



**LanguageCert Young Learners ESOL
Fox (Pre-A1) & Owl (A1)**

Handbook for Teachers

December 2020

Version 01.0

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1. The LanguageCert Young Learners ESOL exams

Description

The Young Learners ESOL suite of exams are qualifications for primary-school, non-native English language learners. The exams are offered at two levels: Fox, which is approximately pre-A1, and Owl, which is approximately A1. The Young Learners ESOL exams aim to:

- establish that a child has reached a certain recognised, standardised level of English
- provide an exam which supports the child; more specifically,
 - all listening parts are heard twice
 - each task has an example so that children know what they are expected to do; the Interlocutor, who is conducting the Spoken Exam, will repeat a question or ask the question in a different way if the child doesn't understand the first time
 - texts and tasks are based on topics which are familiar to children, for example, home and family life, school, everyday and leisure activities.
- encourage further language learning by providing an exam that is motivating, fun to do and gives children a sense of achievement.

Marking

In the Young Learners ESOL exams, the teacher assesses the child's performance following the assessment guidelines for the Written and the Spoken exam. To view the assessment guidelines, please visit languagecert.org. For the Young Learners Spoken exam, the teacher will also need to use the Marksheet for Speaking where they fill in the child's marks. To view the Marksheet for Speaking, please see [Appendix A](#).

Results

There is **no pass or fail**. All children receive a certificate, which shows the performance achieved per skill with a number of foxes or owls. The maximum number of foxes or owls a child can receive is four. To view the correspondence between the marks awarded per skill and the equivalent number of foxes/owls, please see [Appendix B](#).

Support material

To help prepare their students for the Young Learners ESOL exams, it is recommended that teachers refer to the Grammar Syllabus and the Vocabulary List. In these documents, teachers will find the grammatical structures, word lists as well as name lists that the children sitting the Fox and Owl exams should know. It should be noted that the grammatical and lexical content of these documents may appear but is not necessarily tested in the papers. Please visit languagecert.org to download the Grammar Syllabus and the Vocabulary List.

1.1. The Fox exam

Level

The Fox exam is at approximately pre-A1 level. This means that the child taking the exam

- will have studied English for approximately 100 guided learning hours
- will have a vocabulary of approximately 450 words (please see the Vocabulary List)
- will be familiar with some basic English grammatical structures, for example, 'He lives in ...', 'They don't like ...', 'What are you playing?' (please see the Grammar Syllabus)
- can demonstrate English language ability in listening, reading, writing and speaking.

Skills

The Written exam of Fox (pre-A1) consists of

- **Listening** (3 parts), lasting approximately 10 minutes
- **Reading** (4 parts) and **Writing** (2 parts), lasting 50 minutes

The Spoken exam of Fox (pre-A1) consists of

- **Speaking** (4 parts), lasting approximately 5 minutes

Overview

Skill	Part	Task	What the child does
Listening	1	Listening to a recording of simple short statements	Chooses and ticks a picture
	2	Listening to a recording of two speakers describing people	Matches a name to a picture and draws a line
	3	Listening to a recording of a short dialogue and answering written questions	Writes a number or a simple spelling
Reading	1	Showing knowledge of vocabulary	Matches a word to a picture and draws a line
	2	Identifying whether simple written statements about a picture are right or wrong	Makes a tick or a cross
	3	Reading and filling in the gaps in a short text	Chooses the correct word from a box and copies it into the gap
	4	Reading simple questions about a detailed picture	Writes one-word answers
Writing	1	Writing sentences on a given topic about themselves or their daily lives	Writes 3 sentences
	2	Writing sentences about a picture which shows a scene from daily life	Writes 3 sentences
Speaking	1 - 4	Interacting with an examiner, answering simple questions about themselves, their daily lives and their likes and dislikes; answering some simple questions about some pictures	Answers questions

1.2. The Owl exam

Level

The Owl exam is at approximately A1 level. This means that the child taking the exam

- will have studied English for approximately 120 guided learning hours
- will have a vocabulary of approximately 900 words (please see the Vocabulary List)
- will be familiar with some basic English grammatical structures, for example, 'They like ...', 'I went ...', 'You mustn't ...' (please see the Grammar Syllabus)
- can demonstrate English language ability in listening, reading, writing and speaking.

