

LanguageCert

**SELT**

**Preparing for your  
LanguageCert International ESOL SELT exam:  
C1 Listening, Reading, Writing, Speaking**

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# About your C1 exam

# Exam information

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- **2 components:**
    - Written (Listening, Reading, Writing)
    - Spoken (Speaking)
  - You can take these components **in any order**
  - You must take them **both within 14 days**
  - You will receive your **results 5 working days** after taking both components
  - You can book exams **online up to 24 hours** before an exam
- You take both components at a **LanguageCert SELT test centre**
- You can **choose** from **locations and dates and times** that are best for you

# Exam information

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- You take both components **online using a computer and headphones**
- Your Spoken component is a **short online interview** with a live LanguageCert interlocutor
- You are **examined individually**
- You complete Listening tasks before you move on to the Reading and Writing tasks
- Both components have topics and tasks based on **practical experience** and **everyday situations**

# Written Component



## Written Component

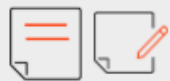


### Listening

30 minutes  
Hear each part twice

### Listening

4 parts - 26 questions  
Multiple choice/gap filling



### Reading & Writing

2 hours & 40 minutes  
1 uninterrupted session

### Reading

4 parts – 26 questions  
Multiple choice/gap filling/multiple matching

### Writing

2 tasks  
Formal 200-250 words | Informal 250-300 words

# Spoken Component



## Spoken Exam



### Speaking

- 1 to 1
- 4 parts
- 15 minutes

### Part 1

Personal information, ideas, opinions

### Part 2

Situational roleplays

### Part 3

Interactive task, exchanging info and opinions

### Part 4

Long turn about a topic, chosen by Interlocutor

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# Preparing for C1 Listening



# Get ready for Listening

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- **Look at the IESOL Listening Reading, Writing Qualification Handbook on our website– read all about the C1 format, features, ‘can-do’ Listening skills descriptions, C1 topics, functions, grammar.**
- **Get to know the Listening exam tasks- look at the samples here and the helpful information on how to prepare.**
- **Now see more examples of Listening exam tasks in the practice papers on our website.**

# C1 Listening

## Listening Part 1

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

- I'm glad we kept to schedule.
  - I'll do my best to get there.
  - I suppose she must be right.
- That was really very amusing.
  - I found it very disappointing.
  - This is exactly what I mean.
- I wish I could learn to fly too.
  - I never was good at guessing.
  - I always knew you could do it.
- I'll keep my word this time.
  - I never did hear what you said.
  - I've been here lots of times before.
- Sorry, can you show me exactly where?
  - Well, can you check that it's on the right?
  - Thanks, can you show me the signature?
- OK, I'll call you later.
  - OK, I'll interrupt her call.
  - OK, I'll ask her to call you.

# C1 Listening

## Listening Part 2

You will hear some conversations.  
You will hear each conversation twice.  
Choose the correct answers for each conversation.

### Conversation 1

1. The speakers are probably in a/n

- a) interior decorator's.
- b) department store.
- c) paint shop.

2. Lola sounds

- a) unconcerned.
- b) indecisive.
- c) dissatisfied.

### Conversation 2

3. The speakers think their Uncle George is

- a) similar to his brothers.
- b) a very difficult person.
- c) fond of their mother.

4. We understand from the conversation that the

- a) man's opinion is not always valued.
- b) three speakers always think alike.
- c) women rarely agree on very much.

# C1 Listening

Part 3  
SAMPLE

## Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to five words.

**Pasta**

1. Main ingredient of pasta:  
.....
2. Way fresh pasta originally made:  
.....
3. Cavatelli pasta named according to:  
.....
4. Where *al forno* pasta is cooked:  
.....
5. Three characteristics that differentiate pasta sauces:  
.....

# C1 Listening

## Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

1. Joanna thinks that Paul should opt for an online course because it's the

- a) more economical option for him.
- b) best way for him to get a new job.
- c) choice she has made for herself.

