

# Preparing for LANGUAGECERT Academic

English language testing for  
international admissions

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# LANGUAGECERT Academic

## Overview

- 
- Main features of the LANGUAGECERT Academic test
  - Test samples and tips for test takers:
    - Listening
    - Reading
    - Writing
    - Speaking
  - Support material
  - Contact information

# LANGUAGECERT Academic

## Designed specifically for higher education admissions

- 
- **Multi-level English test** spanning **CEFR levels B1 to C2**
  - **Enhanced academic content and focus** for all tasks
  - **Meaningful and user-friendly results reporting**
  - **Built on** a bed of underpinning **research and validation**
  - **Secure, reliable and accessible test delivery**



# LANGUAGECERT Academic

## Main features

Test content tailored for **academic study** at:

- **Undergraduate** level
- **Post-graduate** level
- **Professional** level
- **Test content: replica of** general academic English in use and skills for the real world
- **Productive skills** marked by a team of trained and accredited human markers
- **Widely accessible through:**
  - the LANGUAGECERT Secure Test Centre Network operational in 110+ countries globally
  - Online with remote live invigilation





# Insights into Listening

English language testing for  
international admissions

# LANGUAGECERT Academic

## Listening

**Listening** 4 parts  
duration: approx. 40 mins

- **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.)

LanguageCert Academic: Test 1 (Listening, Reading)

**Listening Part 1**  
You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

- 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.
- 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.
- 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.
- 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!
- 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!
- 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!
- a) We'll 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 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

LanguageCert Academic: Test 1 (Listening, Reading)

**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.

**Research into the number of ancient trees in England**

- Conservationists want a more complete register of England's ancient trees to help protect them.
- The register will record the location and the (18)..... of each ancient tree.
- Ancient trees currently have no legal protection unless a (19)..... is in place.
- A tree is judged to be ancient when compared with some (20).....
- One common feature of an ancient tree is a (21)..... hollow in places.
- Their cultural importance often results in ancient trees popular (22).....
- The researchers use mathematical modelling to events (23)..... showing ancient tree distributions.
- The researchers tried to reduce sampling bias and test models.
- The reliability of each model was tested by asking (24)..... to survey 1km square grids.
- The research suggests there are up to ten times as many currently recorded.

**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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# LANGUAGECERT Academic

## Listening – Part 1

### Tips for test takers

- 
- In Part 1 you will hear unfinished dialogues, each followed by one multiple choice question, and need to choose the appropriate completion or continuation.
  - Listen carefully for the two different voices so as to know which speaker is speaking at which point.
  - Listen for clues such as key words and phrases as to where the conversation is taking place (e.g. straight after a lecture), who is talking, degree of formality.
  - Familiarise yourself with common expressions and responses used in everyday conversations in an academic context.

LanguageCert Academic Test 1 (Listening, Reading)

#### Listening Part 1

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

- 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.
- 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.
- 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.
- 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!
- 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!
- 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!
- 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.

# LANGUAGECERT Academic

## Listening – Part 2

### Tips for test takers

- 
- In Part 2 you will hear short exchanges followed by two multiple-choice questions for each.
  - Make sure you use the preparation time to read through the questions.
  - Note that the questions appear in the order they are heard in the extract.
  - Identify the background to the extract and the speaker with the help of the context setting sentence.
  - Use the first listening to answer the first question and the second listening to focus on the second question.

### 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.
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#### 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
- 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.

# LANGUAGECERT Academic

## Listening – Part 3

### Tips for test takers

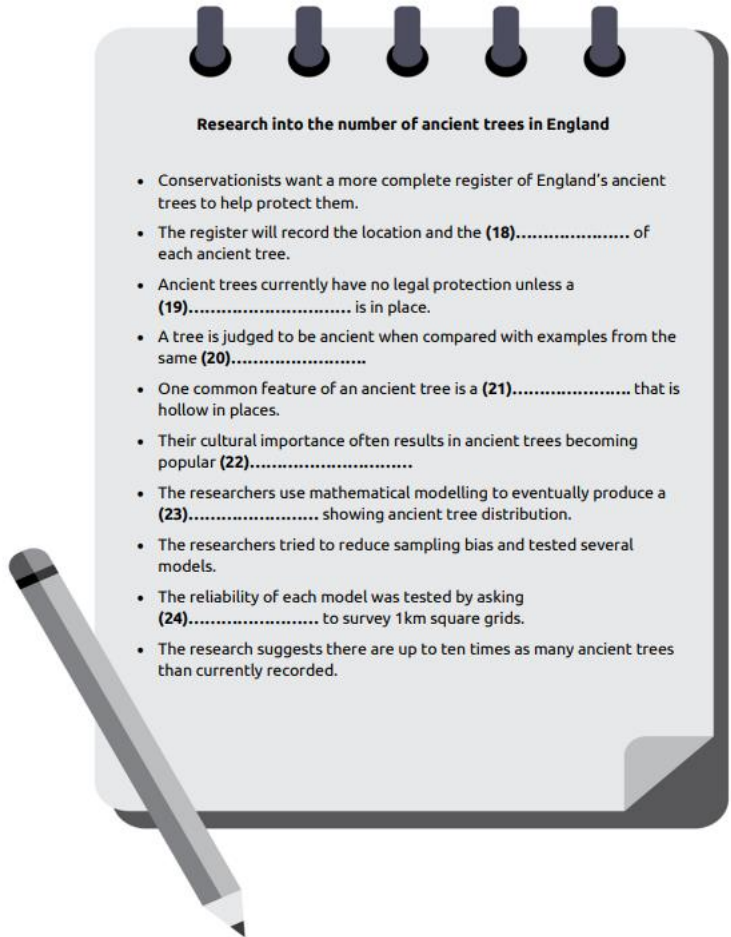
- 
- In Part 3 you will hear a monologue and complete seven gaps with no more than three words.
  - During the 30 seconds given before the listening begins, look at the notes, skim read them and think about what kind of information might go into each gap.
  - Just write what you hear: the exact words for each gap will appear in the listening so there is no need to paraphrase.
  - Don't waste any time writing more than three words as no additional marks for this will be awarded.
  - Ensure that your spelling is correct.

