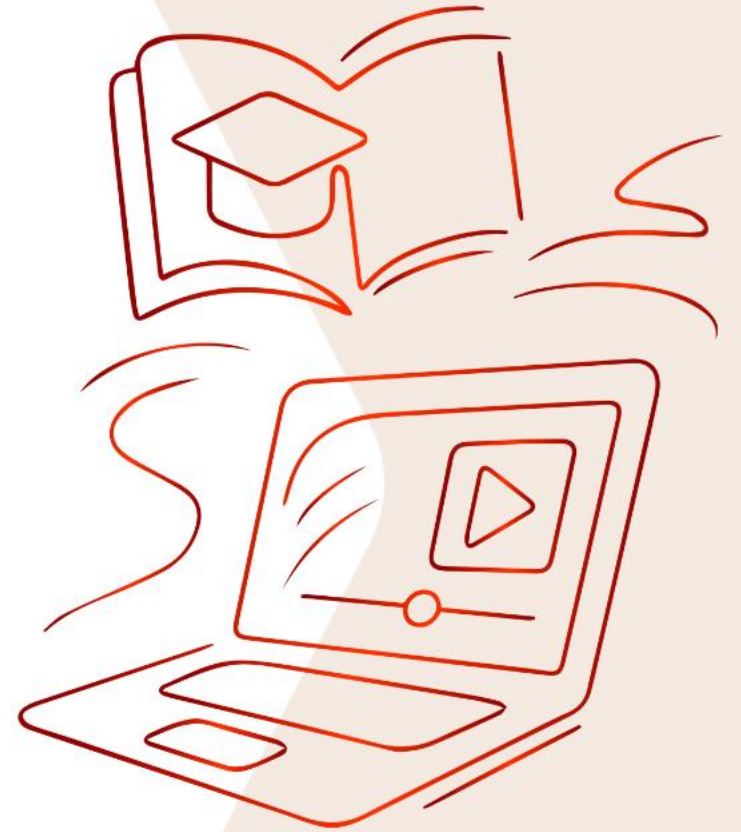


LANGUAGECERT
FOR TEACHERS

> INSIDE LANGUAGECERT ACADEMIC: WHAT TEACHERS NEED TO KNOW



with
Nancy Katsikari



Overview

- › Main features of the LANGUAGECER^T Academic test
- › Insights into Listening, Reading, Writing and Speaking
- › Test samples and tips for test takers
- › How the test is assessed
- › Support materials for exam preparation

A secure, reliable and fit-for-purpose English test for higher education



Academic Focus & Global Recognition

Accepted by universities and colleges. Suitable for student visas.



Flexible & Accessible Delivery

Available globally, at test centres or online at any time.



Easy online booking with quick results

Results within 5 working days, with a Digital Test Report with feedback.



Support & Preparation Resources

Access a wide range of free preparation materials.

An Ofqual-regulated as well as CEFR aligned test



Multi-level test

Assesses English language proficiency
from **B1 to C2** of **CEFR**



Duration

The exam duration is 2 hours & 34 mins and all 4 skills are being assessed

LANGUAGECER^T ACADEMIC ALIGNMENT WITH THE CEFR LEVELS B1-C2

LANGUAGECER ^T Academic	CEFR
100 90	C2
89 75	C1
74 60	B2
59 40	B1

Test format and structure

Written Component

Listening



4 parts - 30 questions
Multiple choice/note taking Around 40 minutes
(all parts heard twice)

Reading



4 parts - 30 questions
Multiple choice/gap filling/multiple matching
50 minutes

Writing



2 tasks
Extended responses
50 minutes

Spoken Component

Speaking



4 parts - live 1:1 with interlocutor
Questions/role-play/read aloud/presentation
Around 14 minutes

Find out who accepts
LANGUAGECERTR
Academic



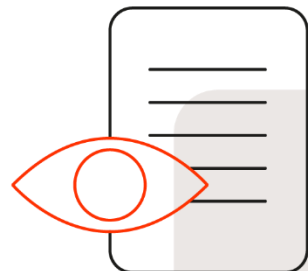


How familiar are you with
the structure and tasks of
LANGUAGECERT
Academic?



Insights into Listening





What test takers are required to do

- › **Listening 1:** Listen to unfinished conversations and choose the appropriate completion/continuation
- › **Listening 2:** Listen to conversations and identify certain aspects (topic, purpose etc.)
- › **Listening 3:** Listen to a monologue and complete the missing information in a pad
- › **Listening 4:** Listen to a discussion between three speakers and identify certain aspects (opinions, attitude, etc.)

Note: Overall duration of Listening Test approx. 40 mins

Listening Part 1

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

1. a) They need to pay more attention.
b) Let's make sure we take advantage of that.
c) I'm afraid I can't tell you.
2. a) OK, I expect it's there now.
b) As far as I know, everything was correct.
c) I wouldn't say so... I find it really absorbing.
3. a) Would it have to take that long?
b) It means everything to me, I can assure you.
c) In actual fact, it's almost done.
4. a) In that case, I'll get down to it this afternoon.
b) It's just the logical conclusion, isn't it?
c) Please, don't change the subject!
5. a) As a rule of thumb it takes about fifteen minutes.
b) As usual, that's easier said than done.
c) As long as he doesn't ask me something out of the blue!
6. a) You need to talk him out of it.
b) Would you rather I do it instead?
c) There's little comfort to be had in that!
7. a) We'd save money in the long run, though.
b) What's the most we can make out of it?
c) We've created a very good impression.

Listening Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

Conversation 1

You hear a university tutor talking to a student called Jessica.

8. When the tutor asks to speak with Jessica,
 - a) she assumes it is about some unfinished work.
 - b) she says that she is free to meet him tomorrow.
 - c) she reminds him that she will be late for her next lecture.
9. Jessica accepts her tutor's offer to
 - a) look at her report immediately.
 - b) send her an example work schedule.
 - c) sign her up for some study skills sessions.

Conversation 2

You hear a student talking to a university employee about her ac

10. How does the student feel about the letter she's received?
 - a) determined to find out why she got it
 - b) embarrassed because it's not the first letter she's had
 - c) confused about why it was sent to her old address
11. The university employee offers to
 - a) contact the student's bank.
 - b) check the office records.
 - c) speak to her family.

Conversation 3

You hear a university tutor talking to a student called Ned.

12. What is the tutor aiming to achieve in this meeting?
 - a) to encourage Ned to think about his goals
 - b) to stop Ned repeating the same mistakes in his work
 - c) to persuade Ned to try working with others
13. Ned is aware that, in his work, he sometimes fails to
 - a) select the best points to make.
 - b) spend enough time on his research.
 - c) go to a wide enough range of source texts.

Listening Part 4

You hear part of a podcast discussion about the work of Dr Alice Gorman and the archaeology of space exploration. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions.

