LANGUAGECERT®

**LANGUAGECERT Test of English (LTE)
Listening, Reading, Writing, Speaking**

Qualification Handbook

PeopleCert
Dream it, do it.

TABLE OF CONTENTS

Document Revision History		
Version	**Date**	**Description of Change**
5.0	05/12/2025	Updates in Sections 1 Purpose of the qualification handbook, 2 Introduction to LANGUAGECERT® Test of English (LTE), 4 LANGUAGECERT® Test of English (LTE) A1-C2 Writing, 7 Resources and Support and 8 Appendix – Sample Certificate
4.0	22/10/2025	• Minor updates in Sections 2.4 Guided Learning Hours (GLH) and Total Qualification Time (TQT) and 2.5 Qualification titles • Update of Section 8 Appendix – Sample Certificate
3.0	09/10/2024	2024 Rebranding
2.0	26/06/2023	• Updates in sections 2 Introduction to LANGUAGECERT® Test of English (LTE) and 3 LANGUAGECERT® Test of English (LTE) A1-C2 Listening & Reading • Addition of Ofqual Qualification Numbers in section 2.5 Qualification titles
1.0	18/05/2023	Initial Version

About LANGUAGECERT®

LANGUAGECERT® is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LANGUAGECERT® is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LANGUAGECERT® delivers language qualifications through a network of approved test centres worldwide.

LANGUAGECERT® combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LANGUAGECERT® relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LANGUAGECERT® is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LANGUAGECERT®'s Equality and Diversity Policy on LANGUAGECERT®'s official website, languagecert.org.

1 Purpose of the qualification handbook

This handbook provides a comprehensive introduction to the LANGUAGECERT® Test of English (LTE) four-skill qualification and its components. It also serves as a reference point for test takers, test centres, teachers, and other stakeholders involved in the delivery of the LTE examinations.

2 Introduction to LANGUAGECERT® Test of English (LTE)

LANGUAGECERT® Test of English (LTE) is an English 'for work' examination that assess test takers' Listening, Reading, Writing, and Speaking skills. LTE is designed to assess language proficiency across six levels (A1-C2) aligned with the Common European Framework of Reference (CEFR). LTE is intended for people 18+ who are in work, seeking work or in higher/further education and preparing to enter the workforce. LTE qualifications are internationally recognised and can support job applications, career progression, or university/college graduation requirements. As a high-stakes test, all LTE examinations are delivered under secure conditions, with test security and integrity a top priority.

The LTE four-skill examination includes three components, all assessed in a single exam session:

- LANGUAGECERT® Test of English (LTE) A1-C2 Listening & Reading
- LANGUAGECERT® Test of English (LTE) A1-C2 Writing
- LANGUAGECERT® Test of English (LTE) A1-C2 Speaking

2.1 Who are the LTE qualifications for?

The LANGUAGECERT® Test of English (LTE) qualifications are suitable for:

- **non-native speakers of English who**
  - o wish to acquire an internationally recognised certification of their English language competence.
  - o wish to provide current or potential employers with information as to their English language level.
  - o wish to measure their own progress in mastering the English language.

- **employers who**
  - o wish to identify the English language level of their applicants.
  - o wish to benchmark the English language level required for different positions within their workforce.
  - o require an internationally recognised certification as part of their hiring process.
  - o wish to measure English language levels before and after language training provided by a third-party organisation.

- **universities and colleges that**
  - o require an externally recognised certification as part of their graduation process.
  - o need to establish the English language level of students to evaluate their ability to follow their chosen course of study.
  - o wish to offer students a test which will provide them with an internationally recognised certification of their English language competence.

2.2 Entry Requirements

There are no entry requirements for any test taker prior to taking a LANGUAGECERT® Test of English examination. Recognition of Prior Learning (RPL) is not applicable to the LANGUAGECERT® Test of English examination.

2.3 Why take the LTE examinations?

Flexible examination dates

Exams are available on demand at approved test centres, allowing centres and test takers to schedule fthem at a suitable date and time. For online exams, test takers may choose any date and time that is convenient for them.

Flexibility of examination format

The LTE Listening & Reading and Writing examinations are available in both paper-based and computer-based formats at approved test centres. The LTE Speaking examination is available face-to-face or online with live remote interlocution as part of the four-skill exam. Online, test takers can take either the two-skill (Listening & Reading) or the four-skill examination, both delivered with live remote proctoring.

Results and Certificates

Official results for both computer-based and paper-based exams will be available online within a few business days of the exam date. Hard copy certificates will be issued and dispatched to test takers and test centres within five business days of the official release of results. For online exams, official results will be available within two business days for the two-skill (Listening & Reading) exam and within three business days for the four-skill exam.

Integrity of assessment

The LTE Listening & Reading examination consists of objectively scored, multiple choice items and assesses test takers' performance according to a fixed mark scheme on the basis of correct/incorrect responses, which are free from judgement error and always subject to appropriate checking processes. The LTE Writing and Speaking examinations are assessed by a closed group of markers at LANGUAGECERT®, regularly standardised through training to ensure consistency and objectivity of assessment that is benchmarked against the CEFR.

International recognition

LANGUAGECERT®'s International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions, and professional bodies worldwide for both academic progression and employment.

Relevance

The tasks are sufficiently universal to suit all language learning styles and preparation methods. Exam content authentically replicates real-life English in use. All efforts are made to minimise bias, including statistical analysis methods.

2.4 Alignment of the LTE (Listening, Reading, Writing, Speaking) qualifications to the CEFR

The LANGUAGECERT® Test of English (LTE) qualifications and the associated examinations are directly calibrated to the CEFR[1], the LANGUAGECERT® IESOL examinations, and the RQF/CQFW (England and Northern Ireland/Wales) levels via qualitative and quantitative methods. Qualitative methods include direct reference to the CEFR and the use of language testing experts in its implementation. Quantitative methods include a common scale of difficulty - the LANGUAGECERT® Item Difficulty (LID) scale - which utilises Rasch statistical measurement techniques to ensure calibration across all LANGUAGECERT® examination products. The comparative levels chart below shows how the levels relate to each other.

LANGUAGECERT® Test of English (LTE) Levels	LANGUAGECERT® IESOL Levels	CEFR Levels	RQF/CQFW (England and Northern Ireland/Wales)
LTE (L,R,W,S) A1	Preliminary	A1 Breakthrough	Entry 1
LTE (L,R,W,S) A2	Access	A2 Waystage	Entry 2
LTE (L,R,W,S) B1	Achiever	B1 Threshold	Entry 3
LTE (L,R,W,S) B2	Communicator	B2 Vantage	Level 1
LTE (L,R,W,S) C1	Expert	C1 Effective Operational Proficiency	Level 2
LTE (L,R,W,S) C2	Mastery	C2 Mastery	Level 3

2.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) is the number of hours that a test centre or other provider of education or training delivering the qualification might need to provide. Guided learning refers to English language learning preparation activities, such as lessons, tutorials, online instruction, and any kind of supervised study that directly involves teachers and assessors. The LANGUAGECERT® Test of English (LTE) qualifications have been mapped to the approximate learning hours that a learner needs to progress between levels according to the CEFR.

For the LANGUAGECERT® Test of English (LTE) qualifications, LANGUAGECERT® specifies a total number of hours – stated as Total Qualification Time (TQT) – that indicates how learners progress through levels.

LTE, CEFR and RQF/CQFW (England and Northern Ireland/Wales) Levels	Qualification Title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
LTE A1 – CEFR A1 – Entry 1	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English A1)	95 hours	200 hours
LTE A2 – CEFR A2 – Entry 2	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English A2)	95 hours	200 hours

---

[1] See 'Common European Framework of Reference for Languages: Learning, teaching, assessment', Cambridge University Press (2001) ISBN 0521 005310

LTE B1 – CEFR B1 – Entry 3	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English B1)	180 hours	300 hours
LTE B2 – CEFR B2 – Level 1	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English B2)	180 hours	300 hours
LTE C1 – CEFR C1 – Level 2	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English C1)	200 hours	350 hours
LTE C2 – CEFR C2 – Level 3	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English C2)	250 hours	350 hours

Please note that the above figures are estimates of the numbers of hours a learner is reasonably likely to undertake with reference to each respective level of the qualification, not cumulative estimates across levels. LANGUAGECERT® liaises with its test centres and users to ensure that appropriate and consistent numbers of study hours are assigned to its qualifications.

2.6   The LTE (Listening, Reading, Writing, Speaking) qualification titles

The table below outlines the level names, full titles and qualification numbers for all levels of the LTE qualifications.

LTE, CEFR and RQF/CQFW Levels	Qualification Title	Ofqual Qualification Numbers
LTE A1 – CEFR A1 – Entry 1	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English A1)	610/2733/9
LTE A2 – CEFR A2 – Entry 2	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English A2)	610/2734/0
LTE B1 – CEFR B1 – Entry 3	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing, Speaking) (LanguageCert Test of English B1)	610/2735/2
LTE B2 – CEFR B2 – Level 1	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English B2)	610/2736/4
LTE C1 – CEFR C1 – Level 2	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English C1)	610/2737/6
LTE C2 – CEFR C2 – Level 3	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Test of English C2)	610/2738/8

The full qualification titles identify the level of each qualification inclusive of the LANGUAGECERT®, the CEFR, and the RQF/CQFW (England and Northern Ireland/Wales) levels. The title of each qualification and appropriate CEFR level appear on each certificate awarded to the test taker.

2.7   Results and certificates

The LANGUAGECERT® Test of English (LTE) (Listening, Reading, Writing, Speaking) qualification consists of multi-level examinations that assess a test taker's performance across the four skills. The score achieved in each examination is presented on a scale of 0 to 100 and is mapped to the Council of Europe's Common European Framework of Reference for Languages (CEFR) as follows:

CEFR Levels	LANGUAGECERT® Test of English A1-C2 Scores
Below A1	0 – 9
A1	10 – 19
A2	20 – 39
B1	40 – 59
B2	60 – 74
C1	75 – 89
C2	90 – 100

Certificates include the score per skill and the overall grade, reported as a CEFR level. For the four-skill certificate, the overall grade is calculated as the average of the scores achieved across all skills.

3 LANGUAGECERT® Test of English (LTE) A1-C2 Listening & Reading

The LANGUAGECERT® Test of English (LTE) Listening & Reading examination is designed to assess a test taker's receptive skills across six levels (A1-C2) that are aligned to the descriptions and levels of language proficiency as set out in the Common European Framework of Reference (CEFR). It consists of high quality, reliable test content that uses a variety of authentic tasks to assess a test taker's listening and reading skills along with their awareness of lexico-grammatical structures.

3.1 Skills assessed

Listening

The test taker is required to listen to a range of spoken material, including spoken utterances, dialogues, longer conversations, interviews, podcasts or talks. The listening component assesses the test taker's ability to listen for a wide variety of work-related purposes. In the listening comprehension tasks, the test taker might be asked to listen for the gist of a whole extract, for a specific detail or for the speaker's opinion.

Reading

The test taker is required to read short and long authentic texts on work-related topics. The reading component assesses the test taker's ability to understand the main idea of a text or look for specific information or line of argument. The test taker's understanding and awareness of language use is also assessed with various items focusing on vocabulary and lexico-grammatical knowledge in the Reading test.

Both test components contribute to a profile which defines the test taker's overall language ability.

3.2 'Can Do' level descriptors

The LANGUAGECERT® Test of English (LTE) Listening & Reading examination is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2).

LTE (Listening, Reading) and CEFR levels	Descriptors
LTE (L,R) A1 – CEFR A1	• Can recognise familiar words, everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type when people speak slowly and clearly. • Can understand familiar names, words and very simple sentences on familiar topics and obtain information from notices and posters or catalogues.
LTE (L,R) A2 – CEFR A2	• Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance such as basic personal and family information, shopping, local area and employment. • Can catch the main point in short, clear, simple messages and announcements. • Can read and understand very short, simple texts such as personal letters. • Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
LTE (L,R) B1 – CEFR B1	• Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. • Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

LTE (Listening, Reading) and CEFR levels	Descriptors
	• Can understand texts that consist mainly of high frequency everyday or job-related language. • Can understand the description of events, feelings and wishes in personal letters.
LTE (L,R) B2 – CEFR B2	• Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. • Can understand most TV news and current affairs programmes and the majority of films in standard dialect. • Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. • Can understand contemporary literary prose.
LTE (L,R) C1 – CEFR C1	• Can understand an extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. • Can understand television programmes and films without too much effort. • Can understand long and complex factual and literary texts, appreciating distinctions of style. • Can understand specialised articles and longer technical instructions, relevant to various fields.
LTE (L,R) C2 – CEFR C2	• Can understand with ease any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided there is a familiarity with the accent. • Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

The above descriptors are adapted from the global description of the Common European Framework of Reference for Languages. Text from these is reproduced by kind permission of the Council of Europe.

