LANGUAGECERT Test of English (LTE) A1-C2 Writing

Qualification Handbook

December 2025

Version 4.0

Public

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Document Revision History		
Version	**Date**	**Description of Change**
4.0	**05/12/2025**	Update of 2025
3.0	**25/01/2024**	– Rebranding – Update of 2024
2.0	**24/07/2023**	Update of 2023
1.1	**13/04/2021**	Update of 2021
1.0	-	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

The purpose of this handbook is to provide a comprehensive introduction to the LANGUAGECERT® Test of English (LTE) A1-C2 Writing examination. It also serves as a reference point for candidates, test centres, teachers, and other stakeholders involved in the delivery of the LTE Writing exams.

2   Introduction to LANGUAGECERT® Test of English (LTE)

LANGUAGECERT® Test of English (LTE) is a suite of English 'for work' examinations that assess candidates' Listening, Reading, Writing and Speaking skills. LTE examinations are designed to assess a candidate's language proficiency 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). LTE suite of examinations is intended for people 18+ who are in work, looking for work, or in higher or further education and about to enter the world of work. The LTE qualifications are internationally recognised and can be used to support job applications, career progression, or to meet university or college graduation requirements. As a high-stakes testing product, all LTE examinations are delivered under secure conditions, with test security and integrity being a top priority.

LANGUAGECERT® Test of English (LTE) consists of three examinations to cover all four language skills:

- 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

Each exam is intended for use independently or in conjunction with other elements of the LTE suite of examinations.

2.1   Who are the LTE qualifications for?

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

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

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

- **universities and colleges that**
  - require an externally recognised certification as part of their graduation process.
  - need to establish the English language level of students to evaluate their ability to follow their chosen course of study.
  - 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 candidate prior to taking a LANGUAGECERT® Test of English examination. Recognition of Prior Learning (RPL) is not applicable to the LANGUAGECERT® Test of English suite of examinations.

2.3   Why take the LTE examinations?

Flexible examination dates

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

Flexibility of exam 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 candidates 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.

To receive the four-skill certificate, candidates taking the Listening & Reading, Writing, and Speaking exams separately at test centres must successfully complete all three within a six-month period.

Integrity of assessment

The LTE Listening & Reading examination consists of objectively scored, multiple choice items and assesses candidates' 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.

3   The LTE A1-C2 Writing examination

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 candidate's writing skills across six CEFR levels (A1-C2).

3.1   Skill tested

The candidate is required to complete a single, long writing task. The writing task assesses the candidate's ability to write for a wide variety of work-related purposes. The candidate 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.

3.2   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 examination 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 LTE A1-C2 Writing qualifications have been mapped to the approximate learning hours that a learner needs to progress between levels according to the CEFR.

For the LTE A1-C2 Writing qualifications, LANGUAGECERT® specifies a total number of hours – stated as Total Qualification Time (TQT) – that indicates how learners progress through levels.

LTE Writing, CEFR and RQF/CQFW (England and Northern Ireland/Wales) Levels	Qualification Title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
LTE (W) A1 – CEFR A1 – Entry 1	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Writing) (LanguageCert Test of English A1)	95 hours	200 hours
LTE (W) A2 – CEFR A2 – Entry 2	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Writing) (LanguageCert Test of English A2)	95 hours	200 hours
LTE (W) B1 – CEFR B1 – Entry 3	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Writing) (LanguageCert Test of English B1)	180 hours	300 hours
LTE (W) B2 – CEFR B2 – Level 1	LanguageCert Level 1 Certificate in ESOL International (Writing) (LanguageCert Test of English B2)	180 hours	300 hours
LTE (W) C1 – CEFR C1 – Level 2	LanguageCert Level 2 Certificate in ESOL International (Writing) (LanguageCert Test of English C1)	200 hours	350 hours
LTE (W) C2 – CEFR C2 – Level 3	LanguageCert Level 3 Certificate in ESOL International (Writing) (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.

3.3 Alignment of the LTE A1-C2 Writing qualifications to the CEFR

The LTE A1-C2 Writing qualification 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.

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

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

3.4 'Can Do' level descriptors

The LTE A1-C2 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 and 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 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, 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.

3.5 The LTE A1-C2 Writing qualification titles

The table below outlines the level names, full titles and qualification numbers for all levels of the LTE Writing 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) (Writing) (LanguageCert Test of English A1)	603/7347/7
LTE A2 – CEFR A2 – Entry 2	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Writing) (LanguageCert Test of English A2)	603/7348/9
LTE B1 – CEFR B1 – Entry 3	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Writing) (LanguageCert Test of English B1)	603/7349/0
LTE B2 – CEFR B2 – Level 1	LanguageCert Level 1 Certificate in ESOL International (Writing) (LanguageCert Test of English B2)	603/7350/7
LTE C1 – CEFR C1 – Level 2	LanguageCert Level 2 Certificate in ESOL International (Writing) (LanguageCert Test of English C1)	603/7351/9
LTE C2 – CEFR C2 – Level 3	LanguageCert Level 3 Certificate in ESOL International (Writing) (LanguageCert Test of English C2)	603/7352/0

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 candidate.

4   The LTE A1-C2 Writing test structure

4.1   Overview

The chart below outlines the structure and duration of the LTE A1-C2 Writing test.

