LANGUAGECERT®

LANGUAGECERT System

LANGUAGECERT General Qualification Handbook

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Public

PeopleCert
Dream it, do it.

TABLE OF CONTENTS

1 LANGUAGECERT® GENERAL AND LANGUAGECERT® ACADEMIC QUALIFICATIONS 5

1.1 PURPOSE OF THE LANGUAGECERT® GENERAL QUALIFICATION HANDBOOK 5

1.2 THE LANGUAGECERT® SYSTEM (LS) 5

1.3 INTRODUCTION TO LANGUAGECERT® GENERAL 7

1.4 QUALIFICATION TITLES 9

1.5 ALIGNMENT OF LANGUAGECERT® TO THE CEFR 10

1.6 'CAN DO' LEVEL DESCRIPTORS 11

1.7 OVERVIEW OF SCORING 13

1.8 QUALIFICATION FORMAT 14

1.9 FORMAT AND FEATURES OF LANGUAGECERT® GENERAL 15

2 SYLLABUS 18

2.1 PRELIMINARY LEVEL – A1 18

2.2 ACCESS LEVEL – A2 26

2.3 ACHIEVER LEVEL – B1 34

2.4 COMMUNICATOR LEVEL – B2 43

2.5 EXPERT LEVEL – C1 53

2.6 MASTERY LEVEL – C2 64

2.7 GRAMMAR 75

3 OVERVIEW OF ASSESSMENT 86

4 ACCESS ARRANGEMENTS 89

5 APPENDIX: SAMPLE CERTIFICATE AND TEST REPORT 90

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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**.

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1 LANGUAGECERT® General and LANGUAGECERT® Academic qualifications

1.1 Purpose of the LANGUAGECERT® General Qualification Handbook

The LANGUAGECERT® General qualification handbook provides a comprehensive introduction to the LANGUAGECERT® system, comprising LANGUAGECERT® Academic and LANGUAGECERT® General. It also serves as a reference point for test centres, teachers, test takers and other stakeholders involved in the delivery of LANGUAGECERT® General.

There is a separate qualification handbook for LANGUAGECERT® Academic.

1.2 The LANGUAGECERT® System (LS)

The LANGUAGECERT® System (LS) derives from an extensive item bank of calibrated material (across A1 to C2 levels) supported by validation research based on an established candidature aligned to a common underlying measurement scale.

The LS contains two four-skill multi-level tests: LANGUAGECERT® General and LANGUAGECERT® Academic, which are recognised and regulated by the English and Welsh qualification regulators, Ofqual and Qualifications Wales.

Test	Skills	CEFR level	Equivalent UK (England and Wales) national levels
LANGUAGECERT® General	Listening, Reading, Writing and Speaking	A2 Waystage	Entry 2
		B1 Breakthrough	Entry 3
		B2 Vantage	Level 1
		C1 Effective Operational Proficiency	Level 2
LANGUAGECERT® Academic	Listening, Reading, Writing and Speaking	B1 Breakthrough	Entry 3
		B2 Vantage	Level 1
		C1 Effective Operational Proficiency	Level 2
		C2 Mastery	Level 3

Both tests offer a communicative approach to the testing of Listening, Reading, Writing and Speaking across the CEFR levels appropriate to the domain.

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LANGUAGECERT® General and LANGUAGECERT® Academic are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide.

LANGUAGECERT® General

The LANGUAGECERT® General test is for candidates seeking to migrate for work or vocational purposes. Test content is tailored to those wanting to live, work, study or train in an English-speaking context.

The test measures a range of skills and competences appropriate for personal, occupational and vocational contexts: reading and listening for gist or for a detailed understanding of a range of written and audio sources including adverts, articles, websites, diaries, radio programs, podcasts; writing in formal and informal registers; expressing viewpoints; or interacting in real-life scenarios (through the use of role-plays).

LANGUAGECERT® Academic

The LANGUAGECERT® Academic test is for candidates seeking to study in higher education. Test content is tailored for academic study at undergraduate, postgraduate or professional level.

The test measures a range of skills and competences appropriate for academic study in an English-medium setting: reading and listening for gist or for a detailed understanding of a range of written and audio sources including academic articles, lectures, podcasts, interviews, discussions; writing reports, articles and essays for an academic purpose; giving presentations; reading aloud; or taking part in a discussion.

LANGUAGECERT® General and LANGUAGECERT® Academic measure proficiency in the same way, to the same scale, using the same task types. The two tests have been designed and developed according to the same standard procedures. The test delivery processes and scoring methods are identical.