2. Paul wants to experience student life because he

- a) misses his family now and feels rather lonely.
- b) enjoyed it when studying for his first degree.
- c) doesn't want to lose out on the chance again.

3. What is Joanna's opinion about student life?

- a) It is generally a very pleasant experience.
- b) Its disadvantages outweigh its advantages.
- c) It allows people to form strong friendships.

4. Paul thinks that Joanna's view about student life is

- a) biased.
- b) justified.
- c) persuasive.

5. Paul mentions Joanna's cousin to

- a) explain how the costs of studying can be shared.
- b) show that group work is important while studying.
- c) stress the social benefits associated with studying.

6. Paul prefers the university in Glasgow because he

- a) wants a complete change from London.
- b) likes the quality and length of their course.
- c) thinks Joanna will enjoy visiting him there.

7. Paul and Joanna agree that

- a) he'd be better suited to accommodation in the city centre.
- b) he'll miss out on student life if he doesn't live on campus.
- c) he's a bit too old for student accommodation.



# C1 Listening – Helpful information

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## Before Listening

- Do timed practice using the practice papers on our website.
- While practising, be positive and calm and fully focused on your tasks.
- Read instructions very carefully (e.g. if asked to complete gaps with a certain number of words, try to stick to the word limit).
- Read questions and/or answer choices to predict the context and understand the listening purpose of the task.
- Focus on key words in the questions. That'll help you remember what to focus on.
- Remember the information asked usually follows the same order as the information provided.
- Pay attention to any heading (e.g. in Part 3) as a heading is a most helpful 'summary' of what you are about to hear.

# C1 Listening – Helpful information

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## During Listening

- Focus on the gist, try to understand the general meaning.
- Pay attention to the speaker's stress/intonation. This might help you find the correct answer.
- Listen and choose an answer even if you are not sure about it.
- Prepare for the next question. That'll make you feel ready for what will follow and more confident.
- Don't be put off by unknown words. Try to guess them from the context.

## After Listening

- Make sure you have answered all questions.
- If you can't decide on the right choice, follow a process of elimination (i.e. cross out the choices which seem to be irrelevant).
- Check once more if you have produced the number of words allowed.

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# Preparing for C1 Reading



# Get ready for Reading

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- **Look at the IESOL Listening Reading, Writing Qualification Handbook on our website– read all about the C1 format, features, ‘can-do’ Reading skills descriptions, C1 topics, functions, grammar.**
- **Get to know the Reading exam tasks- look at the samples here and the helpful information on how to prepare.**
- **Now see more examples of Reading exam tasks in the practice papers on our website.**

# C1 Reading

## Reading Part 1

Read the text and the statements. Some of these statements are true according to the text; some of them are false. Choose the correct answer True (T) or False (F) for each statement.

I hurried along the road at top speed without seeing anything of Sir Henry, until I came to the point where the moor path branches off. There, fearing that perhaps I had set off in the wrong direction after all, I mounted a hill from which I could command a view – the same hill which is cut into the dark quarry. Then I saw him at once. He was on the moor path, about a quarter of a mile off, and a lady was by his side who could only be Miss Stapleton.

It was clear that there was already an understanding between them and that they had met by appointment. They were walking slowly along in deep conversation, and I saw her making quick little movements of her hands as if she were very earnest in what she was saying, while he listened intently, and once or twice shook his head in strong dissent. I stood among the rocks watching them, very much puzzled as to what I should do next. To follow them and break into their intimate conversation seemed disgraceful and yet my clear duty was never for an instant to let him out of my sight.

To act the spy upon a friend was a hateful task. Still, I could see no better course than to observe him from the hill, and to clear my conscience by confessing to him afterwards what had happened. It is true that if any sudden danger had threatened him I was too far away to be of use, and yet I am sure that you will agree with me that there was nothing more I could do.