Skills

The Written exam of Owl (A1) consists of

- **Listening** (4 parts), lasting approximately 15 minutes
- **Reading** (4 parts) and **Writing** (2 parts), lasting 60 minutes

The Spoken exam of Owl (A1) consists of

- **Speaking** (4 parts), lasting approximately 7 minutes





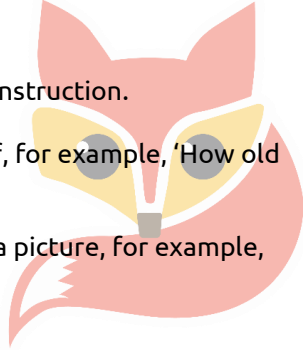
Overview

Skill	Part	Task	What child does
Listening	1	Listening to a recording of simple short statements	Chooses and ticks a picture
	2	Listening to a recording of two speakers describing people	Matches a name to a picture and draws a line
	3	Listening to a recording of a short dialogue	Answers a question by choosing and ticking a picture
	4	Listening to a recording of a short dialogue	Writes a word, a number or a simple spelling
Reading	1	Identifying whether simple written statements about a picture are right or wrong	Writes 'yes' or 'no'
	2	Reading and filling in the gaps in a short text	Chooses the correct structural word and copies it into the gap
	3	Reading and filling in the gaps in a short text	Chooses the correct lexical word from a box and copies it into the gap
	4	Reading a very short, simple story and answering questions about it	Writes one-word answers
Writing	1	Writing sentences on a given topic about themselves or their daily lives	Writes 4 sentences
	2	Writing sentences to tell a simple picture story (3 pictures)	Writes 6 sentences
Speaking	1 - 4	Interacting with an examiner, answering questions about themselves, and about some pictures	Answers questions, follows instructions





2. Can-Do statements

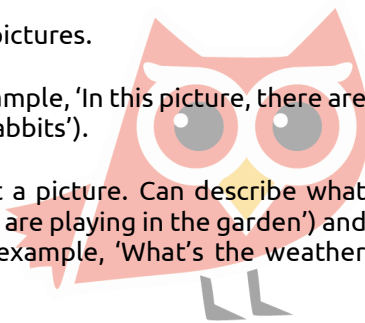
The following tables provide can-do statements per skill for the Young Learners ESOL exams. The statements describe what the child should be able to demonstrate in each part of the exam, so it is advised that they are read together with the corresponding practice material.

Fox (pre-A1)

<p>Listening</p> 	<p>Can listen to and understand simple sentences about everyday life. Can match the most important word in the sentence to the correct picture.</p> <p>Can listen to and understand a short conversation between a child and an adult who are describing people in pictures. Can match the person's name to the correct picture.</p> <p>Can listen to and understand a short conversation between a child and an adult about everyday life. Can pick out numbers and simple spellings in the conversation and write them down.</p>
<p>Reading</p> 	<p>Can read and understand the words for some things in everyday life and match them to the correct picture.</p> <p>Can read and understand some sentences describing a picture and put a tick or a cross to show whether each sentence is correct or not correct.</p> <p>Can read and understand a short text about everyday life which has some missing words. Can find the missing words (for example, 'its', 'lives', 'of') in a box and copy them into the correct place in the text.</p> <p>Can read and understand some questions about a picture (for example, 'What colour is the woman's skirt?') Can write my answers (one word per answer).</p>
<p>Writing</p> 	<p>Can write simple sentences about myself and my life, for example, 'I live in a small house.'</p> <p>Can write simple sentences about a picture, for example, 'The children are watching television.'</p>
<p>Speaking</p> 	<p>Can have a conversation in English with another person if the other person speaks slowly and clearly and repeats things if they don't understand the first time.</p> <p>Can politely greet and say goodbye to another person.</p> <p>Can ask for help if they don't understand a question or an instruction.</p> <p>Can understand and answer simple questions about myself, for example, 'How old are you?' and 'What's your favourite animal?'</p> <p>Can understand and answer some simple questions about a picture, for example, 'What's this?' and 'What colour is it?'</p> 

