



LanguageCert Test of English (LTE)

Listening & Reading

Qualification Handbook

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1 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.

1.1 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.

1.2 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](https://www.languagecert.org)

2 Purpose of the LanguageCert Test of English (LTE) Listening & Reading qualification handbook

The LanguageCert Test of English (LTE) Listening & Reading qualification handbook provides a comprehensive introduction to the suite of LTE examinations. It also serves as a reference point for test centres, teachers, test takers and other stakeholders involved in the delivery of the LTE exams.

3 Introduction to the LanguageCert Test of English (LTE) qualification

3.1 Aim of the LTE qualification

The LTE qualification is designed to assess a test taker's language proficiency across six levels (A1-C2) that are aligned to the descriptions and levels of language proficiency as set out in the Common European Framework of Reference (CEFR). The LTE qualification comprises a suite of examinations testing ability in English for general purposes (suitable for adults and younger students) and for specific purposes (e.g., 'for work') intended for adult students. The tests are suitable for those students who intend to apply for higher or further education, or professional employment and training programmes.

3.2 Who is the LTE qualification for?

The LTE qualification is suitable for:

non-native speakers of English who

- wish to acquire an internationally recognised certification of their English language competence
- wish to provide current or potential employers with information as to their English language level
- wish to master the English language and monitor their own progress
- wish to undertake a course of study at an English-speaking university or college and require evidence of their English proficiency

employers who

- wish to identify the English language level of their applicants
- wish to benchmark the English language level required for different positions within their workforce
- require an internationally recognised certification as part of their hiring process

universities and colleges that

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

3.3 Entry Requirements

There are no entry requirements for any test taker prior to taking their LTE exam. However, it is important that test centres provide information and advise test takers about the most suitable LTE qualification according to their individual needs.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is not applicable to the LTE qualification.

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

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

For the LTE qualification, LanguageCert specifies a total number of hours – stated as Total Qualification Time (TQT) – that indicates how learners progress through levels.

| LTE, CEFR and RQF/CQFW (England and Northern Ireland/Wales) Levels | Qualification Title | Guided Learning Hours (GLH) | Total Qualification Time (TQT) |
|--|---|-----------------------------|--------------------------------|
| LTE A1 – CEFR A1 – Entry 1 | LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading) (LanguageCert Test of English A1) | 95 hours | 200 hours |
| LTE A2 – CEFR A2 – Entry 2 | LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading) (LanguageCert Test of English A2) | 95 hours | 200 hours |
| LTE B1 – CEFR B1 – Entry 3 | LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading) (LanguageCert Test of English B1) | 180 hours | 300 hours |
| LTE B2 – CEFR B2 – Level 1 | LanguageCert Level 1 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English B2) | 180 hours | 300 hours |
| LTE C1 – CEFR C1 – Level 2 | LanguageCert Level 2 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English C1) | 200 hours | 350 hours |
| LTE C2 – CEFR C2 – Level 3 | LanguageCert Level 3 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English C2) | 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 test centres and users to ensure that appropriate and consistent numbers of study hours are assigned to its qualifications.

3.5 Skills tested

The LTE qualification consists of high quality, reliable test content that uses a variety of authentic tasks to assess a test taker's listening and reading skills along with their awareness of lexico-grammatical structures.

Listening

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

Reading

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

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

3.6 Alignment of the LTE qualification to the CEFR

The LTE qualification and the associated exams are directly calibrated to the CEFR¹, the LanguageCert IESOL examinations, and the RQF/CQFW (England and Northern Ireland/Wales) levels via the LanguageCert Item Difficulty (LID) scale using Rasch measurement statistical techniques. The comparative levels chart below shows how the levels relate to each other.

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

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

3.7 'Can Do' level descriptors

The LTE qualification is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2).

| LTE and CEFR levels | Descriptors |
|---------------------|---|
| LTE A1 – CEFR A1 | <ul style="list-style-type: none"> Can recognise familiar words, everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type when people speak slowly and clearly. Can understand familiar names, words and very simple sentences on familiar topics and obtain information from notices and posters or catalogues. |
| LTE A2 – CEFR A2 | <ul style="list-style-type: none"> Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance such as basic personal and family information, shopping, local area and employment. Can catch the main point in short, clear, simple messages and announcements. Can read and understand very short, simple texts such as personal letters. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. |
| LTE B1 – CEFR B1 | <ul style="list-style-type: none"> 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. |
| LTE B2 – CEFR B2 | <ul style="list-style-type: none"> Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can understand most TV news and current affairs programmes and the majority of films in standard dialect. Can read articles and reports concerned with temporary problems in which the writers adopt particular attitudes or viewpoints. Can understand contemporary literary prose. |
| LTE C1 – CEFR C1 | <ul style="list-style-type: none"> Can understand an extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand television programmes and films without too much effort. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, relevant to various fields. |
| LTE C2 – CEFR C2 | <ul style="list-style-type: none"> 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. |

| LTE and CEFR levels | Descriptors |
|---------------------|--|
| | <ul style="list-style-type: none"> Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |

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

4 Overview of scoring

The LTE exams are stringently assessed against the criteria as detailed in the syllabus (see *section 10*). Test takers receive a score per skill (Listening and Reading) and an overall score and CEFR level.

