



# LanguageCert Test of English (LTE) Listening & Reading

## Teacher's Guide

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# 1 About LanguageCert

LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LanguageCert is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LanguageCert delivers language qualifications through a network of approved test centres worldwide.

LanguageCert combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LanguageCert relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

## 1.1 About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

## 1.2 Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LanguageCert is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LanguageCert's Equality and Diversity Policy on LanguageCert's official website, [languagecert.org](https://www.languagecert.org)

## 2 Purpose of the LTE Teacher's Guide

This guide has been produced for teachers preparing their students for the LanguageCert Test of English (LTE). It provides information and guidance on all of its aspects (components, parts, number of items, task focus, task types etc.) and guidelines on how to use the related tasks. It also presents additional practice tasks that can be used for various levels, suggested titles for students to improve their grammar and vocabulary, as well as a few recommended websites for further development of their English language skills.

## 3 Introduction to the LanguageCert Test of English (LTE) Listening & Reading qualifications

### 3.0 Aim of the LTE qualifications

LTE is a suite of English 'for work' examinations suitable for adults aged 18+ who are in work, looking for work or in higher or further education and about to enter the world of work. The LanguageCert Test of English (LTE) Listening & Reading examination is designed to assess a test taker's listening and reading skills across six levels (A1-C2) that are aligned to the descriptions and levels of language proficiency as set out in the Common European Framework of Reference (CEFR).

The LTE qualifications can be used internationally for employment opportunities, career advancement, or as a requirement for university/college graduation. LTE is a high-stakes testing product, and therefore all examinations are taken under secure conditions as test security and integrity is a high priority.

### 3.1 Who are the LTE qualifications for?

The LTE qualifications are suitable for:

#### **non-native speakers of English who**

- wish to acquire an internationally recognised certification of their English language competence.
- wish to provide current or potential employers with information as to their English language level.
- wish to measure their own progress in mastering the English language.

#### **employers who**

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

#### **universities and colleges that**

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

### 3.2 Are there any entry requirements?

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

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

### 3.3 How many Guided Learning Hours (GLH) do candidates need prior to taking their LTE qualification?

For more information, please refer to the *LanguageCert Test of English (Listening, Reading) Qualification Handbook*.

### 3.4 Which skills are tested?

The LTE Listening & Reading examination consists of reliable test content that uses a variety of authentic tasks to assess a test taker's listening and reading skills along with their knowledge of vocabulary and awareness of lexico-grammatical structures.

#### What does the Listening component assess?

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

#### What does the Reading component assess?

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

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

### 3.5 Are the LTE qualifications developed according to the CEFR descriptors and for which levels?

The LTE qualifications and the associated exams are directly calibrated to the CEFR<sup>1</sup>, the LanguageCert IESOL examinations, and the RQF/CQFW (England and Northern Ireland/Wales) levels via the LanguageCert Item Difficulty (LID) scale using Rasch measurement statistical techniques. For more details, please refer to the *LanguageCert Test of English (Listening, Reading) Qualification Handbook*.

### 3.6 How are the LTE exams assessed?

The LTE exams are stringently assessed against the criteria as detailed in the syllabus (see section 10 of the *LanguageCert Test of English (Listening, Reading) Qualification Handbook*). The candidate's overall result is calculated by measuring their ability across the Listening and Reading components. The candidate also receives a score per skill (Listening and Reading).

With the completion of either a paper-based or a computer-based version of the LTE test, the test taker receives a score within a scale from 0-100 that also comes with an indication of how this score

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

translates into an English language level. This LTE test scale (0-100) is aligned to the six levels (A1 - C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

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

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

### What score do candidates need to ‘pass’?

There is no definite score to be attained in order to pass. All candidates receive a ‘Statement of Results’ and a LanguageCert Certificate which state the overall level achieved (e.g. ‘Level 1/CEFR B2’ or ‘Level 3/CEFR C2’) and a statement of results which also contains score in each skill (Listening and Reading) which can be translated via the scaled scores table to an approximate CEFR level. Candidates who do not achieve the minimum score required (less than 10 points) do not obtain a certificate as their level is below A1 level.

### 3.7 How many tests does the LTE Listening & Reading examination comprise and in how many formats is it available?

The LTE Listening & Reading examination comprises three different tests and is available in two formats: the LTE A1-B1 paper-based test, the LTE A1-C2 paper-based test, and the LTE A1-C2 computer-adaptive test.

#### Who are the LTE paper-based tests for?

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

#### Who is the LTE A1-C2 computer-adaptive test for?

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

## Which format should candidates choose?

As both formats lead to the same certificate, candidates should choose the format that best suits their needs and schedule.

### 3.8 What exactly is the LTE A1-C2 computer-adaptive test and how is the test taker assessed?

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

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

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

### 3.9 What are the benefits for candidates?

#### Flexible examination dates

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

#### Flexibility of exam format

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

#### Results and Certificates

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

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

#### Ofqual recognition

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

## International recognition

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

## Relevance

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

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

### 3.10 Where can I find more information about LanguageCert Test of English (LTE)?

For more information about LanguageCert Test of English (LTE) (syllabus, topics/sub-topics, language functions, main grammar points etc.), please refer to the *LanguageCert Test of English (Listening, Reading) Qualification Handbook*.

## 4 The LTE Listening & Reading test structure

### 4.0 Overview

The chart below shows the structure and the duration of the LTE Listening & Reading test variants.

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

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

\* All LTE test variants (paper-based, computer-adaptive) do not have set durations for the completion of either the Listening or the Reading component. The discrete durations provided above are for indication only. Candidates may use their discretion in allocating time to complete the different parts. Also note that adaptive tests will have different timings as the tests are individualised. The maximum duration of the test is **90 minutes**, but the test ordinarily takes approximately 60 minutes. For lower-level students, the test may take slightly less time.

## 4.1 Description of listening task types

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

The Listening component of the LTE Listening and Reading examination consists of four task types.

### 4.1.1 Task type 1 – Discrete multiple-choice with visuals

<b>Task focus</b>	This task assesses the ability to understand key information in short spoken utterances.
<b>Task type and format</b>	The test taker listens twice to short spoken utterances and is required to identify the correct word or image that matches what is heard.  Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C.
<b>No. of questions and scores</b>	Eight short spoken utterances in both LTE A1-B1 and LTE A1-C2 paper-based tests, with one mark for each correct response.  In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.
<b>Language focus per level</b>	N/A
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-B1 paper-based test</li><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

### 4.1.2 Task type 2a – Discrete 'best reply' to a single utterance

<b>Task focus</b>	This task assesses the ability to understand the functional use of a single utterance that forms part of a natural exchange taking place in work-related contexts.
<b>Task type and format</b>	The test taker listens twice to short spoken utterances and is required to identify the most appropriate functional response.  Each utterance may appear in the form of a statement, explanation, description, instruction or question and is followed by three-option multiple-choice items - A, B or C.
<b>No. of questions and scores</b>	Six short utterances in the LTE A1-B1 paper-based test, with one mark for each correct response.  Five short utterances in the LTE A1-C2 paper-based test, with one mark for each correct response.  In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.
<b>Language focus per level</b>	A1-A2 levels: functional language such as 'giving and finding out information', 'getting things done', 'socialising', etc.  C2 level: a range of idiomatic expressions and colloquialisms. The candidate needs to understand short pieces of language that are complex, testing nuance, colloquialisms and idiomatic use.
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-B1 paper-based test</li><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

### 4.1.3 Task type 2b – Discrete ‘best reply’ to end/continue a dialogue

<b>Task focus</b>	This task assesses the ability to recognise context, meaning and functional relationships (i.e., cause and effect, etc.) in short dialogues.
<b>Task type and format</b>	The test taker listens twice to short dialogues encountered in real-world situations and is required to identify the most appropriate response to continue or finish the conversation.  Each dialogue is followed by three-option multiple-choice items - A, B or C.
<b>No. of questions and scores</b>	Ten incomplete dialogues in the LTE A1-C2 paper-based test, with one mark for each correct response.  In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker’s performance.
<b>Language focus per level</b>	B1-C1 levels: understanding of concrete or abstract topics discussed in a dialogue as well as understanding of idiomatic and colloquial English.
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