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1.3 Introduction to LANGUAGECERT® General

LANGUAGECERT® General is designed to test use of English in real-life situations. It is intended for students who want to migrate in order to live, work and study in an English-speaking environment. It is appropriate for:

- non-native speakers of English who:
  - are 17 years of age or older
  - wish to acquire an internationally recognised certification of their English language competence
  - wish to undertake an English course either in the UK or overseas
  - need English for their everyday or working life;
- educational institutions that:
  - need to establish the English language level of students
  - wish to offer students a test which will provide them with an internationally recognised certification of their English language competence;
- employers who:
  - wish to identify the English language level of their applicants
  - require an internationally recognised certification as part of their hiring process.

Entry requirements

There are no prior learning requirements that candidates must achieve/have prior to taking LANGUAGECERT® General. However, it is important that test centres provide information and advise test takers on the most suitable qualification according to their individual needs.

Pricing

Pricing for LANGUAGECERT® General is country specific. Information can be found on the LANGUAGECERT® website.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is not applicable to LANGUAGECERT® General.

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

The term 'Guided Learning Hours' is defined as the hours of guided learning under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

'Total Qualification Time' is the number of notional hours which represent an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

With regard to Guided Learning Hours, LANGUAGECERT® is consistent with CEFR references which assign approximate values to levels of ESOL qualifications. As highlighted by the Association of Language Testers in Europe (ALTE), as a learner advances up the levels, the number of hours to attain each level increases, this being evidence of the continual nature of language learning.

CEFR Level and UK national Levels (England and Wales)	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
A1 – Entry 1	95 hours	200 hours
A2 – Entry 2	95 hours	200 hours
B1 – Entry 3	180 hours	300 hours
B2 – Level 1	180 hours	300 hours
C1 – Level 2	200 hours	350 hours
C2 – Level 3	250 hours	350 hours

Please note that the above figures are estimates of 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 centres and users to ensure that appropriate and consistent numbers of study hours are assigned to its qualifications.

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1.4 Qualification titles

The table below outlines the level names, full titles and qualification numbers for all LANGUAGECERT® General certificates.

LANGUAGECERT® and CEFR levels	Qualification Title	Ofqual Qualification Number
Access (A2)	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing, Speaking) (LanguageCert General A2)	610/1452/7
Achiever (B1)	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing, Speaking) (LanguageCert General B1)	610/1453/9
Communicator (B2)	LanguageCert Level 1 Certificate in ESOL (Listening, Reading, Writing, Speaking) (LanguageCert General B2)	610/1454/0
Expert (C1)	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert General C1)	610/1455/2

The full qualification titles identify the level of each qualification inclusive of the LANGUAGECERT®, CEFR, England and Wales levels.

The name of each examination and appropriate CEFR level appear on each certificate.

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1.5 Alignment of LANGUAGECERT® to the CEFR

LANGUAGECERT® General and Academic scores are reported on the LANGUAGECERT® Global Scale. In turn, the LANGUAGECERT® Global Scale is mapped to the CEFR[1] and the RQF/CQFW (England and Northern Ireland/Wales) levels. The comparative levels chart below shows how the two tests and the Global Scale relate to each other and reflect the CEFR levels.

LANGUAGECERT® Global Scale	CEFR	LANGUAGECERT® General	LANGUAGECERT® Academic
90-100	C2		90+
75-89	C1	75+	75-89
60-74	B2	60-74	60-74
40-59	B1	40-59	40-59
20-39	A2	20-39	
10-19	A1		
0-9	Below A1		

[1] Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

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1.6 'Can Do' level descriptors

LANGUAGECERT® General is developed according to the CEFR descriptors of language competency for each CEFR level (A2-C1).

LANGUAGECERT® and CEFR levels	Descriptors
A2 Access – CEFR A2	• Can understand sentences and the highest frequency vocabulary related to areas of most immediate personal relevance such as basic personal and family information, shopping, local area, employment and education. • Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters. • Can understand very short, simple texts such as personal letters. • Can engage in conversation to establish shared understanding about familiar topics. • Can understand and obtain information from simple everyday material, familiar sources, signs, and symbols. • Can communicate with some awareness of the intended audience.
B1 Achiever – 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. • 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. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2 Communicator – 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 understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. • Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. • Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. • Can understand contemporary literary prose.

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LANGUAGECERT® and CEFR levels	Descriptors
	• Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
C1 Expert – CEFR C1	• Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. • 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. • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

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1.7 Overview of scoring

LANGUAGECERT® General is stringently assessed against the criteria as detailed in the syllabus. Test takers receive a score on the Global Scale (0-100) per skill (Listening, Reading, Writing and Speaking) and an overall score and CEFR level. The final score is the average of the four skills and all skills carry equal weight.