Owl (A1)

<p>Listening</p> 	<p>Can listen to and understand simple sentences about everyday life. Can match the most important word in the sentence to the correct picture.</p> <p>Can listen to and understand a short conversation between a child and an adult who are describing people in pictures. Can match the person's name to the correct picture.</p> <p>Can listen to and understand a short conversation between two people about everyday life. Can answer questions about the conversation by choosing the correct pictures.</p> <p>Can listen to and understand a short conversation between two people about everyday life. Can pick out important information in the conversation (for example, numbers, simple spellings, other simple words like days of the week) and write it down.</p>
<p>Reading</p> 	<p>Can read and understand some sentences describing a picture and write 'yes' or 'no' to show whether each sentence is correct or not correct.</p> <p>Can read and understand a short text about everyday life which has some missing words. Can choose each correct missing word (for example, 'having', 'the', 'at') from three options and copy it into the right place in the text.</p> <p>Can read and understand a short text about everyday life which has some missing words. Can find the missing words (for example, 'tired', 'ride', 'vegetables') in a box and copy them into the correct place in the text.</p> <p>Can read and understand a very short story and some questions about the story. Can write my answers to the questions (one word for each answer).</p>
<p>Writing</p> 	<p>Can write sentences about their selves and their life (for example, 'I like my classroom because it's big').</p> <p>Can write sentences to tell a simple picture story: two sentences about each of three pictures.</p>
<p>Speaking</p> 	<p>Can have a conversation in English with another person if the other person speaks slowly and clearly and repeats things if they don't understand the first time.</p> <p>Can politely greet and say goodbye to another person.</p> <p>Can ask for help if they don't understand a question or an instruction.</p> <p>Can understand and answer simple questions about themselves (for example, 'How old are you?' and 'Where do you learn English?').</p> <p>Can understand and answer simple questions about pictures.</p> <p>Can say how two similar pictures are different (for example, 'In this picture, there are three rabbits but in the other picture there are two rabbits').</p> <p>Can have a conversation with another person about a picture. Can describe what they can see in the picture (for example, 'The children are playing in the garden') and they can answer the other person's questions (for example, 'What's the weather like?').</p>



3. Teaching & Assessment for the Young Learners ESOL exams

3.1. Teaching for the Young Learners ESOL exams

3.1.1. Skills development

The Fox and Owl exams for Young Learners of English test all four skills: listening, reading, writing and speaking. It's important that teachers develop children's ability in these four skills at the same time.

Listening

Teachers should ensure their students get a variety of listening practice. Children should be accustomed to *listening to the teacher*:

- listening to and following instructions (e.g. 'Look at ...,' 'Listen to ...,' etc.)
- listening to and answering questions
- listening to the teacher reading stories and other short texts and responding in a variety of ways (e.g. drawing a picture, completing sentences, etc.)

Children should also be accustomed to *listening to their fellow students*:

- listening to students answering questions, giving short descriptions, stating their opinions and preferences, etc.
- listening and responding to students as part of a co-operative task (e.g. categorising and ranking activities, solving puzzles, telling picture stories, etc.)

Children should also get practice in *listening to recorded speech* on topics relevant to their everyday lives and interests:

- listening to single sentences and to short dialogues and responding in an appropriate way (e.g. choosing a relevant picture, writing down a spelling, number or a word, etc.)

Reading

Teachers should ensure their students get a variety of reading practice. Children should read single words, single sentences and very short stories, and other short descriptive or informative texts on topics relevant to their everyday lives and interests. Children should have practice responding to what they read in a variety of ways, for example, matching a word to a picture, answering a question, choosing the correct word for a gap in a text, etc.

Writing

Children at the level of the Fox and Owl exams are not expected to have fully developed writing skills. However, teachers should ensure students have practice writing single words and single sentences building up to writing very short stories (based on pictures) and short descriptive texts. The ability to convey meaning in a simple way is the goal and this will include:

- the correct spelling of frequently used words
- a range of vocabulary to write about their everyday lives and interests and familiar situations
- using basic grammar (e.g. basic verb forms, pronouns, prepositions, etc.) correctly
- textual features like simple linkers (e.g. and, or, but, etc.)
- basic punctuation (e.g. full stop, question mark).

