



# LANGUAGECERT Test of English (LTE) A1-C2 Writing Qualification Handbook

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## TABLE OF CONTENTS

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>PURPOSE OF THE LANGUAGECERT® TEST OF ENGLISH (LTE) WRITING QUALIFICATION HANDBOOK</b> .....    | <b>5</b>  |
| <b>2</b> | <b>INTRODUCTION TO THE LANGUAGECERT® TEST OF ENGLISH (LTE) A1-C2 WRITING QUALIFICATIONS</b> ..... | <b>5</b>  |
| 2.1      | WHO ARE THE LTE A1-C2 WRITING QUALIFICATIONS FOR? .....   | 5         |
| 2.2      | ENTRY REQUIREMENTS.....   | 6         |
| 2.3      | GUIDED LEARNING HOURS (GLH) AND TOTAL QUALIFICATION TIME (TQT).....                               | 6         |
| 2.4      | SKILL TESTED.....   | 7         |
| 2.5      | ALIGNMENT OF THE LTE A1-C2 WRITING QUALIFICATIONS TO THE CEFR.....                                | 7         |
| 2.6      | 'CAN DO' LEVEL DESCRIPTORS.....   | 8         |
| <b>3</b> | <b>THE LTE A1-C2 WRITING QUALIFICATION TITLES</b> .....   | <b>9</b>  |
| <b>4</b> | <b>THE LTE A1-C2 WRITING TEST FORMATS</b> .....   | <b>10</b> |
| <b>5</b> | <b>ADVANTAGES OF THE LTE A1-C2 WRITING QUALIFICATIONS</b> .....                                   | <b>10</b> |
| 5.1      | FLEXIBLE EXAMINATION DATES .....  | 10        |
| 5.2      | FLEXIBILITY OF EXAM FORMAT .....  | 10        |
| 5.3      | RESULTS AND CERTIFICATES.....   | 10        |
| 5.4      | INTERNATIONAL RECOGNITION.....  | 10        |
| 5.5      | RELEVANCE.....  | 10        |
| <b>6</b> | <b>THE LTE WRITING TEST STRUCTURE</b> .....   | <b>11</b> |
| 6.1      | OVERVIEW.....   | 11        |
| 6.2      | DESCRIPTION OF WRITING TASKS .....  | 11        |
| <b>7</b> | <b>ASSESSMENT OF THE LTE WRITING EXAMINATION</b> .....  | <b>12</b> |
| 7.1      | MARKING THE WRITING TASKS .....   | 12        |
| 7.2      | GRADING .....   | 13        |
| 7.3      | RESULTS .....   | 13        |
| <b>8</b> | <b>TOPICS, FUNCTIONAL LANGUAGE AND GRAMMAR INVENTORY FOR LTE TEST OF WRITING</b> .....            | <b>14</b> |
| 8.1      | INTRODUCTION.....   | 14        |
| 8.2      | TOPICS FOR LTE WRITING TEST .....   | 14        |
| 8.3      | FUNCTIONAL LANGUAGE AREAS FOR LTE WRITING TEST.....   | 16        |
| 8.4      | GRAMMAR – LTE (WRITING) A1-B1 LEVELS .....  | 17        |

|           |  |           |
|-----------|--|-----------|
| 8.5       | GRAMMAR – LTE (WRITING) B2-C2 LEVELS ..... | 22        |
| <b>9</b>  | <b>ACCESS ARRANGEMENTS .....</b>           | <b>26</b> |
| <b>10</b> | <b>RESOURCES AND SUPPORT .....</b>         | <b>27</b> |

## 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.

## 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.

## 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).

## 1 Purpose of the LANGUAGECERT® Test of English (LTE) Writing qualification handbook

The LANGUAGECERT® Test of English (LTE) Writing qualification handbook provides a comprehensive introduction to the LTE A1-C2 Writing examination. It also serves as a reference point for test takers, test centres, teachers, and other stakeholders involved in the delivery of the LTE Writing exams.

## 2 Introduction to the LANGUAGECERT® Test of English (LTE) A1-C2 Writing 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 LTE A1-C2 Writing examination is designed to assess a test taker’s writing 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 A1-C2 Writing examination is intended for use either independently or in conjunction with other elements of the LTE ‘for work’ suite of examinations.

The rest of the LTE ‘for work’ suite currently comprises:

- three variants of a Listening and Reading test – a computer-adaptive test (CAT) measuring English language proficiency from CEFR A1-C2 levels, and two paper-based linear tests, one measuring from CEFR A1-B1 and one from CEFR A1-C2 levels,
- two variants of a Speaking test – a face-to-face and an online test measuring a candidate’s proficiency in the skill of Speaking across all CEFR levels (A1-C2).

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.

### 2.1 Who are the LTE A1-C2 Writing qualifications for?

The LTE A1-C2 Writing 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.
  - wish to measure English language levels before and after language training provided by a third-party training organisation.

- 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.

## 2.2 Entry Requirements

There are no entry requirements for any test taker prior to taking their LTE Writing exam.

Recognition of Prior Learning (RPL) is not applicable to the LTE A1-C2 Writing qualifications.