More specifically, the test taker receives a score on the LANGUAGECERT® Global Scale (0–100). The Global 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):

LANGUAGECERT® Global Scale	CEFR	LANGUAGECERT® General	LANGUAGECERT® Academic
90-100	C2		90+
75-89	C1	75+	75-89
60-74	B2	60-74	60-74
40-59	B1	40-59	40-59
20-39	A2	20-39	
10-19	A1		
0-9	Below A1		

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1.8 Qualification format

LANGUAGECERT® General is available as a computer-based and a paper-based test. The computer-based test is the default option.

Duration

Listening	Reading	Writing	Speaking	TOTAL
35 minutes	50 minutes	45 minutes	About 12 minutes	About 142 minutes

Advantages of LANGUAGECERT® General

Integrity of total external assessment

All exams are externally set and 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.

Ofqual recognition

LANGUAGECERT® is an Awarding Organisation recognised and regulated by Ofqual. Ofqual is a non-ministerial government department that regulates qualifications, exams and tests in England. Ofqual is independent of government and reports directly to the UK Parliament.

UK Home Office recognition

LANGUAGECERT® is authorized by UK Visas and Immigration (UKVI), to deliver Home Office approved, Secure English Language Tests (SELTs) in the UK and globally. UKVI is the part of the Home Office which runs the UK's visa service. LANGUAGECERT® General is a secure, reliable, trusted and attractive choice for candidates applying for UK visas where English language ability must be demonstrated.

Those who need to prove their English language ability as part of their application to UK Visas and Immigration should visit the UK Government website to find out more about English language requirements for migration to the UK:

https://www.gov.uk/guidance/prove-your-english-language-abilities-with-a-secure-english-language-test-selt

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. LANGUAGECERT® makes use of several methods, including human vetting and statistical analysis, in an effort to minimise bias.

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1.9 Format and features of LANGUAGECERT® General

Qualification Title: LanguageCert Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert General)

Duration: Listening: 35 minutes; Reading 50 minutes; Writing: 45 minutes; Speaking: about 12 minutes)

Skill & Focus	Task	Format	Raw Marks
Listening 1: identify meaning, purpose and function and understand speaker relationship/context	Listen twice to seven unfinished conversations in everyday or work-related context, including colloquialisms, register shifts and use of stress and intonation to indicate attitude	One three-option multiple-choice question for each conversation to choose the appropriate completion or continuation of the conversation	7
Listening 2: understand meaning, intention, viewpoint argumentation and speaker relationship	Listen twice to five conversations in informal and formal settings to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feelings and opinions	Two three-option multiple-choice questions for each conversation	10
Listening 3: extract key information from a monologue, synthesise and summarise ideas	Listen twice to an informational talk on a topical or work-related theme (for example a podcast or interview, etc.) to identify specific factual information	A note, message pad or form with seven gaps; complete the missing information	7
Listening 4: follow a discussion between two speakers	Listen twice to a discussion on a topical issue, e.g., at a conference and identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Six three-option multiple-choice questions	6
Reading 1a: understand vocabulary used in everyday contexts, identify synonyms and use vocabulary in context	Six sentences using vocabulary typically used in official, work or study situations with one word highlighted (15–30 words per sentence & max per test 150)	Choose the correct word from a choice of four for each sentence to replace the highlighted word with no change in meaning	6

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Skill & Focus	Task	Format	Raw Marks
Reading 1b: understand vocabulary and lexico-grammatical features in texts	A text that may include ideas, argument and opinions with five words removed (140–160 words including title)	Choose the correct word from a choice of three to fill each gap	5
Reading 2: understand how meaning is built up in discourse and show awareness of text organisation and discourse features	A text with a recognisable line of development (narrative, discursive or chronological) with six sentences removed, e.g., topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea (350–450 words in text including the removed sentences, A–G)	Choice of seven sentences to choose from to complete the six gaps	6
Reading 3: understand the purpose of different texts, scan and locate specific information	Four texts, e.g., reviews, reports, articles, journals, opinion pieces, etc. with a linked topical theme, but with a different purpose (100–140 words per text and 450–500 words in total)	Seven multiple matching questions to identify information from the texts	7
Reading 4: understand long complex texts, including discourse, opinion, purpose argumentation, exemplification, comparison and contrast, cause and effect, and locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive (450–550 words including title)	Six three-option multiple-choice questions, including one item testing implicit or inferred meaning	6
Writing 1: respond appropriately to a given input to produce a neutral/formal response	Instruction to write a neutral/formal short letter, email or report with a reader specified covering three required pieces of information, in response to a short input text	100–150 words	32
Writing 2: produce a piece of informal writing for a specific purpose and audience	Instruction to write an informal email to a friend/colleague, or a narrative/descriptive composition or informal article	150–200 words	32