25. Tanya points out that when Dr Gorman first started thinking about man-made objects in space
 - a) she was in a job where her abilities weren't being fully exploited.
 - b) she already possessed the tools she would need to study them.
 - c) she briefly experienced a small crisis of confidence.
26. According to Ken, what mistaken belief did Dr Gorman start out with?
 - a) She was the only one who had thought of studying space artefacts.
 - b) She would be able to readily access most of the data she needed.
 - c) Her efforts would be fully backed by the relevant space agencies.
27. Tanya tells the story of the Indonesian satellite to illustrate
 - a) the fact that communication is a recurring theme in archaeology.
 - b) the international fashion for launching satellites in the 1970s.
 - c) the symbolic nature of certain man-made objects in space.
28. What point does Ken make when discussing the need for space archaeology?
 - a) Efforts are needed to prevent space becoming the realm of the privileged few.
 - b) The majority of people appreciate the benefits space exploration offers.
 - c) Archaeologists are restricted by having to work within rules set by government bodies.
29. When the US space agency NASA advertised for astronauts, the space archaeologist, Justin Walsh responded with
 - a) surprise at the space agency's narrow-minded attitude.
 - b) annoyance at NASA's unwillingness to question man's place in outer space.
 - c) determination to get a humanities perspective included on the programme.
30. Talking about the ISS, Ken and Tanya agree that it's surprising that
 - a) its inhabitants were so alike from the outset.
 - b) nobody saw the value of studying everyday life there.
 - c) life on board seems to have been relatively unregulated.

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Listening - Part 1

Listen out for the two different voices so you know who is speaking at which point – there will always be two speakers in this part.

Listen for clues, who is speaking (for example, two students) and the relationship between the two speakers.

Focus on the overall meaning of the conversation to help you understand any unknown words.

Listening Part 1

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

1.
 - a) They need to pay more attention.
 - b) Let's make sure we take advantage of that.
 - c) I'm afraid I can't tell you.
2.
 - a) OK, I expect it's there now.
 - b) As far as I know, everything was correct.
 - c) I wouldn't say so... I find it really absorbing.
3.
 - a) Would it have to take that long?
 - b) It means everything to me, I can assure you.
 - c) In actual fact, it's almost done.
4.
 - a) In that case, I'll get down to it this afternoon.
 - b) It's just the logical conclusion, isn't it?
 - c) Please, don't change the subject!
5.
 - a) As a rule of thumb it takes about fifteen minutes.
 - b) As usual, that's easier said than done.
 - c) As long as he doesn't ask me something out of the blue!
6.
 - a) You need to talk him out of it.
 - b) Would you rather I do it instead?
 - c) There's little comfort to be had in that!
7.
 - a) We'd save money in the long run, though.
 - b) What's the most we can make out of it?
 - c) We've created a very good impression.

Listening - Part 2

Use the preparation time to read through the questions carefully.

Identify the background to the extract and the speaker with the help of the context setting sentence.

Listen out for the two different voices, so you know who is speaking at which point – there will always be two speakers in this part.

Use the first listening to answer the first question and the second listening to answer the second question. Even if you answer both questions during the first listening, you should listen again carefully to check your answers.

Order of Questions: Questions appear in the order they are heard in the extract.

Listening Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

Conversation 1

You hear a university tutor talking to a student called Jessica.

8. When the tutor asks to speak with Jessica,
- a) she assumes it is about some unfinished work.
 - b) she says that she is free to meet him tomorrow.
 - c) she reminds him that she will be late for her next lecture.
9. Jessica accepts her tutor's offer to
- a) look at her report immediately.
 - b) send her an example work schedule.
 - c) sign her up for some study skills sessions.

Conversation 2

You hear a student talking to a university employee about her accommodation fees.

10. How does the student feel about the letter she's received?
- a) determined to find out why she got it
 - b) embarrassed because it's not the first letter she's had
 - c) confused about why it was sent to her old address
11. The university employee offers to
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- a) to encourage Ned to think about his goals
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13. Ned is aware that, in his work, he sometimes fails to
- a) select the best points to make.
 - b) spend enough time on his research.
 - c) go to a wide enough range of source texts.

Listening - Part 3

Use the preparation time to read through the notes and think about the kind of information that might fit in each gap. The notes without gaps give additional valuable information to help complete the task.

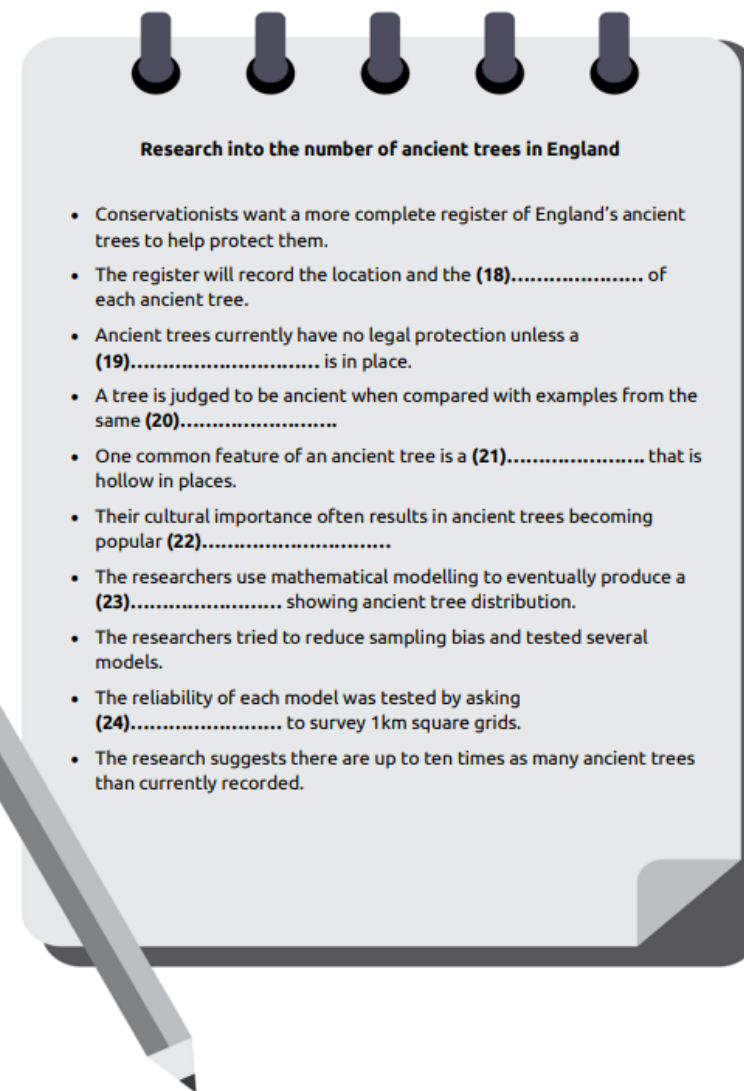
Write what you hear: the exact words for each gap will be in the listening, so there is no need to paraphrase.

Ensure your answers are no more than three words – there are no additional marks for extra words.

Check through your answers for spelling mistakes and typos – marks will not be awarded for incorrect spelling.

Listening Part 3

You hear an Environmental Science student giving a presentation to her tutor group. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.



Listening - Part 4

Use the preparation time to read all the questions and multiple-choice options so you know what to listen out for.

Focus on the context setting sentence.

Pay attention to linguistic markers and expressions of agreement/disagreement that provide clues to the information you will need to answer the questions.

The discussion will revolve around a topical/academic issue. Expect a discussion dense with information: differentiate between relevant information and irrelevant information.

Listening Part 4

You hear part of a podcast discussion about the work of Dr Alice Gorman and the archaeology of space exploration. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions.

25. Tanya points out that when Dr Gorman first started thinking about man-made objects in space
- a) she was in a job where her abilities weren't being fully exploited.
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- a) its inhabitants were so alike from the outset.
 - b) nobody saw the value of studying everyday life there.
 - c) life on board seems to have been relatively unregulated.