3.3   Test formats

The LANGUAGECERT® Test of English (LTE) Listening & Reading examination is available in two different formats:

• a **paper-based test**, and

• a **computer-adaptive test**.

Both tests are identical in terms of content (i.e., domains, task types, language functions, topics, etc.) and lead to the same certificate.

The **computer-adaptive test** is a fully digital test, and it is designed to adjust to the level of the individual test taker. The adaptive software monitors test takers' performance and then uses an algorithm, so that test items at the appropriate difficulty level are presented to test takers. In this way, each test is bespoke and individual to the test taker.

3.4 Test structure

The chart below shows the structure and the duration of both LANGUAGECERT® Test of English (LTE) Listening & Reading test variants.

LANGUAGECERT® Test of English (LTE) Listening & Reading Paper-based test		
Components	Duration	Structure
Listening	approx. 50 mins	4 parts / 50 items
Reading	70 mins	4 parts / 60 items
Total	approx. 120 mins	8 parts / 110 items

LANGUAGECERT® Test of English (LTE) Listening & Reading Computer-adaptive test			
Components	Duration	No. of items	Total No. of items
Listening	approx. 60 mins *	28	58
Reading		30	

* Both test variants (PB, CAT) do not have set durations for the completion of either the Listening or the Reading component. The discrete durations provided above are for indication only. Candidates may use their discretion in allocating time to complete the different parts. Also note that adaptive tests will have different timings as the tests are individualised. The maximum duration of the test is **90 minutes**, but the test ordinarily takes approximately 60 minutes. For lower-level students, the test may take slightly less time.

3.5   The Listening component

LANGUAGECERT® Test of English (LTE) is an international English test and therefore it is intended that there will be a mix of accents (i.e., North American, 'standard' or regional British, Australasian, etc.) in test materials.

The Listening component of the LTE Listening and Reading examination consists of four task types.

Description of listening task types

Task type 1 – Discrete multiple-choice items with visuals

Task focus	This task assesses the ability to understand key information in short spoken utterances.
Task type and format	The test taker listens twice to short spoken utterances and is required to identify the correct word or image that matches what is heard.
	Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C.
No. of questions and scores	Eight short spoken utterances in the paper-based test, with one mark for each correct response.
	In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	N/A
Task appears in	LTE Listening & Reading paper-based test
	LTE Listening & Reading computer-adaptive test

Task type 2a – Discrete 'best reply' to a single utterance

Task focus	This task assesses the ability to understand the functional use of a single utterance that forms part of a natural exchange taking place in work-related contexts.
Task type and format	The test taker listens twice to short spoken utterances and is required to identify the most appropriate functional response.
	Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C.
No. of questions and scores	Five short utterances in the paper-based test, with one mark for each correct response.
	In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	A1-B1 levels: functional language such as 'giving and finding out information', 'getting things done', 'socialising', etc.
	B2-C2 levels: a range of idiomatic expressions and colloquialisms and short pieces of language that are increasingly complex as items progress up the CEFR levels, in terms of nuance, colloquialisms and idiomatic use.
Task appears in	LTE Listening & Reading paper-based test
	LTE Listening & Reading computer-adaptive test

Task type 2b – Discrete 'best reply' to end/continue a dialogue

Task focus	This task assesses the ability to recognise context, meaning and functional relationships (i.e., cause and effect, etc.) in short dialogues.
Task type and format	The test taker listens twice to short dialogues encountered in real-world situations and is required to identify the most appropriate response to continue or finish the conversation. Each dialogue is followed by three-option multiple-choice items - A, B or C.
No. of questions and scores	Ten incomplete dialogues in the paper-based test, with one mark for each correct response. In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	B1-C2 levels: understanding of concrete or abstract topics discussed in a dialogue as well as understanding of idiomatic and colloquial English.
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

Task type 3 – Short conversations

Task focus	This task assesses the ability to identify specific aspects (i.e., opinion or attitude of speakers, etc.) and functional relationships (i.e., cause and result, etc.) in short conversations on work-related topics.
Task type and format	The test taker listens twice to a short conversation between two people and identifies the correct answer. Each conversation is followed by two three-option multiple-choice items - A, B or C.
No. of questions and scores	Six conversations (i.e., 12 items) in the paper-based test, each with one mark for each correct response. In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	B1-C2 levels: understanding of context, gist-main ideas, attitude, topic, speaker purpose, feelings and opinions, cause and result, agreement and disagreement, comparisons, course of action, etc. B1 level only: understanding of relationship between speakers and/or their roles. B2-C2 level only: understanding of predictions and probability.
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

Task type 4 – Longer listening

Task focus	This task assesses the ability to listen for specific information in a longer listening test and identify certain aspects, such as attitudes and purpose, agreement and disagreement or distinguishing fact from opinion.
Task type and format	The test taker listens twice to a longer monologue or dialogue and identifies the correct answer.
	Each monologue or dialogue is followed by five three-option multiple-choice items - A, B or C.
No. of questions and scores	Three monologues or dialogues in the paper-based test, with one mark for each correct response.
	In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	A2 level only: simple information is tested.
	B1-C2 level: detail, speaker purpose, opinion, agreement and disagreement.
	C1/C2 level only: understanding line of argument, distinguishing between fact and opinion, synthesizing and summarising information.
Task appears in	LTE Listening & Reading paper-based test
	LTE Listening & Reading computer-adaptive test

3.6 The Reading component

LANGUAGECERT® Test of English (LTE) is an international English test, and it is intended that there will be a mix of provenance of input texts in test materials (i.e., North American, British English, etc.)

The Reading component of the LTE Listening and Reading examination consists of four task types.

Description of reading task types

Task type 1 – Short texts testing meaning

Task focus	This task assesses the ability to understand the main idea of very short texts.
Task type and format	The test taker reads short texts (e.g., signs, notices, messages) and chooses the option that best describes each situation. Each short text is followed by three-option multiple-choice items - A, B or C.
No. of questions and scores	Seven short texts in the paper-based test, with one mark for each correct response. In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	N/A
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

Task type 2 – Multiple-choice cloze

Task focus	This task assesses the test taker's awareness of vocabulary, collocations and lexico-grammatical structures.
Task type and format	The test taker reads short texts or extracts and chooses the correct option that best fills the gap. Each short text is followed by five three-option multiple-choice items.
No. of questions and scores	Three gapped texts (i.e., 15 items) in the paper-based test. In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	A1-C2 level: tested items are verbs, phrasal verbs, prepositions, nouns, adverbs, adjectives, linkers, etc. B2-C2 level: items may also test idioms.
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

Task type 3 – Discrete sentence-level lexico-grammatical items

Task focus	This task assesses the test taker's awareness of vocabulary, collocations and lexico-grammatical structures.
Task type and format	The test taker reads single sentences and chooses the correct option that best fills the gap. Each sentence is followed by a three-option multiple-choice item.
No. of questions and scores	Twenty-three gapped sentences in the paper-based test, with one mark for each correct response. In the computer-adaptive test, the exact selection of items depends on the test taker's performance.
Language focus per level	A1-C2 level: tested items are verbs, phrasal verbs, prepositions, nouns, adverbs, adjectives, linkers, etc. B2-C2 level: items may also test idioms.
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

Task type 4 – Longer reading texts

Task focus	This task assesses the detailed understanding of information, opinions and writer purpose.
Task type and format	The test taker reads longer texts and chooses the correct response from multiple-choice options. Each text is followed by five three-option multiple-choice items.
No. of questions and scores	Three long texts (i.e., 15 items) in the paper-based test. In the computer-adaptive test, the exact number of questions depends on the test taker's performance.
Language focus per level	A2 level: items test understanding of information and item focus is straightforward and related to main details. B1 level: items also test understanding of opinions, writer purpose, and reading for detail/gist, opinion vs fact, attitudes. B2-C2 levels: items also test understanding of stance, argument, cohesion, comparison and contrast, cause and effect, levels of agreement/disagreement, summarising/synthesising, etc. Final item at B1-C2 should be a summary or overview statement (this could be writer's purpose or main opinion).
Task appears in	LTE Listening & Reading paper-based test LTE Listening & Reading computer-adaptive test

3.7 The LTE computer-adaptive test

The LTE computer-adaptive test is a test developed to assess accurately a test taker's English language proficiency. The content of each individual test is responsive to the language proficiency the test taker demonstrates by adjusting in real time both the order and degree of difficulty of test items based on the test taker's responses to previous questions. This is achieved by means of an algorithm and all items in the bank being placed on an empirically-determined difficulty scale, ensuring the accurate measurement of the test taker's language competence whatever their proficiency level in English.

Each test is unique to the individual test taker, and therefore, it can vary in length as tasks (e.g., listening texts) differ in length, too. Although the computer-adaptive test can last up to 90 minutes, most test takers ordinarily complete the test in approximately 60 minutes.

With the completion of the test, the test taker receives a score within a scale from 0 - 100 that also comes with an indication of how this score translates into an English language level. The LTE test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR). The test taker receives a score per language skill (Listening and Reading) and an overall score, both on the 0 - 100 scale. The test taker also receives a statement of their overall CEFR level. The test can benefit any learner of English regardless of their level of English or how they are currently learning English.

3.8 Overview of scoring

Test takers receive a score per skill (Listening and Reading) and an overall score and CEFR level.

More specifically, with the completion of either a paper-based or a computer-based version of the LANGUAGECERT® Test of English (LTE) Listening & Reading test, the test taker receives a score within a scale from 0 - 100 that also comes with an indication of how this score translates into an English language level. This LTE test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

The grade thresholds below apply to both scores per skill and total scores.

The LTE Scaled Score	
Scaled Score	**CEFR Level**
0 – 9	Below A1
10 – 19	A1
20 – 39	A2
40 – 59	B1
60 – 74	B2
75 – 89	C1
90 – 100	C2

Please note that the total score is not the average of the two scores per skill (Listening, Reading).

3.9 Syllabus

Introduction

The syllabus shows the standards for Listening and Reading which a learner must meet in each of the six levels of the examination. The standards must be read in conjunction with the sections showing the grammar items, the functions and the topics used and tested at each level.

The standards set out in the following pages are cumulative. That is, an A2 test taker, for example, will be able to carry out the standards set out for A1 and A2. Similarly, a C2 test taker will be able to meet the standards of all lower levels (A1-C1) in addition to the C2 standards.

LTE A1 level

Listening

The test taker will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the listener to process the information

- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers

- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly

- follow short, simple directions and explanations

- identify the function of short utterances (see Grammar and Functions sections which follow)

- extract key information from conversations to complete a simple task

Phonological features

The test taker will be able to listen for phonological details to distinguish between similar words.

Range

The test taker will be able to:

- understand key grammatical forms used in very common everyday familiar contexts

- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings

Understanding gist

The test taker will be able to:

- understand the main ideas of short explanations and conversations

- identify speakers, context and topic of short conversations

Understanding detail

The test taker will be able to extract key words, numbers and spellings from short statements and explanations.

Reading

The test taker will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time with time to re-read for confirmation and/or clarification

- recognise the purposes of short texts where the purpose and intended audience is clear

- locate specific information in short texts

- understand viewpoints if made clearly and simply

Range

The test taker will be able to:

- understand very familiar words and phrases in simple common texts found in everyday life context

- understand isolated words, short simple phrases and grammatical structures that link clauses and help identify time reference

- understand the meanings conveyed by capital letters and full stops in very simple sentences

Register

The test taker will be able to understand simple social courtesies.

Text structure

The test taker will be able to:

- understand the organisational, lexical and grammatical features of short simple texts

- recognise different purposes of simple texts through layout conventions, common signs and symbols

Topics – LTE A1

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- sports
- internet
- music
- holidays

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- friends

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

LANGUAGE

- foreign language ability

- spelling and the alphabet

TRAVEL

- public transport & traffic
- private transport
- holiday accommodation
- luggage
- travel documents
- signs and notices

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 100
- telephone numbers
- height, length, weight, temperature
- dates, times, days
- shape

EDUCATION

- school and college
- subjects

Functions – LTE A1 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing familiar people, places and things

- explaining daily routines

Expressing thoughts and feelings

- expressing agreement or disagreement

- stating knowledge or ignorance of something or someone

- stating and asking about ability or inability to do something

- seeking, granting or denying permission

- expressing wishes

- expressing a preference

- expressing likes and dislikes

- offering and accepting an apology

Getting things done

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving single-step instructions

- counting and using numbers

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- introducing oneself, family and close friends

- opening, closing a conversation

- indicating lack of understanding

- asking someone to clarify something

- asking for and giving the spelling and meaning of words

- asking for and telling people the time, day, date

- taking leave

LTE A2 level

Listening

The test taker will be able to:

- understand speech which is clearly and slowly articulated

- follow short conversations both formal and informal connected with education, work and social life

- understand gist, context, feelings, opinions and relationships

- understand simple questions, statements, narratives, directions, explanations and instructions

- identify the function of short utterances (see Grammar and Functions sections)

- extract and reproduce key information from simple spoken messages and announcements

Phonological features

The test taker will be able to recognise stress and intonation in simple and compound sentences.