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Skill & Focus	Task	Format	Raw Marks
	describing experience, ideas on a topic, future plans or explaining feelings		
Speaking 1: communicate opinions and ideas on a variety of topics and to give personal opinions on contemporary issues	Give and spell name, give country of origin, answer up to five questions on different topic areas	Spoken Interview between one candidate and one interlocutor	48
Speaking 2: communicate in real-life situations using a range of functional language to elicit or respond as appropriate to show the ability to use a wide range of language functions and use of register	Two situations are presented by the interlocutor and candidates are required to respond to and initiate interactions		
Speaking 3: read aloud and answer questions	Read aloud a text and answer questions about the text		
Speaking 4: prepare and deliver a presentation in response to a given topic and answer questions	After 30 seconds of preparation time, talk about a topic provided by the interlocutor for one to two minutes and answer follow-up questions		

Specimen Assessment Materials: LANGUAGECERT® offers a comprehensive range of candidate practice papers and specimen assessment materials for its LANGUAGECERT® General exam which can be downloaded via the LANGUAGECERT® website.

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2 Syllabus

The syllabi show the standards which a learner must achieve to achieve the four levels of the test. For each level, the standards are shown for Listening, Reading, Writing and Speaking. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

The standards set out in the following pages are cumulative. That is, an A2 candidate, for example, will be able to carry out the standards set out for A1 and A2. Similarly, a C1 candidate will be able to meet the standards of all lower levels (A1–B2) in addition to the C1 standards.

Suitable topics, language functions and language skills for a test of General English are selected from the lists below; that said, not all of the 'syllabus' below will be covered in the test versions.

Preliminary level – A1

2.1 Preliminary level – A1

Listening

The candidate 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 candidate will be able to:

- listen for phonological detail to distinguish between similar words.

Range

The candidate 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 candidate will be able to:

- understand the main ideas of short explanations and conversations
- identify speakers, context and topic of short conversations.

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Understanding detail

The candidate will be able to:

- extract key words, numbers and spellings from short statements and explanations.

Reading

The candidate 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 candidate will be able to:

- understand very familiar names, 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 candidate will be able to:

- understand simple social courtesies.

Text structure

The candidate 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.

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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.

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Writing

The candidate will be able to:

- write to communicate simple information to a sympathetic reader
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge
- write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do
- write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts
- express likes, dislikes and preferences in relation to familiar topics
- use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I'
- spell correctly personal key words and familiar words
- construct simple phrases and sentences using only basic grammatical structures
- use a basic range of vocabulary to deal with simple and familiar topics and tasks
- write simple sentences on familiar topics
- write a short sequence of simple sentences to form a basic message.

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Topics – Preliminary Level – 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, HOME, AND LOCAL AREA

- 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 BODY CARE

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

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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

- obtain information from weather forecast
- 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

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Functions – Preliminary Level – 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

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

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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

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2.2 Access level – A2

Listening

The candidate 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 understanding 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 candidate will be able to:

- recognise stress and intonation in simple and compound sentences.

Range

The candidate 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 candidate 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 candidate will be able to:

- extract key words, phrases, numbers and spellings from announcements and messages.

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Reading

The candidate 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 are 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 candidate 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 candidate will be able to:

- understand simple social courtesies.

Text structure

The candidate 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.

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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.

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Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- follow instructions to write a letter, message or note
- write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- write short descriptions or tell a simple story using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly
- spell correctly the majority of words used for personal detail and familiar common words
- write with reasonable accuracy short words appropriate to the level
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures
- use a limited range of vocabulary to deal with simple and familiar topics and tasks
- link a short sequence of simple sentences using basic linking words.

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Topics – Access Level – 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, HOME, AND LOCAL AREA

- 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
- intellectual pursuits
- press, the 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 BODY CARE

- 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

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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

- schooling
- subjects

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Functions – Access Level – A2

(See Topics list for contexts)

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

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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

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2.3 Achiever level – B1

Listening

The candidate 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

The candidate will be able to:

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Range

The candidate will be able to:

- 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

The candidate will be able to:

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

Understanding detail

The candidate will be able to:

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

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Reading

The candidate 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

The candidate will be able to:

- understand words relating to work, leisure and study
- understand longer texts which may contain some complex structures.

Register

The candidate will be able to:

- understand the features which signal different levels of formality
- understand features which indicate the purpose of a text.

Text structure

The candidate will be able to:

- 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.

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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.