LanguageCert Academic Test 1 (Listening, Reading)

### 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.

#### Research into the number of ancient trees in England

- 
- Conservationists want a more complete register of England's ancient trees to help protect them.
  - The register will record the location and the **(18)**..... of each ancient tree.
  - Ancient trees currently have no legal protection unless a **(19)**..... is in place.
  - A tree is judged to be ancient when compared with examples from the same **(20)**.....
  - One common feature of an ancient tree is a **(21)**..... that is hollow in places.
  - Their cultural importance often results in ancient trees becoming popular **(22)**.....
  - The researchers use mathematical modelling to eventually produce a **(23)**..... showing ancient tree distribution.
  - The researchers tried to reduce sampling bias and tested several models.
  - The reliability of each model was tested by asking **(24)**..... to survey 1km square grids.
  - The research suggests there are up to ten times as many ancient trees than currently recorded.

# LANGUAGECERT Academic

## Listening – Part 4

### Tips for test takers

- 
- In Part 4 you will hear a discussion followed by six multiple choice questions.
  - You will be given one minute to look at the questions before the listening begins so skim read the questions
  - Focus on the context setting sentence: it will provide you with some background to the extract and the speakers.
  - The discussion will revolve around a topical/academic issue.
  - As you will hear a conversation dense with information, differentiate between relevant information and irrelevant information: not all of it is crucial.

### 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.
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27. Tanya tells the story of the Indonesian satellite to illustrate
- a) the fact that communication is a recurring theme in archaeology.
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28. What point does Ken make when discussing the need for space archaeology?
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29. When the US space agency NASA advertised for astronauts, the space archaeologist, Justin Walsh responded with
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30. Talking about the ISS, Ken and Tanya agree that it's surprising that
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## Listening

### General listening tips for test takers

- You will hear every listening task twice.
- Use the first listening to answer as many questions as you can and the second to complete your answers.
- Or use the second listening to check these.
- You will be given some time to read through the questions set.
- The answers to the questions will always appear in the listening text in the same order as the questions are asked.
- Familiarise yourself with what you are required to do and make predictions (e.g. about the content). This will help you perform better.

LanguageCert Academic Test 1 (Listening, Reading)

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LanguageCert Academic Test 1 (Listening, Reading)

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# Insights into Reading

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## Reading



**Reading: 5 parts**  
**duration: 50 mins**

- **Reading 1: A:** Read sentences and understand the vocabulary used
- **B:** Read a text and understand its lexicogrammatical features
- **Reading 2:** Read a text from which sentences have been removed and choose from a given choice of sentences to fill the gaps.
- **Reading 3:** Read four texts with a common theme and understand their purpose and locate specific information
- **Reading 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 on many **facets** of academic study, such as online teaching.  
a) conditions  
b) senses  
c) aspects  
d) sides
- The research expedition encountered **very changes** in the weather.  
a) unpredictable  
b) alternative  
c) inaccessible  
d) flexible
- The market researchers **altered** the data to make it look better.  
a) influence  
b) conduct  
c) guided  
d) manipulated
- The main **reason** for the explosion of the ship was that the captain was not careful enough.  
a) stand for  
b) call upon  
c) bring about  
d) take up
- Following the **accident**, the company decided to allow profits to be shared among the staff.  
a) tore in  
b) cared in  
c) butted in  
d) chipped

**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 sea, 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 4**  
Read the text about language preservation and answer the questions.

**Why are languages worth preserving?**

I met Arlop, the last speaker of Naatl, on a beach on Malakula, an island in the South Pacific nation of Vanuatu. He fears that with his death, Naatl will soon disappear. Naatl'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 Naatl's fate concern the world? Arlop doesn't need Naatl 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 fostered by scholars in ivory towers untouched by the exhausting rush toward globalization?

I argue "no". As a linguist who's worked with endangered language communities in Canada and the Asia-Pacific, I know that language loss is a critical problem. Consider the injustices and persecutions that have happened over history to people whose language has been forcibly taken from them - including school children ~~separated from their families~~ and ~~separated by one of the major~~, ostensibly easier and more ~~the subsequent generations~~ or might be. Rather, they fight

making huge investments in indigenous languages. Territory in language is the glue that binds from histories and ancestral practices codified through example, worry that as people white ants - such as okukuta,

only to the people involved, beyond the losses of particular classified by scientists outside features of one language that, standing human cognition. Each as language works in the mind, full picture.

all variations on a theme. Your dog?" or "The dog is where?" is a limited set of forms and remarkable similarity across all human language, directing the. The goal of contemporary how language works.

ications for our lives. The more to improve our therapies for

and storage. There are seven questions about the texts. Choose the correct text (A-D) for each question.

ity of California Riverside, drew inspiration for replacing he was resting on the sand at the beach. Sand is primarily strations vary depending on the deposit. Favos found a and enlisted the help of two of his engineering professors, strenuously fine, before taking the tiny granules through a then mixed with salt and magnesium and heated. The salt removes the oxygen, leaving pure silicon instead. To test coin-sized battery. Performance tests reveal the silicon times longer than those using graphite, which could other battery-powered gadgets are employed.

**B**  
Wind and solar power generation differ from conventional thermal power due to their intermittent supply; this type of renewable electricity generation is strictly weather-dependent and cannot be regulated to match the demand for electricity. In general, there are four strategies to reduce the impact of this. First, flexible supply: intermittent supply can be counteracted by production from flexible electricity technologies, such as fossil-based thermal power and hydropower. Second, demand management: demand can be shifted over time or curtailed. Third, energy storage: in periods with a net surplus of electricity, the excess can be stored, for example, in batteries, or used to produce hydrogen. Then, in periods with a net deficit of electricity, batteries can be discharged, or hydrogen can be used to produce electricity. Finally, trade any immediate mismatch between production and load in a country can be evened out through trade, with the net surplus in electricity in one country exported to countries with a net deficit.

**C**  
Currently, most batteries are made with lithium. These are expensive, have a large carbon footprint, and are incompatible with the requirement for long-term power storage. But in the Finnish town of Kaakkaapää, a team of engineers has completed the first of a battery made from sand that they believe can solve the storage problem in a low-cost, low-impact way. "Whenever there's a surge of available green electricity, we want to be able to get it into storage really quickly," said Markku Ylönen, one of the two founders of Polar Night Energy. His company's 4x7 metre steel container houses hundreds of tonnes of sand which can be heated to 500°C and remain at that temperature for several months, storing energy for use in the local district heating system whenever there is a dip in renewable energy production. Now, authorities want to scale up the system to one thousand times bigger.