Range

The test taker will be able to:

- understand key grammatical forms used in common everyday contexts and situations

- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges

Understanding gist

The test taker will be able to:

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions

- identify topic, purpose, context, speakers, relationships and opinions from conversations

Understanding detail

The test taker will be able to extract key words, phrases, numbers and spellings from announcements and messages.

Reading

The test taker will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work-related topics

- recognise the different purposes of text when purpose and intended audience is clear

- locate specific predictable information in everyday short texts on familiar matters

- understand a simple line of argument simply expressed

- understand the main ideas and gist of simple personal letters

- understand routine letters on familiar topics

- understand everyday signs and notices found in public places

Range

The test taker will be able to:

- recognise high frequency words and words with common spelling patterns in everyday texts

- understand punctuation and capitalisation used in simple and compound sentences

Register

The test taker will be able to understand simple social courtesies.

Text structure

The test taker will be able to:

- understand the organisational, lexical and grammatical features of short simple texts

- understand a very limited range of cohesive devices

- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols

Topics – LTE A2

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex, marital status
- nationality, origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services and amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- sports, hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- press, the internet
- music
- holidays

TRAVEL

- public transport & traffic
- private transport
- holiday accommodation
- luggage
- travel documents, signs and notices

RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

HEALTH AND BODYCARE

- parts of the body

- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

LANGUAGE

- foreign language ability
- spelling and the alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 100 and multiples of 100
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- school and college subjects

Functions – LTE A2 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (area, accommodation, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places and things

- correcting information

- explaining daily routines

- describing past events

- comparing things, people

Expressing thoughts and feelings

- expressing agreement or disagreement

- denying something

- expressing views and feelings with reasons

- stating and asking about knowledge or ignorance of something or someone

- stating and asking about ability or inability to do something

- stating and asking about certainty or uncertainty of something

- seeking, granting or denying permission

- expressing and asking about wishes and hopes

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating a preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing gratitude

- offering and accepting an apology

- expressing approval or appreciation

- expressing regret

Making things happen

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions

- giving advice

- warning others to be careful or to stop doing something

- offering and requesting assistance

- suggesting a course of action

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- introducing oneself, family and close friends

- opening, closing a conversation

- congratulating someone

- indicating lack of understanding

- asking someone to clarify or explain something

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- summing up

- taking leave

- observing telephone conventions

LTE B1 level

Listening

The test taker will be able to:

- understand clearly articulated standard speech delivered relatively slowly

- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships

- understand straightforward narratives, sequences, instructions, directions and explanations

- identify the function of short utterances (see Grammar and Functions sections)

- follow the main points, speakers, purposes and attitudes in an extended discussion

- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics

Phonological features

- recognise stress and intonation in order to follow discourse

- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations

- understand high frequency vocabulary and expressions relating to familiar and less familiar topics

Understanding gist

- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics

Understanding detail

- extract key information from announcements, conversations and discussions on familiar and less familiar topics

Reading

The test taker will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics

- understand the main ideas in straightforward texts of more than one paragraph

- locate and understand specific information in formal and informal real-life texts which may include graphics

- understand the purpose of different texts

- understand information or purpose which may not be expressed overtly

- understand a line of argument and conclusions clearly signalled in discursive text

- understand feelings and opinions expressed in informal texts

Range

- understand words relating to work, leisure and study

- understand longer texts which may contain some complex structures

Register

- understand the features which signal different levels of formality

- understand features which indicate the purpose of a text

Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols

- use organisational features of texts to locate information

- understand the organisational, lexical and grammatical features of a text

- recognise the common structure of paragraphing to build up meaning in a text

- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast

Topics – LTE B1

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character and disposition

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

PLACES

- asking the way and giving directions
- location

MEASURES AND SHAPES

- all digits and cardinal numbers
- telephone numbers
- height, length, weight, capacity, temperature, shape
- dates, times, days

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

LANGUAGE

- foreign language ability
- spelling and the alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

EDUCATION

- schooling
- subjects
- qualifications

Functions – LTE B1 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining daily routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing views and feelings with reasons

- stating and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes and hopes

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear or worry

- giving reassurance

- expressing regret, sympathy

- offering and accepting an apology

- granting forgiveness

- expressing approval or appreciation

- expressing regret

- expressing indifference

- expressing and asking about approval or disapproval

- expressing moral obligation

Making things happen

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to or rejecting suggestions with reason/alternative

- encouraging someone to do something

- making and agreeing on plans and arrangements

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to introductions

- opening, closing a conversation

- congratulating someone

- praising someone

- paying a compliment

- asking someone's opinion

- indicating lack of understanding

- giving and asking for clarification or explanation of something

- confirming one's own or another's understanding

- asking someone to repeat a word, phrase or sentence

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- exemplifying or emphasising a point

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing phone conventions

- observing letter, email and text writing conventions

LTE B2 level

Listening

The test taker will be able to:

- understand standard spoken English delivered at normal speed

- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships

- follow a conversation and predict the likely outcome

- understand narratives, sequences, instructions, descriptions and explanations

- identify the function of short utterances which may contain idiomatic expressions (see Grammar and Functions sections)

- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion

- extract and reproduce key information from announcements, media broadcasts, presentations and lectures including abstract and concrete topics encountered in personal, social, academic and vocational life

- follow clearly structured extended speech and more complex argument when familiar with the topic

Phonological features

The test taker will be able to:

- recognise how intonation, pitch and/or stress can affect meaning

- recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions expressed through complex sentence forms

- understand some lower frequency vocabulary and expressions relating to everyday life and current events

Register

The test taker will be able to recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations.

Understanding gist

The test taker will be able to understand the main ideas in longer but clearly structured announcements, conversations and discussions on familiar and unfamiliar concrete and abstract topics.

Understanding detail

The test taker will be able to extract the more salient points of detail from longer but clearly structured texts on familiar and unfamiliar topics and on both concrete and abstract topics.

Reading

The test taker will be able to:

- understand texts in different styles and purposes with a large degree of independence

- understand the main ideas in complex texts on both familiar and abstract topics

- understand the way meaning is built up across a longer text

- locate specific information from different parts of a text

- understand feelings, opinions, warnings and conditions in both formal and informal texts

- understand lengthy texts containing complex instructions or explanations

- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints

- locate and understand information, ideas and opinions from longer more specialised sources in familiar contexts

Range

The test taker will be able to:

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms

- understand texts which contain a broad range of grammatical structures

Register

The test taker will be able to understand the features of register in texts including those conveying emotion or dispute.

Text structure

The test taker will be able to:

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data

- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time

Topics – LTE B2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character and disposition

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- local flora and fauna

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure, hobbies & interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community

PLACES & LOCATION

- satellite navigation systems
- locations for motorways & airports
- protecting open spaces

LANGUAGE

- foreign language ability
- accents & dialects
- preserving minority languages
- bilingualism

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather

MEASURES AND SHAPES

- statistics
- Processes

EDUCATION

- schooling
- subjects
- qualifications and examinations

THE ENVIRONMENT

- recycling
- pollution
- global warming

ARTS

- modern art, theatre
- classical art, theatre

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- impact of technology on work, education and society
- important inventions

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities

Functions – LTE B2 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding a point or argument, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability/possibility

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, worry, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference

- expressing fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing phone conventions

- observing letter, email and text writing conventions

LTE C1 level

Listening

The test taker will be able to:

- follow extended speech delivered at natural speed even when it is not clearly structured and when the meaning may be implicit rather than explicit

- follow short conversations both formal and informal in a range of situations, understanding gist, context, purpose, function, attitude, feelings, opinions and relationships

- understand complex narratives, sequences and explanations

- recognise the function of short utterances which may contain idiomatic English (see Grammar and Functions sections)

- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion

- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general interest

- follow a complex argument

Phonological features

The test taker will be able to:

- consistently recognise how intonation, pitch and/or stress affect meaning

- consistently recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions expressed through a wide range of complex grammatical structures

- understand a broad range of vocabulary including idiomatic and colloquial expressions

Register

The test taker will be able to consistently recognise degrees of formality in different types of utterances used by speakers in a wide range of situations.

Understanding gist

The test taker will be able to understand the main ideas of extended discourse even when the content is not clearly structured.

Understanding detail

The test taker will be able to extract most points of detail from extended discourse on both concrete and abstract topics even when the content is not clearly structured

Reading

The test taker will be able to:

- understand long complex texts, appreciating distinctions in style and purpose

- understand texts from authentic sources, identifying context, content and style

- understand the main ideas of complex text on a wide range of texts on a wide range of professional, academic and social topics

- gather specific information from different parts of a text

- understand descriptions and narratives in which language is used to create different sophisticated effects

- understand lengthy texts containing complex instructions or explanations including technical or specialist texts such as instruction manuals and articles

- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied, as well as stated, opinions

Range

The test taker will be able to:

- understand a broad range of vocabulary including idiomatic expressions

- understand a very broad range of grammatical structures including those used to convey subtle distinctions in meaning

Register

The test taker will be able to understand the role of register even in emotional or allusive contexts.

Text structure

The test taker will be able to:

- recognise how textual features are used to achieve purposes in a wide range of texts including those containing images, graphical and tabular data

- understand the different ways in which meaning can be built up in a complex text

- understand a range of logical markers and sequence markers

Topics – LTE C1

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character and disposition
- image

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums
- leisure/work ratio

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country
- common currency e.g., the euro

- migration

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets
- food fashions

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

PLACES & LOCATION

- satellite navigation systems
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live e.g., underwater, on Mars

Page **47** of **149**

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages e.g., Esperanto
- body language

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village

Functions – LTE C1 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising

- speculating

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference

- expressing fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

LANGUAGECERT Test of English (LTE) Listening, Reading, Writing, Speaking ver5.0| 05/12/2025

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- giving and responding to constructive criticism

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing telephone conventions

- observing letter, email and text writing conventions

LTE C2 level

Listening

The test taker will be able to:

- understand virtually everything spoken even when delivery is fast

- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitudes, feelings and opinions

- understand sophisticated narratives, sequences, explanations and subtle arguments

- recognise the function of short utterances which may contain idiomatic/colloquial English (see Grammar and Functions sections)

- follow a discussion which may be academic or professional to identify gist, detail, purposes and key ideas and distinguish between fact and opinion

- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general, academic and professional interest

- follow a complex argument even when it is not clearly structured

- understand the implied meaning of even complex utterances

Phonological features

The test taker will be able to:

- consistently recognise how subtle changes of intonation, pitch and/or stress affect meaning

- consistently recognise subtle expressions of feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions regardless of their structure and considerable complexity

- understand a very wide range of vocabulary including terms used in academic and professional discourse

Register

The test taker will be able to consistently recognise degrees of subtle distinction used by speakers in different types of utterances.

Understanding gist

The test taker will be able to consistently understand the main ideas of complex extended discourse even when the topic is unfamiliar.

Understanding detail

The test taker will be able to consistently extract most points of detail from extended discourse even when the topic is unfamiliar.

Reading

The test taker will be able to:

- understand with ease virtually all types of authentic written texts of different purposes/style and those dense in complex structures

- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing on a wide range of professional, academic and social topics

- gather specific information from different parts of a text

- understand descriptions and narratives in which language is used to create different sophisticated and subtle effects

- understand lengthy texts containing complex instructions or explanations on specialist subjects

- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning.

Range

The test taker will be able to:

- understand a wide range of texts, hardly ever being impeded by lexical features

- understands almost all grammatical structures and features

Register

The test taker will be able to understand subtleties in the use of register across a wide range of situations including those involving tact and diplomacy.

Text structure

The test taker will be able to:

- recognise how textual features are used to achieve purposes in texts including those containing images, graphical and tabular data

- understand the different ways in which meaning is built up in abstract, structurally or linguistically complex texts

- understand a full range of discourse markers adapted to context and register.