Insights into Reading





What test takers are required to do

Part 1A: Read sentences and understand the vocabulary used

Part 1B: Read a text and understand its lexico-grammatical features

Part 2: Read a text from which sentences have been removed and choose from a given choice of sentences to fill the gaps.

Part 3: Read four texts with a common theme and understand their purpose and locate specific information

Part 4: Read a long text with academic argumentation and answer questions about it.

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

- There's no **question** that as science and technology advance, the world as we know it will change in ways we cannot imagine.
a) matter
b) doubt
c) idea
d) issue
- The use of technology in education has increased enormously in the last decade and now impacts on many **facets** of academic study, such as online teaching and internet research.
a) conditions
b) senses
c) aspects
d) sides
- The research expedition encountered very **changeable** weather, a mix of cold, wet days and hot, sunny weather.
a) unpredictable
b) alternative
c) inaccessible
d) flexible
- The market researchers **altered** the data to make the product appear more popular than it actually was.
a) influenced
b) conducted
c) guided
d) manipulated
- The main problem with designing 'smart' artificial intelligence systems is that they could **trigger** an explosion of intelligence that would quickly surpass human intellect.
a) stand for
b) call upon
c) bring about
d) take up
- Following the 1988 games, the organisers eventually **bowed** to mounting pressure and decided to allow professional athletes to compete in most categories in future.
a) tore in
b) caved in
c) butted in
d) chipped in

8

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Performance reviews

Some bosses are good at performance reviews, but others dislike them as much as you might. A good boss will not only offer criticism, she'll also (7)..... you for the things you've done well. If that doesn't happen, try asking her what she thought went well last year. You do need to be cautious if you take this (8)....., however. You don't want her to (9)..... the impression that you're completely satisfied with your performance. So only focus briefly (10)..... the things you did well and quickly move onto the things you can improve. Use your performance review as an opportunity to (11)..... what you need to do to really contribute to the company.

- a) praise
b) award
c) celebrate

- a) manner
b) approach
c) procedure

- a) make
b) give
c) get

- a) at
b) to
c) on

- a) call in
b) figure out
c) show off

Reading Part 2

Read the article from an international news magazine. Use sentences A-H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There are two extra sentences you will not need.

Researching wildlife in an area of ocean likely to be affected by deep-sea mining

I'm on board a research cruise ship in the middle of the equatorial Pacific Ocean, the Clarion-Clipperton Zone, to be exact. My research team is one among many. Various groups are surveying the environmental condition of the seas, obtaining data for different organisations. We are sending a remotely operated vehicle 4.5 kilometres down to a flat abyssal plain never explored before.

As deep-sea biologists, we're privileged to discover new species and habitats on these research cruises. And this trip is no exception. We are recording an anemone-like animal with three-metre tentacles, plus purple and yellow sea cucumbers and flower-like glass sponges.

(12)..... It's an understandable reaction that may be forever changed within the next few decades as resources are being sought in ever more remote places of the ocean. We're here to find out more about the wildlife in the Clarion-Clipperton Zone. There are three types of resources being sought from deep-sea plains (in the area we're covering), polymetallic sulphide seamounts throughout the global ocean. Already, 29 International Seabed Authority (ISA) (13)..... exploration regulations are currently being prepared.

The data we've been collecting is ready. We return home with samples. (14)..... For instance, we found 90 per cent of them new to science, in a city-size for the hydrothermal vents – they provide habitat to sponges.

Yet our discoveries are also a cause for concern. Deep-sea creatures, leaving little possibility for their quick re-estimation, disturb large areas of the seafloor significantly. There's the ocean's food webs. And there are bigger questions, angles: pollution, fishing, nutrient loading and climate change.

Despite this threat, the various endangered habitats have about the species there and how they might cope with a month voyage has hopefully improved the situation. Research means that there will be a solid starting point for regulators appreciate the best scientific predictions of the future.

communication disorders and our methods for language teaching. Meanwhile, research on sound patterns is used in creating speech synthesis software, while models of grammatical structure aid in developing linguistic components for artificial intelligence. Observations about the strikingly similar ways that children acquire language provide insight into how the brain develops. Psycholinguistic experiments involving language production, comprehension, and recall tasks reveal clues to how the mind organises information. Early models of grammar were based primarily on a few large, mostly European, languages that Western scholars knew or could easily access. Imagine the deficiencies if the research stopped there. It would be like having an understanding of plants on a neighbourhood vegetable garden or of animals on a trip to the local zoo.

- What is the writer doing in the first paragraph?
a) preparing the reader for an uncomfortable truth
b) picking up on contradictions in certain opinions
c) conceding that others have a fair point
d) presenting some arguments he will go on to reject

- What point is the writer making about the indigenous communities mentioned in the second paragraph?
a) They are not persuaded by claims about the usefulness of languages.
b) They have historically struggled to find a common voice.
c) The younger generations are more open to linguistic change.
d) Their sense of misrepresentation is strongly reflected in their languages.

- The writer suggests that speakers of both Mohawk and Lulamaog use language as a way of
a) explaining their ethical choices.
b) preserving elements of their culture.
c) expressing their innermost feelings.
d) committing themselves to a future action.

- The writer uses the image of a 'puzzle' in the fourth paragraph to highlight
a) the unusual range of connections that exist between languages.
b) the challenge that linguists face in reuniting lost languages.
c) the difficulty of identifying a common ancestry for all languages.
d) the value of all languages to the study of linguistics.

- In the fifth paragraph, the writer makes the point that
a) many words are remarkably similar within language families.
b) the forms of a language aren't as random and chaotic as they might seem.
c) grammatical rules are merely attempts to describe systematic patterns.
d) written language typically involves a stylistic change from spoken language.

Reading - Part 1a

Read each sentence first to get a general understanding. You can look at the words either side of the word in bold to get its meaning.

Say each sentence in your head, replacing the word in bold with your chosen answer to see if it sounds correct. Some of the options will have a very similar meaning to the word in bold but will not be correct in the given context.

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. There's no **question** that as science and technology advance, the world as we know it will change in ways we cannot imagine.
a) matter
b) doubt
c) idea
d) issue
2. The use of technology in education has increased enormously in the last decade and now impacts on many **facets** of academic study, such as online teaching and internet research.
a) conditions
b) senses
c) aspects
d) sides
3. The research expedition encountered very **changeable** weather, a mix of cold, wet days and hot, sunny weather.
a) unpredictable
b) alternative
c) inaccessible
d) flexible
4. The market researchers **altered** the data to make the product appear more popular than it actually was.
a) influenced
b) conducted
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5. The main problem with designing 'smart' artificial intelligence systems is that they could **trigger** an explosion of intelligence that would quickly surpass human intellect.
a) stand for
b) call upon
c) bring about
d) take up
6. Following the 1988 games, the organisers eventually **bowed** to mounting pressure and decided to allow professional athletes to compete in most categories in future.
a) tore in
b) caved in
c) butted in
d) chipped in

Reading - Part 1b

Read the whole text, including the title, to get an overall sense of what it is about.

Follow the context clues to predict the most suitable word for each gap.

Think about possible phrasal verbs and collocations as this may help to complete the gaps e.g. 'show off' or 'take a break'.

Try to guess the meaning of any unknown words from the context and by using the words either side of each gap as clues.