### 4.1.4 Task type 3 – Short conversations

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

#### 4.1.5 Task type 4 – Longer listening

<b>Task focus</b>	This task assesses the ability to listen for specific information in a longer listening test and identify certain aspects, such as attitudes and purpose, agreement and disagreement or distinguishing fact from opinion.
<b>Task type and format</b>	The test taker listens twice to a longer monologue or dialogue and identifies the correct answer.  Each monologue or dialogue is followed by five three-option multiple-choice items - A, B or C.
<b>No. of questions and scores</b>	Two monologues or dialogues (i.e., 10 items) in the LTE A1-B1 paper-based test, with one mark for each correct response.  Three monologues or dialogues in the LTE A1-C2 paper-based test, with one mark for each correct response.  In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.
<b>Language focus per level</b>	A2 level only: simple information is tested.  B1-C2 level: detail, speaker purpose, opinion, agreement and disagreement.  C1/C2 level only: understanding line of argument, distinguishing between fact and opinion, synthesizing and summarising information.
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-B1 paper-based test</li><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

## 4.2 Description of reading task types

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

The Listening component of the LTE Listening and Reading examination consists of four task types.

### 4.2.1 Task type 1 – Short texts testing meaning

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

### 4.2.2 Task type 2 – Multiple-choice cloze

<b>Task focus</b>	This task assesses the test taker's awareness of vocabulary, collocations and lexicogrammatical structures.
<b>Task type and format</b>	The test taker reads short texts or extracts and chooses the correct option that best fills the gap. Each short text is followed by five three-option multiple-choice items.
<b>No. of questions and scores</b>	Three gapped texts (i.e., 15 items) in both LTE A1-B1 and LTE A1-C2 paper-based tests. In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker's performance.
<b>Language focus per level</b>	A1-C2 level: tested items are verbs, phrasal verbs, prepositions, nouns, adverbs, adjectives, linkers etc. B2-C2 level: items may also test idioms.
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-B1 paper-based test</li><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

### 4.2.3 Task type 3 – Discrete sentence-level lexico-grammatical items

<b>Task focus</b>	This task assesses the test taker’s awareness of vocabulary, collocations and lexico-grammatical structures.
<b>Task type and format</b>	The test taker reads single sentences and chooses the correct option that best fills the gap. Each sentence is followed by a three-option multiple-choice item.
<b>No. of questions and scores</b>	Seven gapped sentences in the LTE A1-B1 paper-based test, with one mark for each correct response.  Twenty-three gapped sentences in the LTE A1-C2 paper-based test, with one mark for each correct response.  In the LTE A1-C2 computer-based adaptive test, the exact selection of items depends on the test taker’s performance.
<b>Language focus per level</b>	A1-C2 level: tested items are verbs, phrasal verbs, prepositions, nouns, adverbs, adjectives, linkers etc.  B2-C2 level: items may also test idioms.
<b>Task appears in</b>	<ul style="list-style-type: none"><li>• LTE A1-B1 paper-based test</li><li>• LTE A1-C2 paper-based test</li><li>• LTE A1-C2 computer-based adaptive test</li></ul>

### 4.2.4 Task type 4 – Longer reading texts

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

## 5 LTE task types & sample practice questions

Below, you will find examples of all task types that appear in the Listening and Reading components of the LTE examination, accompanied by step-by-step guidelines on how to approach each task. However, you may wish to explore alternative approaches or develop supplementary tasks that best align with your specific context.

The examples provided have been sourced from the LTE A1-C2 official **Practice Paper 1**, available for download on our website.

### 5.1 Listening

#### Listening Part 1

<b>Aims</b>	<ul style="list-style-type: none"><li>- To recognise simple key information in short statements.</li></ul>
<b>Extra practice</b>	<ul style="list-style-type: none"><li>- To predict topic and vocabulary based on visuals (reactivating background language).</li><li>- To practise question formation.</li></ul>

**Step 1:** Ask students to briefly look at the items below. Then, follow the next steps.

1.



a)



b)



c)

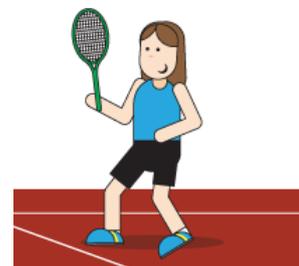
2.



a)

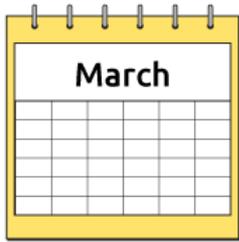


b)



c)

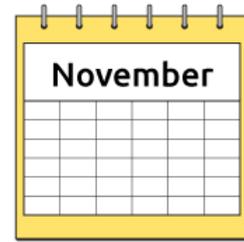
3.



a)



b)



c)

**Step 2:** Have students predict the topic of what they are about to hear based on the above visuals. Then, ask them to also predict the vocabulary they are likely to hear.

**Step 3:** Ask students to listen to the recording twice, choose the best response and confirm their initial guesses.

**Step 4:** Elicit answers from students and ask them to justify their answers (correct answers: 1b, 2c, 3a). Please see Appendix for the Listening script.

**Step 5:** Inform students that they will now review question formation. Get them to form an appropriate question to each of the statements below (taken from the transcript). A sample answer has been provided for the first statement. There may be more than one correct answer each time.

- Tickets for the dance evening are twenty-one euros each. → How much are the tickets for the dance evening?
- Sophie likes playing tennis at the weekend.
- Lisa is going on holiday in March.

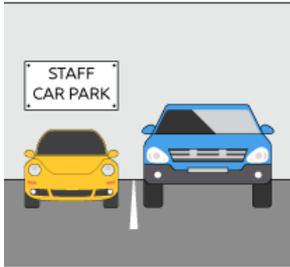
**Note:** These items are at the lowest CEFR level (A1) with the candidate solely having to identify a simple piece of information.

### Listening Part 1 (further practice)

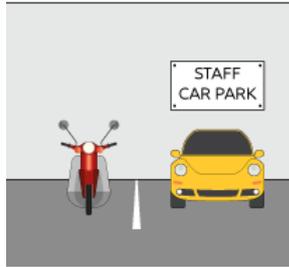
<b>Aims</b>	- To recognise simple key information in short statements.
<b>Extra practice</b>	- To predict topic and vocabulary based on visuals (reactivating background language). - To review prepositions of place and vocabulary related to food/drink.

**Step 1:** Ask students to briefly look at the items below. Then, follow the next steps.

7.



a)

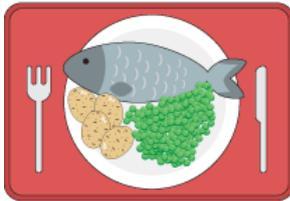


b)



c)

8.



a)



b)



c)

**Step 2:** Get students to predict the topic of what they are about to hear based on the above visuals. Then, ask them to also predict the vocabulary they are likely to hear.

**Step 3:** Ask students to listen to the recording twice, choose the best response and confirm their initial guesses.

**Step 4:** Elicit answers from students and ask them to justify their answers (correct answers: 7.b, 8.a). Please see Appendix for the Listening script.

**Step 5:** Tell students that they will now review prepositions of place and share with them a picture like the one below. Then ask them to use some of the prepositions below in a sentence to describe where the following objects/people are.

Choose from these prepositions of place: at, on, in, by, between, above, near, opposite, outside, inside, next to, over, under, behind, in front of, out of.



**Step 6:** Inform students that they are now going to review vocabulary related to food/drink. Ask them to work in pairs and fill in the following boxes with at least 4 items in each column. When ready, ask them to share their answers with the class (sample answers provided below in brackets).