Our friend, Sir Henry, and the lady had halted on the path, and were standing deeply absorbed in their conversation, when it became apparent to me that I was not the only witness of their interview. I detected something green floating in the air out of the corner of my eye, and another glance showed me that it was carried on a stick by a man who was moving among the woods.

1. At first the writer was uncertain about the route he had followed.
2. The writer heard the man and the woman quarrel.
3. The writer feels that his behaviour was somewhat immoral.
4. The man and woman were aware that they were being watched.
5. The writer was injured in the eye by something that another man was holding.


# C1 Reading

## Reading Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There are two extra sentences you will not need.

James Augustine Aloysius Joyce was born on 2 February 1882 to John Stanislaus Joyce and Mary Jane 'May' Murray, in the Dublin suburb of Rathgar. He was the eldest of ten surviving children.

His father's family, originally from Fermoy in Cork, had once owned a small salt and lime works. Joyce's father and paternal grandfather both married into wealthy families, though the family's purported ancestor, Seán Mór Seoighe was a stonemason from Connemara. (1) \_\_\_\_\_ The family subsequently moved to the fashionable small town of Bray, 12 miles from that city. Around this time Joyce was attacked by a dog, which resulted in his lifelong *cynophobia*; he was never again at ease near the creatures. (2) \_\_\_\_\_

Joyce enrolled at the recently established University College Dublin (UCD) in 1898, studying English, French and Italian. He also became active in theatrical and literary circles in the city. In 1900 his complimentary review of Henrik Ibsen's drama *When We Dead Awaken* appeared in *The Fortnightly Review*. (3) \_\_\_\_\_ Joyce wrote a number of other articles and at least two plays (since lost) during this period. Many of the friends he made at University College Dublin appeared as characters in his works. His closest fellow students included leading figures of the generation, most notably the authors Thomas Kettle, Francis Sheehy-Skeffington and Oliver St. John Gogarty. (4) \_\_\_\_\_ However, Joyce had it printed and distributed locally. He was eventually introduced to the wider Irish public by Arthur Griffith in his newspaper, *The United Irishman*, in November 1901. After graduating from UCD in 1902, Joyce left for Paris to study medicine, but he soon abandoned this. (5) \_\_\_\_\_ However, Joyce had already failed to pass a chemistry exam in Ireland, so perhaps it was not simply his linguistic ability, or lack of it, that was an issue. Joyce himself claimed ill health as the problem and wrote home that he was unwell and complained about the cold weather. He stayed on for a few months, constantly appealing for finance his family could ill afford and always reading late into the night. (6) \_\_\_\_\_

- A Richard Ellmann suggests that this may have been because he found scientific lectures too difficult in a foreign language.
- B Joyce penned an article on the influence of these famous writers, but his college magazine refused to publish it.
- C In 1887, his father was appointed rate collector (i.e. a collector of local property taxes) by the Corporation of Dublin.
- D The issue of Joyce's relationship with religion is somewhat controversial.
- E Having completed work on *Ulysses*, Joyce was so exhausted that he did not write a line of prose for a year.
- F It was the first time he'd had anything published and he subsequently sent a fan letter to the playwright, receiving a letter of thanks in return.
- G He also suffered from a fear of thunderstorms, after a superstitious aunt had told him they were a forecast of bad luck.
- H These were both habits that would continue throughout his life.

# C1 Reading

## Reading Part 3

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

**A**

A laptop, often called a notebook, is a portable personal computer suitable for mobile use. Although at first there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, in modern usage there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, and for personal multimedia. A laptop combines the components and inputs of a desktop computer, including the display, speakers, a keyboard, and pointing devices into a single unit. Most modern-day laptops also have integrated webcams and built-in microphones. The device can be powered either from a rechargeable battery or by mains electricity from an AC adapter. Portable computers, which later developed into modern laptops, were originally considered to be a small niche market, mostly for specialised professionals, such as military personnel, accountants, or sales representatives.