Read the completed text when you've finished the task to check that it works logically and grammatically.

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Performance reviews

Some bosses are good at performance reviews, but others dislike them as much as you might. A good boss will not only offer criticism, she'll also (7)..... you for the things you've done well. If that doesn't happen, try asking her what she thought went well last year. You do need to be cautious if you take this (8)....., however. You don't want her to (9)..... the impression that you're completely satisfied with your performance. So only focus briefly (10)..... the things you did well and quickly move onto the things you can improve. Use your performance review as an opportunity to (11)..... what you need to do to really contribute to the company.

7. a) praise
b) award
c) celebrate
8. a) manner
b) approach
c) procedure
9. a) make
b) give
c) get
10. a) at
b) to
c) on
11. a) call in
b) figure out
c) show off

Reading - Part 2

Read the whole text, including the title, to get an overall sense of what it is about. You should look out for key words, which can help to identify which sentence goes in each gap.

Analyse each gap and look for linking words or phrases that indicate how the sentences connect (for example, 'therefore', 'however', 'in addition'). Eliminate any incorrect options based on these cohesive devices.

Pay attention to the subject of the sentence to be inserted.

Check the completed text for coherence and flow.

- A These problems are long-standing and ocean-wide, and how mining will worsen them is not yet understood.
- B Failure to do this could potentially change the world's oceans beyond repair.
- C After all, there are many such benefits that the deep sea provides for humanity.
- D We may only have sampled the seafloor of one small part of the Pacific Ocean, it's true.
- E This body authorises such activity across 1.5 million square kilometres of the world's seafloor.
- F Around vents, this could take decades or more; with nodules, millions of years.
- G However, as incredible as all this is, I can't help but feel some sadness.
- H And initially, the results we get from this analysis are very exciting.

Reading Part 2

Read the article from an international news magazine. Use sentences A-H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There are two extra sentences you will not need.

Researching wildlife in an area of ocean likely to be affected by deep-sea mining

I'm on board a research cruise ship in the middle of the equatorial Pacific Ocean, the Clarion-Clipperton Zone, to be exact. My research team is one among many. Various groups are surveying the environmental condition of the seas, obtaining data for different organisations. We are sending a remotely operated vehicle 4.5 kilometres down to a flat abyssal plain never explored before.

As deep-sea biologists, we're privileged to discover new species and habitats on these research cruises. And this trip is no exception. We are recording an anemone-like animal with three-metre tentacles, plus purple and yellow sea cucumbers and flower-like glass sponges.

(12)..... It's an understandable reaction for a marine biologist working in an area that may be forever changed within the next few decades. As demand for metals increases, such resources are being sought in ever more remote places, and mining will soon be taking place in the deep ocean. We're here to find out more about the wildlife in an area of ocean likely to be affected.

There are three types of resources being sought from deep-sea habitats: polymetallic nodules on abyssal plains (in the area we're covering), polymetallic sulphides at hydrothermal vents, and cobalt-rich seamounts throughout the global ocean. Already, 29 exploration permits have been granted by the International Seabed Authority (ISA). (13)..... Mining is close to happening: exploration regulations are currently being prepared.

The data we've been collecting is ready. We return home to our laboratories to continue working on the samples. (14)..... For instance, we discover that there are at least 1,000 species of fauna, 90 per cent of them new to science, in a city-sized area in the eastern Clarion-Clipperton Zone. As for the hydrothermal vents – they provide habitat to species not seen elsewhere on the planet.

Yet our discoveries are also a cause for concern. Deep-sea mining will result in local extinctions of many creatures, leaving little possibility for their quick re-establishment (15)..... Mining will also disturb large areas of the seafloor significantly. There will also be major changes to the geochemistry of the ocean's food webs. And there are bigger questions, too. The oceans are experiencing stress from all angles: pollution, fishing, nutrient loading and climate change. (16).....

Despite this threat, the various endangered habitats have been greatly under-explored. We know little about the species there and how they might cope with the impact of mining activities. At least our three-month voyage has hopefully improved the situation. (17)..... Nevertheless, our research means that there will be a solid starting point to measure future change against. It's critical that regulators appreciate the best scientific predictions of mining impacts and move forward with caution.

Reading - Part 3

Skim read all four texts first, paying attention to the key points that are made in each one.

Then read the questions and scan the texts, looking for the specific information that addresses each question.

Understand the function, genre and purpose of each text.

Identify keywords in the questions and possible paraphrases in the texts

Reading Part 3

Read the four texts about electricity generation and storage. There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

A

Zachary Favors, a graduate student at University of California Riverside, drew inspiration for replacing graphite with silicone at a battery's anode while he was resting on the sand at the beach. Sand is primarily made up of quartz (silicon dioxide) but concentrations vary depending on the deposit. Favors found a quartz-rich site in Texas, drew some samples and enlisted the help of two of his engineering professors. Together they milled the sand until it was extremely fine, before taking the tiny granules through a purification process. The purified quartz was then mixed with salt and magnesium and heated. The salt acts like a heat absorber, while the magnesium removes the oxygen, leaving pure silicon instead. To test the resulting powder, the researchers built a coin-sized battery. Performance tests reveal the silicon-anode lithium-ion battery lasts up to three times longer than those using graphite, which could dramatically change how our smartphones

B

Wind and solar power generation differ from this type of renewable electricity generation in that they do not match the demand for electricity. In general, flexible supply: intermittent supply technologies, such as fossil-based thermal power, demand can be shifted over time or electricity, the excess can be stored, periods with a net deficit of electricity electricity. Finally, trade: any immediately evened out through trade, with the net deficit.

C

Currently, most batteries are made with materials that are incompatible with the requirements for green electricity. Kankaanpää, a team of engineers has discovered a sand that they believe can solve the storage problem. At Ylönen, one of the two founders of Power2Gen, they are testing hundreds of tonnes of sand which can store energy for months, storing energy for use in the energy production. Now, authorities want to

D

According to research from investment and property management company, Lane Clark & Peacock, enough renewable power to supply 800,000 British homes went to waste in 2020 and 2021 when the national grid, the network responsible for the transmission of power around the UK, asked wind farms to switch off. The practice of switching off (curtailment) occurs when wind energy is available but cannot be used due to transmission constraints. These constraints include the insufficient ability to transport energy to the areas with greatest demand, or the risk of overloading equipment. At these times, gas plants are used to balance electricity supply across the grid, and wind power generating companies are paid compensation for lying idle. Wind power has increased significantly over the last decade but, regrettably, investment in the processes and infrastructure needed to support this expansion has not kept pace. The financial and environmental costs of curtailment make a strong case for the development of long-duration energy storage facilities for those periods when renewable generation outstrips demand.

In which text does the writer:

18. express some frustration with the way one potential power supply has been under-exploited? ☐
19. list the deficiencies of a particular type of battery? ☐
20. explore various measures for offsetting unreliable green electricity production? ☐
21. go through the stages required in the production of a substance used in batteries? ☐
22. suggest that an improvement to everyday technological devices is on the horizon? ☐
23. make reference to an international market for energy from renewable sources? ☐
24. report a disparity between one nation's wish to exploit green energy and the technological means to realise that aim? ☐

Reading - Part 4

Read the whole text, including the title, to get a general understanding of what it is about.

Focus on understanding the main idea and overall context of the text; don't stress about unfamiliar words.

Quickly read through all six questions to understand what specific information you need to find in the text.