# LANGUAGECERT Academic

## Reading – Part 1a

### Tips for test takers

- 
- In Part 1a you need to choose the correct word from a choice of four for each sentence to replace the highlighted word(s) with no change in meaning.
  - Some of the words in the option list will have a very similar meaning to the word in the sentence but will not be exactly right in the given context: say the sentence in their head replacing the word with your chosen answer to see if it 'sounds correct'.
  - Provide an answer even if they are not sure it is the correct one.

#### 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  
c) guided  
d) manipulated
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

# LANGUAGECERT Academic

## Reading – Part 1b

### Tips for test takers

- In Part 1b you are provided with a gapped text and need to choose the correct word from a choice of three to fill each gap.
- Read the whole text first, including the title, before attempting to fill any gaps and get a feel for what kind of text it is.
- If there are any words they don't understand, try to guess these from the context, using the words before and after as clues.

#### 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

# LANGUAGECERT Academic

## Reading – Part 2

### Tips for test takers

- In Part 2 you are provided with a text from which sentences have been removed and have a choice of eight sentences to choose from to complete the six gaps.
- Read the whole text first including the title before attempting to fill any gaps and get a feel for what kind of text it is and its organization.
- Locate key words in the sentences and the text. Key words and their paraphrased are especially useful in choosing the appropriate sentence for the gap.
- Pay attention to the subject of the sentence to be inserted as this will often link back to the sentence before in the text.

- 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
- H And in

#### 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.

# LANGUAGECERT Academic

## Reading – Part 3

### Tips for test takers

- In Part 3 there will be four texts on a common theme and seven multiple matching questions to identify information from the texts.
- Quickly read through all seven questions to understand what specific information you need to find.
- Skim read the texts, paying attention to the key points that are made in each.
- Understand the function, genre and purpose of each text.
- Identify keywords: Note important keywords in each question that will help you locate the relevant information 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 and other battery-powered gadgets are employed.

##### B

Wind and solar power generation differ from this type of renewable electricity generation in that they match the demand for electricity. In a flexible supply, intermittent supply technologies, such as fossil-based power, demand can be shifted over time or electricity, the excess can be stored, periods with a net deficit of electricity. Finally, trade: any immediate net deficit can be evened out through trade, with the net deficit.

##### C

Currently, most batteries are made with materials that are incompatible with the requirements for a sustainable future. Kankaanpää, a team of engineers has discovered a sand that they believe can solve the storage problem. A surge of available green electricity, with Ylönen, one of the two founders of Pöytä, hundreds of tonnes of sand which can be used for months, storing energy for use in the energy production. Now, authorities want to see if it can be used in the energy production.

##### 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? ☐

# LANGUAGECERT Academic

## Reading – Part 4

### Tips for test takers

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- Remember in Part 4 you will be presented with a long text with academic argumentation followed by six four-option multiple-choice questions.
  - Quickly read through all six questions to understand what specific information you need to find in the text.
  - Identify keywords: Highlight important keywords in each question that will help you locate the relevant information in the text.
  - Read the text thoroughly, including the title, making sure to understand the main arguments, supporting details, and overall structure.

#### 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 fostered by scholars in ivory towers untouched by the exhausting rush toward globalization?

I argue "no". As a linguist who's worked with the Pacific, I know that language loss is a critical problem. It happened over history to people whose languages were banned from using theirs – and suppression of practical languages. The response of these people, who speak English, Spanish, Swahili, or what, is to look back against the theft of their linguistic heritage.

Today, despite scarce resources, indigenous communities are reclaiming their languages. For instance, in Ontario, children are exposed only to Mohawk communities together. Language loss is a loss of lineages known only through oral storytelling, words unwritten and untranslated. Lulamogi forget the dozens of terms that describe mett okutegerera, and okubutira – they will forget.

The disappearance of a language may seem like a loss of bits of information, like indigenous names for a community, or concepts and worldviews that don't have parallels in another. Understanding language is a piece of the puzzle that we need. With each missing piece, linguists like myself are

Languages may appear to differ wildly from one another. Language may have "tall trees" or "trees tall." Regardless of whether your language is spoken or written, and it uses them in consistent structures, languages suggest that there is some cognitive basis for how language develops and setting the boundaries of linguistics is to describe and model this system.

All this analyzing is far from an esoteric academic exercise. We understand about how language functions

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.

# LANGUAGECERT Academic Reading

## General reading tips for test takers

- Build your ability to skim and scan long texts on screen. Read any given text once through first to get the main idea and only then attempt answering the questions.
- Try not to get stuck on individual words that you don't understand if they don't interfere with the key points of the text.
- Remember that the answers to the questions in the text are always in the same order as the questions are asked. Use this as a guide as to which section of the text the answer will be found in.
- If you don't know the answer to a question, make your best guess.

**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 **aspects** of academic study, such as online teaching and internet research.  
a) conditions  
b) senses  
c) aspects  
d) sides
3. The research expedition encountered very **unpredictable** sunny weather.  
a) unpredictable  
b) alternative  
c) inaccessible  
d) flexible
4. The market researchers **altered** the data.  
a) influenced  
b) conducted  
c) guided  
d) manipulated
5. The main problem with designing 'smart' explosion of intelligence that would go  
a) stand for  
b) call upon  
c) bring about  
d) take up

**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 their 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.

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**A**

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**B**

Wind and solar power generation differ from conventional thermal power due to their intermittent supply. This type of renewable electricity generation is strictly weather dependent and cannot be regulated to match the demand for electricity. In general, there are four strategies to reduce the impact of this. First, flexible supply: intermittent supply can be counteracted by production from flexible electricity technologies, such as fossil-based thermal power and hydropower. Second, demand management: demand can be shifted over time or curtailed. Third, energy storage: in periods with a net surplus of electricity, the excess can be stored, for example, in batteries, or used to produce hydrogen. Then, periods with a net deficit of electricity, batteries can be discharged, or hydrogen can be used to produce electricity. Finally, trade: any immediate mismatch between production and load in a country can be evened out through trade, with the net surplus in electricity in one country exported to countries with a net deficit.

**C**

Currently, most batteries are made with lithium. These are expensive, have a large carbon footprint, and are incompatible with the requirement for long-term power storage. But in the Finnish town of Kankaanpää, a team of engineers has completed the first commercial installation of a battery made from sand. They believe that they can solve the storage problem in a low-cost, low-impact way. "Whenever there's a surge of available green electricity, we want to be able to get it into storage really quickly," said Mark Vitoson, one of the two founders of Polar Night Energy. His company's 407 metre-steel container holds hundreds of tonnes of sand which can be heated to 500°C and remain at that temperature for several months, storing energy for use in the local district heating system whenever there is a dip in renewable energy production. Now, authorities want to scale up the system to one thousand times bigger.

