on the truck and . . . they'll leave for [pause] they'll leave for their home soon. And um . . . they'll probably feel very [pause] satisfied . . . about what they did for the community today and for the . . . for saving the fish from all the harmful [pause] um . . . products . . . um from all the harmful um . . . trash and garbage on the beach because of which the fee—the fish and the water gets polluted.

SPEAKING TEST

Performance Standards

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SPEAKING TEST – TASK 5

Sample Task with Key Strategies

SPEAKING TASK 5: Comparing and Persuading

DESCRIPTION: Select an item from two similar choices.

PART 1 – PREP TIME: 60 seconds

PART 2 – PREP TIME: 60 seconds

RECORDING TIME: 90 seconds

KEY STRATEGIES	PART ONE	1. Read and understand the situation. 2. Compare the information provided for the two options. 3. Quickly make your choice.
	PART TWO	1. Decide why your choice is better than the new option. 2. Think of ways to explain why your choice is better. 3. Use specific language to justify your choice.

REMEMBER: You will select your choice in Task 5, Part One. Your choice will display on the right side of the screen in Task 5, Part Two. In this example, the test taker has selected Biking in Part One.

TASK 5: PART ONE

Speaking Task 5: Comparing and PersuadingPreparation: 60 secondsNEXT

① Your supervisor has asked for your opinion on what type of activities you think your colleagues would like for a company sports day. You found two suitable options. Using the pictures and information below, choose the option that you prefer. In the next section, you will need to persuade another supervisor that your choice is the better choice.

If you do not choose an option, the computer will choose one for you. You do not need to speak for this part.



Hiking

- Join together in a ten-kilometre hike along the coast on a safe easy-walking trail.
- See great ocean views and lots of wildlife.
- Filling picnic lunch will be provided at the halfway point.



Biking

- Bike for 25 kilometres along the old railroad pathway.
- Bring your own bike, or borrow one at the starting gate.
- Saddle pack lunch provided for each biker.

TASK 5: PART TWO

Speaking Task 5: Comparing and PersuadingPreparation: 60 secondsNEXT

① A different supervisor is suggesting another activity. Persuade them that the activity you chose is more suitable by comparing the two.

Other Supervisor's Choice



Beach Volleyball

- Delight in the hot sand and cooling breezes of Somerville Beach by competing in beach volleyball games.
- \$20 gift card to Robin's Doughnuts for each person of the winning team.
- Bring your own picnic and water.

Your Choice



Biking

- Bike for 25 kilometres along the old railroad pathway.
- Bring your own bike, or borrow one at the starting gate.
- Saddle pack lunch provided for each biker.

SPEAKING TEST – TASK 6

Sample Task with Key Strategies

SPEAKING TASK 6: Dealing with a Difficult Situation

DESCRIPTION: Explain a decision to a friend, family member, or colleague.

PREP TIME: 60 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Speak directly to the person.
2. Be considerate but firm.
3. Speak in a respectful way.
4. Clearly outline the problem.
5. Make your request.
6. Provide effective reasons to support your decision.

Speaking Task 6: Dealing with a Difficult Situation

Preparation: 60 seconds Recording: 60 seconds

NEXT

1 You are working on a project with your co-workers Ryan and Pam, and your deadline for the project is next week. You will not meet the deadline unless all three of you work overtime for the next week. Pam has a one-year-old baby at home and says she cannot work overtime.

Choose ONE:

EITHER

Talk to Ryan. Explain why the two of you should work more overtime so that Pam can go home at the usual time.

OR

Talk to Pam. Explain why all three of you should share the overtime work and leave work at the same time.



Recording...



SPEAKING TEST – TASK 7

Sample Task with Key Strategies

SPEAKING TASK 7: Expressing Your Opinion

DESCRIPTION: Answer a “Do you think...” question with your opinion.

PREP TIME: 30 seconds

RECORDING TIME: 90 seconds

KEY STRATEGIES

1. Understand the question; be sure your answer is right on topic.
2. During your prep time, quickly take a position: Decide if you will answer yes or no.
3. Try to think of at least three reasons to support your opinion.
4. For each reason, give examples or details.
5. Present your opinions logically, and use transitions as you move to the next one.

Speaking Task 7: Expressing Opinions

Preparation: 30 seconds Recording: 90 seconds

NEXT

i Answer the following question.

Do you think Canada should have more public holidays? Explain your reasons.



Preparation Time

26

SPEAKING TEST – TASK 8

Sample Task with Key Strategies

SPEAKING TASK 8: Describing an Unusual Situation

DESCRIPTION: Describe a picture of an unusual item or situation to someone who can't see the picture.