Identify keywords in each question.

Be aware that the correct answers do not always include the exact words from the text, so look out for paraphrases and synonyms.

Reading Part 4

Read the text about language preservation and answer the questions.

Why are languages worth preserving?

I met Ariepe, the last speaker of Naati, on a beach on Malekula, an island in the South Pacific nation of Vanuatu. He fears that with his death, Naati will soon disappear. Naati's predicament is not unique. Of the roughly 7,000 languages spoken on the planet today, 50 to 90 per cent are considered vulnerable to extinction by the century's end. Should Naati's fate concern the world? Ariepe doesn't need Naati to communicate. Like many speakers of endangered languages, he's fluent in an impressive number of languages, including several native to his island, as well as the national language. If we're heading toward a future in which we all speak one of a few large languages, couldn't this be a way to facilitate communication and level the playing field across nations? Is the desire to save these smaller languages purely sentimental – a romantic notion for rush toward globalization?

I argue "no". As a linguist who's worked w Pacific, I know that language loss is a critic happened over history to people whose l children banned from using theirs – and practical languages. The response of thes who speak English, Spanish, Swahili, or v back against the theft of their linguistic h

Today, despite scarce resources, indiger reclaiming their languages. For instance Ontario, children are exposed only to M communities together. Language loss is lineages known only through oral storyt words unwritten and untranslated. Lular forget the dozens of terms that describe : okutegerera, and okubuutira – they will fi

The disappearance of a language may : However, the impact for all of us is real an bits of information, like indigenous name a community, or concepts and worldview don't have parallels in another. Understan language is a piece of the puzzle that we With each missing piece, linguists like my:

Languages may appear to differ wildly fi language may have "tall trees" or "trees Regardless of whether your language i structures, and it uses them in consis languages suggest that there is some co how language develops and setting the linguistics is to describe and model this s

All this analyzing is far from an esoteric ac we understand about how language funct

communication disorders and our methods for language teaching. Meanwhile, research on sound patterns is used in creating speech synthesis software, while models of grammatical structure aid in developing linguistic components for artificial intelligence. Observations about the strikingly similar ways that children acquire language provide insight into how the brain develops. Psycholinguistic experiments involving language production, comprehension, and recall tasks reveal clues to how the mind organizes information. Early models of grammar were based primarily on a few large, mostly European, languages that Western scholars knew or could easily access. Imagine the deficiencies if the research stopped there. It would be like basing an understanding of plants on a neighborhood vegetable garden or of animals on a trip to the local zoo.

25. What is the writer doing in the first paragraph?
 - a) preparing the reader for an uncomfortable truth
 - b) picking up on contradictions in certain opinions
 - c) conceding that others have a fair point
 - d) presenting some arguments he will go on to reject
26. What point is the writer making about the indigenous communities mentioned in the second paragraph?
 - a) They are not persuaded by claims about the usefulness of languages.
 - b) They have historically struggled to find a common voice.
 - c) The younger generations are more open to linguistic change.
 - d) Their sense of mistreatment is strongly reflected in their languages.
27. The writer suggests that speakers of both Mohawk and Lulamogi use language as a way of
 - a) explaining their ethical choices.
 - b) preserving elements of their culture.
 - c) expressing their innermost feelings.
 - d) committing themselves to a future action.
28. The writer uses the image of a 'puzzle' in the fourth paragraph to highlight
 - a) the unusual range of connections that exist between languages.
 - b) the challenge that linguists face in recreating lost languages.
 - c) the difficulty of identifying a common ancestry for all languages.
 - d) the value of all languages to the study of linguistics.
29. In the fifth paragraph, the writer makes the point that
 - a) many words are remarkably similar within language families.
 - b) the forms of a language aren't as random and chaotic as they might seem.
 - c) grammatical rules are merely attempts to describe systematic patterns.
 - d) written language typically involves a stylistic change from spoken language.

General **reading tips** for test takers

Prioritise understanding the content as a whole instead of focusing on individual words and make sure to manage your time wisely to finish all tasks successfully.

Get the big picture first - Read the text once to understand the main idea before answering the questions.

Follow the question order - The questions appear in the same sequence as the text, helping you find the answers quicker.

Use your time wisely - You don't need to spend equal time on each part – aim to do the first two parts more quickly to allow enough time for Parts 3 and 4.

Don't stress over every word - If an unfamiliar word doesn't affect the main meaning, move on - many tasks test overall understanding.





Insights into Writing



Writing



What test takers are required to do

- **Writing Part 1:** Write a report, argument or article of 150 to 200 words
- **Writing Part 2:** Write a formal piece of writing on an academic subject in about 250 words



What is assessed

Test taker's ability to:

- respond appropriately to a given input to produce a formal response for an intended public audience
- produce a piece of argumentative writing on an academic subject

Writing - Part 1

Take a few minutes to plan your answer before you start writing. Look at the infographic and make a note of any trends, key points or unusual data.

Consider all the content points provided and write a well-structured report, argument or article of about 150 to 200 words that addresses them one by one in the order they appear.

Use language for describing changes, trends and figures. It will help if you keep a record of this kind of language when revising for the test.

Use the language of cause and effect as well as tentative or hedging language for making predictions.

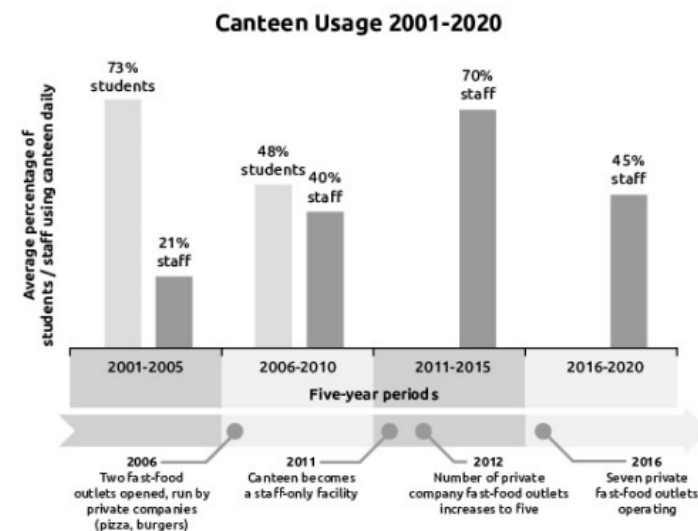
Pay attention to the style of writing and who you are writing to and adjust the tone accordingly. Part 1, is a formal/neutral piece of writing that requires an objective tone.

Provide a rationale for any trends and try to make predictions.

Writing Part 1

Your university has a large canteen, serving a variety of hot meals. The canteen is now used only by staff. As part of a short course in English, you have to write a report on changing use of the canteen over time. You have been given the following information for the period 2001 to 2020: a chart showing who used the canteen when, plus a timeline showing developments that affected use of the canteen.

- In your report, you should:
- describe the main trends
- give reasons for these trends
- predict how use of the canteen is likely to change in the next five-year period.



Write between 150 and 200 words.

Writing - Part 2

Take a few minutes to plan your answer before you start writing. Read the statement carefully and note down ideas for each side of the argument.

Compare and contrast both views, offering definitions, examples, evaluation, cause and-effect reasoning.

Aim for a well-structured piece of writing, of about 250 words, using clear paragraphs.

Express your personal view in the conclusion.