**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 fostered by scholars in ivory towers untouched by the exhausting rush toward globalization?

I argue "no". As a linguist who's worked with endangered language communities in Canada and the Asia-Pacific, I know that language loss is a critical problem. Consider the injustices and persecutions that have happened over history to people whose language has been forcibly taken from them – including school children banned from using theirs – and supplanted by one of the larger, ostensibly easier and more practical languages. The response of these people hasn't been to celebrate the subsequent generations who speak English, Spanish, Swahili, or whatever the language of power might be. Rather, they fight back against the theft of their linguistic heritage.

Today, despite scarce resources, indigenous Canadian communities are making huge investments in reclaiming their languages. For instance, at the "language nest" in Tyeindogah Mohawk Territory in Ontario, children are exposed only to Mohawk throughout the day. Language is the glue that binds communities together. Language loss is a loss of community heritage – from histories and ancestral lineages known only through oral storytelling, to knowledge of plants and practices codified through words unwritten and untranslated. Lufamoni speakers in Uganda, for example, worry that as people forget the dozens of terms that describe methods of trapping and eating white ants – such as okukuna, okutegeera, and okubutira – they will forget this important practice.

The disappearance of a language may seem like an unfortunate loss only to the people involved. However, the impact for all of us is real and substantial. This impact goes beyond the losses of particular bits of information, like indigenous names for medicinal plants yet to be classified by scientists outside a community, or concepts and worldviews reflected in the words and structures of one language that don't have parallels in another. Understanding language is vital to understanding human cognition. Each language is a piece of the puzzle that we need in order to determine how language works in the mind. With each missing piece, linguists like myself are further from seeing the full picture.

Languages may appear to differ wildly from one another, but they're all variations on a theme. Your language may have "tall trees" or "trees tall." It may ask, "Where is the dog?" or "The dog is where?" Regardless of whether your language is spoken or signed, it draws on a limited set of forms and structures, and it uses them in consistent, predictable ways. The remarkable similarities across languages suggest that there is some cognitive capacity that underlies all human language, directing how language develops and setting the boundaries for what is possible. The goal of contemporary linguistics is to describe and model this system – in essence, to figure out how language works.

All this analyzing is far from an esoteric academic exercise; it has real implications for our lives. The more we understand about how language functions, the better equipped we are to improve our therapies for



# Insights into Writing

English language testing for  
international admissions

## Writing



**Writing: 2 parts (50 mins)**

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

### 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.

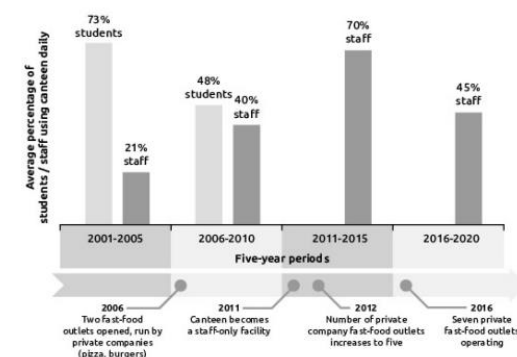
Write about 250 words.

### 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.

**Canteen Usage 2001-2020**



Write between 150 and 200 words.

# LANGUAGECERT Academic

## Writing

### General writing tips for test takers

- Part 1 carries 40% of the total marks
- Part 2 carries 60% of the total marks
- Divide the 50 minutes accordingly.
- Read the instructions carefully and identify the key points to be covered.
- Ahead of the test, practice composing your answers and typing them on the screen rather than with pen and paper.
- Practice writing the number of words so you get an idea of the length of text that is required. Keep an eye of the word count.
- Don't write too much over the amount; you won't receive any additional marks.

#### 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.

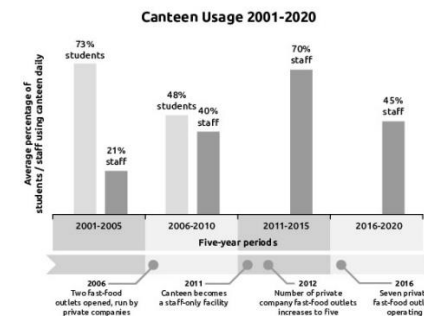
Discuss both of these views and give your own opinion.

Write about 250 words.

#### 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 1

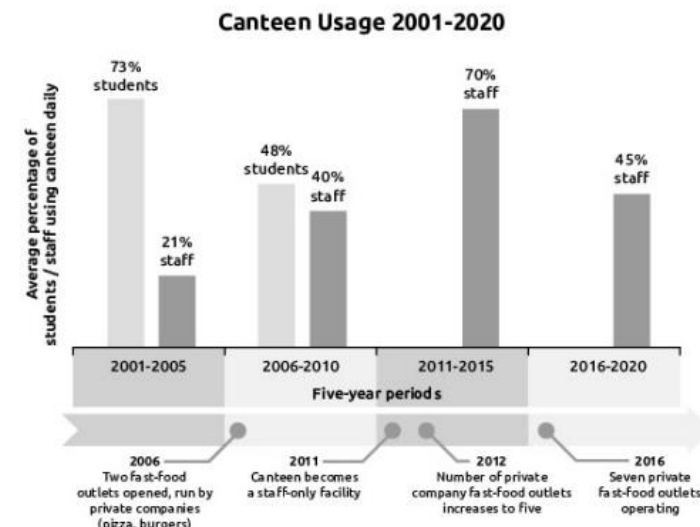
### Tips for test takers

- In Part 1 you will be asked to write a report, argument or article in 150 to 200 words, and describe trends, express opinion, justification or argumentation.
- Make sure you refer to all three content points or you will lose marks.
- Structure your text by addressing the points clearly one by one.
- Practice language for identifying important trends and extracting information from charts and infographics.
- Pay attention to your register. Part 1 is a formal/neutral piece of writing that requires objective, impersonal tone.

### 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.

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# LANGUAGECERT Academic

## Writing – Part 2

### Tips for test takers

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- In Part 2 you will be asked to produce an essay (approx. 250 words) which will be a formal piece of discursive/argumentative writing on an academic subject.
  - The statement given is a balanced statement, presenting two, often opposing views, on a controversial topic.
  - Address the topic in a balanced and yet persuasive manner.
  - Address both views; compare and contrast, provide definitions, examples, evaluation, cause and effect reasoning or problem solving.
  - Your writing goal is a persuasive essay, so practice the language of argument.