**B**

It was supposed to be a pleasant surprise, but it wasn't in the end. Having bought one of your most expensive laptops as a present for my partner, I thought that any problems we would have with the device would easily be solved by your company. However, this was not the case. When I had to contact your call centre to inform them that our brand-new laptop showed a blank screen, I was unpleasantly surprised to hear that there was nothing they could do because the problem was not related to parts. I hope you can appreciate why I found this reply unacceptable. If I'd known I'd be treated in this way, I would have bought one of your second-hand laptops, which cost less than €300.

**C**

Whether for business or pleasure, laptops are now a vital part of our everyday life. A wide range of choice is offered in all sizes and colours. No matter what your needs, don't miss out on this week's offer. All brand-new laptops and notebooks are 10% off for the whole week. Get yours today and get a €50 voucher off your next purchase. Also, when you buy one of our new laptops, you'll get a complimentary waterproof case. However, if you are on a tight budget, we've got the solution for you, too. Visit us and check out our stock of second-hand laptops which have all been inspected, cleaned and restored to original factory specifications. All come with a two-year guarantee and any problems will quickly be rectified by our team of specialists.

**D**

Leaving the laptop plugged in for too long will reduce the lifetime of its battery. Overheating computers can cause a lot of problems, from seemingly random blue screens to data loss. Be extra careful with wet surfaces because they can cause severe damage to the laptop which, in some cases, is irreparable. If you meet any of the above difficulties while using your device, or any other setback, use the "quick tips" to find the solution. If the problem persists, contact our service department. If your device is under guarantee, any work done will be free of charge, but please note that the guarantee is only valid if the device is used properly. When you call the service department, you will need the part number from your laptop's user manual. You can also find this by searching for your laptop's model number online.

**In which text does the writer:**

1. encourage people to make a purchase?
2. advise readers of precautionary measures?
3. describe an unexpected annoyance?


**Which text is saying the following?**

4. In some cases, damage caused to laptops cannot be rectified.
5. Ownership of laptops was originally limited to specific types of users.
6. A guarantee does not cover damage caused by inappropriate use.
7. A protective cover is free of charge.


# C1 Reading

## Reading Part 4

Read the text and answer the questions. Use a maximum of five words for each question.

### How to be happy

Happiness is not a simple state to achieve, but it may be gained through a process of striving for, seeking, finding and retaining self-actualising work and leisure time, even when they appear elusive. Being happy often means finding satisfaction or contentment, feeling joyful, and sensing that your life is meaningful. Nobody is jolly and elated all the time, but some individuals are definitely more fulfilled than others. Most studies reveal that happiness has very little to do with possessions – so what is it about? And, since being happy is also good for health, how can we attain it?

Change your memory. People have an unfortunate tendency to concentrate on remembering negative experiences. However, thanks to its adaptability (neuroplasticity), you can actually change the way your mind functions. You can train it to be happier.

Look for the positive in all your experiences. The old saying that you find what you look for is true. Accept harsh experiences and problems as learning opportunities. It can be tempting to let challenges or roadblocks keep us from feeling happy. Sometimes, it looks as if there's nothing good about a particular situation or experience. However, it's important to think about even the greatest setbacks as experiences we can learn from so that we will be able to gain great results in the future.

Cultivate optimism. Why does winning the lottery not make people happy? In the 1970s, researchers followed people who'd won the lottery and found that a year afterward, they were no happier than people who hadn't. This is called hedonic adaptation, which suggests that we each have a "baseline" of happiness to which we return. No matter what events occur, good or bad, the effect on our happiness is temporary, and happiness tends to quickly revert to the baseline level. Some people have a higher baseline happiness level than others, and that is due in part to genetics, but it's also largely influenced by our approach to life.

Smile. Science suggests that when you smile, whether you're happy or not, your mood is elevated. This is especially true if all your facial muscles, including the ones around your eyes, contract in order to form a smile. So, smile whenever you can! Smiling is like a feedback loop: smiling reinforces happiness, just as happiness causes smiling. People who smile during painful procedures reported less pain than those who kept their facial expression neutral.

(...)