Types of meat	Vegetables	Dessert	Drinks
(beef)	(carrot)	(ice cream)	(orange juice)
(pork)	(potato)	(apple pie)	(lemonade/lemon juice)
(chicken)	(tomato)	(apple/orange/pear/etc.)	(coke)
(turkey)	(beans)	(strawberries)	(beer)
(lamb)	(lettuce/cabbage/etc.)	(fruit salad)	(wine)

Now elicit the students' preferences and carry out a survey in class to see which is their favourite or the most popular type of meat, vegetable, dessert and drink.

## Listening Part 2a

<b>Aims</b>	- To listen to short utterances and select the appropriate functional response.
<b>Extra practice</b>	- To review language functions.

**Step 1:** Ask students to carefully read the items below.

**Step 2:** Then, have students listen to the recording twice and choose the best reply.

1. a) I like it a lot.  
b) I don't think so.  
c) He's very kind.
  
2. a) Yes, that's right.  
b) You must go there.  
c) I can't do it.
  
3. a) No, that'll be fine.  
b) What would you like?  
c) It hasn't happened yet.
  
4. a) I don't think so.  
b) That's a good idea.  
c) It's possible, yes.
  
5. a) I'll bring it to you.  
b) Of course I don't.  
c) It wasn't me.

**Step 3:** Elicit answers from the students and ask them to justify their answers (correct answers: 1c, 2a, 3a, 4b, 5a). Please see Appendix for the Listening script.

**Step 4:** Have students look at the items above and ask them to find which option(s) express(es):

- an opinion (item 1b, 4a, 4b, 4c)
- likes (item 1a), agreement (item 2a)
- obligation (item 2b)
- offering to do something (item 5a)
- not being able to do something (item 2c).

You may wish to ask students to identify more functions. Note that there may be more than one answer in some cases.

## Listening Part 2b

<b>Aims</b>	- To listen to short exchanges and selecting appropriate response.
<b>Extra practice</b>	- To read the transcript to determine the central theme. - To role play to review language related to each conversation.

**Step 1:** Ask students to look at the items below and answer the questions:

1.
  - a) But I think he found his job quite stressful.
  - b) I'll let him know what they decided.
  - c) Well, I just hope you're right.
  
2.
  - a) That's not necessary, thanks.
  - b) You could always check with Mary.
  - c) Sorry, I haven't had a chance to think about it.
  
3.
  - a) It was really useful, thanks.
  - b) I'll forward the email to you.
  - c) I'm not sure that's completely true.
  
4.
  - a) You'll find out if you check the details.
  - b) What was his reaction when he saw it?
  - c) It's better to be safe than sorry.
  
5.
  - a) In that case I might have to think about another day.
  - b) That would be ideal if it's still available.
  - c) I'd welcome your thoughts on the matter.

**Step 2:** Elicit answers from students and ask them to justify their answers (correct answers: 1a, 2b, 3b, 4c, 5a). Please see Appendix for the Listening script.

**Step 3:** Inform students that they will now be asked to read the transcript and determine the central theme of each dialogue. (For example, item 1 is most probably related to Jeff's promotion). Ask students to be ready to justify their answers.

**Step 4:** Get a pair of students to read aloud one of the dialogues of the transcript and ask them to continue the dialogue (imagining and providing relevant details). They should produce at least 2 exchanges. Repeat the task with more pairs of students and different dialogues from the transcript.

**Note:** You may wish to design similar tasks for the remaining items of this part.

### Listening Part 3

<b>Aims</b>	<ul style="list-style-type: none"><li>- To predict content based on rubric and wording of items.</li><li>- To identify specific aspects of short-spoken dialogues.</li></ul>
<b>Extra practice</b>	<ul style="list-style-type: none"><li>- To predict key words about to be heard (reactivating background knowledge).</li><li>- To discuss a topic related to an issue previously raised (eliciting students' opinion).</li></ul>

**Step 1:** Ask students to briefly look at the listening task below and answer these questions:

- Can you predict what you are going to hear based on the content-setting rubric and the wording of items?
- What do you think Geraldo may have talked about with the manager?

### Listening Part 3

You will hear some short conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

#### Conversation 1

**You hear a manager in a company talking to an international visitor called Geraldo.**

1. Geraldo says he had problems sleeping in his hotel because
  - a) the air conditioning wasn't working.
  - b) the room was too noisy.
  - c) the bed was uncomfortable.
2. Who did Geraldo chat to in a restaurant?
  - a) some players from a sports team
  - b) some other guests from the hotel
  - c) some local businesspeople

**Step 2:** Have students listen to the recording twice, choose the best response and also confirm their guesses.

**Step 3:** Elicit answers from the students and ask them to justify their answers (correct answers: 1b, 2c). Please see Appendix for the Listening script.

**Step 4:** Focusing on the topic raised in item 1 ('having problems sleeping in a hotel'), ask students if they have ever experienced similar problems. Have them provide as many details as they can.

**Note:** You may wish to design similar tasks for the remaining items of this part.

## Listening Part 4

<b>Aims</b>	<ul style="list-style-type: none"><li>- To predict content based on the rubric and wording of items.</li><li>- To listen for specific information.</li><li>- To identify attitudes and opinions.</li></ul>
<b>Extra practice</b>	<ul style="list-style-type: none"><li>- To encourage students' autonomy by asking them to check their own comprehension.</li><li>- To discuss a topic related to an issue previously raised (eliciting students' opinion).</li></ul>

**Step 1:** Ask students to look at the listening task below and guess its content based on the rubric and wording of items.

**You will hear an interview with a man called Simon Vince who works as a pizza maker.**

1. What does Simon say about his business?
  - a) He uses local advertising.
  - b) He has three members of staff.
  - c) He rents the van he uses.
2. What does Simon say about the fees he has to pay?
  - a) In some locations he isn't charged.
  - b) In one village he always pays the same figure.
  - c) Some places are too expensive for him to use.
3. Simon says that when he's working in the pizza van,
  - a) he feels proud of the food he's created.
  - b) he's aware that he's on display to people.
  - c) he notices that customers can be rather selfish.
4. What does Simon say about eating the pizzas himself?
  - a) He was advised to stop doing this.
  - b) He does this as a reward for hard work.
  - c) He tries not to do this too often.
5. Simon says that a good pizza
  - a) is probably worth the extra money.
  - b) should have a few simple ingredients.
  - c) can mix strong and spicy flavours.

**Step 2:** Have students listen to the recording twice, choose the best response and confirm their guesses.

**Step 3:** Show or provide students with a copy of the transcript (see Appendix) and ask them to underline what led them to the correct answer each time (do not reveal the correct answers until they have all completed the task and justified them).

(Correct answers: 1a, 2a, 3b, 4c, 5b)

**Step 4:** Class discussion. Ask students how they think Simon feels about his job and get them to support their answer with evidence from the transcript.

**Note:** You may wish to design similar tasks for the remaining items of this part.

### Listening Part 4 (further practice)

<b>Aims</b>	<ul style="list-style-type: none"><li>- To predict content based on the rubric and wording of items.</li><li>- To listen for specific information.</li><li>- To identify attitudes and opinions.</li></ul>
<b>Extra practice</b>	<ul style="list-style-type: none"><li>- To encourage students' autonomy by asking them to check their own comprehension.</li><li>- To discuss a topic related to an issue previously raised (eliciting students' opinion).</li></ul>

**Step 1:** Ask students to look at the listening task below and guess its content based on the rubric and wording of items.

**You will hear part of a talk by Patsy Cooper, who founded a business supplying contact lenses.**

6. Patsy says that in the early stages of developing her business, she

- a) approached healthcare professionals for advice.
- b) identified a need to shake up the industry.
- c) recognised that the systems she began with were too complicated.

7. Patsy says she found it very challenging to

- a) convince other people about her idea.
- b) find people with sufficient enthusiasm.
- c) understand how the digital platform would work.