### 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.

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## Writing



### General writing tips for test takers

- Read the instructions carefully and identify the key points to be covered. Include all the key points in your response.
- Keep an eye of the word count throughout so that you write the minimum required. Don't write too much over the amount.
- Emphasise key points as well as expand and support relevant ideas with examples and data.
- Avoid generic words (e.g. good, bad, things) and use vocabulary appropriate to your level (e.g. 'steep', 'outstanding')
- Make sure you use a variety of cohesive devices (e.g. in addition, however) to clearly mark the relationship between ideas and produce clear and coherent text.
- Always read through your text again once you've finished and spend some time improving it.

#### 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.

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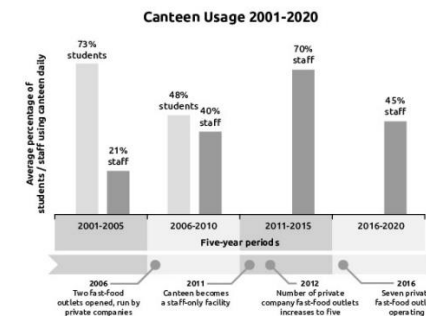
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#### Writing Part 1

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.

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# Insights into Speaking

English language testing for  
international admissions

# LANGUAGECERT Academic

## Speaking



**Speaking: 4 parts (approx. 14 mins)**  
**1 candidate & 1 interlocutor**

- **Speaking 1:** Warm up and interview (3 mins)
- **Speaking 2:** Role plays (2 mins)
- **Speaking 3:** Reading aloud and answering questions (4 mins)
- **Speaking 4:** Presentation and answering questions (5 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) ask you some questions about yourself and your ideas. (Choose each of the different topic areas, as time allows. Name the topics.)

**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?

**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 discovery of this cheap and versatile material led to the production of everyday products to appear virtually indestructible and pollution-free. Today, however, as landfill sites or in the oceans, 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?
- What can ordinary people do to help?
- Do you think there are any advantages?

**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?

| Factor                                  | first-year students | second-year students | final-year students |
|-----------------------------------------|---------------------|----------------------|---------------------|
| Salary and benefits package             | High                | Medium               | Low                 |
| Flexible hours and working arrangements | Medium              | High                 | Low                 |
| Career opportunities                    | Low                 | Medium               | High                |
| Company size and values                 | Low                 | Medium               | High                |

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**

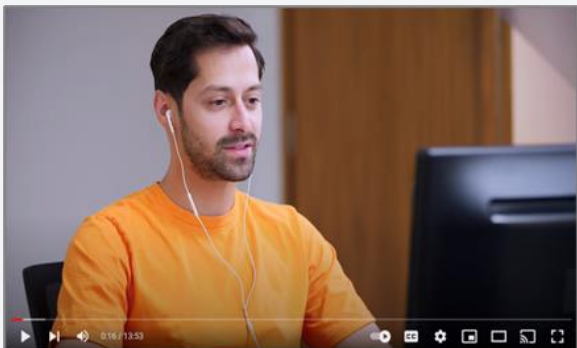
- Do you think all students' ideas on this topic change during their three-year course?
- Do you think it's always an advantage to be able to work from home? (Why?/ Why not?)
- Which would be more important for you, having a good salary or being happy at work? (Why?/ Why not?)

# LANGUAGECERT Academic

## Speaking – Part 1

### Tips for test takers

- Remember Part 1 consists of a warm-up and interview.
- Avoid rehearsed speech when asked 'expected questions' (e.g. about yourself, your family) so that your responses sound natural.
- Avoid dry or one-word answers; expand your answers with details.



### 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)*

# LANGUAGECERT Academic

## Speaking – Part 2

### Tips for test takers

- 
- Part 2 consists of two role plays between one candidate and one interlocutor.
  - The interlocutor initiates the first interaction and the candidate initiates the second.
  - Use appropriate tone and register depending on the role relationship.
  - Practice 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.)

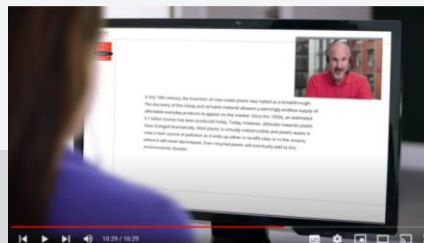
I: Thank you.

# LANGUAGECERT Academic

## Speaking – Part 3

### Tips for test takers

- In Part 3 you will be asked to read a text aloud and answer questions.
- Use the 20 seconds of preparation time to skim read the text and get a sense of the topic and tone.
- Pay attention to the text punctuation.
- Practice reading numbers and acronyms, long noun phrases and long sentences.
- Aim for fluency and flow and keep going with words you don't know how to pronounce.
- 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?

# LANGUAGECERT Academic

## Speaking – Part 4

### Tips for test takers

- In Part 4 you will be required to deliver a presentation and answer follow-up questions.
- You 1 min of preparation time: notes can help you organise your main points.
- Practice talking for 2 minutes so you have a sense of the length of time needed.
- Practice extracting key information from infographics.



### 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.

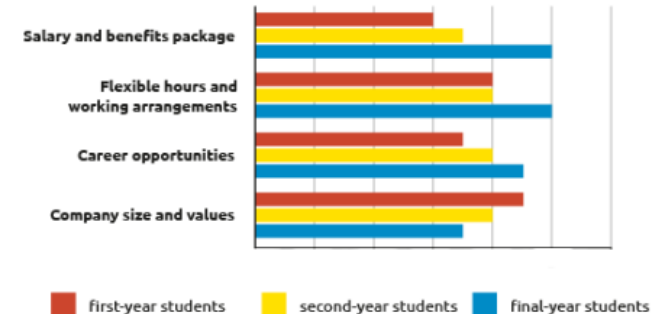
*(Share Candidate Task Sheet 2 on screen.)*

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?



*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?)

