

CAEL Speaking Skills

The All-Canadian Test of Academic English

CAEL Speaking Skills

Meet Your Instructor



Brandi

Content Developer/Online Instructor
Prometric

24 years teaching experience

- ESL Teacher
- Academic Writing Teacher
- Business English Teacher
- Adult Educator and Literacy Instructor (High School Completion, LINC)
- Elementary School Teacher
- Curriculum Designer
- Sessional Lecturer
- Essential Skills Coach
- Online Marker
- Learning Centre Instructor
- Tutor

Education

- Bachelor of Education – Nipissing University, Ontario, Canada
- Bachelor of Arts (English) – Nipissing University, Ontario, Canada
- CELTA Certificate in ESL – International House Vancouver, Canada

About me

- Runner (2 marathons, 13 half marathons, 10km, 8km, and 5km races)
- Traveler (Iceland, Alaska, and Greece are favourites)
- Avid reader (fiction mostly)

OUR AGENDA:

1. Speaking Task Overview
2. Practice Speaking Tasks and Strategies
3. Sample Response Analysis

Speaking Task Overview

CAEL Test Overview

Scoring



Make sure you know which band score you need!

CAEL BAND	CAEL DESCRIPTOR
80–90	Expert: Demonstrates a high level of competence, accuracy, and effectiveness in academic/professional settings
70	Adept: Uses generally accurate language in most settings; some limitations in flexibility are evident
60	Advanced: Displays competence in academic or professional settings
50	High Intermediate: Exhibits some competence in academic or professional settings; communication may break down in places
40	Intermediate: Demonstrates some ability to comprehend and articulate complex ideas and arguments typical of academic or professional settings
30	High Beginner: Expresses basic ideas about familiar topics in routine settings
10–20	Low Beginner: Communicates with limited ability

Speaking Task Overview

Independent and Integrated Speaking Tasks

	TEST PART	DESCRIPTION	TASKS/ QUESTIONS	TIMING
1	SPEAKING	Independent Speaking, Type A Independent Speaking, Type B Speaking on a Visual	3	7–10 minutes
2	INTEGRATED READING TOPIC 1	1–2 Short Reading passages 1–2 Long Reading passages 1 Speaking question about a long Reading passage	14–25 1	35–50 minutes
3	INTEGRATED LISTENING TOPIC 2	1–2 Short Listening passages 1–2 Long Listening passages 1 Speaking question about a long Listening passage	14–25 1	25–35 minutes
4	ACADEMIC UNIT A TOPIC 3	Long Reading passage Long Listening passage on same topic Long Writing response on Reading AND Listening passages	11–15 11–15 1	60–70 minutes
5	ACADEMIC UNIT B TOPIC 4	Long Reading passage Long Listening passage on same topic Short Writing response on Reading OR Listening passage	11–15 11–15 1	40–45 minutes

Total test time: About 3.5 hours

Speaking Task Overview

Instructions Screen

Part 1: Speaking - Instructions

NEXT

Instructions

i Your professor asks you a question. You have 30 seconds to prepare and 60 seconds to answer the question. Your preparation time starts on the next page.