8. In Patsy's view, some entrepreneurs make the mistake of

- a) doubting their own judgement.
- b) trying to imitate another company's business model.
- c) launching a service they have no personal experience of.

9. Patsy says that her company's intention is to

- a) listen to customers' demands for greater choice.
- b) provide customers with better systems for exchanging feedback.
- c) change the way people feel about purchasing contact lenses.

10. How does Patsy feel about her company's digital presence?

- a) worried about the renewed efforts of their competitors
- b) satisfied that they've found a promising identity
- c) aware that they'll need to keep remodelling themselves

**Step 2:** Have students listen to the recording twice, choose the best response and confirm their guesses.

**Step 3:** Show or provide students with a copy of the transcript (see Appendix) and ask them to underline what led them to the correct answer each time (do not reveal the correct answers until they have all completed the task and justified them). Correct answers: 11.b, 12.b, 13.a, 14.c, 15.b.

**Step 4:** Class discussion. Ask students how successful they think Patsy will be in the near future and why. (They will need to refer to how 'innovative' Patsy's business approach is. If necessary, share the transcript with your students.)

**Note:** You may wish to design similar tasks for the remaining items of this part.

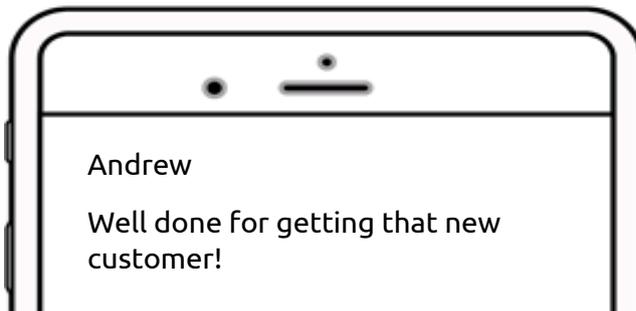
## 5.2 Reading

### Reading Part 1

<b>Aims</b>	- To show understanding of the meaning of short texts.
<b>Extra practice</b>	- To review vocabulary and sentence structure by rephrasing a text /drafting an informal speech (for B2+ students only)

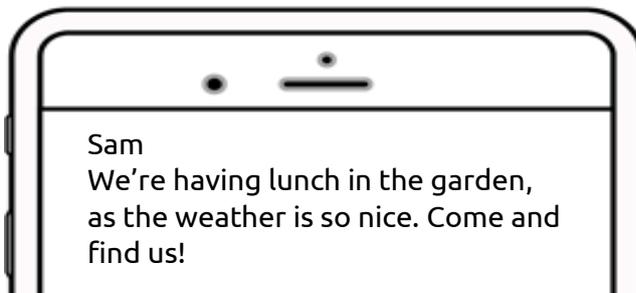
**Step 1:** Ask students to briefly look at the texts below.

1.



- Sharon is inviting Andrew.
- Sharon is asking Andrew something.
- Sharon is thanking Andrew.

2.



- Lynn doesn't need to buy any lunch today.
- Lynn is eating outside because it's warm today.
- Lynn is too busy to come for lunch now.

3.



- a) You can get coffee before the meeting begins.
- b) Put your coat in Room G4.
- c) Don't leave anything in the room after the meeting.

**Step 2:** Then, ask them to answer the following questions:

- Where could you see the first 2 texts?
- What are they about?
- What is the relationship between Andrew/Sharon (first text) and Sam/Lynn (second text)?
- What is the sign about (third text)? Who is it probably for (item 3)?

**Step 3:** Ask students to read the 3 texts above and choose the best response.

**Step 4:** Elicit answers from the students and ask them to justify their answers (correct answers: 1c, 2b, 3a).

**Step 5:** Role playing. Ask pairs of students to role play the first situation where Sharron congratulates Andrew over the phone. Have them produce at least 2 or 3 exchanges each.

OR

Ask students to imagine Sam (second text) is making a call to thank Lynn for her invitation. Role play the telephone conversation. Have them to produce at least 2-3 exchanges each.

**Step 6:** Rephrasing a text. Ask students to imagine they are with a friend who cannot understand the 3 texts above. Ask them to rephrase the content of the texts in such a way that their friend would make sense of them (students may have to provide more details on the context, the aim of each text etc.)

For B2+ students: Ask students to imagine they are Sharon and want to congratulate Andrew on getting that new customer. Ask them to draft a short informal speech delivered to the other members of the team in their manager's office. Length approx. 80 words. You may wish to guide your students and tell them to refer to:

- how long Andrew has been in the company and what his post involves
- why it is important Andrew successfully dealt with the new customer
- why it is Andrew's character that really helped get the new customer
- how everyone feels about Andrew

## Reading Part 2

<b>Aims</b>	- To show awareness of vocabulary, collocations, and lexico-grammatical structures.
<b>Extra practice</b>	- To predict content based on the title of a text. - To understand the purpose of a text. - To discuss a topic related to an issue previously raised (eliciting students' opinion).

**Step 1:** Inform students that they are going to read a short text whose title is 'Prius Shoes'. Have them predict its content. Do not reveal what it is about yet.

**Step 2:** Ask students to read it, choose the best response and also confirm their predictions. Remind them to be ready to justify their answers (correct answers: 1c, 2a, 3b, 4a, 5c).

### Prius Shoes

Prius is a German company that has shoe shops in big cities in several European countries. **(1)** ..... of their customers are teenagers and young adults. The assistants are usually young as well. Prius shops are painted in **(2)** ..... colours and have lots of space. Their shoes, boots and trainers are quite expensive – they sell a lot of the top brands. But they have their own brand of shoes **(3)** ....., and often have special offers.

Prius always have their shops in city centres. They play quite loud music and always **(4)** ..... their doors open to make people feel they want to go inside. They also have comfortable sofas for customers waiting to **(5)** ..... shoes on.

1. a) Much  
b) Any  
c) Most
2. a) bright  
b) fit  
c) sweet
3. a) else  
b) too  
c) so
4. a) keep  
b) stay  
c) take
5. a) turn  
b) get  
c) try

**Step 3:** After students have answered the questions above, ask them to also find out what the text is trying to achieve (e.g. inform, warn, advertise, persuade, invite, entertain?) and be ready to justify their answers. Get them to comment on each other's answer and be ready to justify it.

**Step 4:** Class discussion. Ask students to share with their class how they feel about companies like Prius which hire (very) 'young assistants' and 'play loud music in their shops'. Encourage whole class discussion.

**Note:** You may wish to design similar tasks for the remaining items of this part.

### Reading Part 3

<b>Aims</b>	- To show awareness of vocabulary, collocations, and lexico-grammatical structures.
<b>Extra practice</b>	- To eliminate wrong answers and justify why they are wrong. - To find synonyms of given phrases (reactivating background knowledge). - To sensitise students to parts of speech.

**Step 1:** Ask students to read the items below and find the correct answer.

1. Jim, Leanne and Hiromi are all having lunch .....
  - a) really
  - b) well
  - c) together
2. Olaf is ..... the train to Hanover this afternoon.
  - a) making
  - b) putting
  - c) taking
3. "I'm so busy, I'm not going to ..... the phone," said John.
  - a) reply
  - b) speak
  - c) answer
4. Anyone entering the building must show some .....
  - a) information
  - b) identification
  - c) invitation
5. Nobody can use the photocopier, as it's out of .....
  - a) work
  - b) date
  - c) order

**Step 2:** Elicit the correct answers from students and ask them which options they readily eliminated in each case and why. Correct answers: 1c, 2c, 3c, 4b, 5c.

**Step 3:** Ask students to demonstrate - by means of examples - the difference between these phrases (taken from item 5): 'out of work', 'out of date', 'out of order'. Then, ask them to also find their synonyms. E.g.:

out of work → unemployed, out of a job, jobless, without employment etc.

out of date → old-fashioned, out of fashion, unfashionable etc.

out of order → broken-down, out of service, faulty etc.)