Write your essay in a formal style, using an objective tone and the language of argument and persuasion.

Writing Part 2

Read the following statement and write about the topic.

The internet allows the individual to feel part of a global online community. Some people believe that this community can bring diverse people together and help solve global problems. Others disagree, fearing that it just leads to disagreements that drive people further apart.

Discuss both of these views and give your own opinion.

Write about 250 words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

General **writing tips** for test takers

Manage your time wisely

Part 1, is worth 40% and Part 2, is worth 60% of the total marks. A good time allocation is: 20 minutes for Part 1, 25 minutes for Part 2, and 5 minutes for reviewing (2 minutes for planning, 3 minutes for final checks).

Follow instructions carefully

Identify the key points in the prompt and ensure you include all of them in your response.

Stay within the word limit

Write at least the minimum number of words required. Avoid exceeding the maximum, as extra words won't earn additional marks.

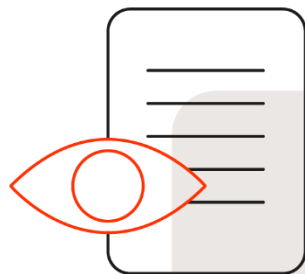
Ahead of the test, practice composing your answers and typing them on the screen.





Insights into Speaking





What test takers are required to do

- › Speaking 1: Take part in a warm-up and interview (3 mins)
- › Speaking 2: Role play (2 mins)
- › Speaking 3: Read aloud and answer questions (4 mins)
- › Speaking 4: Present and answer questions (5 mins)

Note: Overall duration of Speaking Test 14 mins

Part 1 (3 minutes)

- I: Hello. My name's (give full name). And you are (give candidate's full name), right?
C: (Confirms.)
I: Thank you. Can you spell your surname for me, please?
C: (Spells surname.)
I: Thank you. Where are you from?
C: (Responds.)
I: Thank you. Exam begins. LanguageCert Academic, (give today's date). Now, Part One. I'm going to ask you some questions about yourself and your ideas. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g., 'Now, Study skills'.)

Topics

Study skills

- Tell me where you go when you want to concentrate on your studies.
- When is studying in a group better than studying alone? (Why?)
- How have your teachers helped you to develop study skills?
- What study skills would you like to improve in the future?

Daily life

- Is it good to follow the same routine every day? (Why/Why not?)
- What time of day is best for studying, the morning or the evening? (Why?)
- Tell me about a free-time activity that helps you to relax.
- How important is ...

Phones

- In what situations ...
- Tell me about the ...
- How important is ...
- What are the adva ...

The news

- How important is ...
- Which is more int ...
- Tell me how you f ...
- Do you always bel ...

Part 2 (2 minutes)

- I: Now, Part Two. We're going to role-play some situations. I want you to start or respond. First situation (choose one situation from A).

A

- We're both studying on the same course. I start.
Do you know where to find the reading list for this semester online? I've looked everywhere on the college website.
- I'm the tutor on a course that you're studying. I start.
So, you wanted to ask me about changing the topic for your project. Why's that?
- We're both members of a college sports team. I start.
This is my first practice session. Do people usually go for a ...

C: (Responds.)

I: (Role-play the situation with the candidate – approximate)

I: Second situation (choose one situation from B).

B

- I'm your course tutor at college. You're asking for help bec the college library. You start.
- We're both students in self-catering accommodation. You' food and cooking together. You start.
- I'm a technician at the college residence where you live. Yc connection in your room. You start.

C: (Initiates.)

I: (Role-play the situation with the candidate – approximate)

I: (Role-play a third situation from A or B if time allows.)

I: Thank you.

Part 3 (4 minutes)

- I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet 1 on screen.)

You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

• Interlocutor Task Sheet 1

Passage

lastic was hailed as a breakthrough. The seemingly endless supply of affordable 950s, an estimated 9.1 billion tons has been ve changed dramatically. Most plastic is source of pollution as it ends up either in pose. Even recycled plastic will eventually add

Part 4 (5 minutes)

- I: In Part Four, you're going to talk for about two minutes on the topic of undergraduate attitudes to looking for a job. Here is some information about the topic.

(Share Candidate Task Sheet 2 on screen.)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

• Interlocutor Task Sheet 2

Undergraduate attitudes to looking for a job

What is most important when looking for a job?



■ first-year students ■ second-year students ■ final-year students

We asked university students on a three-year course to say what would be most important for them when they started looking for a job as a graduate. We found that students in their first year had different ideas to students in their final year.

I: (Withdraw eye contact for one minute. Don't stop the recording.)

OK, so now you have two minutes to talk about the topic. Please start.

C: (Talks.)

I: (When candidate has talked for a maximum of two minutes, say: 'Thank you. Now I'm going to ask you some questions.' (Ask one or more follow-up questions as time allows.)

Follow-up questions

- Do you think all students' ideas on this topic change during their three-year course?
- Do you think it's always an advantage to be able to work from home? (Why/ Why not?)
- Which would be more important for you, having a good salary or being happy at work? (Why/ Why not?)

Speaking - Part 1

Listen carefully to the task instructions and to the questions asked.

Avoid memorising your speech by heart.

Support your point of view with reasons and examples.

Expand on your responses and avoid one-word answers.

Think carefully about the tense you will need to use and your word choice.

Include examples from your own experiences to express preferences or points of view.

Part 1 (3 minutes)

- I: Hello. My name's *(give full name)*. And you are *(give candidate's full name)*, right?
C: *(Confirms.)*
I: Thank you. Can you spell your surname for me, please?
C: *(Spells surname.)*
I: Thank you. Where are you from?
C: *(Responds.)*
I: Thank you. Exam begins. LanguageCert Academic, *(give today's date)*. Now, Part One. I'm going to ask you some questions about yourself and your ideas. *(Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g., 'Now, Study skills.')*

Topics

Study skills

- Tell me where you go when you want to concentrate on your studies.
- When is studying in a group better than studying alone? (Why?)
- How have your teachers helped you to develop study skills?
- What study skills would you like to improve in the future?

Daily life

- Is it good to follow the same routine every day? (Why/Why not?)
- What time of day is best for studying, the morning or the evening? (Why?)
- Tell me about a free-time activity that helps you to relax.
- How important is it for students to have a good social life? (Why?)

Phones

- In what situations do you use your phone most?
- Tell me about the type of apps you use regularly.
- How important is it to have the latest type of phone?
- What are the advantages and disadvantages of turning off your phone sometimes?

The news

- How important is it to keep up to date with the news?
- Which is more interesting, local news or international news? (Why?)
- Tell me how you find out about what's happening in the world.
- Do you always believe everything you hear about in the news? (Why/Why not?)

(continued)

Speaking - Part 2

Remember that the Interlocutor will initiate the first interaction and you must initiate the second one.

Adjust your language and tone based on the situation. The Interlocutor may pretend to be, for example, one of your classmates or a university accommodation officer, so interact formally or informally considering the context, like speaking to a classmate or university staff.

Practise initiating interactions and inviting opinions.

Part 2 (2 minutes)

I: Now, Part Two. We're going to role-play some situations. I want you to start or respond. First situation (*choose one situation from A*).

A

- We're both studying on the same course. I start.
Do you know where to find the reading list for this semester online? I've looked everywhere on the college website.
- I'm the tutor on a course that you're studying. I start.
So, you wanted to ask me about changing the topic for your project. Why's that?
- We're both members of a college sports team. I start.
This is my first practice session. Do people usually go for a coffee afterwards?