Speaking Task Overview

Question Screen

Part 1: Independent Speaking, Type A

Preparation Time: 30 seconds
Speaking Time: 60 seconds

NEXT

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

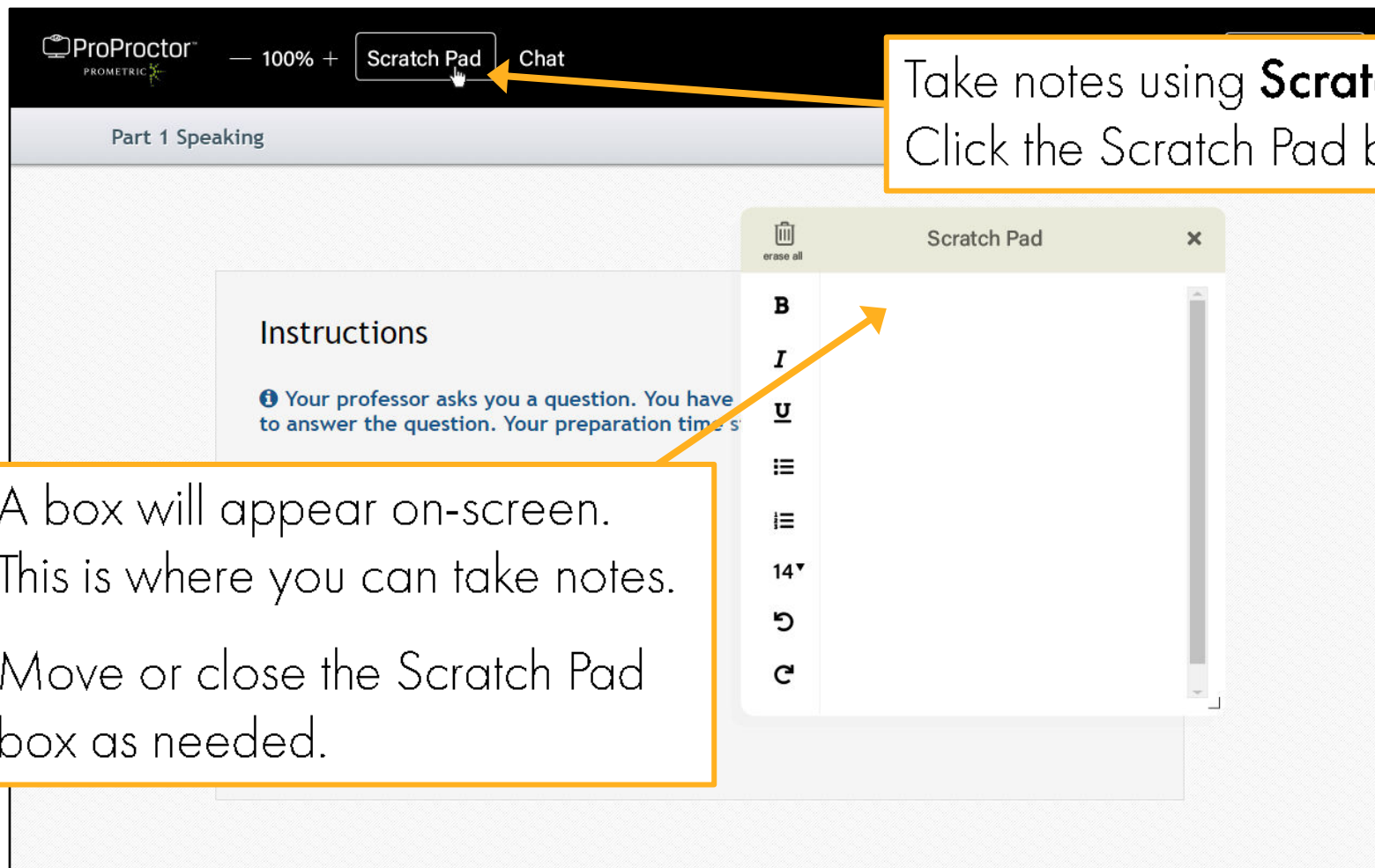
What do you want to study at university and why?



Preparation Time
30
second(s)

Speaking Task Overview

Taking Notes: CAEL Online



The screenshot shows the ProProctor interface for a speaking task. At the top, there is a navigation bar with the ProProctor logo, a zoom level of 100%, and buttons for 'Scratch Pad' and 'Chat'. Below this, the main content area is titled 'Part 1 Speaking'. A 'Scratch Pad' window is open, displaying a toolbar with icons for bold (B), italic (I), underline (U), bulleted list, numbered list, undo, redo, and clear. An arrow points from the 'Scratch Pad' button in the top bar to the 'Scratch Pad' window.

Take notes using **Scratch Pad**.
Click the Scratch Pad button.

A box will appear on-screen.
This is where you can take notes.
Move or close the Scratch Pad
box as needed.