It is also important that children can copy words accurately.

Speaking

Teachers should ensure children have practice interacting in English both with the teacher and with each other: see information in the section about 'listening' about responding to the teacher's instructions and questions and about doing co-operative tasks with classmates.

Teachers should introduce children to language useful for classroom interaction like 'Hello,' 'Sorry,' 'Can you say that again?' 'Let's do ...,' 'What do we do now?' or 'How do you spell ...?'

3.1.2. Building blocks

Grammar

Teachers should introduce basic structures which will form a foundation for future learning, for example, verb forms with positive, negative, interrogative, imperative and short answer forms, including contractions. Singular and plural differences in nouns, pronouns and verb forms should also be introduced. Structures which are frequently used in communication can be taught as formulae without being analysed, for example: 'I'd like ...,' 'Me too,' 'So do I,' 'Here you are,' 'What's the matter?' 'Good idea!' For a full list of structures used in the Fox and Owl exams, see the **Grammar Syllabus**.

While it's important to encourage children to use structures accurately, don't over-emphasise it to the extent that children lose confidence and become unwilling to try and communicate their ideas in the language.

Vocabulary

The vocabulary used in the Fox and Owl exams covers topics which are of interest to children, including words which are useful for communication in the classroom and to deal with and talk about everyday life situations.

Many words can be learnt as topic sets, for example, colours, animals, food, toys, transport, sports, days of the week, etc. For a complete list of words used at each level, see the **Vocabulary list**. This list also includes the first names (e.g. Anna, Ben, Dora etc.) that are used in the exams and it will be useful for children to become familiar with them.

Teachers will probably want to also teach words (e.g. for fruit, vegetables, animals, sports, etc.) which aren't included in the list, but which form part of the children's lives.

It's a good idea to teach the meaning, pronunciation and spelling of words at the same time.

3.1.3. Classroom activities

It's good to use a variety of classroom activities which are fun to do and which motivate children to learn. Children respond well to stories, games, puzzles and songs.

Children also enjoy activities which make use of pictures. These can include listening to and reading descriptions of people, their appearance, clothes and what they're doing. Children should also practice speaking and writing a few sentences about people in pictures.

Listening to and writing down numbers (for Fox candidates, numbers 1 – 20 are required, and for Owl candidates it's numbers 1 - 100) and spellings are also useful activities. In addition, Owl candidates need practice in picking out key information (for example, colours, days of the week) from a listening text and writing it down.

It's useful to practise time management, which can be difficult for children, so set time limits to some tasks, but not so that children get stressed.

3.1.4. Practice of exam tasks

It can be counter-productive to do too much specific exam practice. However, it will give children confidence if they know what tasks to expect in the exam and have done a **Practice Paper**.

It's helpful to point out to children that they should listen to and/or read the instructions for each exam task carefully. They should study the example and look at the pictures and questions for the task on the paper before they start to answer.

Point out that there is only one correct answer for each question, but with multiple choice questions, some of the other options may also seem attractive (although wrong), so children should think carefully before they choose.

In the Listening section, children will hear each listening text twice. So it's good to help them develop strategies for dealing with the second listening.

In the Spoken exam, the examiner will repeat an instruction or question, or ask a helpful back-up question, if the child doesn't understand something. It's a good idea to teach them the language to use in this kind of situation, in case they need it, for example, 'Sorry?' or 'Can you say that again?'

It's a good idea to encourage children in the habit of checking all their answers.

Children are given plenty of time to do each part. They don't have to rush but, on the other hand, they shouldn't get distracted as it's important to finish. Some children will finish more quickly than others.

3.2. Assessment for the Young Learners ESOL exams

In the Fox and Owl exams, ability in the four skills is tested: listening, reading, writing and speaking.