1. What has research shown that happiness is seldom related to?  
.....
2. What do people generally find difficult to avoid doing?  
.....
3. How should we perceive difficulties and tough situations?  
.....
4. What determines the baseline of happiness, besides attitude to life?  
.....
5. Which body parts change when you smile?  
.....
6. According to Dr Leitz, what effect will over-analysing have on happiness?  
.....
7. What does compassion reveal about you?  
.....
8. What do you need to share with friends to achieve happiness?  
.....

# C1 Reading – Helpful information

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## Before Reading

- Remember the main features of the Reading exam (text types and question types to be expected, usual focus of texts etc.) It helps to know what may be in the exam.
- Know the various strategies that can help you understand a text (e.g. skimming, scanning, predicting and confirming predictions, guessing helped by the title).
- While preparing, be aware of linking words and of their role in the texts you read.

# C1 Reading – Helpful information

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## During Reading

- Read the instructions very carefully and don't rush through the task.
- Always read the title, if any. Remember a title is very much like a summary informing you about the content of the text that follows.
- Start by reading the text once to get the main idea. That'll help you locate information if you roughly know where it is.
- Do not waste your time trying to understand the meaning of any new words in the text. Try to understand their meaning through the sentences before/after them.
- Read all the questions carefully. They may guide you as to the content of the text.
- Focus on key words or key ideas. That'll help you remember which points are raised, where you can find them.

# C1 Reading – Helpful information

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## During Reading

- Remember that answers do not always 'lift' words from the text. Look for paraphrases.
- Remember that information you read usually follows the same order as information requested through questions.
- Select an answer (in the case of a multiple choice question) even if you are not sure of it.
- Divide the time equally between your Reading and Writing tasks. Keep an eye on the time.
- If you can't answer a question, carry on and you may come back to it later.
- In the case of a text with removed sentences, first try to understand the general meaning of the text. Only then read the provided options (i.e. removed sentences).



# C1 Reading – Helpful information

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## After Reading

- Always re-read the text and confirm your answers.
- If there are still unanswered questions, write an answer, even if you are not sure it is the right one.
- Remember there cannot be more than one correct answer to each of the multiple choice questions.

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# Preparing for C1 Writing

# Get ready for Writing

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- **Look at the IESOL Listening Reading, Writing Qualification Handbook on our website– read all about the C1 format, features, ‘can-do’ Writing skills descriptions, C1 topics, functions, grammar.**
- **Get to know the Writing exam tasks- look at the samples here and the helpful information on how to prepare.**
- **Now see more examples of Writing exam tasks in the practice papers on our website.**

# C1 Writing

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## Writing Part 1

You read the following two extracts in your local newspaper. Write a letter to the editor commenting on the two views and expressing your own opinion.

Our government should spend more money on museums and galleries. Children must be exposed to the arts and be given artistic opportunities. Surveys have even shown that this would improve their overall academic performance.

Who cares about the arts? Museums and galleries should not be our priority – our government has already spent enough money on them. What about all the other important issues?

Write between 150 and 200 words.

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# C1 Writing

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## Writing Part 2

You recently read the following quotation: 'Actions speak louder than words'.

Write a letter to your best friend explaining how this quotation made you feel and describing an occasion on which it inspired you.

Write between 250 and 300 words.

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# C1 Writing – Helpful information

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## **Before Writing**

- Be aware of the text types to be produced and their key features before the exam.
- Prepare for the text types by doing the writing tasks in our practice papers.
- Time yourself when you try out the writing tasks in our practice papers.
- Produce the required amount - write within the word count.

# C1 Writing – Helpful information

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## During Writing

- Show a range of C1 grammar.
- Carefully read the topic and think of the grammar to be used.
- Remember who the intended audience is as it will affect the grammar to be used.
- Use the more complex vocabulary you know, vocabulary that reflects your C1 level. Show what you know, not the easiest words that come to mind.
- Avoid generic words (e.g. 'good', 'bad', 'big'). Replace them with more descriptive/specific ones (e.g. instead of 'good', how about using 'interesting', 'amazing', 'outstanding', 'terrific?').
- Organise your text into paragraphs and remember each paragraph consists of at least 2-3 sentences.
- Remember to use a 'topic sentence' which introduces what will be discussed in the next lines and 'supporting sentences' which provide further information.