Delivery Skills	
1. Does the speaker speak at a good volume (not too softly, not too loudly)?	Yes Sometimes No
2. Does the speaker speak clearly with minimal pausing and hesitations?	Yes Sometimes No
3. Does the speaker speak at a good speed (not too fast, not too slow)?	Yes Sometimes No
4. Does the speaker use appropriate rhythm, pronunciation, and intonation patterns?	Yes Sometimes No
Accuracy of Language	
5. Does the speaker use a variety of words and phrases?	Yes Sometimes No
6. Does the speaker use vocabulary that is suitable and precise?	Yes Sometimes No
7. Does the speaker speak in complete sentences?	Yes Sometimes No
8. Does the speaker use a variety of sentence structures?	Yes No
9. Does the speaker use appropriate linking words and phrases?	Yes Sometimes No

Content of Response	
10. Does the speaker clearly state his or her main idea?	Yes Sometimes
11. Does the speaker provide specific details and examples to support their response?	Yes Sometimes No
12. Does the speaker remain on topic?	Yes Sometimes No
13. Is the speaker's tone appropriate for the social context of the task?	Yes Sometimes No
14. Is the response well organized and easy to follow?	Yes No
15. Does the speaker avoid repeating ideas?	Yes No
16. Does the speaker conclude with an appropriate closing remark?	Yes No
Task Fulfillment	
17. Does the speaker speak for the entire time?	Yes No
18. Does the speaker's response fully answer the question?	Yes No

Practice Speaking Task

Independent Speaking: Type A

Independent Speaking Tasks

Structure

INDEPENDENT SPEAKING

- ✓ Part 1
- ✓ Speak about yourself or a visual
- ✓ Use your own knowledge
OR refer to a visual
- ✓ 30–60 seconds prep time
- ✓ 1–2 minutes Speaking Time
- ✓ Scored on content, language, and referencing details in image

Independent Speaking: Type A

Question Screen

Part 1: Speaking


Preparation Time: 30 seconds
Speaking Time: 60 seconds

NEXT

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

What do you want to study at university and why?

 Preparation Time
30
second(s)

Independent Speaking


Prep Time

Part 1: Speaking Preparation Time: 30 seconds
Speaking Time: 60 seconds NEXT

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

What do you want to study at university and why?



Preparation Time
30
second(s)

What should you do with your 30 seconds of Preparation Time?

Independent Speaking: Type A

Note Taking

What should you do with your 30 seconds of Preparation Time?

- Be sure you know exactly what you need to do.
- Make basic notes.

- *Psych major*
- *Class, Eastern, Rel St minor*
- *Psych: behaviour & mind*
- *Psych: motivations, pers*
- *Lang acq: psych & lang*

Preparation Time: 30 seconds
Speaking Time: 60 seconds NEXT

1 2

What do you want to study at university and why?

Independent Speaking: Type A

Sample Response

Part 1: Speaking


Preparation Time: 30 seconds
Speaking Time: 60 seconds

NEXT

i Answer the question by speaking into the microphone.

- Give details and examples to support your response.
- You will be evaluated on the content of your response and the accuracy of your language.

What do you want to study at university and why?

 Preparation Time
30
second(s)



Delivery Skills	
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14. Is the response well organized and easy to follow?	Yes No
15. Does the speaker avoid repeating ideas?	Yes No
16. Does the speaker conclude with an appropriate closing remark?	Yes No
Task Fulfillment	
17. Does the speaker speak for the entire time?	Yes No
18. Does the speaker's response fully answer the question?	Yes No



I'm a fifth-year student in UBC majoring in Psychology and minoring in Classical, Near Eastern, and Religious Studies. And so I guess in that way I've already decided what I want to study in university. The reason that I wanted to major in Psychology is because I've always been interested in the way that human . . . behaviour is shaped by the human mind . . . Everyone has different motivations and different personalities and that affects how our actions come. Uh . . . So I was very interested in learning about that, particularly also in language acquisition, um, the psychology behind language and how there's a certain point in our lives where we . . . are able to pick up language more easily. And also . . . just how the environment and our . . . genes . . . and all sorts of different factors affect our lives in ways that we don't even realize. And I also minored in Classical Studies.