Topics – LTE C2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character and disposition
- image
- personal learning style

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena
- demographics

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management
- life plans

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums
- leisure/work ratio
- the social and psychological importance of leisure

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country
- common currency e.g., the euro
- migration
- travel restrictions & border controls

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy
- consumerism

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets
- food fashions
- genetically modified food
- cookery

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies
- government

PLACES & LOCATION

- satellite navigation systems
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live e.g., underwater, on Mars
- living in hostile environments

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages e.g., Esperanto
- body language
- language and culture

WEATHER

- climate and weather
- weather forecast
- climate change
- extreme weather
- weather and mood
- effect of weather on lifestyle

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life
- design

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning
- knowledge versus skills
- a basic human right

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet
- individual's/society's responsibilities

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture
- youth culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing
- the limits of human endeavour

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village
- world events
- world economy

Functions – LTE C2 (See Topics list for contexts)

In LTE, test takers should be able to understand language in listening and reading texts related to the following functional areas.

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising and speculating

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference, fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- negotiating a result

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- giving and responding to constructive criticism

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing phone conventions

- observing letter, email and text writing convention

Grammar – LTE A1-B1 levels

Test takers may be exposed to the grammar required for the levels above but will not be tested on it.

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Simple sentences	- word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase - word order in instructions - word order in questions *There is/are* + noun	*There was/were*	*There has/have been* *There will be/there is going to be*
Compound sentences		- use of conjunctions *and/but/or* - word order - subject-verb-(object) (+*and/but/or*) + subject-verb-(object)	
Complex sentences		clauses of: - time with *when, before, after* - reason *because*, result *so* - noun clause with that - defining relative clauses with *who, which, that*	- word order in complex sentences - complex sentences with one subordinate clause - clause as subject/object

Verb forms

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Verb forms	Present reference: • simple present tense of *be/have/do* and common regular verbs • present continuous of common verbs • *Have got* Other: • Yes/no questions • Question words: *who/what/where/when/how much/how many/how old* • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as *yes, he does* & *no, I haven't* • imperatives and negative imperatives • contracted forms appropriate to this level • *let's* + infinitive for suggestion	Present reference: • simple present with no time focus • present continuous to express continuity Past reference: • past tense of regular and common irregular verbs with time markers • Present perfect (with reference to present time, with 'for', 'yet') Future reference: • NP + *be going to*, present continuous and time markers • Future simple with 'will' Other: • limited range of common verbs *-ing* form, such as *like, go* • verb + *to* + infinitive such as *want, hope* • very common phrasal verbs such as *get up, get off* • questions such as *what time, how often, why, which* • simple question tags using all the verb forms at this level • contracted forms appropriate to this level	Present/Past reference: • Present perfect with *since/for, ever, never, yet, already, just* Past reference: • *used to* for regular actions in the past • past continuous • past perfect with reference to a previous time Future reference: • Future simple verb forms, NP + *will* Other: • Zero, 1stand 2nd conditional • Range of verbs + -ing forms • *to* + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as *I looked it up* • simple reported/embedded statements and questions • question tags using all verbs appropriate at this level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	A1	A2	B1
		as A1 and in addition	as A2 and in addition
Modals	Present reference: • *can, can't* (ability/inability, permission) and *would like* (request)	• Modals and forms with similar meaning: • *must* (obligation) • *mustn't* (prohibition) • *have to, have got to* (need) • *can, could* (requests) • *couldn't* (impossibility) • *may* (permission) • single modal adverbs: *possibly, probably, perhaps*	• Modals and forms with similar meaning: • *should* (obligation, advice) • *might, may, will, probably* (possibility and probability in the future) • *would/should* (advice) • *need to* (obligation) • *needn't* (lack of obligation) • *will definitely* (certainty in the future) • *may I* (asking for permission) • *I'd rather* (stating preference)
Nouns	• regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-100	• countable and uncountable nouns • simple noun phrases • cardinal numbers up to 100 and multiples of 100	• noun phrases with pre- and post-modification such as *fair-haired people with sensitive skin* • all cardinal numbers
Pronouns	• personal, subject	• object, reflexive	
Possessives	• possessive adjectives such as *my, your, his, her, its, our, their* • use of 's, s'	• possessive pronouns such as *mine, yours, whose*	
Prepositions and prepositional phrases	• common prepositions such as *at, in, on, under, next to, between, near, to, from* • prepositional phrases of place, time and movement, such as *at home, on the left, on Monday, at six o'clock*	• prepositions of place, time and movement, such as *before, after, towards, up, down, along, across, in front of, behind, opposite* • prepositional phrases of place and time, such as *after dinner, before tea*	• wide range of prepositions, such as *beyond, above, beneath, below* • prepositional phrases such as *in her twenties, of average height, in the top right-hand corner*

Articles, determiners, adjectives, adverbs, intensifiers

	A1	A2	B1
		as A1 and in addition	as A2 and in addition
Articles	• Definite, indefinite	• definite article • zero article with uncountable nouns • definite article with superlatives • use of indefinite article in definitions, such as *an architect is a person who designs buildings*	• definite article with post-modification, such as *the present you gave me*
Determiners	• *any, some, a lot of*	• *all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no*	• a range of determiners, e.g., *all the, most, both*
Adjectives	• common adjectives in front of a noun • demonstrative adjectives *this, that, these, those*	• order of adjectives • comparative, superlative, regular and common irregular forms • use of *than*	• adjectives ending *-ed + -ing* such as *tired* and *tiring* • comparative and superlative adjectives • comparative structures, e.g., *as…as, is the same as, not so…as…, looks like/is like*
Adverbs	• simple adverbs of place, manner and time, such as *here, slowly, now*	• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner • position of adverbs and word order of adverbial phrases	• more complex adverbial phrases of time, place, frequency, manner, e.g., *as soon as possible*
Intensifiers	• *very*	• *really, quite, so, a bit*	• a range of intensifiers such as *too, enough*

Punctuation and spelling

	A1	A2	B1
		as A1 and in addition	as A2 and in addition
Punctuation	• use of capital letters and full stops	• use of question marks, exclamation marks, use of comma in lists	• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	• the correct spelling of personal keywords and familiar words	• the correct spelling of most personal details and familiar common words	• the correct spelling of common words and key words relating to own work, leisure and study interests
Discourse	• sentence connectives: *then, next*	• adverbs to indicate sequence *(first, finally)* • use of substitution (*I think so, I hope so*) • markers to structure spoken discourse (*Right, well, OK*)	• markers to indicate addition (*also*), sequence (*in the first place*), contrast (*on the other hand*) • markers to structure spoken discourse, (*anyway, by the way*) • use of ellipsis in informal situations (*got to go*) • use of vague language (*I think, you know*)

Grammar – LTE B2-C2 levels

Test takers may be exposed to the grammar required for the levels above but will not be tested on it.

	B2	C1	C2
	as B1 and in addition	as B2 and in addition	as C1 and in addition
Simple, compound and complex sentences with subordinate clauses	• word order in sentences with more than one subordinate clause • *there had been* • use of common conjunctions expressing contrast, purpose, consequence, condition, concession • non-defining relative clauses • defining relative clauses with *where, whose, when* • defining relative clauses without relative pronouns • participle clauses describing action with -ing	• word order in complex sentences, including order selected for emphasis • *there could be/would be/should be* • *could have/would have/should have* • wider range of conjunctions including *on condition that, provided that* • comparative clauses • more complex participial clauses describing action with -ed	• full range of conjunctions

Verb forms

	B2	C1	C2
	as B1 and in addition	as B2 and in addition	as C1 and in addition
Verb forms	Present/Past reference: • present perfect continuous Past reference: • past perfect Other: • simple passive • use of 2nd and 3rd conditional • verbs + (object) + gerund or infinitive such as *would like someone to do something, suggest doing something* • causative use of *have* and *get* • reported speech with a range of tenses • wider range of phrasal verbs such as *give up, put up with* • reported requests and instructions • question tags using tenses appropriate to this level	• all verb forms active and passive Other: • would expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as *get round to, carry on with* • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level	

Modals, nouns, prepositions

	B2	C1	C2
	as B1 and in addition	as B2 and in addition	as C1 and in addition
Modals	• *ought to* (obligation) • negative of *need* and *have to* to express absence of obligation • *must/can't* (deduction)	• *should have/might have/may have/could have/must have* and negative forms of these • *can't have, needn't have*	
Nouns	• wider range of noun phrases with pre- and post-modification • word order of determiners, e.g., *all my books*	• extended range of complex noun phrases	
Prepositions and prepositional phrases	• wider range of prepositions including *despite, in spite of* • collocations of verbs/nouns + prepositions such as *point at, have an interest in* • preposition + -ing form such as *after leaving*	• preposition + *having* + past participle such as *after having eaten*	

Articles, determiners, adjectives, adverbs, intensifiers

	B2	C1	C2
	as B1 and in addition	as B2 and in addition	as C1 and in addition
Articles	• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses		
Adjectives	• comparisons with *fewer* and *less* • collocation of adjective + preposition such as *responsible for*		
Adverbs	• adverbial phrases of degree, extent, probability • comparative and superlative of adverbs		
Intensifiers	• wide range such as *extremely*, *much*, *too*	• collocation of intensifiers with absolute and relative adjectives such as *absolutely gorgeous*.	

Punctuation and Discourse

	B2	C1	C2
	As B1 and in addition	as B2 and in addition	as C1 and in addition
Punctuation	• multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning	• accurate use of all punctuation	
Discourse	• a range of discourse markers expressing addition, cause and effect, contrast (*however*), sequence and time (*at a later date*) • markers to structure spoken discourse (*as I was saying*) • use of ellipsis in informal speech and writing (*sounds good*)	• a range of logical markers (*in this respect*, *accordingly*) • sequence markers (*subsequently*) • a wider range of discourse markers to structure formal and informal speech (*can we now turn to*)	• a full range of discourse markers adapted to context and register

4 LANGUAGECERT® Test of English (LTE) A1-C2 Writing

The LANGUAGECERT® Test of English (LTE) A1-C2 Writing examination consists of high quality, reliable test content that uses a variety of authentic tasks to assess a test taker's writing skills across six CEFR levels (A1-C2).

4.1 Skills assessed

Writing

The test taker is required to complete a single, long writing task. The writing task assesses the test taker's ability to write for a wide variety of work-related purposes. The test taker will be expected to write to demonstrate control of grammatical forms, display knowledge and use of a wide range of vocabulary, and show the ability to perform a range of functions in English.

4.2 'Can Do' level descriptors

The LANGUAGECERT® Test of English (LTE) Writing examination is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2). A selection of CEFR 'Can-Do' descriptors that apply to the skill of Writing are provided below for illustrative purposes.

LTE Writing & CEFR levels	Descriptors
LTE (W) A1 – CEFR A1	• Can give information in writing about matters of personal relevance (e.g., likes and dislikes, job, family,) using simple words and basic expressions. • Can write simple isolated phrases and sentences in documents such as forms, lists, emails and messages. • Can ask questions about personal details such as possessions, job, address and people known.
LTE (W) A2 – CEFR A2	• Can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*. • Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. • Can give his/her impressions and opinions in writing about topics of personal interest (e.g., lifestyles and culture, job), using basic everyday vocabulary and expressions.
LTE (W) B1 – CEFR B1	• Can write straightforward connected texts on a range of familiar subjects within his/her field of interest/work by linking a series of shorter discrete elements into a linear sequence. • Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. • Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. • Can convey information, feelings and opinions on familiar topics, using appropriate formality and adapting to the intended audience.
LTE (W) B2 – CEFR B2	• Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. • Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. • Can communicate with a degree of fluency that makes comprehension possible for the reader without strain. • Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint,

LTE Writing & CEFR levels	Descriptors
	varying format and style appropriate to purpose and audience.
LTE (W) C1 – CEFR C1	• Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. • Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme. • Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. • Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.
LTE (W) C2 – CEFR C2	• Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. • Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals. • Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources. • Can express him/herself very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above descriptors are adapted from the global description of the Common European Framework of Reference for Languages. Text form these is reproduced by kind permission of the Council of Europe.

4.3   Test formats

The LANGUAGECERT® Test of English (LTE) Writing examination is available in two different formats:

•   a **paper-based test**, and

•   a **computer-based test**.

Both tests are identical in terms of content (i.e., domains, task types, language functions, topics, etc.) and lead to the same certificate.

4.4   Test structure

The chart below outlines the structure and duration of the LANGUAGECERT® Test of English (LTE) Writing test.

LANGUAGECERT® Test of English (LTE) Writing Paper-based & Computer-based test		
Duration	**Number of tasks**	**Task type**
30 mins	1 task	a long piece of writing (200-250 words)

4.5   Description of the writing task

The LTE Writing test consists of a single task. The test is designed to assess a wide range of writing skills and to determine the CEFR level of the individual test taker.

Overview	Test takers are required to produce an extended piece of writing in the form of a report, article, or review, with a word count of 200-250 words.
Testing aim	The task assesses the test taker's ability to produce extended writing in a workplace-related context. It provides an opportunity to demonstrate advanced grammatical control, appropriate vocabulary use, and coherent organisation of ideas.
Task type	Report, article or review.