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

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

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

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

5 The LTE qualification titles

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

| LTE, CEFR and RQF/CQFW Levels | Qualification Title | Ofqual Qualification Numbers |
|-------------------------------|---|------------------------------|
| LTE A1 – CEFR A1 – Entry 1 | LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading) (LanguageCert Test of English A1) | 603/5296/6 |
| LTE A2 – CEFR A2 – Entry 2 | LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading) (LanguageCert Test of English A2) | 603/5297/8 |
| LTE B1 – CEFR B1 – Entry 3 | LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading) (LanguageCert Test of English B1) | 603/5298/X |
| LTE B2 – CEFR B2 – Level 1 | LanguageCert Level 1 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English B2) | 603/5299/1 |
| LTE C1 – CEFR C1 – Level 2 | LanguageCert Level 2 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English C1) | 603/5300/4 |
| LTE C2 – CEFR C2 – Level 3 | LanguageCert Level 3 Certificate in ESOL International (Listening, Reading) (LanguageCert Test of English C2) | 603/5301/6 |

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

6 The LTE Listening & Reading qualification formats

The LTE qualification comprises three different tests and is available in two different formats:

- the LTE A1-B1 paper-based test
- the LTE A1-C2 paper-based test
- the LTE A1-C2 computer-adaptive test

6.1 The LTE paper-based tests

The LTE A1-B1 Listening & Reading paper-based test is suitable for test takers who need proof of a lower level competency in English, or absolute beginners who need to monitor their progress. The LTE A1-C2 Listening & Reading paper-based test is most suitable for test takers who aim for B2 level and above.

6.2 The LTE A1-C2 computer-adaptive test

The LTE A1-C2 computer-adaptive test is a fully digital test that is identical in terms of content (i.e., domains, task types, language functions, topics, etc.) to the paper-based tests. The LTE A1-C2 computer-adaptive test is designed to adjust to the level of the individual test taker. The adaptive software monitors test takers' performance and then uses an algorithm, so that test items at the appropriate difficulty level are presented to test takers. In this way, each test is bespoke and individual to the test taker.

7 Advantages of the LTE qualification

Flexible examination dates

LTE exams are available on demand to approved test centres. The dates for each paper-based exam (A1-B1 and A1-C2) are scheduled twice per month. The computer-based adaptive test (A1-C2) can be taken any time, at any approved test centre.

Flexibility of exam format

Test takers have the choice to take the LTE exam either in a paper-based or in a computer-based format according to their needs and schedule.

Results and Certificates

For the LTE computer-based exam, provisional results will be available on screen upon completion of the test. Official results (i.e., Statement of Results and e-Certificate) for both computer-based and paper-based exams will be available online within a few business days from the date of the exam.

Hard copy certificates will be issued and shipped to test takers and test centres within 5 business days from the official announcement of the results.

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 Parliament.

International recognition

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

Relevance

The tasks are sufficiently universal to suit all language learning styles and preparation methods.

Exam content authentically replicates real-life English in use. All efforts are made to minimise bias, including statistical analysis methods.

8 The LTE test structure

8.1 Overview

The chart below shows the structure of the LTE qualification and the duration of each associated exam. All exams assess Listening and Reading.

| Tests | The LTE paper-based tests | | |
|--------------------------------|---------------------------|------------------|---------------------|
| | Components | Duration | Structure |
| The LTE A1-B1 paper-based test | Listening | approx. 30 mins | 4 parts / 32 items |
| | Reading | 40 mins | 4 parts / 40 items |
| | Total | approx. 70 mins | 8 parts / 72 items |
| The LTE A1-C2 paper-based test | Listening | approx. 50 mins | 4 parts / 50 items |
| | Reading | 70 mins | 4 parts / 60 items |
| | Total | approx. 120 mins | 8 parts / 110 items |

| The LTE A1-C2 computer-adaptive test | | | |
|--------------------------------------|-------------------|--------------|--------------------|
| Components | Duration | No. of items | Total No. of items |
| Listening | approx. 60 mins * | 28 | 58 |
| Reading | | 30 | |

*Note that adaptive tests will have different timings as the tests are individualised. The maximum duration of the test is **90 minutes**, but the test ordinarily takes approximately 60 minutes. For lower-level students, the test may take slightly less time.

8.2 The Listening component

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

The Listening component of the LTE qualification consists of four task types.

8.2.1 Description of listening task types

Task type 1 – Discrete multiple-choice items with visuals

| | |
|-----------------------------|---|
| Task focus | This task assesses the ability to understand key information in short spoken utterances. |
| Task type and format | The test taker listens twice to short spoken utterances and is required to identify the correct word or image that matches what is heard. |

| | |
|------------------------------------|--|
| | Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C. |
| No. of questions and scores | <p>Eight short spoken utterances in both LTE A1-B1 and LTE A1-C2 paper-based tests, with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | N/A |
| Task appears in | <ul style="list-style-type: none"> • LTE A1-B1 paper-based test • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |

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

| | |
|------------------------------------|---|
| Task focus | This task assesses the ability to understand the functional use of a single utterance that forms part of a natural exchange taking place in daily life or work-related contexts. |
| Task type and format | <p>The test taker listens twice to short spoken utterances and is required to identify the most appropriate functional response.</p> <p>Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C.</p> |
| No. of questions and scores | <p>Six short utterances in the LTE A1-B1 paper-based test, with one mark for each correct response.</p> <p>Five short utterances in the LTE A1-C2 paper-based test, with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | <p>A1-B1 levels: functional language such as 'giving and finding out information', 'getting things done', 'socialising', etc.</p> <p>B2-C2 levels: a range of idiomatic expressions and colloquialisms and short pieces of language that are increasingly complex as items progress up the CEFR levels, in terms of nuance, colloquialisms and idiomatic use.</p> |
| Task appears in | <ul style="list-style-type: none"> • LTE A1-B1 paper-based test • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |

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

| | |
|------------------------------------|---|
| Task focus | This task assesses the ability to recognise context, meaning and functional relationships (i.e., cause and effect, etc.) in short dialogues. |
| Task type and format | <p>The test taker listens twice to short dialogues encountered in real-world situations and is required to identify the most appropriate response to continue or finish the conversation.</p> <p>Each dialogue is followed by three-option multiple-choice items - A, B or C.</p> |
| No. of questions and scores | <p>Ten incomplete dialogues in the LTE A1-C2 paper-based test, with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |

| | |
|---------------------------------|--|
| Language focus per level | B1-C2 levels: understanding of concrete or abstract topics discussed in a dialogue as well as understanding of idiomatic and colloquial English. |
| Task appears in | <ul style="list-style-type: none"> • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |

Task type 3 – Short conversations with two multiple-choice items

| | |
|------------------------------------|---|
| Task focus | This task assesses the ability to identify specific aspects (i.e., opinion or attitude of speakers, etc.) and functional relationships (i.e., cause and result, etc.) in short conversations on every day or work-related topics. |
| Task type and format | <p>The test taker listens twice to a short conversation between two people and identifies the correct answer.</p> <p>Each conversation is followed by two three-option multiple-choice items - A, B or C.</p> |
| No. of questions and scores | <p>Four conversations (i.e., 8 items) in the LTE A1-B1 paper-based test, each with one mark for each correct response.</p> <p>Six conversations (i.e., 12 items) in the LTE A1-C2 paper-based test, each with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | <p>B1-C2 levels: understanding of context, gist-main ideas, attitude, topic, speaker purpose, feelings and opinions, cause and result, agreement and disagreement, comparisons, course of action etc.</p> <p>B1 level only: understanding of relationship between speakers and/or their roles.</p> <p>B2-C2 level only: understanding of predictions and probability.</p> |
| Task appears in | <ul style="list-style-type: none"> • LTE A1-B1 paper-based test • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |

Task type 4 – Longer listening with five multiple-choice items

| | |
|------------------------------------|--|
| Task focus | This task assesses the ability to listen for specific information in a longer listening test and identify certain aspects, such as attitudes and purpose, agreement and disagreement or distinguishing fact from opinion. |
| Task type and format | <p>The test taker listens twice to a longer monologue or dialogue and identifies the correct answer.</p> <p>Each monologue or dialogue is followed by five three-option multiple-choice items - A, B or C.</p> |
| No. of questions and scores | <p>Two monologues or dialogues (i.e., 10 items) in the LTE A1-B1 paper-based test, with one mark for each correct response.</p> <p>Three monologues or dialogues in the LTE A1-C2 paper-based test, with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | <p>A2 level only: simple information is tested.</p> <p>B1-C2 level: detail, speaker purpose, opinion, agreement and disagreement.</p> |

C1/C2 level only: understanding line of argument, distinguishing between fact and opinion, synthesizing and summarising information.

| | |
|------------------------|--|
| Task appears in | <ul style="list-style-type: none"> • LTE A1-B1 paper-based test • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |
|------------------------|--|

8.3 The Reading component

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

The Reading component of the LTE qualification consists of four task types.

8.3.1 Description of reading task types

Task type 1 – Discrete multiple-choice with signs/notices/short messages testing (a) meaning and (b) grammar and lexico-grammatical awareness (only for computer-based adaptive test)

| | |
|------------------------------------|---|
| Task focus | This task assesses the ability to understand the main idea of very short texts. Items may also assess the test takers' awareness of grammar and lexico-grammatical structures (only for computer-based adaptive test). |
| Task type and format | <p>The test taker reads short texts (e.g. signs, notices, messages) and chooses the option that best describes each situation or best fills the gap.</p> <p>Each short text is followed by three-option multiple-choice items - A, B or C.</p> |
| No. of questions and scores | <p>Eight short texts in the LTE A1-B1 paper-based test, with one mark for each correct response.</p> <p>Seven short texts in the LTE A1-C2 paper-based test, with one mark for each correct response.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | N/A |
| Task appears in | <ul style="list-style-type: none"> • LTE A1-B1 paper-based test • LTE A1-C2 paper-based test • LTE A1-C2 computer-based adaptive test |

Task type 2 – Multiple-choice cloze

| | |
|------------------------------------|---|
| Task focus | This task assesses the test taker's awareness of vocabulary, collocations and lexico-grammatical structures. |
| Task type and format | <p>The test taker reads short texts or extracts and chooses the correct option that best fills the gap.</p> <p>Each short text is followed by five three-option multiple-choice items.</p> |
| No. of questions and scores | <p>Three gapped texts (i.e., 15 items) in both LTE A1-B1 and LTE A1-C2 paper-based tests.</p> <p>In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.</p> |
| Language focus per level | A1-C2 level: tested items are verbs, phrasal verbs, prepositions, nouns, adverbs, adjectives, linkers etc. |

B2-C2 level: items may also test idioms.

| | |
|------------------------|--|
| Task appears in | <ul style="list-style-type: none">• LTE A1-B1 paper-based test• LTE A1-C2 paper-based test• LTE A1-C2 computer-based adaptive test |
|------------------------|--|

Task type 3 – Discrete sentence-level lexical and lexico-grammatical multiple-choice items

| | |
|------------------------------------|---|
| Task focus | This task assesses the test taker's awareness of vocabulary, collocations and lexico-grammatical structures. |
| Task type and format | The test taker reads single sentences and chooses the correct option that best fills the gap. Each sentence is followed by a three-option multiple-choice item. |
| No. of questions and scores | Seven gapped sentences in the LTE A1-B1 paper-based test, with one mark for each correct response. Twenty-three gapped sentences in the LTE A1-C2 paper-based test, with one mark for each correct response. In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance. |
| Language focus per level | N/A |
| Task appears in | <ul style="list-style-type: none">• LTE A1-B1 paper-based test• LTE A1-C2 paper-based test• LTE A1-C2 computer-based adaptive test |