**Step 4:** Language practice. Inform students that they are now going to review 'parts of speech' (adjective, adverb, noun, verb etc.) and have them identify the following: really (item 1), making (item 2), reply (item 3), identification (item 4), work (item 5). Feel free to add more parts of speech.

**Note:** You may wish to design similar tasks for the remaining items of this part.

### Reading Part 3 (further practice)

<b>Aims</b>	- To show awareness of vocabulary, collocations, and lexico-grammatical structures.
<b>Extra practice</b>	- To eliminate wrong answers and justify why they are wrong. - To review phrasal verbs with 'pull', 'turn' and 'put'. - To review vocabulary / derivatives.

**Step 1:** Ask students to read the items below and find the correct answer.

16. The food in the staff canteen has improved beyond all .....

- a) consideration
- b) recognition
- c) reflection

17. When Dennis Greenholm ..... the top job, it was a major surprise to the owners of the company.

- a) turned down
- b) pulled back
- c) put away

18. The move is expected to lead to the ..... of hundreds of new jobs.

- a) construction
- b) arrival
- c) creation

19. "Now I'd like you to list and ..... these qualities in importance," said the trainer.

- a) count
- b) rank
- c) measure

20. The Managing Director urged staff to do all they could to ..... the changes.

- a) convey
- b) yield
- c) facilitate

**Step 2:** Elicit the correct answers from students and ask them which options they readily eliminated in each case and why (correct answers: 16.b, 17.a, 18.c, 19.b, 20.c).

**Step 3:** Review phrasal verbs with 'turn', pull' and 'put'. Ask students to get into pairs, copy and match the following phrasal verbs to their definition. Then, ask them to share their answers with the class.

Phrasal verbs with 'turn'			
1.	turn in	a.	produce / end up being
2.	turn out	b.	arrive
3.	turn down	c.	(inf.) go to bed
4.	turn up	d.	give something lost to authorities
5.	turn over	e.	refuse an offer, reject an application

(Correct answers: 1.c, 2.a, 3.e, 4.b, 5.d)

Phrasal verbs with 'pull'			
1.	pull down	a.	barely survive
2.	pull in	b.	demolish, destroy / officially submit a request
3.	pull through	c.	park (a vehicle) / earn
4.	pull out	d.	depart

(Correct answers: 1. b, 2.c, 3.a, 4.d)

Phrasal verbs with 'put'			
1.	put on	a.	spend a large sum of money
2.	put out	b.	communicate an idea clearly
3.	put up with	c.	insult, say something bad about
4.	put across	d.	gain in weight
5.	put down	e.	postpone
6.	put off	f.	tolerate (someone/something)

(Correct answers: 1.d, 2.a, 3.f, 4.b, 5.c, 6.e)

**Extension task:** Rather than simply using these phrasal verbs out of context, you may want to create gapped sentences and ask students to fill in the gaps with them.

**Step 4:** Divide the class in groups of 4. Ask students to look at the following lexical items taken from the task above and challenge them to remember as many derivatives as they can. Set a time limit. The group with the greatest number of derivatives wins! (sample answers provided in brackets).

Consideration → (considerate, considerable, considerably)

Recognition → (recognise, recognisable, recognisably)

Reflection → (reflect, reflective, reflectively, reflector)

Construction → (construct, constructive, constructively)

Creation → (create, creativity, creative, creatively)

Count → (countless, counter, accountant)

Measure → (measurement, measurable, measurably)

Facilitate → (facilitation, facilitator, facile)

**Note:** You may wish to design similar tasks for the remaining items of this part.

#### Reading Part 4

<b>Aims</b>	<ul style="list-style-type: none"><li>- To show detailed understanding of information, opinions, and writer purpose.</li></ul>
<b>Extra practice</b>	<ul style="list-style-type: none"><li>- To predict content based on the title of a text.</li><li>- To expose students to inference questions.</li><li>- To identify the purpose of a text.</li><li>- To discuss ideas of a text (eliciting students' opinion).</li><li>- To sensitise students to strategies likely to help them find the meaning of unknown words in a text.</li></ul>

**Step 1:** Inform students that they are going to read a text whose title is 'Distraction at work: a psychological view'. Ask them to predict its content. Do not reveal what it is about yet.

**Step 2:** Ask students to read the text, confirm their predictions and choose the best response to the questions below. They will also have to underline the part of the sentence in the text that supports their answers (correct answers: 1.c, 2.b, 3.b, 4.a, 5.c).

### **Distraction at work: a psychological view**

If your work, like mine, depends on finding undisturbed time for deep focus and creative thinking, you'll be familiar with distraction. But most people misunderstand what distraction really is – and clearing up that confusion is an essential first step to any lasting solution. Instinctively, we divide sources of distraction into two categories. First, temptations: when you're grappling with a tough creative challenge, wandering over to social media can seem irresistibly alluring. Then, interruptions: co-workers asking questions, emails popping up, or the construction site near my home office where workers compete, so far as I can tell, to hit pieces of metal with hammers as loudly as they possibly can. However, when we think in terms of temptations and interruptions, we're defining the problem as coming from the outside – and we try to shut them out with website blockers or noise-cancelling headphones. But there's a reason such methods never work very well. The real culprit isn't external irritations, but rather an internal urge to be distracted, to avoid focusing on what matters most.

Nobody diagnosed this problem as brilliantly as Friedrich Nietzsche, the 19th-century German philosopher who argued that we seek out distractions in order to stay mentally busy, so we can avoid facing up to the big questions – like whether we're living genuinely meaningful lives. We tweet and click away because "when we are alone and quiet, we fear that something will be whispered into our ear." Worse still, even work that feels productive can really be a form of distraction, if it keeps us from addressing what's most important. "...we labour at our daily work more ardently and thoughtlessly than is necessary," Nietzsche wrote.

Another explanation, underscored by psychological research, is that we're desperate for a sense of autonomy, of being in charge. Consequently, we rail against anything we feel we've been ordered to do – even if it's ourselves who gave that order. And so you decide in advance to spend Wednesday morning on your business plan, but when Wednesday comes, you rise up against the taskmaster who gave that command and start scrolling through Snapchat instead. Congratulations, you're a rebel – but unfortunately, it's your own goals you're undermining.

Happily, when you see distraction for what it really is, you're much better equipped to fight it. All the same, watch out for the inner urge, and when it arises, don't try to squash it. Just sit with it, breathe, and let it dissipate. Remember, too, that you don't need to 'feel up for it today' in order to do important work. Instead, let yourself feel like you'd rather be doing something else, and at the same time, do the work: Open the laptop, make the phone call, type another sentence.

1. When mentioning construction site workers, the writer is
  - a) aware that he's contradicting himself.
  - b) making a key point in his argument.
  - c) bringing in his own personal frustration.
  
2. In the writer's view, recognising that there are different types of distraction
  - a) is how a psychologist would begin finding a solution.
  - b) is not a particularly helpful way of looking at the problem.
  - c) is necessary in order to establish a fundamental distinction.
  
3. In quoting Nietzsche, the writer draws our attention to the fact that
  - a) useful work is preferable to trivial actions.
  - b) taking refuge in our work is in itself a form of distraction.
  - c) distractions serve a useful purpose in stopping us from worrying.
  
4. In the third paragraph, the writer argues that
  - a) our behaviour when seeking distraction can be self-defeating.
  - b) distraction occurs when we have nothing to struggle for.
  - c) the self-employed are particularly prone to getting distracted.
  
5. In the fourth paragraph, the writer suggests that
  - a) it makes no sense to link distraction with a lack of motivation.
  - b) conscious strategies to prevent distraction usually fail.
  - c) even people who understand distraction well still get distracted.

**Step 4:** After you have discussed the answers, ask students the following questions:

- Where might this text be taken from? Why?
- Who might be the author of this text?
- What might he/she be trying to achieve? (e.g. entertain, warn, instruct, advertise, persuade, explain, describe?)