The LTE Writing test is an international English test. Different varieties of 'standard' English e.g., American English, British English are acceptable. The emphasis is on communication.

4.6   Assessment of the LTE Writing test

All markers are approved by LANGUAGECERT® and undergo rigorous and frequent training and moderation to ensure that grades are awarded strictly in accordance with the CEFR levels and LANGUAGECERT® test requirements.

4.6.1   Marking

In the LTE Writing test, test takers are assessed against **four** assessment criteria.

Criteria	Descriptions
Task Fulfilment	A measure of how fully and appropriately the candidate has addressed the task, including whether the content is relevant, the tone is appropriate, and the target reader is sufficiently informed.
Accuracy and range of grammar	A measure of the candidate's control, range, and appropriacy of grammatical forms, including the ability to use both simple and complex structures.
Accuracy and range of vocabulary	A measure of the candidate's range, accuracy and appropriacy of vocabulary, including spelling accuracy.
Organisation	A measure of how clearly and coherently ideas are organised, including the use of cohesive devices, paragraphing, and punctuation.

A maximum of **6 marks** may be awarded per criterion, resulting in a total of **24 marks**. The levels of performance are:

The LTE Writing Levels of Performance	
Marks per criterion	**CEFR Level**
0	Below A1
1	A1
2	A2
3	B1
4	B2
5	C1
6	C2

N.B. Candidates do not receive any marks for off-topic responses.

4.6.2   Grading

Out of a total of **24 marks**, CEFR levels are indicated by the following cut-offs:

The LTE Writing Cut-offs	
Marks	**CEFR Level**
0 – 1	Below A1
2 – 5	A1
6 – 9	A2
10 – 13	B1
14 – 17	B2
18 – 21	C1
22 – 24	C2

4.6.3 Results

Results are provided as an overall score out of 100. This LTE Writing test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

LTE Writing Scaled Scores	
LTE Writing scaled score	CEFR Level
0 – 9	Below A1
10 – 19	A1
20 – 39	A2
40 – 59	B1
60 – 74	B2
75 – 89	C1
90 – 100	C2

4.7 Syllabus

Introduction

The following list of topics and functional areas and the grammar inventory are provided to give an indication of the range of topics test takers will encounter in the examination, the most common functions they will need to carry out and a broad indicator of the areas of grammar test takers should have mastered for each level of the CEFR.

Topics

The following topics are intended as examples of areas that may be covered in the LTE Writing test.

PERSONAL IDENTIFICATION

- asking for and giving personal details (name, occupation, etc.)

HEALTH AND SAFETY

- health and safety rules in the workplace

- regulation

THE OFFICE AND ROUTINE

- asking about and describing jobs and responsibilities

- asking about and describing a company and its organisation

- arranging appointments and meetings

- planning future events and tasks

- talking about tasks – past, present, future

ENTERTAINMENT OF CLIENTS

- making arrangements

- offering and accepting offers

- food/drink/corporate hospitality

GENERAL BUSINESS ENVIRONMENT

- talking about business / company / country economic and performance trends

- making business deals

- statistical data

- industrial relations

- inflation

- international trade

FREE TIME, RELATIONSHIPS WITH COLLEAGUES AND CLIENTS

- socialising

- talking and asking about family/hometown/country

- leisure activities/interests

COMPANY INFORMATION

- company mission

- performance

- strategy

- competition

- departments of a company – HR, Finance, Marketing, Sales, Operations/Production, Processing, etc.

- descriptions and explanations of company performance and results, trends, events and changes

TRAVEL, ACCOMMODATION AND HEALTH

- arrangements

- plans

- schedules

- mode of transport

- hotel bookings/facilities

- issues and complaints

- local health services

PRODUCTS AND SERVICES

- describing products and services

- future developments

- innovation

- costs and pricing

- buying and selling

- understanding and discussing prices and delivery dates

- offers and agreements

- making comparisons

- expressing opinions, preferences, etc.

- making and receiving complaints

RESULTS AND ACHIEVEMENTS

- company/country performance

- employee performance

- employee salary and benefits

EDUCATION AND TRAINING

- talking and asking about current, past, future education and training

- role of education in society and business

- business courses, training courses and events

Functional language areas

The following functional language areas are intended as examples of areas that may be covered in the LTE Writing test. (See Topics list for contexts)

In LTE Writing test, test takers will be asked to carry out a range of actions and to communicate using a wide range of functional language. This list below includes some of the most common areas of functional language that students will need to engage with:

- agreeing and disagreeing

- apologising and giving excuses

- asking for and giving opinions

- asking for and giving permission

- asking for and giving recommendations

- compromising

- congratulating

- discussing problems/issues

- expressing advantages and disadvantages

- expressing certainty and doubt

- giving and justifying opinions

- giving and receiving instructions,

- justifying decisions and past actions

- making comparisons

- making recommendations

- making suggestions

- predicting and describing future possibilities

- purpose/cause/result and giving reasons

- reporting

- summarising/synthesising

- talking about routines

- thanking

- warnings and prohibitions

Grammar – LTE (Writing) A1-B1 levels

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Simple sentences	• word order in simple statements: subject-verb-object/adverb/ adjective/prepositional phrase • word order in instructions • word order in questions • *There is/are* + noun	• *There was/were*	• *There has/have been* • *There will be/there is going to be*
Compound sentences		• use of conjunctions *and/but/or* • word order • subject-verb-(object) • (+*and/but/or*) + subject-verb-(object)	
Complex sentences		clauses of: • time with *when, before, after* • reason *because,* result *so* • noun clause with *that* • defining relative clauses with *who, which, that*	• word order in complex sentences • complex sentences with one subordinate clause • clause as subject/object

Verb forms

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Verb forms	Present reference: • simple present tense of *be/have/do* and common regular verbs • present continuous of common verbs • *Have got* Other: • Yes/no questions • Question words: *who/what/where/when/how much/how many/how old* • Auxiliary *'do'* for questions and negatives (positive questions only) • Short answers such as *yes, he does* & *no, I haven't* • imperatives and negative imperatives • contracted forms appropriate to this level • *let's* + infinitive for suggestion	Present reference: • simple present with no time focus • present continuous to express continuity Past reference: • past tense of regular and common irregular verbs with time markers • Present perfect (with reference to present time, with '*for*', '*yet*') Future reference: • NP + *be going to,* present continuous and time markers • Future simple with '*will*' Other: • limited range of common verbs *-ing* form, such as *like, go* • verb + *to* + infinitive such as *want, hope* • very common phrasal verbs such as *get up, get off* • questions such as *what time, how often, why, which* • simple question tags using all the verb forms at this level • contracted forms appropriate to this level	Present/Past reference: • Present perfect with *since/for, ever, never, yet, already, just* Past reference: • *used to* for regular actions in the past • past continuous • past perfect with reference to a previous time Future reference: • Future simple verb forms, NP + *will* Other: • Zero, 1st and 2nd conditional • Range of verbs + *-ing* forms • *to* + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as *I looked it up* • simple reported/embedded statements and questions • question tags using all verbs appropriate at this level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Modals	Present reference: • *can, can't* (ability/inability, permission) and • *would like* (request)	Modals and forms with similar meaning: • *must* (obligation) • *mustn't* (prohibition) • *have to, have got to* (need) • *can, could* (requests) • *couldn't* (impossibility) • *may* (permission) • single modal adverbs: *possibly, probably, perhaps*	Modals and forms with similar meaning: • *should* (obligation, advice) • *might, may, will, probably* (possibility and probability in the future) • *would/should* (advice) • *need to* (obligation) • *needn't* (lack of obligation) • *will definitely* (certainty in the future) • *may I* (asking for permission) • *I'd rather* (stating preference)
Nouns	• regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-100	• countable and uncountable nouns • simple noun phrases • cardinal numbers up to 100 and multiples of 100	• noun phrases with pre- and post-modification such as *fair-haired people with sensitive skin* • all cardinal numbers
Pronouns	• personal - subject	• object, reflexive	
Possessives	• possessive adjectives such as *my, your, his, her, its, our, their* • use of *'s, s'*	• possessive pronouns such as *mine, yours, whose*	
Prepositions and prepositional phrases	• common prepositions such as *at, in, on, under, next to, between, near, to, from* • prepositional phrases of place, time and movement, such as *at home, on the left, on Monday, at six o'clock*	• prepositions of place, time and movement, such as *before, after, towards, up, down, along, across, in front of, behind, opposite* • prepositional phrases of place and time, such as *after dinner, before tea*	• wide range of prepositions, such as *beyond, above, beneath, below* • prepositional phrases such as *in her twenties, of average height, in the top right-hand corner*

LANGUAGECERT Test of English (LTE) Listening, Reading, Writing, Speaking ver5.0| 05/12/2025

Articles, determiners, adjectives, adverbs, intensifiers

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Articles	• Definite, indefinite	• definite article • zero article with uncountable nouns • definite article with superlatives • use of indefinite article in definitions, such as *an architect is a person who designs buildings*	• definite article with post-modification, such as *the present you gave me*
Determiners	• *any, some, a lot of*	• *all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no*	• a range of determiners, e.g., *all the, most, both*
Adjectives	• common adjectives in front of a noun • demonstrative adjectives *this, that, these, those*	• order of adjectives • comparative, superlative, regular and common irregular forms • use of *than*	• comparative and superlative adjectives • comparative structures, e.g., *as…as, is the same as, not so…as…, looks like/is like* • adjectives ending *-ed + -ing* such as *tired* and *tiring*
Adverbs	• simple adverbs of place, manner and time, such as *here, slowly, now*	• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner • position of adverbs and word order of adverbial phrases	• more complex adverbial phrases of time, place, frequency, manner, e.g., *as soon as possible*
Intensifiers	• *very*	• *really, quite, so, a bit*	• a range of intensifiers such as *too, enough*

Punctuation and spelling

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Punctuation	• use of capital letters and full stops	• use of question marks, exclamation marks, use of comma in lists	• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	• the correct spelling of personal keywords and familiar words	• the correct spelling of most personal details and familiar common words	• the correct spelling of common words and key words relating to own work, leisure and study interests
Discourse	• sentence connectives: *then, next*	• adverbs to indicate sequence (*first, finally*)	• markers to indicate addition (*also*), sequence (*in the first place*), contrast (*on the other hand*) • use of vague language (*I think, you know*)

Grammar – LTE (Writing) B2-C2 levels

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Simple, compound and complex sentences with subordinate clauses	• word order in sentences with more than one subordinate clause • *there had been* • use of common conjunctions expressing contrast, purpose, consequence, condition, concession • non-defining relative clauses • defining relative clauses with *where, whose, when* • defining relative clauses without relative pronouns • participle clauses describing action with *-ing*	• word order in complex sentences, including order selected for emphasis • *there could be/would be/should be* • *could have/would have/should have* • wider range of conjunctions including *on condition that, provided that* • comparative clauses • more complex participial clauses describing action with *-ed*	• full range of conjunctions

Verb forms

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Verb forms	Present/Past reference: • present perfect continuous Other: • verb forms 3rd conditional • verbs + (object) + gerund or infinitive such as *would like someone to do something*, *suggest doing something* • causative use of *have* and *get* • reported speech with a range of tenses • wider range of phrasal verbs such as *give up, put up with* • reported requests and instructions • question tags using tenses appropriate to this level	• all verb forms active and passive Other: • *would* expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as *get round to, carry on with* • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level	

Modals, nouns, prepositions

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Modals	• *ought to* (obligation) • negative of *need* and *have to* to express absence of obligation • *must/can't* (deduction)	• *should have/might have/may have/could have/must have* and negative forms of these • *can't have, needn't have*	
Nouns	• wider range of noun phrases with pre- and post-modification • word order of determiners, e.g., *all my books*	• extended range of complex noun phrases	
Prepositions and prepositional phrases	• wider range of prepositions including *despite, in spite of* • collocations of verbs/nouns + prepositions such as *point at, have an interest in* • preposition + *-ing* form such as *after leaving*	• preposition + *having* + past participle such as *having eaten*	

Articles, determiners, adjectives, adverbs, intensifiers

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Articles	• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses		
Adjectives	• comparisons with *fewer* and *less* • collocation of adjective + preposition such as *responsible for*		
Adverbs	• adverbial phrases of degree, extent, probability • comparative and superlative of adverbs		
Intensifiers	• wide range such as *extremely, much, too*	• collocation of intensifiers with absolute and relative adjectives such as *absolutely horrendous.*	

Punctuation and Discourse

	B2	C1	C2
	As B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Punctuation	• multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning	• accurate use of all punctuation	
Discourse	• a range of discourse markers expressing addition, cause and effect, contrast (*however*), sequence and time (*at a later date*) • markers to structure written discourse (*In addition to this,*)	• a range of logical markers (*in this respect, accordingly*) • sequence markers (*subsequently*) • a wider range of discourse markers to structure formal and informal writing (*Further to this point,*)	• a full range of discourse markers adapted to context and register

5 LANGUAGECERT® Test of English (LTE) A1-C2 Speaking

The LANGUAGECERT® Test of English (LTE) Speaking examination is designed to demonstrate a candidate's ability to communicate using the English language across the CEFR levels from A1 (Entry 1) to C2 (Level 3).