# LANGUAGECERT Academic

## Speaking

### General speaking tips for test takers

- In case you do not hear a question well, you can ask the Interlocutor to repeat the question. You will not be penalised for it (you may not ask the Interlocutor to paraphrase or translate the question though!).
- Know that there are no 'right' or 'wrong' responses and what matters on your test day is your 'English', not your opinions.
- So that you can even more effectively interact with the Interlocutor, know a few 'turn taking' techniques ('how to give personal information', 'how to express views', 'how to open /close a conversation' etc).
- Prior to your test day, make sure you watch our mock test videos so that you exactly know what to expect.

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

**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/Why not?)
- 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?
- 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/Why not?)

**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?

**The news**

- How important is it to stay up to date with the news?
- Which news sources do you use?
- Tell me about a recent news item.
- Do you think the news is biased?

**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.

**Part 3 (4 minutes)**

I: Now, Part Three. You're going to read a short passage and answer 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. (Withdraw eye contact for twenty seconds.) OK. Please start.

**Interlocutor Task Sheet 1**

**Passage**

In the nineteenth century, the invention of plastic allowed a wide range of everyday products to appear on the market. Since the 1950s, plastic has been mass-produced. Today, however, attitudes towards plastic have changed. Plastic is now a major source of landfills and plastic waste is now a major source of 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?
- Do you think there are any advantages to producing things from plastic?

**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?

| Factor                                  | First-year students | Second-year students | Final-year students |
|-----------------------------------------|---------------------|----------------------|---------------------|
| Salary and benefits package             | High                | Medium               | Low                 |
| Flexible hours and working arrangements | Medium              | High                 | Medium              |
| Career opportunities                    | Medium              | High                 | Medium              |
| Company size and values                 | Low                 | Medium               | High                |

Legend: First-year students (red), Second-year students (yellow), Final-year students (blue)

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?)



# Assessment & Marking

English language testing for  
international admissions

# LANGUAGECERT Academic

## Assessment & Marking

- Directly calibrated to the CEFR, LANGUAGECERT IESOL examinations, the LTE and the RQF\*/CQFW\*\* (England and Northern Ireland/Wales) levels
- Results reported on a 1-100 scale (Global Scale)



| LanguageCert Academic | LanguageCert Global Scale (1-100) | CEFR Levels | RQF/CQFW (England & Northern Ireland/Wales) |
|-----------------------|-----------------------------------|-------------|---------------------------------------------|
| B1 Achiever           | 40-59                             | B1          | Entry 3                                     |
| B2 Communicator       | 60-74                             | B2          | Level 1                                     |
| C1 Expert             | 75-89                             | C1          | Level 2                                     |
| C2 Mastery            | 90-100                            | C2          | Level 3                                     |

\* **RQF (Regulated Qualifications Framework)** = accredits qualifications in England, Wales and Northern Ireland

\*\* **CQFW (Credit & Qualifications Framework for Wales)** = an inclusive meta-framework designed to provide greater clarity on the qualifications system in Wales

# LANGUAGECERT Academic

## Assessment & Marking

- **Listening** and **Reading** parts:  
auto-marked

- **Writing** and **Speaking** parts:  
marked by trained assessors

- **4 levels of performance** for  
each task:

1<sup>st</sup> → B1  
2<sup>nd</sup> → B2  
3<sup>rd</sup> → C1  
4<sup>th</sup> → C2

| LANGUAGECERT<br>Academic | LANGUAGECERT<br>Global Scale<br>(1–100) | CEFR Levels | RQF/CQFW<br>(England &<br>Northern<br>Ireland/Wales) |
|--------------------------|-----------------------------------------|-------------|------------------------------------------------------|
| B1 Achiever              | 40–59                                   | B1          | Entry 3                                              |
| B2 Communicator          | 60–74                                   | B2          | Level 1                                              |
| C1 Expert                | 75–89                                   | C1          | Level 2                                              |
| C2 Mastery               | 90–100                                  | C2          | Level 3                                              |

# LANGUAGECERT Academic

## Assessment & Marking

### Writing

- Marked by **trained and experienced examiners**
- **Specific mark schemes** for each task
- Candidates assessed against **four criteria**:



| Criteria         | Descriptions                                                                                                                       |
|------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Task Achievement | A measure of how far the candidate has achieved/addressed the task and <u>whether or not</u> the candidate has done what was asked |
| Grammar          | A measure of the range, appropriacy and accuracy of grammar appropriate to the level of the test                                   |
| Vocabulary       | A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy, appropriate to the level of the test  |
| Organisation     | A measure of how coherently ideas are linked together in the text and how accurate the punctuation is                              |

- **Each marking criterion has 8 marks** resulting in a **total of 32 marks per task**

# LANGUAGECERT Academic

## Assessment & Marking

- 
- Once each Writing task has been marked, an **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 provided as an overall score** on the LANGUAGECERT Global Scale **out of 100** (scale aligned to the six levels (A1-C2) of the CEFR)

| LanguageCert Academic | LanguageCert Global Scale (1-100) | CEFR Levels | RQF/CQFW (England & Northern Ireland/Wales) |
|-----------------------|-----------------------------------|-------------|---------------------------------------------|
| B1 Achiever           | 40-59                             | B1          | Entry 3                                     |
| B2 Communicator       | 60-74                             | B2          | Level 1                                     |
| C1 Expert             | 75-89                             | C1          | Level 2                                     |
| C2 Mastery            | 90-100                            | C2          | Level 3                                     |

# LANGUAGECERT Academic

## Assessment & Marking

### Speaking

- 
- **Performance measured across four levels (B1-C2)** all mapped to the CEFR
  - **Four parts** (duration 14 minutes)
  - Candidates **assessed against five criteria**
  - **Each of the four parts given equal importance**
  - Candidates **awarded a mark from 0 – 8 for each of the five criteria**

| Criteria                                        | Description                                                                                                                                                 |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task Fulfilment and Communicative Effect</b> | A measure of the ability to manage the tasks adequately for the level and link the utterances into coherent speech.                                         |
| <b>Coherence</b>                                | A measure of the ability to provide coherent responses, particularly over extended speech, and the linking of ideas and contributions.                      |
| <b>Accuracy and Range of Grammar</b>            | A measure of the ability to vary and demonstrate control of grammatical structures as appropriate to the task.                                              |
| <b>Accuracy and Range of Vocabulary</b>         | A measure of the ability to vary and demonstrate control of lexis and register as appropriate to the task.                                                  |
| <b>Pronunciation, Intonation and Fluency</b>    | 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. |