Independent Speaking: Type A

Sample Response

I'm a fifth-year student in UBC majoring in Psychology and minoring in Classical, Near Eastern, and Religious Studies. **And so** I guess in that way I've already decided what I want to study in university. **The reason that I** wanted to major in Psychology is because I've always been interested in the way that human . . . behaviour is shaped by the human mind . . . Everyone has different motivations and different personalities and that affects how our actions come. Uh . . . **So** I was very interested in learning about that, particularly also in language acquisition, um, the psychology behind language and how there's a certain point in our lives where we . . . are able to pick up language more easily. **And also** . . . just how the environment and our . . . genes . . . and all sorts of different factors affect our lives in ways that we don't even realize. **And I also** minored in Classical Studies.



Independent Speaking: Type A

Sample Response

I'm a fifth-year student in UBC **majoring** in Psychology and **minoring** in Classical, Near Eastern, and Religious Studies. And so I guess in that way I've already decided what I want to study in university. The reason that I wanted to major in Psychology is because I've always been interested in the way that human . . . **behaviour is shaped by** the human mind . . . Everyone has **different motivations** and different personalities and that affects ***how our actions come***. Uh . . . So I was very interested in learning about that, particularly also in **language acquisition**, um, the **psychology behind language** and how there's a certain point in our lives where we . . . are able to **pick up language** more easily. And also . . . just how the environment and our . . . genes . . . and all sorts of **different factors affect our lives** in ways that we don't even realize. And I also minored in Classical Studies.



Independent Speaking: Type A

Sample Response

I'm a fifth-year student in UBC majoring in Psychology and minoring in Classical, Near Eastern, and Religious Studies. And so I guess in that way I've already decided what I want to study in university. The reason that I wanted to major in Psychology is because I've always been interested in the way that human . . . **behaviour is shaped by the human mind** . . . Everyone has different motivations and different personalities and that affects how our actions come. Uh . . . So I was very interested in learning about that, particularly also in **language acquisition**, um, the psychology behind language and how there's a certain point in our lives where we . . . are able to pick up language more easily. And also . . . just **how the environment** and our . . . **genes** . . . and all sorts of different factors **affect our lives** in ways that we don't even realize. And I also minored in Classical Studies.

Independent Speaking: Type A

Strategies

- Quickly decide what you will talk about.
- Think of at least two supporting ideas.
- Provide details/examples for each idea.
- Start with a clear and informative statement.
- Personalize your response as you talk.



Practice Speaking Task

Integrated Speaking:
Speaking on the Long Reading

Integrated Speaking Tasks

Structure

INTEGRATED SPEAKING

- ✓ **Parts 2 and 3**
- ✓ Speak about a reading passage or a lecture
- ✓ Use sources
- ✓ About 1 minute prep time
- ✓ About 2 minutes Speaking Time
- ✓ Scored on content, language, and using sources

Integrated Speaking

Checklist



Delivery Skills	
1. Does the speaker speak at a good volume (not too softly, not too loudly)?	Yes Sometimes No
2. Does the speaker speak clearly with minimal pausing and hesitations?	Yes Sometimes No
3. Does the speaker speak at a good speed (not too fast, not too slow)?	Yes Sometimes No
4. Does the speaker use appropriate rhythm, pronunciation, and intonation patterns?	Yes Sometimes No
Accuracy of Language	
5. Does the speaker use a variety of words and phrases?	Yes Sometimes No
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9. Does the speaker use appropriate linking words and phrases?	Yes Sometimes No

Content of Response	
10. Does the speaker clearly state his or her main idea?	Yes Sometimes
11. Does the speaker provide specific details and examples to support their response?	Yes Sometimes No
12. Does the speaker remain on topic?	Yes Sometimes No
13. Is the speaker's tone appropriate for the social context of the task?	Yes Sometimes No
14. Is the response well organized and easy to follow?	Yes No
15. Does the speaker avoid repeating ideas?	Yes No
16. Does the speaker conclude with an appropriate closing remark?	Yes No
Task Fulfillment	
17. Does the speaker speak for the entire time?	Yes No
18. Does the speaker's response fully answer the question?	Yes No
Speaking on the Long Reading	
1. Does the speaker use information from the reading passage to support and develop their ideas?	Yes No
2. Does the speaker use information from the reading passage that is relevant to the speaking question?	Yes Sometimes No
3. Is the speaker able to paraphrase information rather than repeating words or phrases from the reading passage?	Yes Sometimes No

Integrated Speaking

Screen Features

Part 2: Speaking on the Long Reading

Preparation Time: 60 seconds
Speaking Time: 120 seconds

Instructions Reading Passage

i Answer the question by speaking into the microphone.