5.1 Skills assessed

Speaking

LANGUAGECERT® Test of English (LTE) Speaking is a comprehensive test of spoken English. The tasks in the examination are designed to test the use of English in work-related situations.

5.2 'Can Do' level descriptors

The LANGUAGECERT® Test of English (LTE) Listening & Reading examination is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2).

LTE Speaking & CEFR levels	Descriptors
LTE (S) A1 – CEFR A1	• Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles. • Can introduce him/herself and others and can ask and answer questions about personal details such as possessions, address and people known. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
LTE (S) A2 – CEFR A2	• Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles. • Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters. • Can engage in conversation to establish shared understanding about familiar topics.
LTE (S) B1 – CEFR B1	• Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training. • Can convey information, feelings and opinions on familiar topics, using appropriate formality. • Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.
LTE (S) B2 – CEFR B2	• Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party. • Can adapt to take account of the listener(s), the context and the medium.

LTE Speaking & CEFR levels	Descriptors
	• Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions. • Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options.
LTE (S) C1 – CEFR C1	• Can use the language fluently and spontaneously without much obvious searching for expressions. • Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context. • Can engage in discussion in a variety of situations making clear and effective contributions. • Can use language flexibly. • Can communicate ideas and opinions effectively, appropriate to purpose, content and audience.
LTE (S) C2 – CEFR C2	• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above descriptors have been adapted from the global description of the Common European Framework of Reference for Languages.

5.3   Test formats

The LANGUAGECERT® Test of English (LTE) Speaking examination is available in two different formats:

- a **paper-based test** with face-to-face interlocution, and

- a **computer-based test** with remote, live interlocution.

Both tests are identical in terms of content (i.e., domains, task types, language functions, topics, etc.) and lead to the same certificate.

5.4   Test structure

The chart below shows the structure and the duration of the LANGUAGECERT® Test of English (LTE) Speaking test.

LANGUAGECERT® Test of English (LTE) Speaking Paper-Based & Computer-Based test		
Parts	Time Duration	Total Exam Duration
Part 1	2 mins – 3 mins 30s	10 – 14 mins
Part 2	3 mins – 4 mins 30s	
Part 3	5 mins – 6 mins	

5.5 Description of Speaking parts

Skill & Focus	Task
Speaking Part 1 - to communicate personal information and to express opinions and ideas	• Give and spell name • Give country of origin • Answer three questions
Speaking Part 2 - to exchange information and opinions to engage in discussion, to reach a decision, to justify when expressing and eliciting opinion	• Hold a short discussion to plan, arrange or decide something using a series of prompts
Speaking Part 3 - to present a topic to narrate, describe, communicate ideas and express opinions on one topic	• After 30 seconds of preparation time, talk about a topic provided by the interlocutor for about 2 minutes and answer follow-up questions

5.5.1 Part 1 – communicating personal information and opinions

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks for the spelling of their family name and then asks for the candidate's country of origin. It is not necessary for any information to be written down. The interlocutor then selects further questions from the list provided.

The questions allow the candidate to respond by giving personal information, ideas and opinions on a range of topics and should produce a natural interaction in the time allowed.

Questions range from simple to more complex. The interlocutor may expand the questioning, to help the candidate produce sufficient language.

### 5.5.2 Part 2 – exchanging information and opinions

The aim of this part is to test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge.

It is the language used in the interaction that is most important, not the ability to complete the task in the given time. However, the interaction should move towards achievement of the task set.

The task takes the form of a discussion based on a series of prompts. The candidate is asked to engage in discussion, to reach a decision, to justify when expressing and eliciting opinion, to rank or prioritise. Candidates may be asked to expand and exemplify, justify, challenge and may ask the interlocutor for clarification.

An example of the task is:

Interlocutor: Here's a list of ideas about things that people consider when looking for a job. Let's discuss these ideas and try to agree on which are the most important.
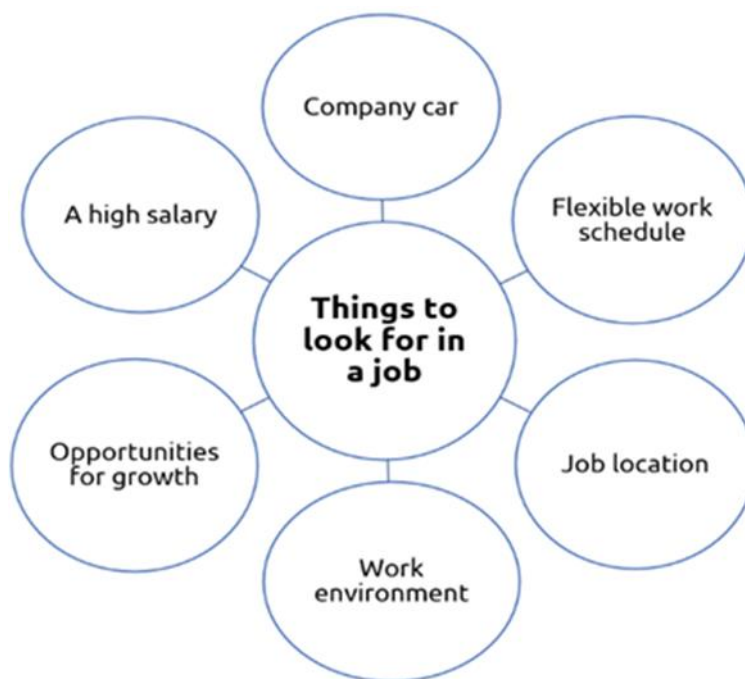
5.5.3 Part 3 – presenting a topic

The aim of this part is to test a candidate's ability to speak at greater length with minimum participation from the interlocutor. This part of the test gives candidates the opportunity to demonstrate their range and fluency in English. The interlocutor chooses one of the given topics and asks the candidate to talk about it. The candidate is given pen/pencil and paper to make notes during the 30 seconds of preparation time. The Interlocutor ensures that the chosen topic is not one which has already been touched on in the previous two parts of the test.

The candidate is then asked to answer follow-up questions to their presentation or may be interrupted with questions from the interlocutor.

A typical topic of this task might be:

A training event you've attended

- What type of training courses do you prefer: face-to-face or online? (Why?)

- What things should someone consider when organising a training event?

- Employees must keep up with the most current trends in their field. How far do you agree with this?

LANGUAGECERT® offers a comprehensive range of candidate practice papers and specimen assessment materials for its LTE qualifications which can be downloaded via the LANGUAGECERT® website.

5.6 Assessment of Speaking tasks

All examiners are approved by LANGUAGECERT® and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with CEFR levels and LANGUAGECERT® examination requirements.

In the LTE Speaking exam, test takers are assessed against **five assessment criteria**.

Criteria	Descriptions
Task completion and communicative effect	A measure of how far the candidate has addressed the tasks and the extent to which they can deal with them effectively.
Fluency and Discourse Management	A measure of the candidate's ability to link the utterances into coherent speech and maintain the flow of speech.
Accuracy and Range of Grammar	A measure of the candidate's ability to vary and demonstrate control of grammatical structures as appropriate to the task.
Accuracy and Range of Vocabulary	A measure of the candidate's ability to vary and demonstrate control of lexis and register as appropriate to the task.
Pronunciation and Intonation	A measure of the candidate's ability to produce the sounds of English in order to be understood with appropriate stress and intonation.

There are **6 marks** per criterion resulting in a total of **30 marks**, which are then **scaled to 100**.

Results are provided as an overall score out of 100. This LTE Speaking test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

5.7   LTE Speaking: CEFR Descriptors

A1 – CEFR Descriptors

Overall oral production	Can produce simple mainly isolated phrases about people and places.
Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
Phonology	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and to repair communication.
Interaction	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

A2 – CEFR Descriptors

Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
Phonology	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
Coherence	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

B1 – CEFR Descriptors

Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
Phonology	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
Fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

B2 – CEFR Descriptors

Overall oral production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
Accuracy	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes.
Range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
Phonology	Has acquired a clear, natural, pronunciation and intonation.
Fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.
Interaction	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.
Coherence	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

C1 – CEFR Descriptors

Overall oral production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
Range	Has a good command of broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.
Phonology	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Fluency	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
Interaction	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.
Coherence	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

C2 – CEFR Descriptors

Overall oral production	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
Accuracy	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g., in forward planning, in monitoring others' reactions).
Range	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.
Phonology	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Fluency	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.
Interaction	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making, etc.
Coherence	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.

5.8   Key responsibilities of the Interlocutors and Invigilators

The Interlocutor is responsible for conducting LTE Speaking examinations. S/he elicits the spoken performance of the candidate by asking questions or setting up speaking tasks using the scripted Interlocutor Framework.

The Interlocutor must be:

- fluent in spoken English

- suitably qualified and experienced in the Teaching of English as a Foreign Language

- fully familiar with the six levels of the Common European Framework (CEFR)

- able to adjust their language to reflect the six levels of the CEFR

- highly skilled at eliciting

The Interlocutor may be a native or non-native speaker of English. They must have an excellent command of English and be able to use the language to high degrees of skill in order to elicit language at an appropriate level from the candidate. A wide range of spoken skills are tested: long turns, short turns, interactional and transactional language.

All recorded live exams are sent directly to LANGUAGECERT® where they are marked centrally by LANGUAGECERT® Marking examiners who do not know the candidates.

To ensure all candidates have an equal chance of giving their best performance, the examinations must be conducted fairly and consistently and in accordance with the rules and regulations laid down by LANGUAGECERT®.

Interlocutors do not assess the candidate's performance. The Interlocutor must:

- be fully familiar with the contents of:
  - The Guide for Interlocutors,
  - The LTE Speaking Handbook,
  - The regulations for the conduct of examinations;
- manage the interaction in the test and facilitate the candidate's performance;
- be able to attend training prior to administering a live exam;
- help set up the examination room;
- be completely familiar with the scripted Interlocutor Framework for the LTE Speaking exam and deliver it as accurately as possible;
- read each exam paper thoroughly before using it in a live exam;
- keep to the prescribed timings for all parts of the exam;
- ensure that all candidates are treated fairly and given an equal opportunity to speak;
- conduct the exam in accordance with LANGUAGECERT®'s Regulations for the conduct of examinations;
- ensure the security of examination material at all times;
- record spoken examinations in digital format;

- ensure the examinations are recorded live with the candidate in the same room;

- ensure that all the administration connected with the live exam recordings is accurately carried out;

- ensure all necessary procedures are in place to prevent malpractice during the examination;

- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them;

- undertake to offer the services set out above within the specified times and in accordance with LANGUAGECERT®' procedures.

Further guidance for interlocutors can be found in the LANGUAGECERT® Guide for Interlocutors.

During each examination, an Invigilator is available for all aspects of the examination outside the Exam Room. (In OLP exams, an online proctor or the interlocutor takes on the role of the invigilator.) The Invigilator is responsible for:

- checking the identity of each candidate prior to the exam;

- ensuring that candidates wait in a designated area prior to their exam taking place;

- showing candidates into the Exam Room at the appropriate time;

- ensuring that candidates who have completed their exam do not mix with those who are still waiting to go into the Exam Room;

- ensuring that timings are adhered to as accurately as possible, if necessary, by pointing out to the Interlocutor between candidates that each exam is taking too long or not long enough;

- ensuring that candidates do not bring unauthorised material into the exam room;

- ensuring that people moving around in the vicinity of the Exam Room remain quiet.

5.9 Syllabus

Introduction

The syllabus shows the standards for Speaking which a learner must meet in each of the six levels of the examination. The standards must be read in conjunction with the sections showing the grammar items, the functions and the topics used and tested at each level.

The standards set out in the following pages are cumulative. That is, an A2 test taker, for example, will be able to carry out the standards set out for A1 and A2. Similarly, a C2 test taker will be able to meet the standards of all lower levels (A1-C1) in addition to the C2 standards.

A1

Speaking

The candidate will be able to:

- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech

- initiate and respond to simple statements about personal details, in areas of immediate need or on very familiar topics

- communicate in a very limited range of social situations using a basic range of functional language

- exchange information to perform a task

- describe and explain familiar topics and simple routines

- give single-step instructions and directions in familiar contexts

- ask and answer simple questions

- produce simple phrases to express likes, dislikes and preferences in relation to familiar topics

- contribute points to a discussion, provided the other speakers are co-operative

Pronunciation

The candidate will be able to pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.