PREP TIME: 30 seconds

RECORDING TIME: 60 seconds

KEY STRATEGIES

1. Start by setting up the role-play scenario ("Hello Jill...").
2. Describe the unique aspects of the image.
3. Focus on the unique things that you think you can describe well.
4. If you can't find accurate and descriptive vocabulary, create phrases using common words to express precise meaning.
5. Remember to end by finishing the phone call.

Speaking Task 8: Describing an Unusual Situation

Preparation: 30 seconds Recording: 60 seconds

NEXT

- i** Your younger brother collects frog toys, and you accidentally broke his favourite one. Call the local toy store, describe the toy, and explain which parts are broken. Ask if it is possible to fix it.



Preparation Time

28

BONUS SKILL

Providing Powerful Descriptions

In Tasks 3 and 8, you need to give descriptions of key aspects of the images provided in the task. Work on developing your ability to give interesting, powerful descriptions of the images. The guidelines below should help you understand the difference between weak and powerful descriptions. The examples given in the last row were reviewed and discussed in class during your study of Task 8.

WEAK DESCRIPTIONS	POWERFUL DESCRIPTIONS
• Seem more like a list than a description	• Start with an overview
• May not include all key aspects	• Include all key aspects
• Use basic vocabulary; re-use the same adjectives	• Use strong words (e.g., unrestrained, tumble, prank)
• Mention things more than once	• Describe evocative details
• May use only simple sentence structure	• Use a variety of sentence types
• May not have both an overview and wrap-up statement	• Include a wrap-up sentence that might state the test taker's opinion
EXAMPLE: So the car is blue. Three people in the car. They're pulling beige sofa. The beige sofa is on wheels. There are people sitting on the sofa.	EXAMPLE: There is a blue station wagon directly in front of me. This is going to sound unbelievable, but the car is towing a beige sofa by ropes that are secured to the hood of the car. Even harder to believe - there are two young people sitting on the sofa, unrestrained, so they could tumble off at any time, especially given how fast they're going. There are another four teenagers in the car and they all appear to be having a great time, like this is a wonderful prank for them. They obviously have no idea that the two people on the sofa are at enormous risk.

SPEAKING TEST – TASK 5

Sample Response Transcript – Level 12

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

I would suggest going . . . on a hike and . . . one of the reason that I . . . would love to go on a hike is . . . to get away from the city. We spend a lot of time in the city and . . . spending time commuting to and from, which is very stressful. And I think hiking in the nature would help relieve that stress and . . . help us appreciate the nature, breath good air, clean air. And also the ocean view is amazing which will also, which is also a major stress reliever and . . . lunch will be provided, it will help um all the uh staff um . . . know how much the company appreciates them by providing them ah . . . complimentary lunch. It will also help uh... all the coworkers socialize with each other, rather than just spending time uh playing volleyball and competing with each other.

SPEAKING TEST – TASK 6

Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

Hey Pam, I wanna talk to you about like, ov—over time work. I know it's very hard to have a baby especially it's when you're old. It needs a lot of attention, there is a lot of responsibilities. But you know. [pause] Thre—Three brains are better than two. We could help a little bit. Me and Ryan, but . . . while you're working with us we get motivated by the three of us. Maybe if you can like, work for the hours extra time, and put a lot of effort in it. Maybe we'll be able to finish earlier. And we can manage it all together all around. Then we won't have to stay till the end. But like, losing your effort here, all of it, will be hard for us to finish. I wont be able to to meet the deadline. So I was hoping like you'd rec—reconsider manage your time little bit more, maybe your husband's gonna help you? [pause] But really need you—really need your effort over here. So. And we will try to be helpful as much as we can. I wont—

SPEAKING TEST – TASK 7

Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

I don't think uh Canada should have more public holidays. Um because we have enough holidays and I think we also have . . . uh weekends uh which we also take off to be with families. Uh um I coming from India uhh . . . I, I really think these holidays are good enough, and I think there is uh . . . uh . . . so . . . of course there is so much we have to uh . . . give time to our families and uh you know. Uh . . . Be uh . . . you know . . . that's the prime of responsibility we have. But I think taking off umm more of our days f-as holidays. I don't think that those should be paid as paid holidays because I think now we have about . . . I think currently have about fourteen public holidays uh is my organization gives other than the weekends. The bunch of holidays we have, it's close to about . . . more than like uh . . . ten days in a month that's about one twenty plus another twenty. So I think, quite close to one forty days of holidays is like really good. I don't think there's any need to uh . . . change those uhh number of holidays. Uh . . . People can actually be, and also these, most of these holidays have added to these long weekends and I see that there such a nice culture that people tend to take off on those long weekends so like, like a four days or five days. We can always take a paid uh leave where we can apply for a day off before these long weekends and I see most of them doing it. I think this is a fantastic way of going because I, the work is important, family is important but I think the work is also really really important and there's so much work to, in Canada here.