- You may refer to the reading passage by using the tab above.
- Use the source information but **do not** copy directly.
- You will be evaluated on the content of your response, the accuracy of your language, and your use of the source material.

1 Why do engineering disasters happen? 2 What are the causes of errors?

Preparation Time
57
second(s)

Integrated Speaking

Screen Features

Part 2: Speaking on the Long Reading

Preparation Time: 60 seconds
Speaking Time: 120 seconds

NEXT

Instructions Reading Passage

Very often, the discipline of engineering surprises the world with marvelous feats such as the longest bridges, tallest buildings, and most sophisticated space exploration technologies. Occasionally, it sinks people's hearts with unexpected failures and tragedies, like the explosion of *Space Shuttle Challenger*. In today's media-rich society, this type of sad story travels faster than ever as engineering accidents may be more eye-catching than celebrity news. Like other applied fields, engineering continues to build upon previous errors and mistakes. Taking the proverb "To err is human; to forgive, divine," Professor Henry Petroski titled his book *To Engineer is Human: The Role of Failure in Successful Designs* to highlight the truth that engineering failures happen; what matters most is to learn from them. The attention around engineering failures and disasters has brought new courses and professionals to the field, such as failure analysis and forensic engineers.

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, miscommunication, extreme weather conditions during construction, or questionable engineering ethics, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering), evaluated 500 failure cases in civil engineering to identify

Why do engineering disasters happen? What are the causes of errors?

Preparation Time
57
second(s)

Speaking on the Long Reading

Using Your Preparation Time

↓
1

Why do engineering disasters happen? What are the causes of errors?



Preparation Time
55
second(s)

↓
2

KEY QUESTIONS

1. What do you need to talk about?
2. How will you organize your notes?



Speaking on the Long Reading

Using Your Preparation Time

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, miscommunication, extreme weather conditions during construction, or questionable engineering ethics, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering) evaluated 500 failure cases in civil engineering to identify the stages the failures stemmed from and the causes that led to the failures.

<i>Why disasters happen</i>	<i>Causes</i>

Speaking on the Long Reading

Using Your Preparation Time

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, miscommunication, extreme weather conditions during construction, or questionable engineering ethics, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering) evaluated 500 failure cases in civil engineering to identify the stages the failures stemmed from and the causes that led to the failures.

<i>Why disasters happen</i>	<i>Causes</i>
<ul style="list-style-type: none">• <i>Not following industry rules</i>	

Speaking on the Long Reading

Using Your Preparation Time

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, **miscommunication**, extreme weather conditions during construction, or questionable engineering ethics, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering) evaluated 500 failure cases in civil engineering to identify the stages the failures stemmed from and the causes that led to the failures.

<i>Why disasters happen</i>	<i>Causes</i>
<ul style="list-style-type: none">• <i>Not following industry rules</i>• <i>Poor communication</i>	

Speaking on the Long Reading

Using Your Preparation Time

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, miscommunication, extreme weather conditions during construction, or questionable engineering ethics, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering) evaluated 500 failure cases in civil engineering to identify the stages the failures stemmed from and the causes that led to the failures.

<i>Why disasters happen</i>	<i>Causes</i>
<ul style="list-style-type: none">• <i>Not following industry rules</i>• <i>Poor communication</i>• <i>Bad weather while building</i>	

Speaking on the Long Reading

Using Your Preparation Time

What are the common causes of engineering failures? A number of factors, including violation of codes of practice, miscommunication, extreme weather conditions during construction, or **questionable engineering ethics**, can come into play. Based on an analysis of 800 cases of structural failure before 1976, Miroslav Matousek and Jörg Schneider, two researchers at the Swiss Federal Institute of Technology, found that human factors constituted the main causes of failure. These included carelessness, negligence, or unpreparedness. In a more recent study, George Sowers (an honorable member of the American Society of Civil Engineering) evaluated 500 failure cases in civil engineering to identify the stages the failures stemmed from and the causes that led to the failures.