**Step 5:** Ask students to find 2 or 3 words in the text previously unknown to them (or the meaning of which they could not initially remember). Then ask what helped them work out the meaning of those words.

Now, carry out a survey in class to see which of the strategies below they resorted to.

- Using clues from the adjacent words/phrases/sentences (immediate context)
- Using clues from the adjacent paragraphs (wider context)
- Examining the root of the unknown word
- Examining the prefix or the suffix of the unknown word
- Trying to find out whether the unknown word has positive or negative connotations
- Analyzing what part of speech the unknown word is (e.g. noun, verb, adjective, adverb)
- Considering the grammatical features of the unknown word (at word level)

Finally, conclude the task by reminding students of the importance of being aware of and applying such strategies on their exam day.

**Note:** You may wish to design similar tasks for the remaining items of the Reading part.

## 6. Additional practice tasks

This section includes a selection of tasks designed to enhance LTE preparation. These tasks can be easily incorporated into your daily teaching and spread out over the entire test preparation period. Below, you will find the skill practiced/focus of each task, as well as the suggested procedure to follow. Feel free to adapt the tasks for your students' needs. Please note that several tasks can be used across different levels and for both parts of the test (Listening and Reading).

### 6.1 Listening practice tasks

#### Task 1

##### **Skill/focus: Better understanding the context**

At regular intervals, while carrying out your planned listening tasks in class, add a few extra 'context-focused questions' to sensitise students to the importance of context and the extent to which it may help them find the right answer more easily. However, ask students to be ready to justify their answers. Example of context-focused questions easily applicable:

- Who are the speakers?
- Where are they?
- What is their profession?
- What is their relationship?
- What are they talking about?
- What has just happened?
- What will probably happen next?

If necessary, refer students to the transcript.

#### Task 2

##### **Skill/focus: Eliminating wrong answers and justifying why they are wrong**

Ask students to listen to a pre-selected excerpt. Then, instruct them to eliminate all incorrect answers to the multiple-choice questions about it and provide a detailed justification for why those answers are wrong.

#### Task 3

##### **Skill/focus: Predicting vocabulary/reactivating background knowledge**

Select a recording and inform students that they are about to hear someone (e.g. a senior manager) talking to someone else (e.g. his secretary) about a certain issue (e.g. an upcoming training week). Ask them to predict the vocabulary they are about to hear (nouns, verbs, adjectives etc.). Then, play the recording and all together see how successful their predictions were.

#### Task 4

##### **Skill/focus: Reviewing question types**

Find an appropriate recording and inform students that they are going to hear a series of questions (e.g. in a company during a job interview, in the street about a new product etc.). Share with the class only a few facts about the interview. Ask them to predict the questions the interviewee is about to be asked. Then listen to the recording to confirm the students' predictions.

## Task 5

### **Skill/focus: Focusing on speaker's tone of voice**

Ask students to listen to a few very short recordings with different speakers in different contexts and 'label' the speakers' tone of voice (e.g. tone of voice: demanding, insistent, tough, rude, cheerful, authoritative, friendly, enthusiastic, motherly). Then, ask students to justify their answers.

## Task 6

### **Skill/focus: Predicting content based on key words**

Select a few key words from a transcript (e.g. 7 key words), write them on the board and ask students to predict the content of the recording. Then, ask students to listen to the recording and confirm their guesses.

## Task 7

### **Skill/focus: Reviewing tenses**

Ask students to listen to a pre-selected excerpt. Then, ask students to identify the most frequent tenses used. Elicit the reason why the speaker may be using those tenses (e.g. the excerpt may be related to a general fact and the speaker may have repeatedly used the present simple, present continuous and present perfect).

## Task 8

### **Skill/focus: Discussing useful listening strategies**

Present students with a list of listening strategies that can be helpful when they take their Listening test (see below). Ask them to determine which one they find most useful. Allow for a brief discussion (e.g., in pairs) before revealing that there is no definitive correct answer, as all strategies can be beneficial. Next, encourage students to brainstorm additional strategies and share them with the class.

Example of listening strategies:

- Reading the test questions before listening to the actual recording.
- Underlining key words in the test questions.
- Eliminating wrong answers asap.
- Knowing the test format (i.e. what exactly is on the test).
- Predicting content based on the title/headline/visual(s) provided.
- Not being put off by unknown words and guessing their meaning from the context.
- Paying attention to the speaker's stress/intonation and trying to interpret it.
- Remembering you may sometimes have to 'listen between the lines' (i.e. not always expect to hear an explicit answer to some questions).
- In the case of multiple-choice questions, following a process of elimination if not able to decide on the right choice.

## Task 9

### **Skill/focus: Reviewing or identifying language functions**

Provide students with a list of key language functions (e.g. agreeing, disagreeing, complaining, asking for advice, denying a fact), ask them to listen to a pre-selected excerpt and identify the main language functions used by the speaker(s). Students should be ready to support their answer in each case.

## Task 10

### **Skill/focus: Reviewing questions**

Select a recording and its transcript of a job interview (or any other type of recording and transcript involving questions and answers). Play the recording but lower the volume each time a question is asked to the interviewee, ensuring that students cannot hear the questions. Instruct students to guess and jot down all the questions asked. Afterward, replay the entire recording so that students can hear the actual questions and confirm their guesses.

## Task 11

### **Skill/focus: Underlining key words/focusing on content words**

Present students with a typical listening task followed by its related multiple-choice questions and instruct them to underline the key word(s) in each question. Once they are ready, ask them to share the words they have underlined and explain their choices. You may also want to highlight the significance of 'content words' such as nouns, verbs, adverbs, and adjectives that carry essential information, as opposed to 'function words' primarily related to grammar.

## Task 12

### **Skill/focus: Reviewing key grammar points/vocabulary by exploiting the transcript**

Omit a few content words from the transcript of a recording and instruct students to identify the missing words from the previously prepared worksheet. Then, have students listen to the actual recording and assess their success in filling in the gaps. You may choose to omit conjunctions, cohesive devices, prepositions, etc., depending on the specific language point you intend to review with your students.

## Task 13

### **Skill/focus: Looking for paraphrases**

Present students with a list of MC questions from a listening task and with its transcript. Ask them to spot examples of words in the transcript which led them to the correct answer(s) but which have been paraphrased in the questions. (You may want to remind students that answers to questions do not always 'lift' words from the text and that they may often have to look for paraphrases).

## Task 14

### **Skill/focus: Predicting content based on questions asked**

Present students with the list of questions related to a specific listening task but do not reveal anything else about the content of what they are about to hear. Ask students to read the questions very carefully and predict the content of the excerpt they are about to hear. Play the recording and ask them to confirm their guesses.

## Text 15

### **Skill/focus: Analyzing purpose**

Ask students to carefully listen to a recorded excerpt you will have pre-selected and ask them to analyse its purpose (e.g.: What is the speaker trying to achieve: explain, describe, inform, entertain, instruct, warn?). You may wish to ask students to work in pairs before they are asked to report to class.

## Task 16

### **Skill/focus: Predicting content based on task rubric and task items**

Pre-select a listening task and share it with your students. Ask them to carefully read the rubric and all related items and predict what they are going to hear (they will not have to predict the answers yet!). Then, ask them to listen to the recording and confirm their guesses.

## 6.2 Reading practice tasks

### Task 1

#### **Skill/focus: Sensitising students to parts of speech**

Present students with a short gapped text and make sure they do not see the answers provided next to it yet. Ask them to try to guess the 'nature' of the part of speech missing (i.e. ask students if they think it is a noun, verb, adjective or adverb in each case) and justify their answer. Encourage discussion among students before revealing the correct answers. You may even wish to challenge students even more by asking them to guess the actual missing words.

### Task 2

#### **Skill/focus: Reinforcing knowledge of grammar**

Drawing on your course book or exam preparation material, select language points your students often confuse. Form pairs such as: such/so, although/despite, in order to/so that etc.). Then ask students to explain the difference between those two grammar points and elicit examples to make sure they remember how to use them. You may have to intervene for clarifications.