Task type 4 – longer reading texts with five 3-option multiple-choice items

| | |
|------------------------------------|--|
| Task focus | This task assesses the detailed understanding of information, opinions and writer purpose. |
| Task type and format | The test taker reads longer texts and chooses the correct response from multiple-choice options. Each text is followed by five three-option multiple-choice items. |
| No. of questions and scores | Two long texts (i.e., 10 items) in the LTE A1-B1 paper-based test. Three long texts (i.e., 15 items) in the LTE A1-C2 paper-based test. In the LTE A1-C2 computer-based adaptive test, the exact number of questions depends on the test taker's performance. |
| Language focus per level | A2 level: items test understanding of information and item focus is straightforward and related to main details. B1 level: items also test understanding of opinions, writer purpose, and reading for detail/gist, opinion vs fact, attitudes. B2-C2 levels: items also test understanding of stance, argument, cohesion, comparison and contrast, cause and effect, levels of agreement/disagreement, summarising/synthesising etc. |
| Task appears in | <ul style="list-style-type: none">• LTE A1-B1 paper-based test• LTE A1-C2 paper-based test• LTE A1-C2 computer-based adaptive test |

9 The LTE A1-C2 computer-adaptive test

The LTE A1-C2 computer-adaptive test is a test developed to assess accurately a test taker's English language proficiency. The content of each individual test is responsive to the language proficiency the test taker demonstrates by adjusting in real time both the order and degree of difficulty of test items based on the test taker's responses to previous questions. This is achieved by means of an algorithm and all items in the bank being placed on an empirically-determined difficulty scale, ensuring the accurate measurement of the test taker's language competence whatever their proficiency level in English.

Each test is unique to the individual test taker, and therefore, it can vary in length as tasks (e.g., listening texts) differ in length, too. Although the LTE A1-C2 computer-adaptive test can last up to 90 minutes, most test takers ordinarily complete the test in approximately 60 minutes.

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

10 Syllabus

10.1 Introduction

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

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

10.2 LTE A1 level

10.2.1 Listening

The test taker will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the listener to process the information
- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers
- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly
- follow short, simple directions and explanations
- identify the function of short utterances (see Grammar and Functions sections which follow)
- extract key information from conversations to complete a simple task

Phonological features

The test taker will be able to:

- listen for phonological detail to distinguish between similar words

Range

The test taker will be able to:

- understand key grammatical forms used in very common everyday familiar contexts
- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings

Understanding gist

The test taker will be able to:

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

Understanding detail

The test taker will be able to:

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

10.2.2 Reading

The test taker will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time with time to re-read for confirmation and/or clarification
- recognise the purposes of short texts where the purpose and intended audience is clear
- locate specific information in short texts
- understand viewpoints if made clearly and simply

Range

The test taker will be able to:

- understand very familiar words and phrases in simple common texts found in everyday life context
- understand isolated words, short simple phrases and grammatical structures that link clauses and help identify time reference
- understand the meanings conveyed by capital letters and full stops in very simple sentences

Register

The test taker will be able to:

- understand simple social courtesies

Text structure

The test taker will be able to:

- understand the organisational, lexical and grammatical features of short simple texts
- recognise different purposes of simple texts through layout conventions, common signs and symbols

Topics – LTE A1

PERSONAL IDENTIFICATION

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

HOUSE AND HOME, ENVIRONMENT

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

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

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

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
- friends

HEALTH AND BODYCARE

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

SHOPPING

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

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

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

PLACES

- asking the way and giving directions
- location

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

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

EDUCATION

- school and college
- subjects

Functions – LTE A1

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing familiar people, places and things
- explaining daily routines

Expressing thoughts and feelings

- expressing agreement or disagreement
- stating knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- seeking, granting or denying permission
- expressing wishes
- expressing a preference
- expressing likes and dislikes
- offering and accepting an apology

Getting things done

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions
- counting and using numbers

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- indicating lack of understanding

- asking someone to clarify something
- asking for and giving the spelling and meaning of words
- asking for and telling people the time, day, date
- taking leave

10.3 LTE A2 level

10.3.1 Listening

The test taker will be able to:

- understand speech which is clearly and slowly articulated
- follow short conversations both formal and informal connected with education, work and social life
- understand gist, context, feelings, opinions and relationships
- understand simple questions, statements, narratives, directions, explanations and instructions
- identify the function of short utterances (see Grammar and Functions sections)
- extract and reproduce key information from simple spoken messages and announcements

Phonological features

The test taker will be able to:

- recognise stress and intonation in simple and compound sentences

Range

The test taker will be able to:

- understand key grammatical forms used in common everyday contexts and situations
- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges

Understanding gist

The test taker will be able to:

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions
- identify topic, purpose, context, speakers, relationships and opinions from conversations

Understanding detail

The test taker will be able to:

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

10.3.2 Reading

The test taker will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work-related topics
- recognise the different purposes of text when purpose and intended audience is clear
- locate specific predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple personal letters
- understand routine letters on familiar topics
- understand everyday signs and notices found in public places

Range

The test taker will be able to:

- recognise high frequency words and words with common spelling patterns in everyday texts
- understand punctuation and capitalisation used in simple and compound sentences

Register

The test taker will be able to:

- understand simple social courtesies

Text structure

The test taker will be able to:

- understand the organisational, lexical and grammatical features of short simple texts
- understand a very limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols

Topics – LTE A2

PERSONAL IDENTIFICATION

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

HOUSE AND HOME, ENVIRONMENT

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

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

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

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

HEALTH AND BODYCARE

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

SHOPPING

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

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police

- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

LANGUAGE

- foreign language ability
- spelling and the alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

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

EDUCATION

- school and college subjects

Functions – LTE A2

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
- describing where one lives (area, accommodation, etc)
- asking and answering questions for confirmation, information, identification
- describing people, places and things
- correcting information
- explaining daily routines
- describing past events
- comparing things, people

Expressing thoughts and feelings

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret

Making things happen

- responding to a request
- requesting something or requesting someone to do something

- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- suggesting a course of action

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- congratulating someone
- indicating lack of understanding
- asking someone to clarify or explain something
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- summing up
- taking leave
- observing telephone conventions

10.4 LTE B1 level

10.4.1 Listening

The test taker will be able to:

- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances (see Grammar and Functions sections)
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics

Phonological features

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

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics

Understanding gist

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

Understanding detail

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

10.4.2 Reading

The test taker will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and informal real-life texts which may include graphics
- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text

- understand feelings and opinions expressed in informal texts

Range

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

Register

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

Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols
- use organisational features of texts to locate information
- understand the organisational, lexical and grammatical features of a text
- recognise the common structure of paragraphing to build up meaning in a text
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast

Topics – LTE B1

PERSONAL IDENTIFICATION

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

HOUSE AND HOME, ENVIRONMENT

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

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

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

PLACES

- asking the way and giving directions
- location

MEASURES AND SHAPES

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

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

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

HEALTH AND BODYCARE

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

SHOPPING

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

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

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

LANGUAGE

- foreign language ability
- spelling and the alphabet

WEATHER

- obtain information from weather forecast
- climate and weather

EDUCATION

- schooling
- subjects
- qualifications

Functions – LTE B1

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining daily routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction

- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- expressing moral obligation

Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing on plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone
- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something
- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing phone conventions
- observing letter, email and text writing conventions

10.5 LTE B2 level

10.5.1 Listening

The test taker will be able to:

- understand standard spoken English delivered at normal speed
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- follow a conversation and predict the likely outcome
- understand narratives, sequences, instructions, descriptions and explanations
- identify the function of short utterances which may contain idiomatic expressions (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures including abstract and concrete topics encountered in personal, social, academic and vocational life
- follow clearly structured extended speech and more complex argument when familiar with the topic

Phonological features

The test taker will be able to:

- recognise how intonation, pitch and/or stress can affect meaning
- recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions expressed through complex sentence forms
- understand some lower frequency vocabulary and expressions relating to everyday life and current events

Register

The test taker will be able to:

- recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations

Understanding gist

The test taker will be able to:

- understand the main ideas in longer but clearly structured announcements, conversations and discussions on familiar and unfamiliar concrete and abstract topics

Understanding detail

The test taker will be able to:

- extract the more salient points of detail from longer but clearly structured texts on familiar and unfamiliar topics and on both concrete and abstract topics

10.5.2 Reading

The test taker will be able to:

- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up across a longer text
- locate specific information from different parts of a text
- understand feelings, opinions, warnings and conditions in both formal and informal texts
- understand lengthy texts containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer more specialised sources in familiar contexts

Range

The test taker will be able to:

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures

Register

The test taker will be able to:

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

Text structure

The test taker will be able to:

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time

Topics – LTE B2

PERSONAL IDENTIFICATION

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

HOUSE AND HOME & LOCAL ENVIRONMENT

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

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

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

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions

HEALTH AND BODYCARE

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

SHOPPING

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

FOOD AND DRINK

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

SERVICES

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

PLACES & LOCATION

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

LANGUAGE

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

WEATHER

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

MEASURES AND SHAPES

- statistics
- Processes

EDUCATION

- schooling
- subjects
- qualifications and examinations

THE ENVIRONMENT

- recycling
- pollution
- global warming

ARTS

- modern art, theatre
- classical art, theatre

SCIENCE & TECHNOLOGY

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

SOCIETY

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

Functions – LTE B2

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding a point or argument, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability/possibility
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something

- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, worry, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance

- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point

- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing phone conventions
- observing letter, email and text writing conventions

10.6 LTE C1 level

10.6.1 Listening

The test taker will be able to:

- follow extended speech delivered at natural speed even when it is not clearly structured and when the meaning may be implicit rather than explicit
- follow short conversations both formal and informal in a range of situations, understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- understand complex narratives, sequences and explanations
- recognise the function of short utterances which may contain idiomatic English (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general interest
- follow a complex argument

Phonological features

The test taker will be able to:

- consistently recognise how intonation, pitch and/or stress affect meaning
- consistently recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions expressed through a wide range of complex grammatical structures
- understand a broad range of vocabulary including idiomatic and colloquial expressions

Register

The test taker will be able to:

- consistently recognise degrees of formality in different types of utterances used by speakers in a wide range of situations

Understanding gist

The test taker will be able to:

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

Understanding detail

The test taker will be able to:

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

10.6.2 Reading

The test taker will be able to:

- understand long complex texts, appreciating distinctions in style and purpose
- understand texts from authentic sources, identifying context, content and style
- understand the main ideas of complex text on a wide range of texts on a wide range of professional, academic and social topics
- gather specific information from different parts of a text
- understand descriptions and narratives in which language is used to create different sophisticated effects
- understand lengthy texts containing complex instructions or explanations including technical or specialist texts such as instruction manuals and articles
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied, as well as stated, opinions

Range

The test taker will be able to:

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

Register

The test taker will be able to:

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

Text structure

The test taker will be able to:

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

- understand the different ways in which meaning can be built up in a complex text
- understand a range of logical markers and sequence markers

Topics – LTE C1

PERSONAL IDENTIFICATION

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

HOUSE AND HOME & LOCAL ENVIRONMENT

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

DAILY LIFE

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

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography

- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

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

SHOPPING

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

FOOD AND DRINK

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

- food fashions

SERVICES

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

PLACES & LOCATION

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

LANGUAGE

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

WEATHER

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

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life

EDUCATION

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

THE ENVIRONMENT

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

ARTS

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

SCIENCE & TECHNOLOGY

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

SOCIETY

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

Functions – LTE C1

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission

- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something

- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely

- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter, email and text writing conventions

10.7 LTE C2 level

10.7.1 Listening

The test taker will be able to:

- understand virtually everything spoken even when delivery is fast
- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitudes, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see Grammar and Functions sections)
- follow a discussion which may be academic or professional to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general, academic and professional interest
- follow a complex argument even when it is not clearly structured
- understand the implied meaning of even complex utterances

Phonological features

The test taker will be able to:

- consistently recognise how subtle changes of intonation, pitch and/or stress affect meaning
- consistently recognise subtle expressions of feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation

Range

The test taker will be able to:

- understand ideas, arguments and descriptions regardless of their structure and considerable complexity
- understand a very wide range of vocabulary including terms used in academic and professional discourse

Register

The test taker will be able to:

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

Understanding gist

The test taker will be able to:

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

Understanding detail

The test taker will be able to:

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

10.7.2 Reading

The test taker will be able to:

- understand with ease virtually all types of authentic written texts of different purposes/style and those dense in complex structures
- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing on a wide range of professional, academic and social topics
- gather specific information from different parts of a text
- understand descriptions and narratives in which language is used to create different sophisticated and subtle effects
- understand lengthy texts containing complex instructions or explanations on specialist subjects
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning

Range

The test taker will be able to:

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

Register

The test taker will be able to:

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

Text structure

The test taker will be able to:

- recognise how textual features are used to achieve purposes in texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in abstract, structurally or linguistically complex texts
- understand a full range of discourse markers adapted to context and register

Topics – LTE C2

PERSONAL IDENTIFICATION

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

HOUSE AND HOME & LOCAL ENVIRONMENT

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

DAILY LIFE

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

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports

- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio
- the social and psychological importance of leisure

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

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

SHOPPING

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

FOOD AND DRINK

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

SERVICES

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

PLACES & LOCATION

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

LANGUAGE

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

- body language
- language and culture

WEATHER

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

MEASURES AND SHAPES

- statistics
- importance of maths in everyday life
- design

EDUCATION

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

THE ENVIRONMENT

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

ARTS

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

- youth culture

SCIENCE & TECHNOLOGY

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

SOCIETY

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

Functions – LTE C2

(See Topics list for contexts)

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

Personal environment

- asking for and giving personal information
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- conceding, demurring
- expressing views and feelings with reasons
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- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something

- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something

Making things happen

- responding to a request
- requesting something, or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons

- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- negotiating a result
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers

- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing phone conventions
- observing letter, email and text writing convention

10.8 Grammar – LTE A1-B1 levels

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

| | A1 | A2 | B1 |
|--------------------|---|--|--|
| | | as A1 and in addition | as A2 and in addition |
| Simple sentences | <ul style="list-style-type: none"> word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase word order in instructions word order in questions <i>There is/are</i> + noun | <ul style="list-style-type: none"> <i>There was/were</i> | <ul style="list-style-type: none"> <i>There has/have been</i> <i>There will be/there is going to be</i> |
| Compound sentences | | <ul style="list-style-type: none"> use of conjunctions <i>and/but/or</i> word order subject-verb-(object) (+ <i>and/but/or</i>) + subject-verb-(object) | |
| Complex sentences | | <ul style="list-style-type: none"> clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i> noun clause with <i>that</i> defining relative clauses with <i>who, which, that</i> | <ul style="list-style-type: none"> word order in complex sentences complex sentences with one subordinate clause clause as subject/object |

Verb forms

| | A1 | A2 | B1 |
|------------|--|---|---|
| | | as A1 and in addition | as A2 and in addition |
| Verb forms | <p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>let's</i> + infinitive for suggestion | <p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers • Present perfect (with reference to present time, with 'for', 'yet') <p>Future reference:</p> <ul style="list-style-type: none"> • NP + <i>be going to</i>, present continuous and time markers • Future simple with 'will' <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs <i>-ing</i> form, such as <i>like, go</i> • verb + to + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, get off</i> • questions such as <i>what time, how often, why, which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level | <p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for, ever, never, yet, already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • used to for regular actions in the past • past continuous • past perfect with reference to a previous time <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + will <p>Other:</p> <ul style="list-style-type: none"> • Zero, 1st and 2nd conditional • Range of verbs + <i>-ing</i> forms • to + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs appropriate at this level • contracted forms appropriate to this level |

Modals, nouns, pronouns, possessives, prepositions

| | A1 | A2 | B1 |
|-------------|--|--|---|
| | | as A1 and in addition | as A2 and in addition |
| Modals | <p>Present reference:</p> <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request) | <p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, have got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i> | <p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> • <i>should</i> (obligation, advice) • <i>might, may, will, probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainty in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference) |
| Nouns | <ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-100 | <ul style="list-style-type: none"> • countable and uncountable nouns • simple noun phrases • cardinal numbers up to 100 and multiples of 100 | <ul style="list-style-type: none"> • noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers |
| Pronouns | <ul style="list-style-type: none"> • personal, subject | <ul style="list-style-type: none"> • object, reflexive | |
| Possessives | <ul style="list-style-type: none"> • possessive adjectives such as <i>my, your, his, her, its, our, their</i> • use of 's, s' | <ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i> | |

| | A1 | A2 | B1 |
|--|---|---|---|
| | | as A1 and in addition | as A2 and in addition |
| Prepositions and prepositional phrases | <ul style="list-style-type: none"> common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> | <ul style="list-style-type: none"> prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> prepositional phrases of place and time, such as <i>after dinner, before tea</i> | <ul style="list-style-type: none"> wide range of prepositions, such as <i>beyond, above, beneath, below</i> prepositional phrases such as <i>in her twenties, of average height, in the top right-hand corner</i> |