SPEAKING TEST – TASK 8

Sample Response Transcript – Level 10

Download audio file at <https://www.celpip.ca/speaking-pro-materials>

Hi. My younger brother bought a toy in your store. I . . . um . . . it's a green frog and I think it's kind of inside of a green box. It has a watch and also has a switch in the back too uh . . . move the toy. Um anyways. I recently [pause] uh . . . broke it. The leg [pause] is out, and also the um . . . [pause] clock went off the box. So, the toy is not uh, working properly. I was wondering if uh . . . it's possible to fix it, or if not, is there anything else you can uh help me with, maybe . . . getting a brand new one, or refund . . . um . . . that would help us a lot, because he really likes this toy, and uh . . . I feel really bad for breaking it. What do you guys think, uh is it possible to maybe get a new one or fix it?

CELPIP SPEAKING ESSENTIALS

Your answers do not have to be true stories.

You can make up your own stories. In most cases, I can say that there's no right/wrong answers as long as they are logical. Similarly, when you have to make a choice, there's no wrong choice. Choose the one that you can discuss more easily.

Choose words that reflect the emotion/feeling of the person.

In some situations, you may be excited. In others, you may feel concerned or nervous. Show the distinctions in your expressions.

Know the setting and who you are talking to.

A phone conversation will be different from a face-to-face conversation. Read the questions carefully. Depending on the conversation partner, you may need to use a different register (casual vs formal).

Avoid pausing too often.

Think of enough ideas, ask yourself related questions using the WH questions (who, what, where, when, why, how). Practice brainstorming with our sample questions.

Paraphrase the questions.

Avoid copying words directly from the questions

In the test room, you will take the speaking test together with others.

The room won't be in a complete silence. Don't let others distract you, stay focused.

Practice with a timer.

The computer cannot give you a time extension. It will stop recording when the time is up. Try to finish your answer within the time limit.

Make short notes.

If you want to take notes, only write short notes, you don't have much preparation time. Use most of your time to brainstorm and organize ideas.

CELPIP SPEAKING QUESTIONS

Task	Type	Preparation	Speaking Time
	Practice Task Practice speaking into the microphone.	30 seconds	60 seconds
1	Giving Advice Help someone to either make a decision or prepare for something.	30 seconds	90 seconds
2	Talking about a Personal Experience Tell a story about a past experience.	30 seconds	60 seconds
3	Describing a Scene Look at an illustration and describe what is happening.	30 seconds	60 seconds
4	Making Predictions Look at the same illustration and describe what you think will happen next.	30 seconds	60 seconds
5a	Comparing and Persuading Select an item from two similar choices.	60 seconds	-
5b	Comparing and Persuading Persuade a friend or family member to agree with the choice you have made.	60 seconds	60 seconds
6	Dealing with a Difficult Situation Explain a decision to a friend or family member.	60 seconds	60 seconds
7	Expressing Opinions Explain why you agree or disagree with a statement.	30 seconds	90 seconds
8	Describing an Unusual Situation Describe a picture of an unusual item or situation to someone who cannot see the picture.	30 seconds	60 seconds

Source: Paragon Testing Enterprises

HOW TO GET A HIGHER SCORE

This guide will walk you through the speaking performance standards used in CELPIP. To illustrate the points, you may see a sample question or a picture.

1. Content/Coherence:

Sample question: Your friend realized he lost his wallet after he got off the bus. Give him advice about what he should do.

Number of ideas

You need to come up with more than just one idea. Having only one idea will make it a lot more difficult for you to create a long response.

Bad example: Contact the lost and found office

Better example:

1. Contact the lost and found office
2. Call your bank to temporarily deactivate your bank cards or credit cards
3. Lend him some cash in case he needs money

Quality of ideas

When you come up with ideas, they need to be realistic and relevant to the questions. No need to come up with something unique.

Bad example: You should try to find your wallet.

Better example: You should contact the lost and found office in case someone turned in your wallet.

Organization of ideas

Because you have more than one ideas, they need to be organized in a logical manner.