Accuracy

The candidate will be able to display a limited control of very basic grammatical structures.

Range

The candidate will be able to produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.

Register

The candidate will be able to cope appropriately, with support from the other person, in a limited range of familiar social situations.

Fluency

The candidate will be able to:

- manage the conventions of turn taking in very simple interactions
- use a very limited range of connectors to link utterances

Topics - A1

The candidate will be able to engage in spoken interaction on the following topics.

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

LANGUAGE

- foreign language ability
- spelling and the alphabet

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

WEATHER

- giving information about the climate and weather
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 31
- telephone numbers
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions – A1

(See Topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing familiar people, places and things

- correcting information

- explaining daily routines

Expressing thoughts and feelings

- expressing agreement or disagreement

- stating knowledge or ignorance of something or someone

- stating and asking about ability or inability to do something

- seeking, granting or denying permission

- expressing wishes

- expressing a preference

- expressing likes and dislikes

- offering and accepting an apology

Making things happen

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving single-step instructions

- counting and using numbers

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- introducing oneself, family and close friends

- opening, closing a conversation

- indicating lack of understanding

- asking someone to clarify something

- asking for and giving the spelling and meaning of words

- asking for and telling people the time, day, date

- taking leave

A2

Speaking

The candidate will be able to:

- speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify

- communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job

- communicate in a limited number of social situations using a range of functional language

- exchange information to perform a task

- give simple directions, instructions and explanations

- ask and answer questions

- give a short description or tell a simple story using simple and compound sentences

- express simple feelings and opinions and establish a shared understanding

Pronunciation

The candidate will be able to pronounce the sounds of English sufficiently clearly to be generally understood.

Accuracy

The candidate will be able to display some control of basic grammatical structures.

Range

The candidate will be able to display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks.

Register

The candidate will be able to adjust language to suit context in straightforward situations.

Fluency

The candidate will be able to:

- manage the conventions of turn taking in short social exchanges, using simple techniques to start, maintain, and end a conversation

- use a limited number of common discourse markers

Topics – A2

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents

- signs and notices

RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

LANGUAGE

- foreign language ability
- spelling and the alphabet

WEATHER

- providing limited information about the climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 100 and multiples of 100
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions – A2

(See topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places and things

- correcting information

- explaining daily routines

- describing past events

- comparing things, people

Expressing thoughts and feelings

- expressing agreement or disagreement

- denying something

- expressing views and feelings with reasons

- stating and asking about knowledge or ignorance of something or someone

- stating and asking about ability or inability to do something

- stating and asking about certainty or uncertainty of something

- seeking, granting or denying permission

- expressing and asking about wishes and hopes

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating a preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing gratitude

- offering and accepting an apology

- expressing approval or appreciation

- expressing regret

Making things happen

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions

- giving advice

- warning others to be careful or to stop doing something

- offering and requesting assistance

- suggesting a course of action

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- introducing oneself, family and close friends

- opening, closing a conversation

- congratulating someone

- indicating lack of understanding

- asking someone to clarify or explain something

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- summing up

- taking leave

- observing telephone conventions

B1

Speaking

The candidate will be able to:

- interact competently if not always accurately in everyday situations
- communicate personal information, opinions and ideas and respond to those of others
- communicate in a variety of social situations using an appropriate range of functional language
- exchange information, feelings and opinions to perform a task
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion

Pronunciation

The candidate will be able to pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.

Accuracy

The candidate will be able to display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.

Range

The candidate will be able to:

- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses.

Register

The candidate will be able to:

- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking

Fluency

The candidate will be able to:

- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence
- connect descriptions, narratives and descriptions in simple ways
- speak without undue hesitation unless searching for information, vocabulary or when reformulating

Topics – B1

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character, disposition

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer, etc.
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

PLACES

- asking the way and giving directions
- location

MEASURES AND SHAPES

- all digits and cardinal numbers
- telephone numbers
- height, length, weight, capacity, temperature
- dates, times, days
- shape

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and the alphabet

WEATHER

- give information about the climate and weather

EDUCATION

- schooling
- subjects
- qualifications

Functions – B1

(See Topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining daily routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing views and feelings with reasons

- stating and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes and hopes

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear or worry

- giving reassurance

- expressing regret, sympathy

- offering and accepting an apology

- granting forgiveness

- expressing approval or appreciation

- expressing regret

- expressing indifference

- expressing and asking about approval or disapproval

- expressing moral obligation

Making things happen

- responding to a request

- requesting something or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to or rejecting suggestions with reason/alternative

- encouraging someone to do something

- making and agreeing plans and arrangements

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

- Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to introductions

- opening, closing a conversation

- congratulating someone

- praising someone

- paying a compliment

- asking someone's opinion

- indicating lack of understanding

- giving and asking for clarification or explanation of something

- confirming one's own or another's understanding

- asking someone to repeat a word, phrase or sentence

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- exemplifying or emphasising a point

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing telephone conventions

B2

Speaking

The candidate will be able to:

- speak with a degree of fluency and spontaneity making sustained interaction possible without undue strain

- communicate personal information, opinions, feelings and ideas

- communicate in a variety of social situations using a range of functional language

- exchange information to perform a task

- narrate, describe, explain and express opinions in extended speech

- give straightforward descriptions, narratives, directions, instructions on topics encountered in personal, social, academic or vocational life

- contribute points to an argument on a familiar topic integrating sub-themes and coming to a conclusion

Pronunciation

The candidate will be able to:

- pronounce clearly the sounds of English in connected speech

- produce stretches of language with few noticeable long pauses, but with some hesitation when searching for patterns and expressions

Accuracy

The candidate will be able to display a relatively high degree of grammatical control without impeding errors.

Range

The candidate will be able to:

- use sufficient range of language to give detailed descriptions and arguments and be able to highlight personal events and emotions

- produce complex sentences although there is still some searching for vocabulary and expressions

Register

The candidate will be able to:

- adopt a degree of formality appropriate to the circumstances

- cope linguistically with more stressful kinds of interaction such as complaints or disputes

Fluency

The candidate will be able to:

- manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting information

- link utterances using some cohesive devices although there may be some 'jerkiness' in extended speech

Topics – B2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- local flora and fauna

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure, hobbies & interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locations for motorways & airports
- protecting open spaces

LANGUAGE

- foreign language ability
- accents & dialects
- preserving minority languages
- bilingualism

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather

MEASURES AND SHAPES

- statistics
- processes

EDUCATION

- schooling
- subjects
- qualifications and examinations

THE ENVIRONMENT

- recycling
- pollution
- global warming

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena e.g., UFOs, coincidences, etc.

ARTS

- modern art, theatre
- classical art, theatre

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities

Functions – B2

(See Topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding a point or argument, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability/possibility

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, worry, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference

- expressing fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing telephone conventions

C1

Speaking

The candidate will be able to:

- interact fluently and spontaneously on all subjects except the most abstract with some degree of searching for expressions or use of avoidance strategies

- communicate personal information, opinions, feelings and ideas on all topics except the most complex

- communicate in almost all social situations, including those requiring tact and diplomacy, using a wide range of language functions

- engage in discussion to express and elicit opinion, persuade someone to a point of view, try to reach agreement or perform a specific task

- explain, describe, narrate, account for and report on complex subjects integrating sub-themes

- speak clearly on complex themes, developing particular points and rounding off appropriately

Pronunciation

The candidate will be able to pronounce clearly the sounds of English in connected speech and use stress and intonation to covey finer shades of meaning precisely.

Accuracy

The candidate will be able to maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.

Range

The candidate will be able to use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.

Register

The candidate will be able to cope linguistically in sensitive or stressful situations even in unfamiliar contexts.

Fluency

The candidate will be able to:

- display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty

- confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.

Topics – C1

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character
- image

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services/amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums
- leisure/work ratio

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation

- entering and leaving a country
- common currency e.g., the euro
- migration

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year round availability
- diets
- food fashions

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live e.g., underwater, on Mars

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages e.g., Esperanto
- body language

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena e.g., UFOs, coincidences, etc.

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village

Functions – C1

(See Topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising

- speculating

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference

- expressing fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- giving and responding to constructive criticism

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing telephone conventions

C2

Speaking

The candidate will be able to:

- display a comprehensive and reliable mastery of the language with no sign of having to restrict what is said

- communicate personal information, feelings, ideas and opinions on a very wide range of topics including contemporary issues

- communicate in all situations using a very wide range of language functions

- engage in discussion to express and elicit opinion, defend and justify opinions when challenged, persuade someone to a point of view, try to reach agreement or perform a specific task

- provide sophisticated explanations, descriptions, narratives, account for or report on a complex subject, convey subtleties of meaning, integrate sub-themes and come to an appropriate conclusion

Pronunciation

The candidate will be able to articulate correctly and use stress and intonation patterns naturally to highlight, emphasise, and modify meaning.

Accuracy

The candidate will be able to maintain consistent grammatical control of complex language.

Range

The candidate will be able to display a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning, conveying subtleties by using a wide range of modification devices.

Register

The candidate will be able to adjust register appropriately across a range of situations unhampered by linguistic limitations.

Fluency

The candidate will be able to:

- produce clearly flowing, well-structured speech with an effective logical management of the discourse, highlighting significant points

- produce coherent and cohesive discourse using a variety of organisational patterns, a wide range of connectors and other cohesive devices and backtracking and reformulating seamlessly

- interact skilfully and confidently with fully natural turn taking, referencing and allusion making.

Topics – C2

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character
- image
- personal learning style

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional services and amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena
- demographics

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management
- life plans

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries, etc.)
- exhibitions, museums
- leisure/work ratio
- the social importance of leisure

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a country
- common currency e.g., the euro
- migration
- travel restrictions & border controls

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect
- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy
- consumerism

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year-round availability
- diets
- food fashions
- genetically modified food
- cookery

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies
- government

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live e.g., underwater, on Mars
- living in hostile environments

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages e.g., Esperanto
- body language
- language and culture

WEATHER

- climate and weather
- weather forecast
- climate change
- extreme weather
- weather and mood
- effect of weather on lifestyle

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life
- design

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning
- knowledge versus skills
- a basic human right

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet

- individual's/society's responsibilities

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena e.g., UFOs, coincidences, etc.

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture
- youth culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing
- the limits of human endeavour

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village
- world events
- world economy

Functions – C2

(See Topics list for contexts)

Personal environment

- asking for and giving personal information

- describing where one lives (accommodation, area, etc.)

- asking and answering questions for confirmation, information, identification

- describing people, places, things

- correcting information

- explaining routines

- narrating and describing past, present and future events

- comparing things, people

- reporting facts, actions

- stating facts, actions

- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement

- denying something

- expressing agreement reluctantly or with reservations

- conceding, demurring

- expressing views and feelings with reasons

- asserting and asking about knowledge or ignorance of something or someone

- stating whether a person, thing or action is remembered or forgotten

- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability

- expressing, denying or asking about necessity (including logical deduction)

- stating and asking about one's certainty or uncertainty of something

- reminding someone to do something

- expressing doubt, incredulity, bewilderment

- hypothesising

- speculating

- stating and asking about one's ability or inability to do something

- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission

- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations

- expressing and asking about wants, desires, needs

- stating and asking about intention

- stating, responding to and asking about preference

- expressing and asking about likes and dislikes, with reasons

- expressing and asking about (dis)pleasure, (un)happiness

- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment

- expressing gratitude

- expressing and asking about interest or lack of it

- expressing surprise or lack of it

- expressing and asking about fear, anxiety

- giving reassurance

- expressing regret, sympathy, condolence

- expressing fellow-feeling, empathy

- expressing and asking about pain, anguish, suffering

- expressing relief

- expressing indifference

- expressing fatigue, resignation

- offering and accepting an apology

- granting forgiveness

- expressing and asking about approval, appreciation or disapproval

- expressing moral obligation

- expressing regret

- accepting, attaching or denying blame for something

Making things happen

- responding to a request

- requesting something, or requesting someone to do something

- inviting someone to do something

- accepting or declining an offer or invitation

- giving instructions or orders

- giving and asking for advice

- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something

- offering and requesting assistance

- insisting politely

- persuading someone to do something

- suggesting a course of action

- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative

- making and agreeing plans and arrangements

- encouraging someone to do something

- reaching a compromise

- negotiating a result

- prohibiting someone from doing something

- making a complaint

- refusing to do something, expressing defiance

- pleading with someone to do something

Social contact

- getting someone's attention

- greeting people and responding to greetings

- expressing thanks

- addressing somebody

- making and responding to formal and informal introductions

- opening, closing a formal or informal conversation

- congratulating someone

- praising someone

- paying someone a compliment

- asking someone's opinion

- making someone feel welcome

- giving and responding to constructive criticism

- indicating lack of understanding

- giving and asking for clarification, explanation or definition of something

- confirming one's own or another's understanding

- asking someone to repeat all or part of something

- asking someone to speak more slowly

- asking for help in finding words or phrases

- asking for and giving the spelling and meaning of words

- counting and using numbers

- asking for and telling people the time, day, date

- interrupting politely

- objecting, protesting

- exemplifying or emphasising a point

- classifying, generalising, defining something

- encouraging another speaker to continue

- indicating a wish to continue or finish speaking

- summing up

- taking leave

- observing telephone conventions

Grammar – A1, A2 and B1 levels

Candidates may be exposed to the grammar required for the level above but will not be tested on it.