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Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics
- write short simple formal letters to ask for and convey simple information
- write short simple texts for practical purposes, e.g., instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers (errors do not impede a sympathetic reader's understanding)
- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.

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Topics – Achiever Level – 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, HOME, AND LOCAL AREA

- 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

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RELATIONS WITH OTHER PEOPLE

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

HEALTH AND BODY CARE

- 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

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Functions – Achiever Level – 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

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- 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

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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
- observing letter-writing conventions

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2.4 Communicator level – B2

Listening

The candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

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Understanding detail

The candidate 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 candidate 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 in a range of texts
- locate specific information from different parts of a text or different texts
- 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 candidate 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 candidate will be able to:

- understand the features of register in texts including those conveying emotion or dispute.

Text structure

The candidate 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.

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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.

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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.

Writing

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, reports or articles to fulfil a range of functions for practical purposes
- write letters describing significant personal events, people or experiences
- use correct punctuation in formal and informal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively although errors may occur when complex structures are attempted
- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership
- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

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Topics – Communicator Level – B2

PERSONAL IDENTIFICATION

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

HOUSE, HOME AND LOCAL AREA

- 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 BODY CARE

- 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

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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

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Functions – Communicator Level – 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

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- 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

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- 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

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- 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-writing conventions

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2.5 Expert level – C1

Listening

The candidate 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 candidate 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 candidate 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 candidate 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 candidate will be able to:

- understand the main ideas of extended discourse even when the content is not clearly structured.

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Understanding detail

The candidate will be able to:

- extract most points of detail even from extended discourse on both concrete and abstract topics even when the content is not clearly structured.

Reading

The candidate 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 or from different texts
- 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 candidate 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 candidate will be able to:

- understand the role of register even in emotional or allusive contexts.

Text structure

The candidate 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 is built up in a range of texts of varying complexity
- understand a range of logical markers and sequence markers.

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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.

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Writing

The candidate will be able to:

- write well-structured, detailed texts on complex subjects clearly communicating ideas, impressions, feelings and opinions
- write complex narratives and descriptions varying style appropriately
- write a well-structured, detailed argument emphasising important points, expanding and supporting relevant ideas
- write formal letters, reports or articles to fulfil a wide range of functions including those requiring a tactful approach
- use all punctuation marks accurately and effectively
- spell correctly words used in work, study and daily life including commonly used technical words
- consistently control grammar to communicate effectively with few errors even when complex structures are employed
- use a wide range of vocabulary suitable for purpose
- generally use idiomatic expressions appropriately and naturally
- use a wide range of complex structures
- adapt register effectively and appropriately according to purpose in most contexts
- link and organise ideas using a range of linking words and cohesive devices
- organise text effectively to reflect the structure of the ideas expressed.

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Topics – Expert Level – C1

PERSONAL IDENTIFICATION

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

HOUSE, HOME, AND LOCAL AREA

- 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

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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

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SOCIETY

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

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Functions – Expert Level – 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

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- 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

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- 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

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- 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-writing conventions

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2.6 Mastery level – C2

Listening

The candidate 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.

Phonological features

The candidate 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 candidate 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 candidate will be able to:

- consistently recognise degrees of subtle distinction used by speakers in different types of utterances.

Understanding gist

The candidate will be able to:

- consistently understand the main ideas of complex extended discourse even when the topic is unfamiliar.

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Understanding detail

The candidate will be able to:

- consistently extract most points of detail from extended discourse even when the topic is unfamiliar.

Reading

The candidate 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 or from different texts
- 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 candidate will be able to:

- understand a wide range of texts, hardly ever being impeded by any lexical features
- understands almost all grammatical structures and features.

Register

The candidate will be able to:

- understand subtleties in the use of register across a wide range of situations even those involving tact and diplomacy.

Text structure

The candidate 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.

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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.

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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.

Writing

The candidate will be able to:

- write well-structured texts on complex or abstract subjects
- write clear, smoothly flowing, complex formal letters, reports or articles in styles fully appropriate to purpose and target readership
- describe or narrate in an assured natural manner consistently maintaining the style appropriate to purpose
- develop cogent and smoothly flowing arguments
- use all punctuation marks accurately and effectively
- spell correctly words used in more specialised contexts such as business, academic and international affairs
- maintain consistent control of complex grammatical structures
- use a very wide range of vocabulary demonstrating ability to distinguish between finer shades of meaning
- use idioms appropriately and naturally
- use a full range of structures to achieve different styles and purposes
- consistently use appropriate register in a wide range of contexts including those requiring sensitive and tactful responses
- use a range of linguistic devices to create coherent and cohesive writing
- structure texts logically using linguistic markers to enable the reader to understand significant points.