# LANGUAGECERT Academic

## Assessment & Marking

### Speaking

- 
- Candidate output **marked by two human examiners:**
    - **by the interlocutor** immediately after the test
    - **by a second examiner** who awards marks subsequently by accessing the recording
  - **First criterion** 'Task Fulfilment and Communicative Effect' **marked by the interlocutor**
  - **Second examiner** (remote examiner) **marks the other criteria**
  - **Interlocutor 'general impression' mark** then **double-weighted**
  - **Maximum raw marks awarded: 48**
  - **Raw marks then converted to a scaled score that corresponds to the CEFR levels**



# Support material

English language testing for  
international admissions

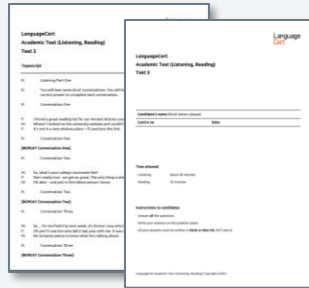
# LANGUAGECERT Academic

## Support material overview

Test Overview  
Videos



Official Practice  
Papers



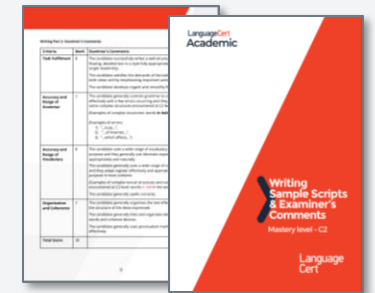
Book of Practice  
Papers



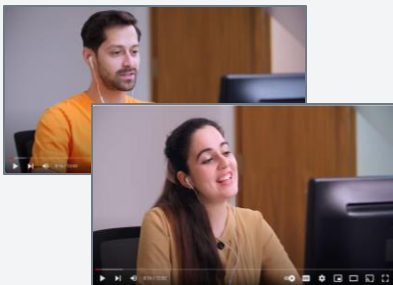
Qualification  
Handbook



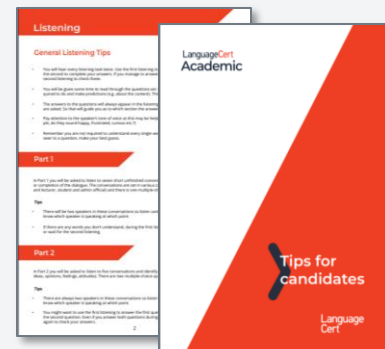
Writing sample scripts &  
examiner's comments



Sample Speaking  
Test Videos



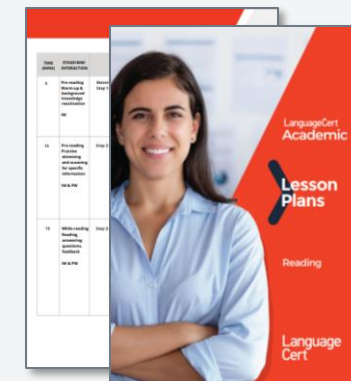
Preparation Tips for  
Candidates



Live Academic  
Webinars



Lesson  
Plans



FAQs on  
Website





Thank you!

English language testing for  
international admissions

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# LANGUAGECERT Academic

## Support material overview

### Practice Material – LANGUAGECERT Academic B1-C2

Official Practice Papers

Preparation resources

Test overview videos

Teaching Resources



- [Printable Practice Paper 2](#)
- [Printable Practice Paper 3](#)
- [Digital Practice Papers](#)

Language  
Cert

LanguageCert  
Academic Test (Listening, Reading)  
Test 3

\_\_\_\_\_  
Candidate's name (block letters please)

\_\_\_\_\_  
Centre no

\_\_\_\_\_  
Date

**Time allowed:**

- Listening about 40 minutes
- Reading 50 minutes

**Instructions to candidates**

- Answer all the questions.
- Write your answers on the question paper.
- All your answers must be written in black or blue ink.

LanguageCert Academic Test 3 (Listening, Reading) | Copyright © 2021

Language  
Cert

LanguageCert  
Academic Test (Writing)  
Test 3

\_\_\_\_\_  
Candidate's name (block letters please)

\_\_\_\_\_  
Centre no

\_\_\_\_\_  
Date

**Time allowed:**

50 minutes

**Instructions to candidates**

- Answer all the questions.
- Write your answers on the question paper.
- All your answers must be written in black or blue ink, NOT pencil.

LanguageCert Academic Test 3 (Writing) | Copyright © 2021

Introduction to Reading

LISTENING READING SPEAKING WRITING RESOURCES SUPPORT

LanguageCert  
Academic

Reading

**Introduction**

The Reading Part of the LanguageCert Academic test comprises four parts and 30 questions in all. The duration of the Reading part is 50 minutes.

**Reading Objectives**

The Reading Part of the LanguageCert Academic test aims to assess your ability to understand:

- vocabulary and grammatical features in academic texts
- identify synonyms and use vocabulary in context
- how meaning is built up in longer texts and how text is organised
- the purpose of different texts (as well as scan and locate specific information in them)

# LANGUAGECERT Academic

## Support material overview

### Practice Material – LANGUAGECERT Academic B1-C2

Official Practice Papers

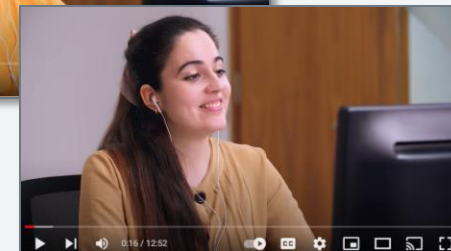
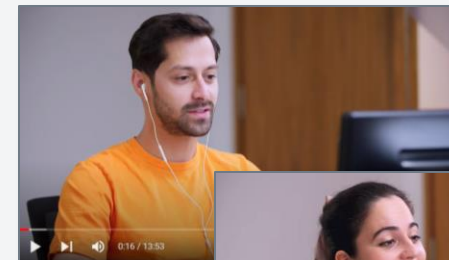
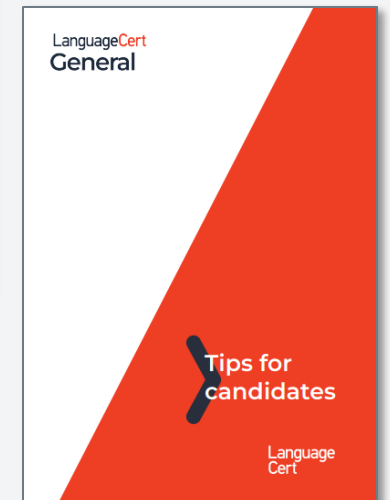
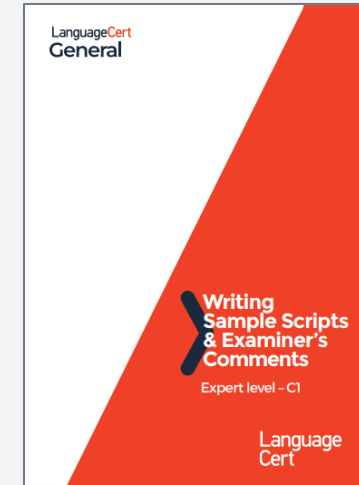
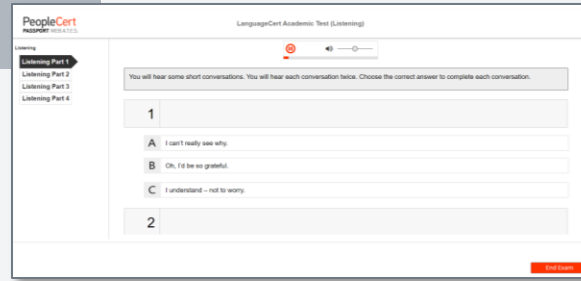
Preparation resources