Articles, determiners, adjectives, adverbs, intensifiers

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

Punctuation and spelling

| | A1 | A2 | B1 |
|-------------|--|--|--|
| | | as A1 and in addition | as A2 and in addition |
| Punctuation | <ul style="list-style-type: none"> • use of capital letters and full stops | <ul style="list-style-type: none"> • use of question marks, exclamation marks, use of comma in lists | <ul style="list-style-type: none"> • use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks |
| Spelling | <ul style="list-style-type: none"> • the correct spelling of personal keywords and familiar words | <ul style="list-style-type: none"> • the correct spelling of most personal details and familiar common words | <ul style="list-style-type: none"> • the correct spelling of common words and key words relating to own work, leisure and study interests |
| Discourse | <ul style="list-style-type: none"> • sentence connectives: <i>then, next</i> | <ul style="list-style-type: none"> • adverbs to indicate sequence (<i>first, finally</i>) • use of substitution (<i>I think so, I hope so</i>) • markers to structure spoken discourse (<i>Right, well, OK</i>) | <ul style="list-style-type: none"> • markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) • markers to structure spoken discourse, (<i>anyway, by the way</i>) • use of ellipsis in informal situations (<i>got to go</i>) • use of vague language (<i>I think, you know</i>) |

10.9 Grammar – LTE B2-C2 levels

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

| | B2 | C1 | C2 |
|---|--|--|--|
| | as B1 and in addition | as B2 and in addition | as C1 and in addition |
| Simple, compound and complex sentences with subordinate clauses | <ul style="list-style-type: none"> word order in sentences with more than one subordinate clause <i>there had been</i> use of common conjunctions expressing contrast, purpose, consequence, condition, concession non-defining relative clauses defining relative clauses with <i>where, whose, when</i> defining relative clauses without relative pronouns participle clauses describing action with <i>-ing</i> | <ul style="list-style-type: none"> word order in complex sentences, including order selected for emphasis <i>there could be/would be/should be</i> <i>could have/would have/should have</i> wider range of conjunctions including <i>on condition that, provided that</i> comparative clauses more complex participial clauses describing action with <i>-ed</i> | <ul style="list-style-type: none"> full range of conjunctions |

Verb forms

| | B2 | C1 | C2 |
|------------|---|---|-----------------------|
| | as B1 and in addition | as B2 and in addition | as C1 and in addition |
| Verb forms | <p>Present/Past reference:</p> <ul style="list-style-type: none"> • present perfect continuous <p>Past reference:</p> <ul style="list-style-type: none"> • past perfect <p>Other:</p> <ul style="list-style-type: none"> • simple passive • use of 2nd and 3rd conditional • verbs + (object) + gerund or infinitive such as <i>would like someone to do something, suggest doing something</i> • causative use of <i>have</i> and <i>get</i> • reported speech with a range of tenses • wider range of phrasal verbs such as <i>give up, put up with</i> • reported requests and instructions • question tags using tenses appropriate to this level | <ul style="list-style-type: none"> • all verb forms active and passive <p>Other:</p> <ul style="list-style-type: none"> • <i>would</i> expressing habit in the past • mixed conditionals • reported speech with full range of tenses and introductory verbs • extended phrasal verbs such as <i>get round to, carry on with</i> • question tags using all tenses • imperative + question tag • contracted forms appropriate to this level | |

Modals, nouns, prepositions

| | B2 | C1 | C2 |
|--|---|--|-----------------------|
| | as B1 and in addition | as B2 and in addition | as C1 and in addition |
| Modals | <ul style="list-style-type: none"> • <i>ought to</i> (obligation) • negative of <i>need</i> and <i>have to</i> to express absence of obligation • <i>must/can't</i> (deduction) | <ul style="list-style-type: none"> • <i>should have/might have/may have/could have/must have</i> and negative forms of these • <i>can't have, needn't have</i> | |
| Nouns | <ul style="list-style-type: none"> • wider range of noun phrases with pre- and post-modification • word order of determiners, e.g., <i>all my books</i> | <ul style="list-style-type: none"> • extended range of complex noun phrases | |
| Prepositions and prepositional phrases | <ul style="list-style-type: none"> • wider range of prepositions including <i>despite, in spite of</i> • collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> • preposition + <i>-ing</i> form such as <i>after leaving</i> | <ul style="list-style-type: none"> • preposition + having + past participle such as <i>after having eaten</i> | |

Articles, determiners, adjectives, adverbs, intensifiers

| | B2 | C1 | C2 |
|--------------|--|---|-----------------------|
| | as B1 and in addition | as B2 and in addition | as C1 and in addition |
| Articles | <ul style="list-style-type: none"> definite, indefinite and zero article with both countable and uncountable nouns in a range of uses | | |
| Adjectives | <ul style="list-style-type: none"> comparisons with <i>fewer</i> and <i>less</i> collocation of adjective + preposition such as <i>responsible for</i> | | |
| Adverbs | <ul style="list-style-type: none"> adverbial phrases of degree, extent, probability comparative and superlative of adverbs | | |
| Intensifiers | <ul style="list-style-type: none"> wide range such as <i>extremely</i>, <i>much</i>, <i>too</i> | <ul style="list-style-type: none"> collocation of intensifiers with absolute and relative adjectives such as <i>absolutely</i> gorgeous. | |

Punctuation and Discourse

| | B2 | C1 | C2 |
|-------------|--|--|---|
| | As B1 and in addition | as B2 and in addition | as C1 and in addition |
| Punctuation | <ul style="list-style-type: none"> multiple uses of commas use of apostrophes for possession and omission use of other punctuation to enhance meaning | <ul style="list-style-type: none"> accurate use of all punctuation | |
| Discourse | <ul style="list-style-type: none"> a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>) markers to structure spoken discourse (<i>as I was saying</i>) use of ellipsis in informal speech and writing (<i>sounds good</i>) | <ul style="list-style-type: none"> a range of logical markers (<i>in this respect, accordingly</i>) sequence markers (<i>subsequently</i>) a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>) | <ul style="list-style-type: none"> a full range of discourse markers adapted to context and register |