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Topics – Mastery Level – C2

PERSONAL IDENTIFICATION

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

HOUSE, HOME AND LOCAL AREA

- 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 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

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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
- 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

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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

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Functions – Mastery Level – 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

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- 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

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- 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

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- 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-writing conventions

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2.7 Grammar

Grammar – Preliminary (A1), Access (A2) and Achiever (B1) levels

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

	Preliminary	Access	Achiever
		as Preliminary and **in addition**	as Access 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 one subordinate clause • defining relative clauses with *who, which, that* • clause as subject/object

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Verb forms

	Preliminary	Access	Achiever
		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* • 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 this level • contracted forms appropriate to this level

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Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access	Achiever
		as Preliminary and **in addition**	as Access and **in addition**
Modals	Present reference: • *can, can't* (ability/inability, permission) and *would like* (request) • not negative questions	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 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*	

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	Preliminary	Access	Achiever
		as Preliminary and **in addition**	as Access and **in addition**
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*

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Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access	Achiever
		as Preliminary and **in addition**	as Access 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* + *-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*

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Punctuation and spelling

	Preliminary	Access	Achiever
		as Preliminary and **in addition**	as Access 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*)

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Grammar – Communicator (B2), Expert (C1), Mastery (C2) levels

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

	Communicator	Expert	Mastery
	as Achiever and **in addition**	as Communicator and **in addition**	as Expert 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

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Verb forms

	Communicator	Expert	Mastery
	as Achiever and **in addition**	as Communicator and **in addition**	as Expert 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	

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Modals, nouns, prepositions

	Communicator	Expert	Mastery
	as Achiever and **in addition**	as Communicator and **in addition**	as Expert and **in addition**
Modals	• *ought to* (obligation) • negative of *need* and *have 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*	

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Articles, determiners, adjectives, adverbs, intensifiers

	Communicator	Expert	Mastery
	as Achiever and **in addition**	as Communicator and **in addition**	as Expert 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, very pretty*	

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Punctuation and spelling

	Communicator	Expert	Mastery
	as Achiever and **in addition**	as Communicator and **in addition**	as Expert 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

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3 Overview of assessment

LANGUAGECERT®'s General and Academic tests measure all four skills: listening, reading, writing, and speaking. Both report performance across a range of CEFR levels and score against the LANGUAGECERT® Global Scale (from 0 to 100).

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

The Global Scale reports against the CEFR levels as shown in the following table:

LANGUAGECERT® Global Scale	CEFR	LANGUAGECERT® General	LANGUAGECERT® Academic
90-100	C2		90+
75-89	C1	75+	75-89
60-74	B2	60-74	60-74
40-59	B1	40-59	40-59
20-39	A2	20-39	
10-19	A1		
0-9	Below A1		

Results are reported for performance in each skill and overall. Therefore, a candidate is not only described as having, for example, 'B2 ability', but a more precise level of detail is provided via scores on the LANGUAGECERT® Global Scale.

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Listening and Reading

- Responses in the Reading and Listening tests are automatically marked by computer.

Writing

- The Writing tasks are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Achievement, Accuracy and Range of Grammar, Accuracy and Range of Vocabulary and Organisation (Coherence).
- Candidate performance is marked on each criterion. 0–8 marks are awarded by examiners on each criterion for each Task. Task 1 is then weighted to 40% of the total marks for Writing, and Task 2 is weighted to 60% of the total marks for Writing.
- Candidates do not receive any credit for off-topic responses.

Criteria	Description
Task Fulfilment	A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked.
Accuracy and Range of Grammar	A measure of the range, appropriacy and accuracy of grammar.
Accuracy and Range of Vocabulary	A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.
Organisation and Coherence	A measure of how coherently ideas are linked together in the text and how accurate the punctuation is.

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Speaking

- The speaking test measures performance against the following five criteria: Task Fulfilment and Communicative Effect; Coherence; Accuracy and Range of Grammar; Accuracy and Range of Vocabulary; Pronunciation, Intonation and Fluency.

Criteria	Description
Task Fulfilment and Communicative Effect	A measure of the ability to manage the tasks adequately for the level and link the utterances into coherent speech.
Coherence	A measure of the ability to provide coherent responses, particularly over extended speech, and the linking of ideas and contributions.
Accuracy and Range of Grammar	A measure of the ability to vary and demonstrate control of grammatical structures as appropriate to the task.
Accuracy and Range of Vocabulary	A measure of the ability to vary and demonstrate control of lexis and register as appropriate to the task.
Pronunciation, Intonation and Fluency	A measure of the ability to produce the sounds of English in order to be understood with appropriate stress and intonation and maintain the flow of speech.