<i>Why disasters happen</i>	<i>Causes</i>
<ul style="list-style-type: none">• <i>Not following industry rules</i>• <i>Poor communication</i>• <i>Bad weather while building</i>• <i>Weak ethics</i>	



Speaking on the Long Reading

Using Your Preparation Time

Very often, the discipline of engineering surprises the world with marvelous feats such as the longest bridges, tallest buildings, and most sophisticated space exploration technologies. Occasionally, it sinks people's hearts with unexpected failures and tragedies, like the explosion of *Space Shuttle Challenger*. In today's media-rich society, this type of sad story travels faster than ever as engineering accidents may be more eye-catching than celebrity news. Like other applied fields, engineering continues to build upon previous errors and mistakes. Taking the proverb "To err is human; to forgive, divine," Professor Henry Petroski titled his book *To Engineer is Human: The Role of Failure in Successful Designs* to highlight the truth that engineering failures happen; what matters most is to learn from them. The attention around engineering failures and disasters has brought new courses and professionals to the field, such as failure analysis and forensic engineers.

OPENING STATEMENT:

Why do engineering disasters happen? What are the causes of errors?



Speaking on the Long Reading

Using Your Preparation Time

Very often, the discipline of engineering surprises the world with marvelous feats such as the longest bridges, tallest buildings, and most sophisticated space exploration technologies. Occasionally, it sinks people's hearts with unexpected failures and tragedies, like the explosion of *Space Shuttle Challenger*. In today's media-rich society, this type of sad story travels faster than ever as engineering accidents may be more eye-catching than celebrity news. Like other applied fields, engineering continues to build upon previous errors and mistakes. Taking the proverb "To err is human; to forgive, divine," Professor Henry Petroski titled his book *To Engineer is Human: The Role of Failure in Successful Designs* to highlight the truth that engineering failures happen; what matters most is to learn from them. The attention around engineering failures and disasters has brought new courses and professionals to the field, such as failure analysis and forensic engineers.

OPENING STATEMENT: Like everyone else, engineers aren't perfect. But their mistakes tend to be highly visible and attract lots of attention.

Why do engineering disasters happen? What are the causes of errors?



Speaking on the Long Reading

Using Your Preparation Time

Very often, the discipline of engineering surprises the world with marvelous feats such as the longest bridges, tallest buildings, and most sophisticated space exploration technologies. Occasionally, it sinks people's hearts with unexpected failures and tragedies, like the explosion of *Space Shuttle Challenger*. In today's media-rich society, this type of sad story travels faster than ever as engineering accidents may be more eye-catching than celebrity news. Like other applied fields, engineering continues to build upon previous errors and mistakes. Taking the proverb "To err is human; to forgive, divine," Professor Henry Petroski titled his book *To Engineer is Human: The Role of Failure in Successful Designs* to highlight the truth that engineering failures happen; what matters most is to learn from them. The attention around engineering failures and disasters has brought new courses and professionals to the field, such as failure analysis and forensic engineers.

OPENING STATEMENT: *Like everyone else, engineers aren't perfect. But their mistakes tend to be highly visible and attract lots of attention.*

CLOSING STATEMENT:

*In closing ...
To return to my main point ...*

Speaking on the Long Reading

Using Your Preparation Time



1. Determine what you must talk about.
2. Skim the reading to find relevant details. (Take notes).
3. Rephrase key ideas.
4. Think of a good opening statement.

Speaking on the Long Reading

Sample Response

Part 2: Speaking on the Long Reading

Preparation Time: 60 seconds
Speaking Time: 120 seconds

NEXT

Instructions

Reading Passage

i Answer the question by speaking into the microphone.

- You may refer to the reading passage by using the tab above.
- Use the source information but **do not** copy directly.
- You will be evaluated on the content of your response, the accuracy of your language, and your use of the source material.

Why do engineering disasters happen? What are the causes of errors?