HOW TO GET A HIGHER SCORE

Bad example:

1. Request a bank card replacement
2. Contact the lost and found office
3. Report the lost bank card

Better example (more logical):

1. Contact the lost and found office
2. Report the lost bank card
3. Request a bank card replacement

Examples and supporting details

Each idea needs to be supported. It is important that you explain your thoughts clearly. It doesn't hurt to assume that the other person knows nothing about it. Sometimes, you may think something is obvious to other people when it is actually not the case.

Bad example: You should contact the lost and found office. They can help you find your wallet. I hope they have it.

Better example: You should contact the lost and found office. You should be able to find their contact number on their website. When you call them, you can describe your wallet, when and where you lost it and ask if anyone has turned it in.

2. Vocabulary:



Word choice

You want to use words that best describe your message. However, this isn't always easy.

HOW TO GET A HIGHER SCORE

Examples:

Quit – Fired – Laid off

The words above may have a similar meaning. They all tell us that someone stops working, however, they are not identical.

Quit – stops working by choice

Fired – stops working because of poor performance or violation of law/ policies

Laid off – stops working because the company is downsizing, in financial trouble

Precision and accuracy

You do not want to show much hesitation when speaking, and use words that accurately describe what you want to say.

Bad example:

He is going to do something to the balloon using a sharp needle.

He is going to destroy the balloon.

Better example:

He is about to pop the balloon.

Range of words and phrases

Use idioms, phrases, collocations in your answers. Make sure you use the correct word combinations.

Phrases: turn up, find out, interfere with, take up, take out

Collocations: have a drink, make a mess, get a job

Idioms: to make ends meet, to crash a party, to stay in touch

HOW TO GET A HIGHER SCORE

Suitable use of words and phrases

In your response, show that you know which words are suitable in which situation. Let's look at these two words, sorry and apologize. When I use 'apologize', it is more polite and more formal. That's the word I should use if I am talking to a client. When I am talking to a friend, I can simply use the word 'sorry' when I want to apologize for my mistake.

3. Listenability:

Remember that you are not penalized by having an accent. However, you still need to ensure that the examiner can hear what you say.

Rhythm, pronunciation, and intonation

Can you imagine what a robot-like speech sounds like? From old movies that you've watched, maybe you would say their speech doesn't have much of rhythm or intonation.

In English, people often group some words in a sentence together when they speak. That is rhythm.

The English language may be a bit difficult to people because the pronunciations of words are often different from how they are written. Use the right sounds when you pronounce the words. Be familiar with the 'schwa' sound in English.

Sometimes our pitch goes up or goes down. That shows intonation. Let's look at the word 'sorry'. When you say sorry to apologize, your pitch goes down, but when you say 'sorry?' as a question, the pitch will go up.

Pauses, interjections, and self-correction

Try to speak naturally. In real life people do pause, so it is ok to pause occasionally, not excessively. You shouldn't show too much hesitation when you speak. It is encouraged that you correct your mistakes when you notice them.

Use interjections to help convey your message or emotion, for instance: Oh, no! Really? This sucks! I'm sorry to hear that! You won't believe this!

HOW TO GET A HIGHER SCORE

Grammar and sentence structure

Show that you can have a good understanding of English grammar. Your sentence needs to have as few grammar mistakes as possible.

Do your grammar mistakes make it difficult to understand your sentences? How can the marker give a good score if the person is not able to understand what's in the audio recording?

Variety of sentence structure

You need to show different sentence structures. Sometimes, you can use simple sentences, but do make some complex and compound sentences too.

Consider the following structures when you speak:

- Complex and compound sentences
- Passive voice
- Causative
- Conditionals
- Reported speech
- Uses of modal verbs

4. Task Fulfillment:

Relevance

Are you talking about the same topic as the question? Do not go off-topic. Focus on what the main question is. Your main ideas have to be about the question.

Completeness

Have you done all the things they asked you to do? In one task, the question may ask you to do more than one thing. To illustrate, in task 5, you need to make comparisons and persuade someone else. That means there are two things you need to do.

HOW TO GET A HIGHER SCORE

Tone

Did you use the appropriate tone and register when you speak? Does your sentence show that you're being polite/upset/afraid? That can be shown through your tone. A different question may pose a different situation, and you may need to adjust your tone accordingly.

Length

Is your response long enough? You need to know how much time you have to prepare and how much time you need to speak for. Not all questions have the same requirements, so get to know them and follow the instruction. Sometimes your response may be cut off before you can finish it. That's ok as long as you have fulfilled the task.