C: (*Responds.*)

I: (*Role-play the situation with the candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*).

B

- I'm your course tutor at college. You're asking for help because you can't find a book you need in the college library. You start.
- We're both students in self-catering accommodation. You'd like to save time and money by buying food and cooking together. You start.
- I'm a technician at the college residence where you live. You're having problems with the internet connection in your room. You start.

C: (*Initiates.*)

I: (*Role-play the situation with the candidate – approximately two turns each.*)

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

Speaking - Part 3

Make good use of preparation time to skim read the text, focusing on overall meaning.

Aim for clarity and precision in your speech.

Make your best attempt at words you're not sure how to pronounce and move on quickly – it's important to keep the flow going.

Use punctuation as a guide to aid fluency, for example, briefly pausing after a comma.

Practise reading numbers, and acronyms, long noun phrase and long sentences.

Note that follow-up questions could ask you about the main point of the passage, so comprehension is also assessed.

Part 3 (4 minutes)

I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet 1 on screen.)

You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

• Interlocutor Task Sheet 1

Passage

In the nineteenth century, the invention of man-made plastic was hailed as a breakthrough. The discovery of this cheap and versatile material allowed a seemingly endless supply of affordable everyday products to appear on the market. Since the 1950s, an estimated 9.1 billion tons has been produced. Today, however, attitudes towards plastic have changed dramatically. Most plastic is virtually indestructible and plastic waste is now a major source of pollution as it ends up either in landfill sites or in the oceans, where it will never decompose. Even recycled plastic will eventually add to this environmental disaster.

C: *(Talks.)*

I: Thank you. Now I'm going to ask you some questions.

(Ask one or more follow-up questions, as time allows.)

Follow-up questions:

- What main point is the writer making in this passage?
- What can ordinary people do to help reduce the amount of plastic waste that's produced?
- Do you think there are any advantages to producing things in plastic today?

Speaking - Part 4

Use the preparation time to interpret the infographic, think about your answer, make notes and organise your ideas.

Keep the content of your presentation focused on the topic given.

Practise interpreting information from infographics.

Practise before the test, talking for two minutes on familiar and unfamiliar topics. This will give you a good idea of how long you should speak for in the test.

Use 'filler' phrases if you need time to think before answering a question, for example, 'that's an interesting question ...', 'let me see ...', 'give me a second to think about that ...'

Part 4 (5 minutes)

I: In Part Four, you're going to talk for about two minutes on the topic of undergraduate attitudes to looking for a job. Here is some information about the topic.

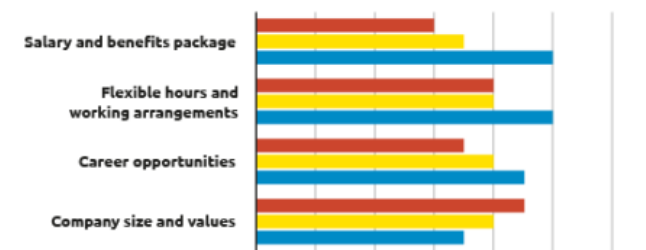
(Share Candidate Task Sheet 2 on screen.)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

• Interlocutor Task Sheet 2

Undergraduate attitudes to looking for a job

What is most important when looking for a job?



■ first-year students ■ second-year students ■ final-year students

We asked university students on a three-year course to say what would be most important for them when they started looking for a job as a graduate. We found that students in their first year had different ideas to students in their final year.

I: *(Withdraw eye contact for one minute. Don't stop the recording.)*

OK, so now you have two minutes to talk about the topic. Please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say: 'Thank you. Now I'm going to ask you some questions.' (Ask one or more follow-up questions as time allows.)*

Follow-up questions

- Do you think all students' ideas on this topic change during their three-year course?
- Do you think it's always an advantage to be able to work from home? (Why/ Why not)?
- Which would be more important for you, having a good salary or being happy at work? (Why/ Why not?)

General **speaking tips** for test takers

Give detailed, well-structured answers

Use your preparation time wisely

Listen carefully and stay engaged

Don't be afraid to ask for repetition

Demonstrate a wide range of vocabulary

Correct yourself if needed

Focus on communication, not knowledge





Assessment & Marking



How the **Speaking Test** is assessed and marked:

- › Performance measured across four levels (B1-C2) all mapped to the CEFR
- › Four parts (duration 14 mins), each of the four parts given equal importance
- › Candidates assessed against five criteria
- › Candidates awarded a mark from 0 – 8 for each of the five criteria
- › Maximum raw marks awarded: 48

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

How the **Writing Test** is assessed and marked:

- › Candidates assessed against four criteria for both tasks

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

How the Writing Test is assessed and marked:

- Specific mark schemes for each task
- Each marking criterion has 8 marks resulting in a total of 32 marks per task
- Once each Writing task has been marked, overall mark awarded for the Writing section
- Grades established by adding together scores on the two tasks
- 40% of overall marks allocated to Task 1 and 60% to Task 2
- Results reported on a 1-100 scale (LANGUAGECER™ Global Scale) aligned to the six CEFR levels (A1-C2)