### Task 3

#### **Skill/focus: Underlining key words or ideas leading to the correct answer**

Select a 'challenging' reading passage with its accompanying MC questions (e.g. from your course book or exam practice material) and ask students to read and answer the questions about it. Then ask them to underline the words/lines that led them to the correct answer. Be ready to initially guide weaker students if needed.

### Task 4

#### **Skill/focus: Locating synonyms**

Present students with a text and its accompanying MC questions. Ask them to find the answer to the questions. However, make sure you previously select a text with answers which do not simply 'lift' the actual word from the text but use its synonym instead. (Remind students that answers to questions on reading passages do not always 'lift' words from the text and that they may often have to look for synonyms – and paraphrases, too!)

### Task 5

#### **Skill/focus: Guessing unknown words from context**

Select a text which contains a few words most probably unknown to the majority of students. Ask them to work in pairs and try to guess the meaning of those words. Remind students to always analyse adjacent sentences/words etc. Then, ask them to share their guesses and also decide whether it is always necessary to know the meaning of unknown words to answer such questions.

## Task 6

### **Skill/focus: Predicting text content by examining its title/headline**

Write the title/headline of a text you have pre-selected on the board and ask students to predict its content. Then ask them to read the text and confirm their predictions.

## Task 7

### **Skill/focus: Familiarising students with the format of the exam**

Provide students with a handout summarizing the most important features of their upcoming exam. However, delete some numbers/key terms and replace them with inaccurate ones (e.g. wrong duration of the test, wrong number of parts of the test etc.) and ask students to spot them within a time limit you will set. When time is up, elicit the inaccuracies students have spotted and ask them to provide the correct answers.

## Task 8

### **Skill/focus: Reviewing sequence words or cohesive devices**

Select a text and previously delete its sequence words or cohesive devices (or any other language points you would like students to review). Depending on your students' level, provide the answers in mixed order next to the text or do not provide them at all. Ask students to fill in the gaps and then report to class.

## Task 9

### **Skill/focus: Reviewing main grammar points**

Select a reading passage and delete (e.g.) 10 verbs. Insert a number (e.g. 1-10) in their place and ask students to guess which verb goes where (all verbs provided next to the text). However, ask students to provide the right form of those verbs (e.g. simple or continuous, active or passive). You may wish to use this kind of task to also practice relatives, conditionals etc.

## Task 10

### **Skill/focus: Determining the topic**

Present students with a text but previously delete its title. Ask them to read it and suggest an appropriate one. Remind them to be ready to justify their suggestion. Finally, you may also ask them to vote for the best title suggested.

## Task 11

### **Skill/focus: Exposing students to inference questions**

Find a text which does not contain 'inference questions' and add to the existing ones some of the questions below:

- Why do you think the author wrote this text?
- How do you think the author is feeling?
- Where do you think these lines are taken from?
- Do you think the author is male or female?
- What is the author implying? Etc.

Elicit what led students to their answer.

## Task 12

### **Skill/focus: Sensitising students to the author's style or tone**

Choose a reading passage and ask students to identify the author's style or tone (i.e. how is the author's attitude towards the topic, e.g. forceful, aggressive, apologetic, sympathetic, friendly?). Then ask students to locate evidence in the text.

## Task 13

### **Skill/focus: Reviewing transition words/phrases**

Select a text and before you share it with your students, delete its transition words/phrases. You may wish to delete words/phrases related to:

- Expressing cause and effect (e.g. consequently, because, as a result)
- Adding evidence (e.g. for instance, in fact)
- Expressing contrast or opposition (e.g. however, yet, nevertheless, on the other hand)
- Concluding (e.g. all in all, to sum up)
- Further referring to an argument (e.g. similarly, furthermore, in addition)

You may provide the deleted words or phrases next to the text or simply ask students to guess them. Then, elicit answers from students.

## Task 14

### **Skill/focus: Reading answer choices to obtain clues and determine the central theme**

Show or provide students with the answer choices that follow a reading text but do not hand out the text yet. Ask students to guess the theme. Then, ask them to read the text and confirm their guesses.

## Task 15

### **Skill/focus: Scanning questions/reading closely and focusing on detail**

Provide students with a text and ask them to identify a specific fact or piece(s) of information in it. For instance: 'Find 3 adjectives that support that the author is ... (e.g. disappointed/angry)' or 'Find 2 reasons why the author ... (e.g. loves his company/is worried).' These are the type of 'scanning questions' you could regularly add to the existing questions under a typical text taught during the year.

## Task 16

### **Skill/focus: Inferring meaning/identifying unstated opinion**

For the highest-level students (C1, C2) select a text stating an opinion, but not directly. Get students to identify the opinion expressed and elicit how they inferred it from the various sections of the text.

## 7. General tips and strategies

Here is a list of valuable tips and strategies which you can share with your students while preparing them for their LTE test.

- Set a clear, achievable, concrete goal. Evaluate your level first and be reasonably but not overly ambitious.
- Give yourself enough time to prepare for the test!
- Invest in extra resources. Make sure you make good use of them (e.g. study material available on site, use related test preparation material).
- Plan a personalised study programme. Remember we do not all study or learn the same way.
- Try to enjoy your training as much as possible. Challenge your previous scores.
- Divide your exam preparation time appropriately: devote the same amount of time to both Listening and Reading.
- Know the format of the test and what to expect (e.g. topics, language functions to be expected).
- Research the 'test regulations' before your test so as not to worry about them on your Test Day.
- Don't skip any question. Remember, in the adaptive test you must answer each question to get to the next one.
- Be familiar with the platform of the CB adaptive test. Get to know it in good time, practice with it, be aware of how it can support you if needed.
- Don't worry about the adaptive function of the adaptive CB test (e.g. whether the questions are getting easier or not). Focus on the test items.
- Don't panic if you can't find the answer. Look for context clues which are always there or look for wrong answers instead of correct ones.
- Aim to answer as many questions as possible and guess as a last resort. Always answer every question.
- Keep an eye on the time.
- Try to manage your stress on Test Day. That will help you perform better on your Test Day.
- If you have decided on the adaptive CB test, carefully read the 'LTOE Guide for Candidates' and be well informed about all the steps from logging in to completing it.
- Contact your test centre or teacher if you still have questions, e.g. about the digital platform or the content or format of the test.
- Finally, till then, take advantage of mass media and websites which are great ways to improve your English! Watch, listen and read real English on a regular basis!

## 8. Supplementary resources and support

Apart from a wide range of practice materials and resources available on our website ([www.languagecert.org](http://www.languagecert.org)), you may wish to refer your students to the following resources for extra practice and further exposure to English:

### 8.1 Grammar & Vocabulary

- Edwards, L. & Redman, S. (2017) *English Vocabulary in Use - Pre-Intermediate and Intermediate*. Cambridge: Cambridge University Press.
- Emmerson, P. (2009) *Business Vocabulary Builder*. London: Macmillan.
- Emmerson, P. (2010) *Business Grammar Builder* (2<sup>nd</sup> edition). London: Macmillan.
- Mascull, B. (2017) *Business Vocabulary in Use: Advanced* (3<sup>rd</sup> edition). Cambridge: Cambridge University Press.

- Mascull, B. (2017) *Business Vocabulary in Use: Intermediate* (3<sup>rd</sup> edition). Cambridge: Cambridge University Press.
- McCarthy, M., McCarten, J., Clark, D., Clark, R. (2012) *Grammar for Business*. Cambridge: Cambridge University Press.
- McCarthy, M. & O'Dell, F. (2017) *English Vocabulary in Use - Advanced*. Cambridge: Cambridge University Press.
- Murphy, R. (2019) *English Grammar in Use*. Cambridge: Cambridge University Press.
- Swan, M. & Walter, C. (2011) *Oxford English Grammar Course - Basic*. Oxford: Oxford University Press.
- Swan, M. & Walter, C. (2015) *Oxford English Grammar Course - Intermediate*. Oxford: Oxford University Press.
- Swan, M. & Walter, C. (2019) *Oxford English Grammar Course - Advanced*. Oxford: Oxford University Press.