The exam tasks are similar to those done in Young Learners' classrooms worldwide; the task format is always the same so that children know what to expect. The exam tasks are fun to do and they all have colourful illustrations. In most, the task is based on the illustrations, while in others, the illustration is there to set the context of a listening or reading text. Texts and tasks are short, with most tasks only having five or six questions each. The emphasis is always on what the child can do, not what he or she can't do. The objective is that the child will feel a sense of achievement on completing the exam and will be motivated to continue learning the language.

The child is supported throughout the exam:

- Worked examples are given for each task so the child knows what to do.
- In the Listening section, the child listens to a recording. Each text is heard twice, so the child has two opportunities to listen and respond to each question. On the recording, a range of adult and child voices is used. The speakers speak clearly and slowly, but not unnaturally, with standard British and US accents.
- In the Spoken exam, the examiner is the child's own teacher. Speaking examiners are trained to deliver the exam in a standardised, fair and sympathetic way. They speak at a speed appropriate to the child's level and will repeat instructions or questions, or ask helpful back-up questions, if necessary.

Marking






In the Listening and Reading sections, children are awarded one mark for each correct choice or response. They aren't penalised for minor spelling mistakes in Reading Part 4.

In the Writing section, children read instructions and look at pictures before writing a set number of separate sentences. They are not expected to write long or complex sentences. However, their sentences should be relevant to the task and grammatically accurate. Children will be awarded one mark for each relevant and accurate sentence. Slight grammatical slips and minor spelling errors will be ignored, but half a mark will be deducted for each serious mistake (that is, a mistake which prevents communication of the child's meaning).

In the Spoken exam, the examiner follows a script which has instructions and questions for the child. There are also pictures for the child to look at and respond to. The interaction between examiner and child lasts about 5 minutes (Fox) or 7 minutes (Owl). When the test is completed and the child has left the room, the examiner reflects on the child's overall performance and the relevance and quality of the language he or she has produced and awards a mark on four different scales: task fulfilment, grammar, vocabulary and fluency and pronunciation. The child is expected to respond to each instruction/question in a simple but relevant way. He or she is not expected to produce extended or completely error-free language.

4. Marking the Writing Section: Sample scripts

The following section provides sample responses to the writing tasks of the Fox and Owl practice papers. In order to assess the writing section, the teacher should be familiar with the assessment guidelines. The same guidelines apply to both levels and are as follows:

-  Candidates are awarded one mark per correct sentence.
-  Sentences need to be relevant and generally accurate.
-  For minor mistakes (spelling or grammatical slips):
 - **one** mistake which does not impede understanding of the candidate's message is allowed
 - for each mistake after that, **half** a mark is subtracted.
-  In case a sentence is incomplete or irrelevant, no mark is awarded.
-  The total mark should be rounded up (e.g. 4,5 → 5).

In the Fox and Owl exams, teachers should focus on the extent of the message communicated through the children's writing in terms of relevance to the topic and the pictures (depending on the Writing Part). Misformed words or lack of capitalisation may naturally occur in these writings – and may (even) be repeated consistently within a writing part –, but the children should not be penalised for these type of errors and it is important that teachers assess their performance holistically.

Fox (pre-A1) Writing Part 1

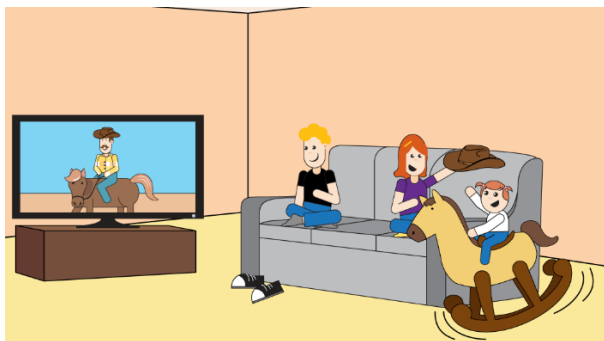
Write three sentences about your home.

Script 1		Marks
	1. <i>I like my rom.</i>	1
	2. <i>it's a big.</i>	0,5
	3. <i>has got two twoalet and kithen.</i>	0,5

Script 2		Marks
	1. <i>My house is beatiful.</i>	1
	2. <i>My house has got a garden.</i>	1
	3. <i>My house has got white windows.</i>	1

Fox (pre-A1) Writing Part 2

Look at the picture. Write three sentences about the picture.