11 Access Arrangements

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

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

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

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

| Access Arrangement | Definition | Paper-based exam | | Computer-based exam | |
|--------------------|---|------------------|---------|---------------------|---------|
| | | Listening | Reading | Listening | Reading |
| Extra Time | Test takers normally receive additional time of up to 25% of the standard duration of a test session. | Yes | Yes | Yes | Yes |
| Separate exam room | Test takers take the exam in a separate room to reduce external distractions. | Yes | Yes | Yes | Yes |
| Reader | A Reader is a person who reads the exam instructions and questions to the test taker. | Yes | No | Yes | No |

| Access Arrangement | Definition | Paper-based exam | | Computer-based exam | |
|-------------------------------------|---|------------------|---------|---------------------|---------|
| | | Listening | Reading | Listening | Reading |
| Scribe | A Scribe is a person who writes down the test taker's dictated answers. | Yes | Yes | Yes | Yes |
| Braille or Modified question papers | A range of formats are available, including Large Print and a Braille version of the test. | Yes | Yes | N/A | N/A |
| Practical Assistant | A practical assistant is a person who helps with practical tasks not related to the test. | Yes | Yes | Yes | Yes |
| Supervised rest breaks | Test takers may leave the exam room if necessary, but they must be supervised at all times. | Yes | Yes | Yes | Yes |
| Live speaker | A transcript of the recording can be provided, for example, to deaf or hard of hearing test takers who require a lip-reading version of the listening test. | Yes | N/A | No | N/A |

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

12 Resources and Support

A wide range of practice materials and resources (i.e., lesson plans, classroom activities, sample papers, teacher's guide, etc.) along with valuable information about the content and format of the LTE qualification are available at languagecert.org.

LanguageCert also offers a series of free interactive webinars which have been designed to help teachers prepare their students for their LTE exams.

13 Appendix 1 – Sample Statement of Results (SoR)



Certificate of Achievement

This is to verify that

Insert Candidates' First & Last Name

Candidate Number 9876543210DCBA
Date of Birth Insert Date
Exam Date Insert Date
Issue Date Insert Date

achieved the following scores on the
LanguageCert Test of English A1 – B1 (Listening, Reading)

| Result | Score | CEFR Level |
|-----------|-------|------------|
| Listening | 44 | B1 |
| Reading | 46 | B1 |
| Total | 46 | B1 |

Marios Molfetas
LanguageCert
Responsible Officer

LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 09620926.
info@languagecert.org

| CEFR* Level | Scaled Score | CEFR Can Do Statements |
|-------------|--------------|--|
| C2 | 90 – 100 | <ul style="list-style-type: none"> Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning |
| C1 | 75 – 89 | <ul style="list-style-type: none"> Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. |
| B2 | 60 – 74 | <ul style="list-style-type: none"> Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. |
| B1 | 40 – 59 | <ul style="list-style-type: none"> Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Has enough language to get by, but lexical limitations cause difficulty with formulation at times. Has a sufficient vocabulary to cover most topics pertinent to his/her everyday life. |
| A2 | 20 – 39 | <ul style="list-style-type: none"> Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language, including a proportion of shared international vocabulary items. Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content. Has a sufficient vocabulary for the expression of basic communicative needs. |
| A1 | 10 – 19 | <ul style="list-style-type: none"> Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Has a very basic range of language about personal details and needs of a concrete type. Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. |

*Common European Framework of Reference

14 Appendix 2 – Sample Certificate

Language
Cert

This is to certify that

Insert Candidates' First & Last Name

has been awarded the

**LanguageCert Entry Level Certificate in
ESOL International (Entry 1) (Listening, Reading)
(LanguageCert Test of English A1)
603/5296/6**

Certificate Number
1234567890ABCD

Candidate Number
1234567890ABCD

Exam Date
Insert Date

Issue Date
Insert Date



Michael Milanovic
LanguageCert
Chairman



Marios Molfetas
LanguageCert
Responsible Officer

AUTHENTICATED CERTIFICATE

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This certificate can be verified through www.languagecert.org

ofqual
REGULATED
register.ofqual.gov.uk



15 Appendix 3 – Sample Answer Sheet for LTE A1-B1 paper-based test

Language
Cert
 LanguageCert LTE
A1-B1

ZZX3003016S0106

Use only English CAPITAL LETTERS.

First Name:

Last Name:

Registration Number (provided by invigilator)

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | A | B | C | D | E | F |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

INSTRUCTIONS

- You can only use a soft pencil (2B, HB).
- Fill in the Registration Number.
- Clearly erase any answer you wish to change.
- Fill in the circles completely as shown.
- Ask your invigilator for further clarification.

WRONG

CORRECT

Listening

Part 1

| | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2

| | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 3

| | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 4

| | A | B | C |
|-----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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The invigilator verifies that the answer sheet is completed according to the LanguageCert guidelines.

Exam Date (dd/mm/yyyy)

...../...../.....

Candidate Signature

ECS_AS_17ver01.0/02.02.2019
Page 1/3



Use only English CAPITAL LETTERS.

First Name:

Last Name:

Registration Number (provided by invigilator)

| | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | A | B | C | D | E | F |
| ▶ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ▶ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ▶ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

INSTRUCTIONS

- You can only use a soft pencil (2B, HB).
- Fill in the Registration Number.
- Clearly erase any answer you wish to change.
- Fill in the circles completely as shown.
- Ask your invigilator for further clarification.

WRONG **CORRECT**

Reading

Part 1

- | | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2a

- | | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2c

- | | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2b

- | | A | B | C |
|----|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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The invigilator verifies that the answer sheet is completed according to the LanguageCert guidelines.

Exam Date (dd/mm/yyyy)

..... / /

Candidate Signature

| Document Revision History | | |
|---------------------------|------------|--|
| Version | Date | Description of Change |
| 4.0 | 28/09/2021 | Minor updates in Section 4 |
| 03.0 | 12/07/2021 | Revision 2021 - Minor updates in paragraph 8.1 |
| 02.1 | 30/06/2020 | Revision 2020 |
| 02.0 | 29/11/2019 | Revision 2019 |
| 01.0 | 11/11/2019 | Initial version |
| | | |

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