The LTE A1-C2 Writing test		
Duration	**Number of tasks**	**Task type**
30 mins	1 task	Long piece of writing (report, article, review) 200-250 words

4.2   Description of the writing task

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

Overview	Candidates 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 focus	The task assesses the candidate's ability to produce extended writing in a workplace-related context. It provides an opportunity to demonstrate advanced grammatical control, appropriate use of vocabulary, 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.

5 Assessment and Marking

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.

5.1 Assessment criteria

In the LTE Writing test, candidates 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.

5.2 Marking

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.

5.3   Grading

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

The LTE A1-C2 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**

5.4   Results

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

The LTE A1-C2 Writing Scaled Scores	
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**

6   Topics, functional language and grammar for the LTE Writing exam

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

6.1   Topics

The following topics and functional language areas are provided as an indication of the range of topics that may be covered in the LTE A1-C2 Writing exam.

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
- building competences in an organisation

OTHER TOPICS

- a number of other topics in areas of general business and general interest, such as: advertising, consumer goods, consumerism, shopping and prices, economising etc.

TECHNOLOGY

- technological innovation and developments
- impact of technology on the workplace and education

6.2   Functional language

The following functional language areas are intended as examples of areas that may be covered in the LTE A1-C2 Writing test. (See Topics list for contexts)

Candidates 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.

Functional language areas

- 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

6.3   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 Preliminary and in addition	as Access 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,* etc. • 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) • *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, such as *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, such as *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*)

6.4   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: e.g., *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 g*ive 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, such as *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

7 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 candidates' language ability is assessed fairly and objectively, LANGUAGECERT® provides access arrangements for candidates who have special requirements, including specific learning difficulties, hearing or visual difficulties, impaired mobility and medical conditions.

Access arrangements ensure that candidates 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 candidates, 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 candidates from taking them. The principles and guidelines according to which test centres are expected to operate are included in the LANGUAGECERT® Reasonable Adjustments and Special Considerations Policy which is available at languagecert.org.

Reasonable adjustments are approved before the exam takes place. As the needs and circumstances of each candidate are different, LANGUAGECERT® will consider requests for reasonable adjustments on a case-by-case basis. Moreover, special considerations can be applied after an assessment if there were a reason the candidate 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 Adjustments and Special Considerations Policy at languagecert.org.

Tabulated below are the access arrangements for each LTE Writing exam format.

Access Arrangement	Definition	Writing	
		Paper-based	Computer-based
Extra Time	Candidates normally receive additional time of up to 25% of the standard duration of a test session.	Yes	Yes
Separate exam room	Candidates take the exam in a separate room to reduce external distractions.	Yes	Yes
Reader	A Reader is a person who reads the exam instructions and questions to the candidate.	Yes	No
Scribe	A Scribe is a person who writes down the candidate's dictated answers.	Yes	No
Braille or Modified question papers	A range of formats are available, including Large Print and a Braille version of the test.	Yes	N/A
Practical Assistant	A practical assistant is a person who helps with practical tasks not related to the test.	Yes	Yes
Supervised rest breaks	Candidates may leave the exam room if necessary, but they must be supervised at all times.	Yes	Yes

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".

8   Resources and Support

A wide range of practice materials and resources along with valuable information about the content and format of the LTE A1-C2 Writing examination 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 the LTE Writing exams.

9 Appendix: Sample Certificate and Certificate of Achievement

Hard copy certificate sample:

Note: The **e-certificate** _does not_ include a) the PeopleCert watermark, b) the hologram in the bottom right corner, c) the "AUTHENTICATED CERTIFICATE" label.

**Certificate of Achievement** sample – Front (**Online Invigilated**):

LANGUAGECERT®

Certificate of Achievement

This is to verify that

Candidate's First Name Candidate's Last Name

Candidate Number:	123456789
Date of Birth:	10 September 1987
Exam Date:	10 April 2025
Issue Date:	15 April 2025
Test Centre:	[1234] - XXXXXXXXXX
Mode of Delivery:	Online Invigilated
Exam Session ID:	1234567

Test Day Photo
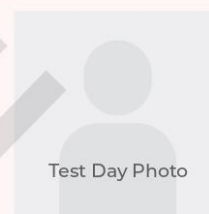
achieved the following scores on the
LANGUAGECERT Test of English A1-C2 (Writing)

Result	Score	CEFR Level
Writing	67	B2

Marios Molfetas
LANGUAGECERT
Responsible Officer

LANGUAGECERT is a business name of PeopleCert Qualifications Ltd, UK company number 09620926.
LANGUAGECERT reserves the right to amend the information given before issuing certificates to successful candidates.

This statement of results can be verified through results.languagecert.org
Candidates with a total score above 10 out of 100 will receive the corresponding certificate.

Note: For exams administered at a Test Centre, the Mode of Delivery would read: **Test Centre Invigilated**. Certificates of Achievement for Test Centre Invigilated exams _do not_ include a Test Day Photo.

Certificate of Achievement sample – Back (applies to both **Modes of Delivery**):

CEFR* Level	Scaled Score	Performance Descriptors
C2	90 - 100	• 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.
C1	75 - 89	• 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.
B2	60 - 74	• 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, varying format and style appropriate to purpose and audience.
B1	40 - 59	• 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.
A2	20 - 39	• 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.
A1	10 - 19	• 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.

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.

*Common European Framework of Reference

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