Script 1

1. *One boy is wathing television.*
2. *Television is black.*
3. *the babie ride a horse.*

1

1

0,5

Marks

Script 2

1. *The baby is playing with horse.*
2. *The girl has got yellow socks.*
3. *The boy has got black shoes.*

1

1

1

Marks

Owl (A1) Writing Part 1

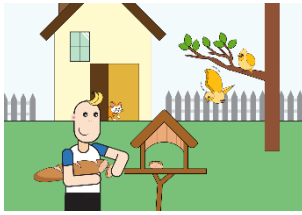
Write four sentences about your classroom.

Script 1	1. <i>I like my classroom because it has a big board.</i>	1	Marks
	2. <i>My classroom has got three windows.</i>	1	
	3. <i>In my classroom all here are my friends.</i>	0,5	
	4. <i>I like my classroom because it has many laptops.</i>	1	

Script 2	1. <i>My classroom it has smalls window.</i>	0,5	Marks
	2. <i>My classroom it has a dig TV.</i>	0,5	
	3. <i>In my classroom we are all boys.</i>	1	
	4. <i>In my classroom was 8 childs.</i>	0,5	

Owl (A1) Writing Part 2

Look at the pictures. They tell a story. Write two sentences about each picture.



Script 1

1. *A bird is going to eat the bread.*
2. *The boy is smiling.*
3. *The cat is going to scave the bird.*
4. *The bird is going to him home.*
5. *The bird on the tree is singing.*
6. *The boy is laughing.*

1
1
1
1
1
1

Marks

Script 2

1. *A bird was flying.*
2. *The cat is in the door.*
3. *The bird is eat apiece of bread.*
4. *The cat is running to the garden.*
5. *The bird is play music.*
6. *The boy is smile.*

1
1
0,5
1
0,5
0,5

Marks

Appendix A: Marksheet for Speaking

School:

Interlocutor's full name:

Date:

Level of test:

No.	Candidate's full name	Task Fulfilment	Accuracy and Range of		Fluency and Pronunciation	Total
			Grammar	Vocabulary		
		The extent to which the response produced by the candidate addresses the task in a direct manner and provides an answer that is relevant and meaningful.	The extent to which the response produced by the candidate is grammatically accurate, appropriate and adequate.	The extent to which the response produced by the candidate is lexically accurate, appropriate and adequate.	The extent to which the responses produced by the candidate are intelligible, with appropriate pausing and intonation.	Total marks awarded out of 16
1.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
2.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
3.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
4.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
5.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
6.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
7.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
8.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
9.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	
10.		① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	① ① ② ③ ④	

The Interlocutor conducting the Young Learners ESOL Spoken exam is also responsible for marking the candidate's performance. The assessment criteria for the Spoken exam are included in the above table. For each assessment criterion, there are four levels of candidate performance: (4 marks: Excellent), (3 marks: Very Good), (2 marks: Satisfactory), (1 mark: Below level). If the candidate does not provide a sufficient sample of language or does not attempt the tasks, zero marks are awarded. The maximum total marks a candidate can receive are 16.

Appendix B: Conversion of Marks to Results

Fox (Pre-A1) Written Exam

		1x	2x	3x	4x
Skills	Listening	0 - 4	5 - 8	9 - 12	13 - 15
	Reading	0 - 5	6 - 10	11 - 16	17 - 20
	Writing	0 - 1	2 - 3	4 - 5	6

Owl (A1) Written Exam

		1x	2x	3x	4x
Skills	Listening	0 - 5	6 - 10	11 - 16	17 - 20
	Reading	0 - 7	8 - 13	14 - 20	21 - 25
	Writing	0 - 2	3 - 5	6 - 8	9 - 10

Fox (Pre-A1) & Owl (A1) Spoken Exam

		1x	2x	3x	4x
Skill	Speaking	0 - 4	5 - 8	9 - 13	14 - 16

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