# C1 Writing – Helpful information

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## During Writing

- Do not forget that a paragraph usually closes with a concluding sentence which summarises the information that has been presented.
- Use 'linking words' and know their meaning, use, position in a sentence. Try to vary them. Do not overuse the same ones throughout your text.
- Plan to finish early and have time for review.

## After Writing

- While proofreading your text, check for repetitions, if you've forgotten any words etc. and make the necessary corrections.
- Try to remember the kind of mistakes you usually make and see if you've made similar ones.



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# Preparing for C1 Speaking

# Get ready for Speaking

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- **Look at the IESOL Speaking Qualification Handbook on our website– read all about the C1 format, features, ‘can-do’ Speaking skills descriptions, C1 topics, functions, grammar.**
- **Get to know the Speaking exam tasks- look at the samples here and the helpful information on how to prepare.**
- **Now see more examples of Speaking exam tasks in the practice papers on our website.**



# C1 Speaking

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## **PART 1 (3 minutes)**

Interlocutor asks you these questions:

**Can you spell your family name for me, please?**

**Which country are you from?**

Interlocutor will ask you some questions about different topics:

*(up to five questions, one from each of the different topic areas below)*

### **Parental responsibilities**

- **Why do you think some children become spoilt?**
- **What do you think is the most important feature of a good parent?**
- **Do you think punishment is a good way of making children behave themselves?**

**(etc)**



# C1 Speaking

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## PART 1

### **Money management**

In your opinion, what's the best way of saving money?

What might be the main disadvantage of having a lot of money?

Why do some people believe it's wrong to take out a loan to buy something? (etc)

### **Superstitions**

What are the most common superstitions in your country?

Why do people believe in superstitions?

What do you think are the origins of superstitions? (etc)

### **Space exploration**

To what extent is money spent on space exploration a waste of money?

How would you feel if you travelled in outer space?

What two things would you take with you if you moved to another planet? (etc)

### **Music**

How much does your mood affect the music you listen to?

Do you agree that music should be part of the school curriculum?

Are the lyrics or the tune of a song more important? Why? (etc)



# C1 Speaking

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## PART 2 (3 minutes)

Interlocutor says: **We are going to role-play some situations. I want you to start or respond.**  
*(Interlocutor chooses choose one situation from below)*

**First situation** (interlocutors chooses one of these )

- **We're flatmates. I start. Why on earth do you keep tidying up? I can't find my laptop yet again.**
- **We're classmates. I start. What do you think of our new teacher? She seems a bit strict to me.**
- **We're neighbours. I live next door. I start. Your child's football has made a mark on my fence again.**
- **You're visiting a museum. I'm the security guard. I start. Excuse me. I've told you twice already – please don't stand so close to the paintings.**

(you answer)

Conversation continues for about 2 turns each.



# C1 Speaking

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- **PART 2**
- Interlocutor now says: **Second situation**
- (Interlocutor chooses one of these)
  
- **I'm your boss. You think you deserve a pay raise for your hard work. You start.**
- **We're flatmates. I haven't paid my share of the rent for the last three months. You start.**
- **I'm a plumber. I've recently done some work in your house and you're totally dissatisfied. You start.**
- **We're best friends. I've just told you I've been made redundant. You start.**

(you start)

Conversation continues for about 2 turns each.

If there is enough time the interlocutor will choose another situation.