Marks	Task Fulfilment	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Organisation and Coherence
8	A fully developed response covering all required aspects of the task was produced. Relevant issues were expanded and supported. Genre and tone were fully appropriate. The reader was fully informed.	A sophisticated range of grammatical structures was used accurately and with flexibility. Virtually no errors occurred.	A sophisticated range of vocabulary was used with accurate spelling. Meaning was conveyed with precision.	The text was very well-organised and had fully appropriate paragraphs which were linked logically together. Appropriate and sophisticated linking words and phrases were used. No punctuation errors occurred.
7	A well-developed response covering all the required aspects of the task was produced. The main issues were presented clearly, although more supporting information could have been provided to some points. Genre and tone were appropriate. The reader was very well-informed.	A very wide range of grammatical structures was used, almost always accurately. A few errors occurred but they did not prevent understanding.	A wide range of vocabulary was used with almost complete accuracy. A few minor errors in usage and/or spelling occurred but the meaning was always clear.	The text was well-organised and had highly appropriate paragraphs which were linked logically together. Appropriate and often advanced linking words and phrases were used. Almost no punctuation errors occurred.
6	A developed response covering all the required aspects of the task was produced. The main points were presented clearly, but could have been expanded further. Genre and tone were well-informed.	A wide range of grammatical structures was used mostly accurately. Occasional errors occurred but they did not prevent understanding.	A good range of vocabulary was used, mostly with accuracy. Occasional errors in usage and/or spelling occurred but the meaning was always clear.	The text was clear and well-structured and had appropriate paragraphs which were linked logically together. Appropriate linking words and phrases were used.
Marks	Task Fulfilment	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Organisation and Coherence
5	A response to the task along with a conclusion. The reader was informed.	A fully developed response satisfying all the demands of the task was produced. A well-developed position with well-supported ideas was argued. Genre and tone were fully appropriate. The reader was well-informed.	A wide range of vocabulary, including less common words and phrases, was used with fluency, sophistication and style. Very few errors in usage or spelling occurred and only as slips. Meaning was conveyed with precision.	The text was exceptionally well-organised. It was completely clear and made use of a wide range of linking words and phrases with flexibility. Paragraphs were managed skilfully and organisation was fully appropriate to the text type required. There were no punctuation errors.
4	A response to the task, with high level details. The reader was well-informed.	A well-developed response satisfying all the demands of the task was produced. A well-developed position, with good supporting points, was argued. Genre and tone were appropriate. The reader was highly informed.	A well-developed range of vocabulary, including less common words and phrases, was used confidently, effectively and precisely. Very few errors in usage, spelling or word formation occurred and only as slips. The meaning was always clear.	The text was clear and very well-structured. Advanced linking words and phrases were often used with flexibility. Paragraphs were managed very well and organisation was highly appropriate to the text type. There were almost no punctuation errors.
3	A response to the task, with some details. The reader was informed.	A developed response satisfying the demands of the task was produced. A well-developed position, with supporting ideas, was argued. Genre and tone were almost always appropriate. The reader was well-informed.	A range of vocabulary, including less common words and phrases, was used effectively and precisely. A few errors in usage, spelling or word formation occurred but did not prevent understanding.	The text was clear and well-structured. A variety of linking words and phrases was used flexibly. Paragraphs were managed effectively, and organisation was appropriate to the text type. There were very few punctuation errors.
2	A response which mostly satisfied the demands of the task was produced. A mostly clear argument with well-supported details was presented. However, some conclusions could have been expanded further. Genre and tone were almost always appropriate. The reader was mostly informed.	A developed range of simple and complex grammatical forms was used, often successfully and with control. A few errors occurred but did not prevent understanding. Minor re-reading was needed.	A range of vocabulary, including some less common words and phrases, was used accurately. Some errors in usage, spelling or word formation occurred but did not prevent understanding. Minor re-reading was needed.	The text was largely clear. A variety of linking words and phrases was used, often correctly. Paragraphs were managed well, and organisation was largely appropriate to the text type. A few punctuation errors occurred.
1	A response which generally satisfied the demands of the task was produced. An argument which stated the advantages/disadvantages of ideas and actions was presented. However, the argument was, at times, unclear. Genre and tone were usually appropriate. The reader was generally informed.	A range of simple grammatical forms was used accurately. More complex grammatical forms were occasionally attempted, with some success. A few errors occurred but did not prevent understanding. Some re-reading was needed.	A range of vocabulary, including mainly simple words and phrases, was used accurately. More complex words and phrases were attempted. Some errors in usage, spelling or word formation occurred but did not prevent understanding. Some re-reading was needed.	The text was mainly clear. A variety of linking words and phrases was used, usually correctly. Paragraphs were used generally accurately, and organisation was mostly appropriate to the text type. Some punctuation errors occurred.
0	A response which satisfied some demands of the task was produced. However, the argument was often unclear, and sometimes weak and repetitive. Genre and tone were occasionally not appropriate. The reader was informed to a limited extent.	A range of simple grammatical forms was used, mostly accurately. Complex forms were either not attempted or consistently used inaccurately. There were errors in grammar which, at times, made communication difficult. Re-reading was needed.	A range of vocabulary, including mainly simple words and phrases, was used, mostly accurately. Complex vocabulary was either not attempted or consistently used inaccurately. There were errors in usage, spelling or word formation which, at times, made communication difficult. Re-reading was needed.	The text was usually clear. Basic linking words and phrases were used, largely with success. Paragraphs were sometimes used appropriately, although some links between sentences were faulty and organisation was not always appropriate to the text type. Punctuation errors often occurred.
2	The response attempted to satisfy the demands of the task, but some elements were missed. A weak argument was presented with repetition. The use of genre and tone was sometimes not appropriate. The reader was minimally informed.	A range of simple grammatical forms was used with some control. Complex forms were either not attempted or used inaccurately. There were many errors in grammar which sometimes made communication difficult. Re-reading was often needed.	A basic range of vocabulary was used accurately, often repetitively. Complex vocabulary was either not attempted or used inaccurately. Multiple errors in usage, spelling or word formation sometimes made comprehension difficult for the reader. Re-reading was often needed.	The text was organised and, at times, clear. It used a limited range of linking words and phrases, often repetitively. There was some inappropriate paraphrasing, links between sentences were sometimes faulty, and organisation was not appropriate to the text type. Punctuation errors were frequent.
1	The response hardly attempted the task. No position was expressed. The reader was only minimally informed.	A very basic range of grammatical structures was used with frequent errors. Errors made communication difficult. There was a lot of reliance on simple memorised grammatical forms.	A very basic range of vocabulary was used with frequent errors in usage, spelling or word formation. Errors made comprehension difficult.	The text was hardly organised. Very basic linking words and phrases were used. There was very little control of the organisation of the text.
0	The response was irrelevant, and the reader was not informed at all OR the response was incomplete OR not submitted.	Serious errors in grammar meant the message could not be understood OR grammar could not be assessed due to insufficient language.	Serious errors in vocabulary meant the message could not be understood OR vocabulary could not be assessed due to insufficient language.	The text was not organised OR organisation and coherence could not be assessed due to insufficient language.

LanguageCER™ Academic	LanguageCER™ Global Scale (1-100)	CEFR Levels
B1 Achiever	40-59	B1
B2 Communicator	60-74	B2
C1 Expert	75-89	C1
C2 Mastery	90-100	C2



Support materials overview

Test Overview Videos



Official Practice Papers



Book of Practice Papers



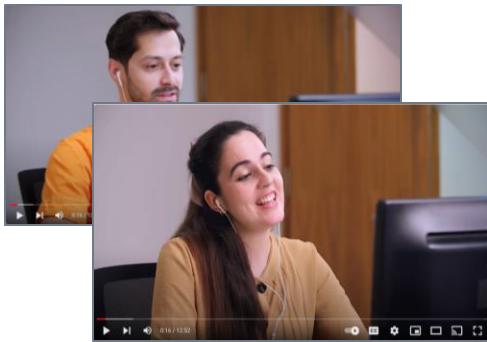
Qualification Handbook



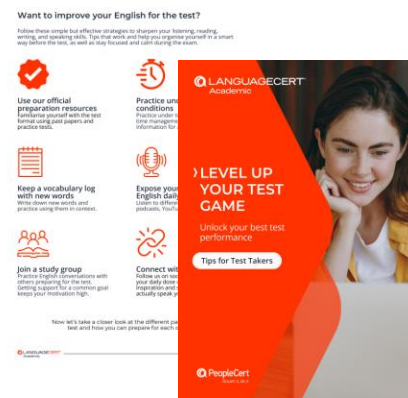
Writing sample scripts & examiner's comments



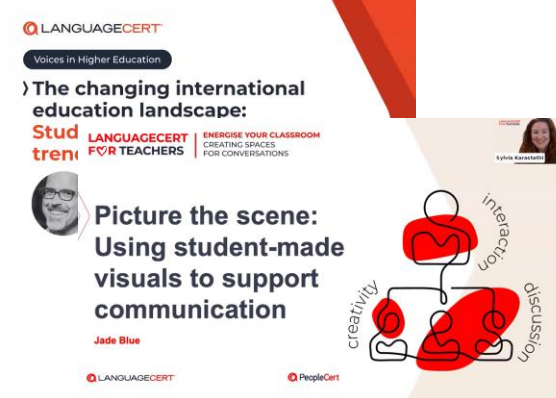
Sample Speaking Test Videos



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The logo consists of a stylized white 'Q' inside a circle, followed by the word 'LANGUAGECER' in a bold, sans-serif font.

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