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Simple sentences	- word order in simple statements: subject-verb-object/adverb/adjective/ - prepositional phrase - word order in instructions - word order in questions *There is/are* + noun	*There was/were*	*There has/have been* *There will be/there is going to be*
Compound sentences		- use of conjunctions *and/but/or* - word order subject-verb-(object) (+*and/but/or*) + subject-verb-(object)	
Complex sentences		- Clauses of: - time with *when, before, after* - reason *because*, result *so* - noun clause with *that*	- word order in complex sentences - complex sentences with a subordinate clause - defining relative clauses with *who, which, that* - clause as subject/object

Verb forms

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Verb forms	Present reference: • simple present tense of *be/have/do* and common regular verbs • present continuous of common verbs • *Have got* Other: • Yes/no questions • Question words: *who/what/where/when/how much/how many/how old* • Auxiliary '*do*' for questions and negatives (positive questions only) • Short answers such as *yes, he does & no, I haven't* • imperatives and negative imperatives • contracted forms appropriate to this level • *let's* + infinitive for suggestion	Present reference: • simple present with no time focus • present continuous to express continuity Past reference: • past tense of regular and common irregular verbs with time markers Future reference: • NP + *be going to*, present continuous and time markers Other: • limited range of common verbs, *-ing* form, such as *like, go* • verb + *to* + infinitive such as *want, hope* • very common phrasal verbs such as *get up, get off* • questions such as *what time, how often, why, which* • simple question tags using all the verb forms at this level • contracted forms appropriate to this level	Present/Past reference: • Present perfect with *since/for/ever/never, yet/already, just* Past reference: • *used to* for regular actions in the past • past continuous Future reference: • Future simple verb forms, NP + *will* Other: • Zero and 1st conditional • Range of verbs + *-ing* forms • *to* + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as *I looked it up* • simple reported/embedded statements and questions • question tags using all verbs appropriate at the level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Modals	Present reference: • *can, can't* (ability/inability, permission) and *would like* (request)	Modals and forms with similar meaning: • *must* (obligation) • *mustn't* (prohibition) • *have to, had got to* (need) • *can, could* (requests) • *couldn't* (impossibility) • *may* (permission) • single modal adverbs: *possibly, probably, perhaps*	Modals and forms with similar meaning: • *should* (obligation, advice) • *might, may, will, probably* (*possibility* and *probability* in the future) • *would/should* (advice) • *need to* (obligation) • *needn't* (lack of obligation) • *will definitely* (certainty in the future) • *may I* (asking for permission) • *I'd rather* (stating preference)
Nouns	• regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31	• countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100, multiples of 100	• noun phrases with pre- and post-modification such as *fair-haired people with sensitive skin* • all cardinal numbers
Pronouns	• personal - subject	• object, reflexive	
Possessives	• possessive adjectives such as *my, your, his, her, its, our, their* • use of *'s, s'*	• possessive pronouns such as *mine, yours, whose*	
Prepositions and prepositional phrases	• common prepositions such as *at, in, on, under, next to, between, near, to, from* • prepositional phrases of place, time and movement, such as *at home, on the left, on Monday, at six o'clock*	• prepositions of place, time and movement, such as *before, after, towards, up, down, along, across, in front of, behind, opposite* • prepositional phrases of place and time, such as *after dinner, before tea*	• wide range of prepositions, such as *beyond, above, beneath, below* • prepositional phrases such as *in her twenties, of average height, in the top right-hand corner*

Articles, determiners, adjectives, adverbs, intensifiers

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Articles	• Definite, indefinite	• definite article • zero article with uncountable nouns • definite article with superlatives	• definite article with post-modification, such as *the present you gave me* • use of indefinite article in definitions, such as *an architect is a person who designs buildings*
Determiners	• *any, some, a lot of*	• *all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no*	• a range of determiners, e.g., *all the, most, both*
Adjectives	• common adjectives in front of a noun • demonstrative adjectives *this, that, these, those* • ordinal numbers 1-31	• order of adjectives • comparative, superlative, regular and common irregular forms • use of *than* • ordinal numbers up to 100 and multiples of 100	• adjectives ending *-ed* and *-ing* such as *tired* and *tiring* • comparative structures, e.g., *as…as, is the same as, not so…as…, looks like/is like* • all ordinal numbers
Adverbs	• simple adverbs of place, manner and time, such as *here, slowly, now*	• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner • position of adverbs and word order of adverbial phrases	• more complex adverbial phrases of time, place, frequency, manner, e.g., *as soon as possible*
Intensifiers	• *very, really*	• *quite, so, a bit*	• a range of intensifiers such as *too, enough*

Punctuation and spelling

	A1	A2	B1
		as A1 and **in addition**	as A2 and **in addition**
Punctuation	• use of capital letters and full stops	• use of question marks, exclamation marks, use of comma in lists	• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	• the correct spelling of personal keywords and familiar words	• the correct spelling of most personal details and familiar common words	• the correct spelling of common words and key words relating to own work, leisure and study interests
Discourse	• sentence connectives: *then, next*	• adverbs to indicate sequence (*first, finally*) • use of substitution (*I think so, I hope so*) • markers to structure spoken discourse (*Right, well, OK*)	• markers to indicate addition (*also*), sequence (*in the first place*), contrast (*on the other hand*) • markers to structure spoken discourse, (*anyway, by the way*) • use of ellipsis in informal situations (*got to go*) • use of vague language (*I think, you know*)

Grammar – B2, C1 and C2 levels

Candidates may be exposed to the grammar required for the level above but will not be tested on it.

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Simple, compound and complex sentences with subordinate clauses	• word order in sentences with more than one subordinate clause • *there had been* • use of common conjunctions expressing contrast, purpose, consequence, condition, concession • non-defining relative clauses • defining relative clauses with *where, whose, when* • defining relative clauses without relative pronouns • participle clauses describing action with *-ing*	• word order in complex sentences, including order selected for emphasis • *there could be/would be/should be* • *could have/would have/should have* • wider range of conjunctions including *on condition that, provided that* • comparative clauses • more complex participle clauses describing action with *-ed*	• full range of conjunctions

Verb forms

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1
Verb forms	Present/Past reference: • present perfect continuous Past reference: • past perfect Other: • simple passive • use of 2nd and 3rd conditional • verbs + (object) + gerund or infinitive such as *would like someone to do something*, *suggest doing something* • causative use of *have* and *get* • reported speech with a range of tenses • wider range of phrasal verbs such as *give up, put up with* • reported requests and instructions • question tags using tenses appropriate to this level	• all verb forms active and passive Other: • *would* expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as *get round to, carry on with* • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level	

Modals, nouns, prepositions

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1
Modals	• *ought to* (obligation) • negative of *need* and *have to* to express absence of obligation • *must/can't* (deduction)	• *should have/might have/may have/could have/must have* and negative forms of these • *can't have, needn't have*	
Nouns	• wider range of noun phrases with pre- and post-modification • word order of determiners, e.g., *all my books*	• extended range of complex noun phrases	
Prepositions and prepositional phrases	• wider range of prepositions including *despite, in spite of* • collocations of verbs/nouns + prepositions such as *point at, have an interest in* • preposition + *-ing* form such as *after leaving*	• preposition + *having* + past participle such as *having eaten*	

Articles, determiners, adjectives, adverbs, intensifiers

	B2	C1	C2
	as B1 and **in addition**	as B2 and **in addition**	as C1
Articles	• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses		
Adjectives	• comparisons with *fewer* and *less* • collocation of adjective + preposition such as *responsible for*		
Adverbs	• adverbial phrases of degree, extent, probability • comparative and superlative of adverbs		
Intensifiers	• wide range such as *extremely, much, too*	• collocation of intensifiers with absolute and relative adjectives such as *absolutely gorgeous, very pretty*	

Punctuation and spelling

	B2	**C1**	**C2**
	as B1 and **in addition**	as B2 and **in addition**	as C1 and **in addition**
Punctuation	• multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning	• accurate use of all punctuation	
Spelling	• the correct spelling of words used in work, studies and daily life	• the correct spelling of words used in work, studies and daily life including familiar technical words	• the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)
Discourse	• a range of discourse markers expressing addition, cause and effect, contrast (*however*), sequence and time (*at a later date*) • markers to structure spoken discourse (*as I was saying*) • use of ellipsis in informal speech and writing (*sounds good*)	• a range of logical markers (*in this respect, accordingly*) • sequence markers (*subsequently*) • a wider range of discourse markers to structure formal and informal speech (*can we now turn to*)	• a full range of discourse markers adapted to context and register

6 Access Arrangements

LANGUAGECERT®'s Equality and Diversity Policy is in compliance with all current and relevant legislation (Equality Act, 2010) and requires all learners to have equal opportunity to access all qualifications and assessments. To ensure that test takers' language ability is assessed fairly and objectively, LANGUAGECERT® provides access arrangements for test takers who have special requirements, including specific learning difficulties, hearing or visual difficulties, impaired mobility and medical conditions.

Access arrangements ensure that test takers receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make an assessment easier for test takers, but to meet their particular needs without affecting the integrity of the assessment. All LANGUAGECERT® approved test centres work in tandem with LANGUAGECERT®, so that LANGUAGECERT® qualifications and assessments do not bar test takers from taking them. The principles and guidelines according to which test centres are expected to operate are included in the LANGUAGECERT® Reasonable Adjustment and Special Considerations Policy document and can be found at languagecert.org.

Reasonable adjustments are approved before the exam takes place. As the needs and circumstances of each test taker are different, LANGUAGECERT® considers requests for reasonable adjustments on a case-by-case basis. Moreover, special considerations can be applied after an assessment if there was a reason the test taker may have been indisposed at the time of the assessment. LANGUAGECERT®'s decision to award special considerations will be based on various factors such as the severity of the circumstances and the nature of the assessment. The specific timeframes to apply for reasonable adjustments and special considerations can be found in the LANGUAGECERT® Reasonable Adjustment and Special Considerations Policy document at languagecert.org.

Tabulated below are the access arrangements for each LTE examination format and skill assessed.

Access Arrangement	Definition	Paper-based exam				Computer-based exam			
		L	R	W	S	L	R	W	S
Extra Time	Test takers normally receive additional time of up to 25% of the standard duration of a test session.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Separate exam room	Test takers take the exam in a separate room to reduce external distractions.	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A
Reader	A Reader is a person who reads the exam instructions and questions to the test taker.	Yes	No	Yes	No	No	No	No	No
Scribe	A Scribe is a person who writes down the test taker's dictated answers.	Yes	Yes	Yes	N/A	N/A	N/A	No	N/A
Braille or Modified question papers	A range of formats are available, including Large Print and a Braille version of the test.	Yes	Yes	Yes	No	N/A	N/A	N/A	N/A

Access Arrangement	Definition	Paper-based exam				Computer-based exam			
		L	R	W	S	L	R	W	S
Practical Assistant	A practical assistant is a person who helps with practical tasks not related to the test.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Supervised rest breaks	Test takers may leave the exam room if necessary, but they must be supervised at all times.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Live speaker	A transcript of the recording can be provided, for example, to deaf or hard of hearing test takers who require a lip-reading version of the listening test.	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note that a reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. For information on arrangements not listed here, please contact LANGUAGECERT® through the "Contact us Guide".

7 Resources and Support

A wide range of practice materials and resources along with valuable information about the content and format of the LTE examinations are available at languagecert.org.

LANGUAGECERT® also offers a series of free audiovisual materials which have been designed to help teachers prepare their students for their LTE exams.

8   Appendix – Sample Certificate

Hard copy certificate sample:

Note:
1) The **e-certificate** *does not* include a) the PeopleCert watermark, b) the hologram in the bottom right corner, c) the "AUTHENTICATED CERTIFICATE" label.
2) If a test taker completes the three LTE examinations separately and has already been issued individual Certificates of Achievement for each examination, a four-skill Certificate of Achievement is not issued.

PeopleCert
Dream it, do it.

languagecert.org | info@languagecert.org