Speaking on the Long Reading



Sample Response

Engineering disasters happen, uh, sometimes because of unforeseen weather . . . conditions such as natural disasters, earthquakes, tornadoes, hurricanes, etc. But also, according to Miroslav Matousek . . . and Jorg Schneider, uh, two researchers who did a study, found that the main causes of engineering failure, uh, include carelessness, negligence, and human unpreparedness. More recently, uh, George Show, Sowers, um . . . looked at 500 cases of engineering failures and identified that 88% of these cases were due to what he called human shortcomings. With ignorance and not using the appropriate technology being the most common factors. Um, in add . . . What causes these errors . . . Um . . . is mostly a lack of communication. For example, in the walkway collapse in the Kansas City hotel, that was a . . . lack of communication between the designer and the engineer. Sometimes these errors are caused by administrative . . . using the incorrect units, in the case of the Mars Climate Orbiter. And also what could cause, uh, errors such as these is not having, uh, correct supervision as is, was the case in the, um, error of the, uh, Quebec bridge. All of these cases are human errors, things that could have been avoided had the right precautions, uh . . . been used. These would apply to, uh, George Sowers 33% ignorance. Um . . . and also to a, mostly a lack of communication.



Speaking on the Long Reading

Sample Response

Engineering disasters happen, uh, sometimes because of unforeseen weather . . . conditions such as natural disasters, earthquakes, tornadoes, hurricanes, etc. **But also**, according to Miroslav Matousek . . . and Jorg Schneider, uh, two researchers who did a study, found that the main causes of engineering failure, uh, include carelessness, negligence, and human unpreparedness. **More recently**, uh, George Show, Sowers, um . . . looked at 500 cases of engineering failures and identified that 88% of these cases were due to what he called human shortcomings. With ignorance and not using the appropriate technology being the most common factors. Um, **in add** . . . What causes these errors . . . Um . . . is mostly a lack of communication. **For example**, in the walkway collapse in the Kansas City hotel, that was a . . . lack of communication between the designer and the engineer. Sometimes these errors are caused by administrative . . . using the incorrect units, in the case of the Mars Climate Orbiter. **And also** what could cause, uh, errors such as these is not having, uh, correct supervision as is, was the case in the, um, error of the, uh, Quebec bridge. All of these cases are human errors, things that could have been avoided had the right precautions, uh . . . been used. These would apply to, uh, George Sowers 33% ignorance. Um . . . and also to a, mostly a lack of communication.



Speaking on the Long Reading

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Speaking on the Long Reading

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Integrated Speaking Tasks

Strategies

- Identify all parts of the question.
- Find and/or remember relevant information in the reading or lecture. (Take notes).
- Start with a clear introductory sentence.
- Use your notes to support your opinion and develop your main ideas.
- Fill the Speaking time effectively. (Avoid rambling or repeating yourself).
- End with a closing statement.



Speaking Tasks

Raising Your Score

BEFORE THE TEST	DURING THE TEST
Expand your academic vocabulary.	Speak with confidence and authority.
Develop your sentence structure. (Learn how to accurately produce complex sentences).	Use intonation, stress, and brief pauses to draw attention to key points.
Practice clear pronunciation.	Avoid lengthy silences.
Do daily timed and untimed practice sessions.	Include transitions to signal and link key ideas.
	Speak in complete sentences.
	Demonstrate good control of grammar and sentence structure.



Speaking Tasks

Raising Your Score

BEFORE THE TEST	DURING THE TEST
Improve your academic English.	Speak with confidence and authority.
Develop your sentence structure.	Use intonation, stress, and brief pauses to draw attention to key points.
Work with audiobooks to reduce your accent and improve your pronunciation.	Avoid lengthy silences.
Do daily timed practice sessions.	Include transitions to signal and link key ideas.
	Speak in complete sentences.
	Demonstrate good control of grammar and sentence structure.





CAEL Test

More Information

Phone (toll-free in N. America): 1-855-520-2235

Email: info@cael.ca

Homepage: cael.ca (FAQs, online chat when available)

Online Store: cael.ca/studymaterials



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Questions?