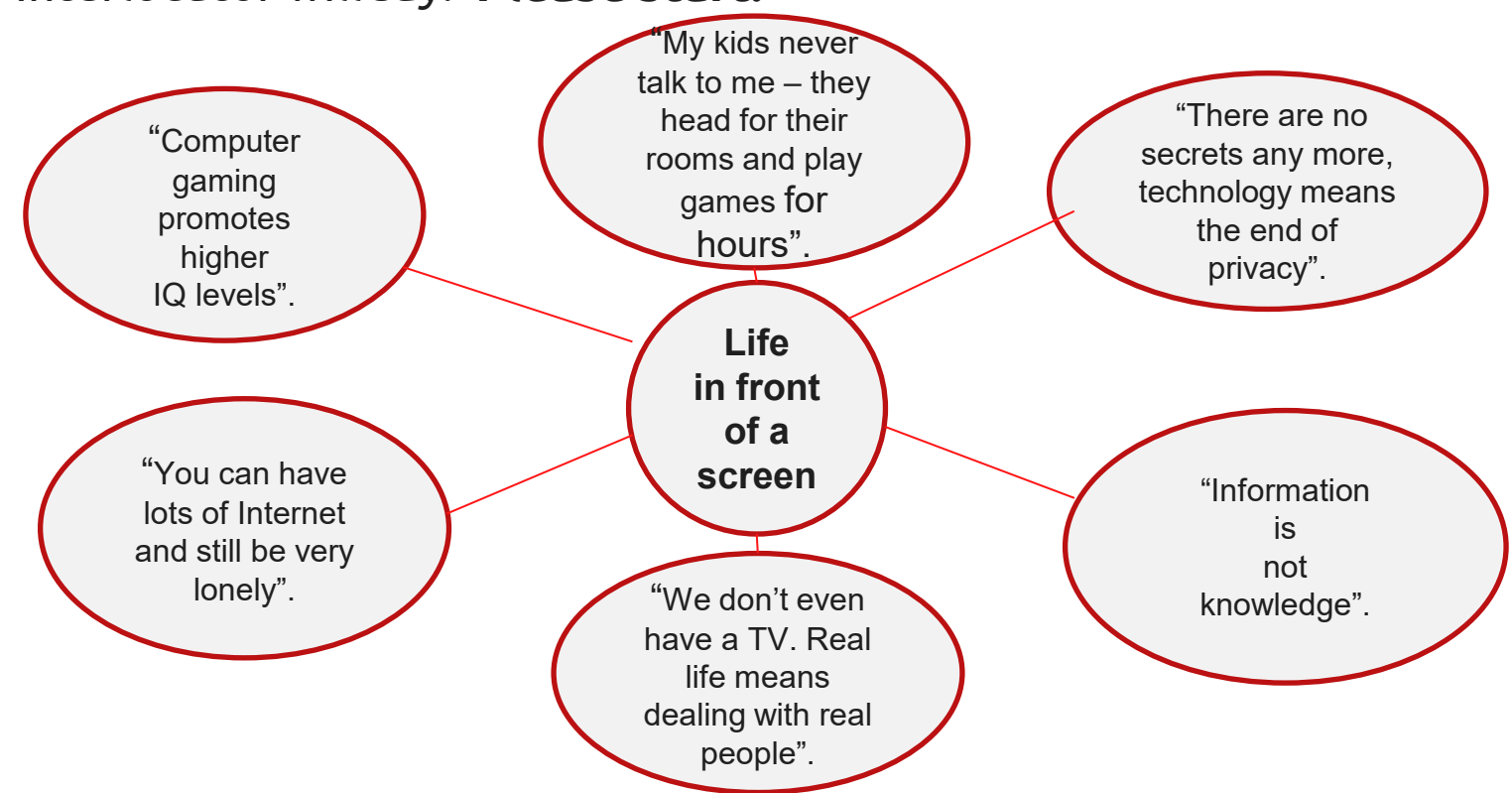
# C1 Speaking

## PART 3 (4 minutes)

Interlocutor says: **We're going to discuss something together** (you will see your task sheet.)  
**Here are some views about the effect of technology on our lives. Let's discuss the views and decide which ones we most agree with and which we least agree with. Take twenty seconds to think about what you want to say.**