- Each of the four parts of the speaking examination is given equal importance.
- Candidates are awarded a mark from 0–8 for each of the five criteria. The criterion Task Fulfilment and Communicative Effect is double-weighted, and therefore the maximum raw marks a candidate can be awarded is 48. The exam is delivered in person at a distance by the interlocutor. All tests are recorded. The interlocutor awards the marks for Task Fulfilment and Communicative Effect in real time. The other examiner listens to the exam recording and awards marks for the other criteria.

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4 Access arrangements

Access arrangements are reasonable adjustments, and a reasonable adjustment must be applied for using the LANGUAGECERT® Reasonable Adjustment and Special Considerations Policy.

Access arrangements allow candidates with learning difficulties, disabilities or temporary injuries to show what they know and can do without changing the demands of the assessment. Examples include: a reader to read the questions and a scribe to write the answers.

Access arrangements are agreed before an assessment. For some arrangements, including readers and scribes, centres must apply to LANGUAGECERT® for permission before the examination. Please refer to the LANGUAGECERT® Reasonable Adjustment and Special Considerations Policy for the specific timeframes to apply for permission.

For information on arrangements not listed here, please contact LANGUAGECERT®. Specific contact details are given in the LANGUAGECERT® "Contact us Guide".

Both the LANGUAGECERT® General and LANGUAGECERT® Academic examinations assess the candidate's ability to listen, read, write and speak in English. As a result, some access arrangements cannot be permitted. Examples are given in the table below.

Access arrangement	Definition	Listening	Reading	Writing	Speaking
Extra time		Yes	Yes	Yes	Yes
Reader	Someone who reads the questions to the candidate	Yes	No	Yes	N/A
Scribe	Someone who writes down the candidate's dictated answers	Yes	Yes	Yes	N/A
Braille or modified question papers	A range of formats are available, including large print	Yes	Yes	Yes	Yes
Practical assistant	Someone who helps with practical tasks not related to the test	Yes	Yes	Yes	Yes
Supervised rest breaks	The candidate must remain under exam conditions	Yes	Yes	Yes	Yes
Live speaker	Someone who reads out the script in a Listening examination	Yes	N/A	N/A	N/A

Exemptions

Exemptions can only be considered as a last resort. For more information, please contact LANGUAGECERT®.

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5 Appendix: Sample Certificate and Test Report

LANGUAGECERT® General certificates are double-sided.

Hard copy certificate sample (front side):

E-certificate sample (front side):

Back of certificate (applies to both hard copies and e-certificates):

CEFR Level	LANGUAGECERT Global Scale	Performance Descriptors (Listening, Reading, Speaking, Writing) The LANGUAGECERT Academic Speaking exam assesses both oral interaction and oral production competencies.
C2	90-100	· 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. · 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 express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations
C1	75 - 89	· Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. · Can understand long and complex factual and literary texts, appreciating distinctions of style. · Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. · Can express him/herself fluently and spontaneously without much obvious searching for expressions
B2	60 - 74	· Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. · Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. · Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. · Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B1	40 - 59	· Can understand the main points of clear standard speech on familiar matters regularly encountered in education, work and leisure, etc. · Can understand texts that consist mainly of high frequency everyday or job-related language. · Can produce simple connected text on topics which are familiar or of personal interest. · Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	20 - 39	· Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. · Can read and understand very short, simple texts such as personal letters · Can give a simple description of people, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. · Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.
A1	10 - 19	· Can recognise very familiar words and phrases when people speak slowly. · Can read and understand very simple sentences on familiar topics. · Can produce simple mainly isolated phrases about people and places. · Can write simple isolated phrases and sentences.

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SAMPLE

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Test Report sample:

LANGUAGECERT

LANGUAGECERT General
(Listening, Reading, Writing, Speaking)

Test Report

Candidate Information

Last Name:			Test Day Photo
First Name:			
Date of Birth:			
Candidate Number:			
Candidate URN:			
ID Type:			
ID Number:			

Test Centre Information

Date of Test:			
Test Centre Number:			
Mode of Delivery:			

Candidate Results (out of 100 on the LANGUAGECERT Global Scale)

Listening:		Writing:	
Reading:		Speaking:	

Total Score:	
CEFR Level:	

Michael Milanovic
LANGUAGECERT
Chairman

SAMPLE

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LANGUAGECERT reserves the right to amend the information given before issuing certificates to successful candidates.

info@languagecert.org

Candidate Performance Feedback (Writing Part 1)

Task Fulfilement	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Organisation and Coherence	

Candidate Performance Feedback (Writing Part 2)

Task Fulfilement	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Organisation and Coherence	