Test overview videos

Teaching Resources



- [Computer-based test demo](#)
- [Writing sample answers with comments](#)
- [Preparation tips](#)
- [Sample test video\\_Speaking \(Alina\)](#)
- [Sample test video\\_Speaking \(Vlad\)](#)
- [Sample test video\\_Speaking \(Moo Yi\)](#)
- [Sample test video\\_Speaking \(Carlotta\)](#)



# LANGUAGECERT Academic

## Support material overview

### Practice Material – LANGUAGECERT Academic B1-C2

Official Practice Papers

Preparation resources

Test overview videos

Teaching Resources



- Introduction
- Listening
- Reading
- Writing
- Speaking
- Assessment & Marking
- Support Materials



LanguageCert Academic  
designed specifically for higher  
education admissions

- Multi-level English test spanning CEFR levels B1 to C2
- Enhanced academic content and focus for all tasks
- Meaningful and user-friendly results reporting



#### LanguageCert Academic Listening

Part 3 (7 items)

Task  
Listen to a monologue and fill in seven  
gaps in a note, message pad or form  
with no more than 3 words each time



#### LanguageCert Academic Reading

Part 3 (7 items)

Four texts on a common theme; seven  
multiple matching questions to identify  
information from the texts



#### LanguageCert Academic Assessment & Marking

- **Listening and Reading** parts:  
auto-marked
- **Writing and Speaking** parts:  
marked by trained assessors
- **4 levels of performance** for  
each part:

1<sup>st</sup> → B1  
2<sup>nd</sup> → B2  
3<sup>rd</sup> → C1  
4<sup>th</sup> → C2

| LanguageCert Academic | LanguageCert Global Scale (1-100) | CEFR Levels | IELTS/TOEFL/TOEIC Scores |
|-----------------------|-----------------------------------|-------------|--------------------------|
| B1 Achiever           | 40-59                             | B1          | Entry 3                  |
| B2 Communicator       | 60-74                             | B2          | Level 1                  |
| C1 Expert             | 75-89                             | C1          | Level 2                  |
| C2 Mastery            | 90-100                            | C2          | Level 3                  |

# LANGUAGECERT Academic

## Support material overview

### Practice Material – LANGUAGECERT Academic B1-C2

Official Practice Papers

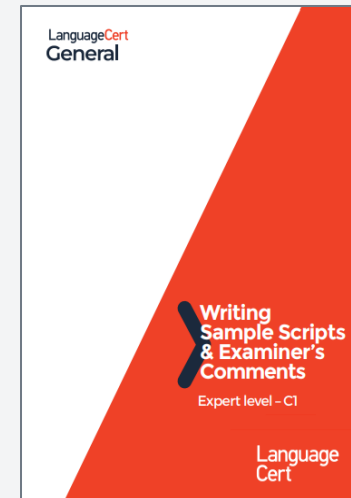
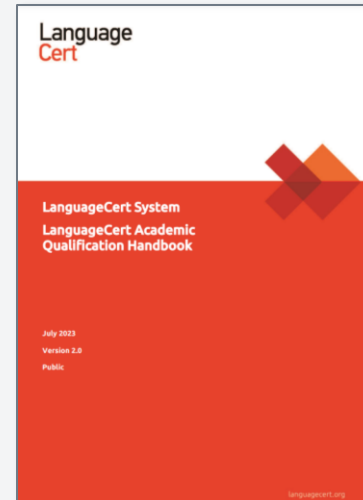
Preparation resources

Test overview videos

Teaching Resources



- [Qualification Handbook](#)
- [Writing sample answers with comments](#)
- [Lesson Plan - Reading](#)
- [Lesson Plan - Speaking](#)



# LANGUAGECERT Academic

## Support material overview

### Webinars for Teachers

#### Live Webinars

An opportunity for teachers to interact with our academic consultants by attending our engaging series of webinars which cover a variety of topics tailored towards their teaching requirements. All participants will be provided with a digital certificate of attendance, free support materials and other useful links and resources. Participants must reserve their place in advance in order to attend the webinars.

September 

October 

November 

December 

#### LanguageCert For Teachers

Get ready for another exciting academic year with the 'LanguageCert For Teachers' Webinar Series!

These 90 min. webinars have been especially designed for teachers providing them with tools and strategies to structure lessons around different sub-skills for Listening, Reading, Writing and Speaking. Check the upcoming webinars below and register for those that interest you the most.

Language  
Cert

LanguageCert  
FOR Teachers



#### Energise your classroom

LanguageCert is excited to announce the new edition of the 'Energise your classroom' Webinar Series!

This 4-part webinar series is especially developed for teachers introducing fresh perspectives, useful ideas and brand-new topics to help them better support their students throughout the academic year and energise their language lessons. This years' themes will delve into the nuances of artificial intelligence, creativity, mindfulness and the power of music in the English language classroom. Check the dates below.



#### Pre-recorded webinars

An opportunity for teachers to gain insights into the exams, accessing these sessions when convenient. Any associated questions you may have after watching can be sent to [academicsupport@languagecert.org](mailto:academicsupport@languagecert.org).

Discover LanguageCert Academic 

Discover LanguageCert General 



Q/A

English language testing for  
international admissions

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