After 20 seconds, Interlocutor will say: **Please start.**

Your Task Sheet:





# C1 Speaking

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## **PART 4 (5 minutes including follow-up questions)**

Interlocutor says: **You are going to talk about something for two minutes. Your topic is** (interlocutor chooses 1 topic from this list)

- Topics:**
- A. The ideal educational system for you**
  - B. A time when unexpected weather conditions made you alter your plans**
  - C. The importance of body language**

Interlocutor says: **You now have thirty seconds to write some notes to help you. So your topic is** (*interlocutor repeats topic*).

After 30 seconds, the interlocutor says: **Please start.**

You talk for 2 minutes.

After that, the interlocutor asks you some follow up questions





# C1 Speaking

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**PART 4** Follow-up questions Interlocutor can ask you:

## **The ideal educational system for you**

- How important are exams in the educational system in your country?
- Do you think that teachers will be replaced by computers in the future?
- How would you react if you failed an important exam?
- Do you think formal education always plays an important role in people's careers?

Why (not)?

## **A time when unexpected weather conditions made you alter your plans**

- How important is the weather to you?
- In what ways do you think weather and our mood are connected?
- To what extent are weather forecasts accurate nowadays?
- Which country do you think has the perfect weather? Why?

## **The importance of body language**

- How important is body language during an interview?
- How much attention do you pay to your own body language? (etc)

# C1 Speaking – Helpful information

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## Before Speaking

- While preparing for Part 4, practise speaking for a short amount of time initially, and then gradually increase the duration (up to the specified duration).
- Learn to express what you have to say with reasons, evidence, personal experiences.
- If you realise that you are making a few grammatical mistakes, don't worry, just carry on. Don't interrupt the flow of your oral response.
- While practising if you are not happy with what you're producing, keep talking. Try to be more fluent next time and you'll do better.
- Remember listening is half of your Spoken communication. Being fluent in a language is often the result of listening to a lot of different sources (television, radio, songs etc.) in that language.

# C1 Speaking – Helpful information

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## During Speaking

- Use C1 'advanced' vocabulary you know which reflects your current level.
- Avoid generic words. Replace them with more descriptive ones.
- If you can't remember a word, say it in another way, paraphrase it.
- Avoid repetitions as far as possible. Use synonyms, paraphrase.
- Try to present your ideas as logically as possible.
- Signpost the direction of your thoughts (e.g. by using 'First of all ...', 'Then ...', 'Finally ...').
- Try to always speak clearly.
- Organise your thoughts before answering questions, especially in Part 2 (role play) and Part 3 (discussion).
- Use the appropriate language/tone etc. depending on the role assigned to you, e.g. in Part 2 (role play) or in Part 3 (discussion).
- Try to keep hesitations and pauses to a minimum. Resort to 'fillers' to fill in your silent gaps (e.g.: 'Well...', 'Now, let me think...', 'I mean...', 'You know...').

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**What to expect on exam day**

# On exam day

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- Arrive at the SELT Test Centre 30 minutes before the start time of your test.
- Complete the necessary sign-in procedures.
- Bring with you the same valid photo ID/Passport that you used to register for your exam.
- Leave your belongings in a locker because bags, mobile phones and other personal items are not allowed into the exam room.
- Breaks are not allowed during your exam.
- Ask the friendly Test Centre staff if you have any questions before you start the test.
- Ask the live examiner (interlocutor) if you have any questions while doing the Speaking test.

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**Other useful information**

# LanguageCert Support on our website

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## Support material

- IESOL Speaking Qualification Handbook
- IESOL Listening, Reading, Writing Qualification Handbook
- Qualification Overview
- Practice Papers
- FAQs
- Other resources



- Contact our customer service team 24/7/365 if you have any questions

# Contact us!

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<https://selt.languagecert.org/contact>



[Email: selt@languagecert.org](mailto:selt@languagecert.org)



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**Thank you  
& Good Luck**