Candidate Performance Feedback (Speaking)

Task Fulfilment and Communicative Effect	
Coherence	
Accuracy and Range of Grammar	
Accuracy and Range of Vocabulary	
Pronunciation, Intonation and Fluency	

SAMPLE

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CEFR Level	Scaled Score	Performance Descriptors (Listening, Reading, Speaking, Writing)
C2	90 - 100	• 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. • 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 express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	75 - 89	• Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. • Can understand long and complex factual and literary texts, appreciating distinctions of style. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. • Can express him/herself fluently and spontaneously without much obvious searching for expressions.
B2	60 - 74	• Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. • Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. • Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. • Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B1	40 - 59	• Can understand the main points of clear standard speech on familiar matters regularly encountered in education, work and leisure, etc. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
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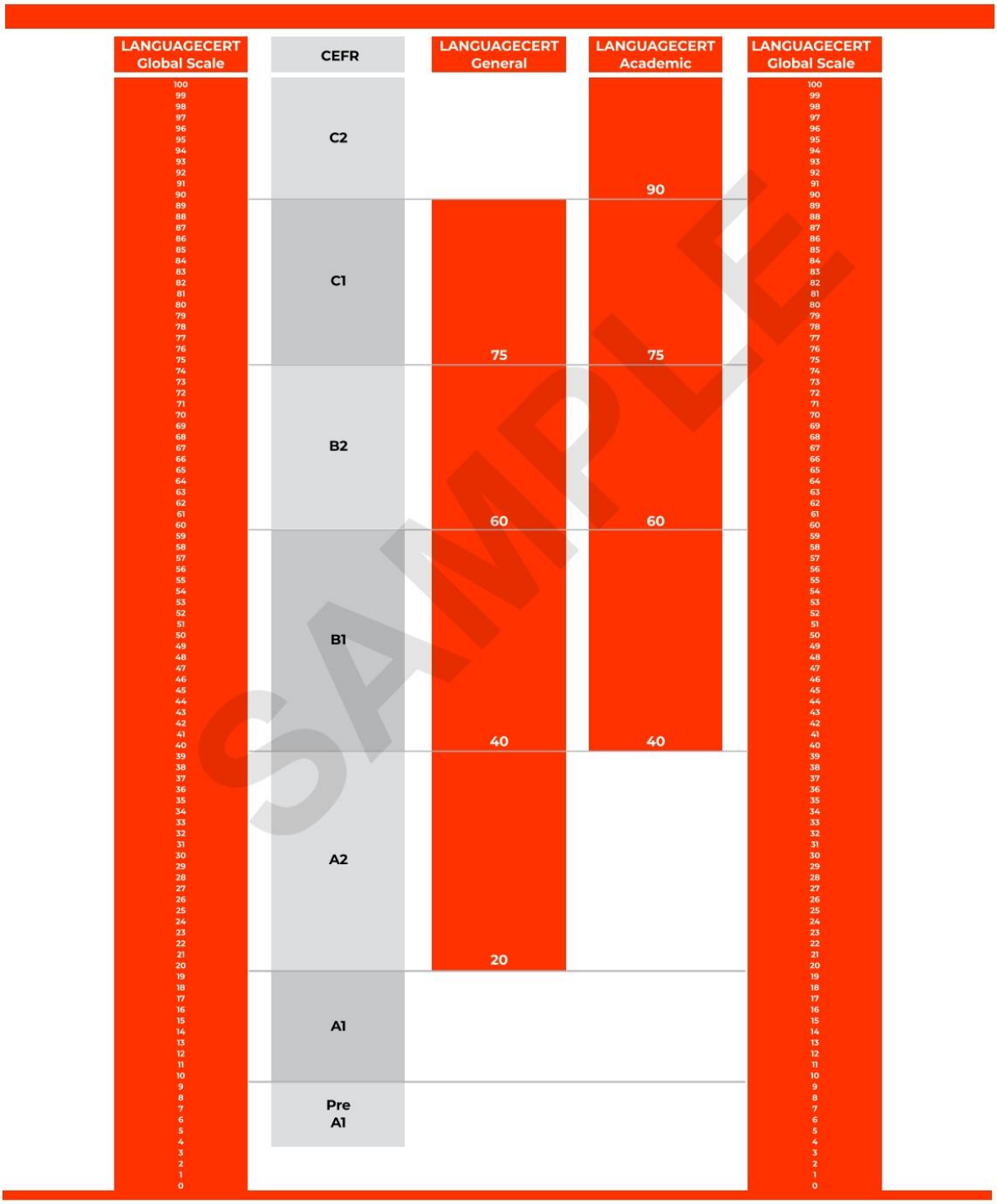

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