## 8.2 Websites

- <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english>: a series of topical discussions with BBC presenters
- <https://www.bbc.co.uk/podcasts>: BBC podcasts on a variety of topics (travel, news, sports etc.)
- <https://www.theguardian.com/podcasts>: podcasts on a variety of topics (news, culture, lifestyle etc.)
- <https://www.buzzfeed.com>: podcasts with a variety of topics (breaking news, quizzes, videos etc.)
- [www.ted.com](http://www.ted.com): a website with various talks and videos
- [www.cnn.com/videos](http://www.cnn.com/videos): a website with videos (video clips, breaking news etc.)
- [www.bbc.com/news/video](http://www.bbc.com/news/video) and [www.bbc.com/news/audio](http://www.bbc.com/news/audio): a website with videos (news, business, science etc.)
- [www.openculture.com](http://www.openculture.com): a website with free audio /e-books, free movies etc.
- [www.manythings.org](http://www.manythings.org): a website for ESL students, short natural conversations, transcripts, various accents, listen-and-repeat exercises, listen-and-read along videos etc.
- [www.talkenglish.com](http://www.talkenglish.com): a website with hundreds of dialogs followed by comprehension questions, transcript, various levels, downloadable recordings.
- [www.npr.org/programs/all-things-considered](http://www.npr.org/programs/all-things-considered) : a website with various recorded shows, programs, stories, news, interviews, reviews etc.
- [www.listenaminute.com](http://www.listenaminute.com): a website with hundreds of recordings with their transcripts, activities etc.
- <https://radio.garden/>: a website with a link to hundreds of internet English-speaking/etc. radio stations worldwide.

## 8.3 Webinars

Finally, remember that LanguageCert offers a series of free interactive webinars which have been designed to help teachers prepare their students for their LTE exams. Please refer to our website ([www.languagecert.org](http://www.languagecert.org)) for more information.

## Appendix

### Listening Scripts

#### Listening Part 1

##### Number one

Tickets for the dance evening are twenty-one euros each.

##### Number two

Sophie likes playing tennis at the weekend.

##### Number three

Lisa is going on holiday in March.

#### Listening Part 1 (further practice)

##### Number seven

My car is the one parked next to a motorbike and under a big sign.

##### Number eight

I chose the fish, with boiled potatoes and peas, not the rice or carrots.

#### Listening Part 2a

##### Number one

What do you think of Pete?

##### Number two

Excuse me, is this the sales office?

##### Number three

Is it too late if I tell you tomorrow?

##### Number four

I've asked Dawn to help me with my report.

##### Number five

Can I have my pen back when you've finished with it?

#### Listening Part 2b

##### Number one

M: Jeff seemed happy at the meeting this morning!

F: Well he's moving to the sales department next week.

M: Really? He's been with us for seven years!

##### Number two

M: I'm not sure what to do with the old paper files.

F: Can't you just put them in the recycling bin?

M: But won't they still be needed?

### Number three

- M: Did you contact IT about that software issue?  
F: Yes, they gave me instructions on how to fix it.  
M: So can you tell me what they said?

### Number three

- M: My contract for the work with PRP has arrived.  
F: Are you going to show it to your lawyer friend?  
M: I'm not sure I need to – what do you think?

### Number three

- F: There are some seats left on the seventeen twenty flight to Dublin.  
M: Hmm, I'd prefer a later one if possible.  
F: I'll have another check but I don't think there was anything.

### Listening Part 3

- F: I hope the Imperial Hotel's OK for you, Geraldo.  
M: Yes, it's fine now but until I changed my room, I just couldn't sleep.  
F: Oh, dear!  
M: Yes, I needed the air-conditioning on at night as it was just so hot without it. And you can't open the windows in the bedrooms. But when I had it on, it was just so loud!  
F: Oh, I'm sorry. The Imperial isn't normally our first choice of hotel, but there's this big international sports event in town and...  
M: Ah, yes, the hockey festival. I was having dinner last night at a restaurant and there were lots of fit-looking people in tracksuits walking past, so I asked this group on another table – they were from a nearby company – and they told me all about it! In fact, I think there might be a group of players staying in the Imperial.

### Listening Part 4

- INT: So Simon, tell us a bit about your small business.  
M: OK, what I do is cook and sell pizzas to people in different outdoor locations. Our posters describe it as Italian Street Food. I have a pizza van which I drive around and in it is a wood-fired oven. I have an assistant called Matthew and a number of other people who do little bits of work. On a busy night we might need three people.  
INT: Do you have fees to pay?  
M: I need a special licence from local government, and then I might also have to pay a fee to use certain locations. For example, I go to one village every Monday evening and park on land owned by the village shop. So I pay them 5% of my total sales for the evening. With other locations I might have to pay a single fee, or no fee at all – it all depends.  
INT: So how does it feel in the van?  
M: When we're busy it can get quite stressful... you can easily get confused about what people have ordered. And of course we can't hide anywhere, like you can in the kitchen of a restaurant, so we're like a public performance all the time.

INT: With all these delicious pizzas around you must get very hungry!

M: Yes, sometimes I do have one... if I have to wait until very late at night to get home, for example. It's nice and tasty but not particularly healthy for you to eat pizza all the time. Also when you're surrounded by pizza all the time, it's not quite as exciting!

INT: So what makes a good pizza?

M: Well, our most popular pizza is the cheapest one, the margherita, but maybe that's because ours is very high quality. Three ingredients – say, tomato, cheese and olives – is the magic number; any more than that and the pizza starts looking too crowded. And there'll probably be too many different flavours.

INT: Simon, thank you.

### **Listening Part 4 (further practice)**

#### **You will hear part of a talk by Patsy Cooper, who founded a business supplying contact lenses.**

Hi, I'm Patsy, owner of a company called Banners. Our product is contact lenses, which are small medical devices worn directly on the eye as an alternative to glasses. Basically, we deliver high quality contact lenses quickly and affordably... direct to the consumer via an innovative digital platform. When researching our product and market at the outset, I looked at the whole procedure of a consumer buying contact lenses and tried to simplify everything. Before we came along, getting hold of contact lenses through your optician or medical provider had been long-winded and expensive, and the large pharmaceutical companies in control had no reason to change.

The main challenges to begin with were hiring the team and making those early decisions that ultimately define what kind of culture I wanted to build. It's not easy because there's nothing to base it on except a concept, an intuition. But those decisions are important, in terms of brand partnerships, distributors and technology platforms. Early on, I decided to headhunt the right people who were going to feel passionate about pushing the company to succeed. This was particularly hard but an extremely important part of the growth process.

I think there's a common mistake you see entrepreneurs make, which I tried hard not to fall into... and that's assuming their market without doing extensive research. But this just can't be cut out, regardless of how certain you are about the demand. Having said that, another mistake is actually missing opportunities by failing to act or being indecisive in the early days, maybe through lack of conviction or confidence. Chances are it's only a matter of time before somebody else thinks of a similar or identical service as yours.

At Banners, we wanted to create a brand people could feel emotionally engaged with, so that vision becomes something personal and exciting. When I got talking to customers, I was confronted with descriptions of buying contact lenses as clinical, stressful, even humiliating, which is unbelievable really. There's so much to talk about when it comes to vision and people's perspectives, so we fundamentally believe that, in a few years' time, it should become a more exciting category.

Given our successful start, it's perhaps not surprising that the big firms like Vision Plus are giving us close attention. Obviously, they're going to try and muscle in on the digital side too. The thing with us is we're a brand and service in itself rather than a company selling miscellaneous goods, so we're out on a limb – competitors are much further away from the product and customer than we are. I think the digital arena is already getting more cluttered, so it's super-important for brands to find their voice in that space.