## 2.3 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) is the number of hours that a test centre or other provider of education or training delivering the examination might need to provide. Guided learning refers to English language learning preparation activities, such as lessons, tutorials, online instruction, and any kind of supervised study that directly involves teachers and assessors. The LTE A1-C2 Writing qualifications have been mapped to the approximate learning hours that a learner needs to progress between levels according to the CEFR.

For the LTE A1-C2 Writing qualifications, LANGUAGECERT® specifies a total number of hours – stated as Total Qualification Time (TQT) – that indicates how learners progress through levels.

| LTE Writing, CEFR and RQF/CQFW (England and Northern Ireland/Wales) Levels | Qualification Title  | Guided Learning Hours (GLH) | Total Qualification Time (TQT) |
|--|--|-----------------------------|--------------------------------|
| LTE (W) A1 – CEFR A1 – Entry 1   | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 1) (Writing) (LANGUAGECERT® Test of English A1) | 95 hours                    | 200 hours                      |
| LTE (W) A2 – CEFR A2 – Entry 2   | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 2) (Writing) (LANGUAGECERT® Test of English A2) | 95 hours                    | 200 hours                      |
| LTE (W) B1 – CEFR B1 – Entry 3   | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 3) (Writing) (LANGUAGECERT® Test of English B1) | 180 hours                   | 300 hours                      |
| LTE (W) B2 – CEFR B2 – Level 1   | LANGUAGECERT® Level 1 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English B2)               | 180 hours                   | 300 hours                      |
| LTE (W) C1 – CEFR C1 – Level 2   | LANGUAGECERT® Level 2 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English C1)               | 200 hours                   | 350 hours                      |
| LTE (W) C2 – CEFR C2 – Level 3   | LANGUAGECERT® Level 3 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English C2)               | 250 hours                   | 350 hours                      |

Please note that the above figures are estimates of the numbers of hours a learner is reasonably likely to undertake with reference to each respective level of the qualification, not cumulative estimates across levels. LANGUAGECERT® liaises with its test centres and users to ensure that appropriate and consistent numbers of study hours are assigned to its qualifications.

## 2.4 Skill tested

The LTE A1-C2 Writing examination consists of high quality, reliable test content that uses a variety of authentic tasks to assess a test taker's writing skills.

The test taker is required to complete two writing tasks, a short and a longer writing task. The writing tasks assess the test taker's ability to write for a wide variety of work-related purposes. The test taker will be expected to write to demonstrate control of grammatical forms, knowledge and use of a wide range of vocabulary, and the ability to carry out a range of functions in English.

## 2.5 Alignment of the LTE A1-C2 Writing qualifications to the CEFR

The LTE A1-C2 Writing qualifications and the associated examinations are directly calibrated to the CEFR<sup>1</sup>, the LANGUAGECERT® IESOL examinations, and the RQF/CQFW (England and Northern Ireland/Wales) levels via qualitative and quantitative methods. Qualitative methods include direct reference to the CEFR and the use of language testing experts in its implementation. Quantitative methods include a common scale of difficulty - the LANGUAGECERT® Item Difficulty (LID) scale - which utilises Rasch statistical measurement techniques to ensure calibration across all LANGUAGECERT® examination products. The comparative levels chart below shows how the levels relate to each other.

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

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

## 2.6 'Can Do' level descriptors

The LTE A1-C2 Writing examination is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2). A selection of CEFR 'Can-Do' descriptors that apply to the skill of Writing are provided below for illustrative purposes.

| LTE Writing and CEFR levels | Descriptors  |
|-----------------------------|--|
| LTE (W) A1 – CEFR A1        | <ul style="list-style-type: none"> <li>• Can give information in writing about matters of personal relevance (e.g. likes and dislikes, job, family,) using simple words and basic expressions.</li> <li>• Can write simple isolated phrases and sentences in documents such as forms, lists, emails and messages.</li> <li>• Can ask questions about personal details such as possessions, job, address and people known.</li> </ul>   |
| LTE (W) A2 – CEFR A2        | <ul style="list-style-type: none"> <li>• Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</li> <li>• Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</li> <li>• Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, job), using basic everyday vocabulary and expressions.</li> </ul>  |
| LTE (W) B1 – CEFR B1        | <ul style="list-style-type: none"> <li>• Can write straightforward connected texts on a range of familiar subjects within his/her field of interest/work by linking a series of shorter discrete elements into a linear sequence.</li> <li>• Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</li> <li>• Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</li> <li>• Can convey information, feelings and opinions on familiar topics, using appropriate formality and adapting to the intended audience.</li> </ul>  |
| LTE (W) B2 – CEFR B2        | <ul style="list-style-type: none"> <li>• Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</li> <li>• Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</li> <li>• Can communicate with a degree of fluency that makes comprehension possible for the reader without strain.</li> <li>• Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint, varying format and style appropriate to purpose and audience.</li> </ul>   |
| LTE (W) C1 – CEFR C1        | <ul style="list-style-type: none"> <li>• Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</li> <li>• Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</li> <li>• Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices</li> <li>• Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience</li> </ul> |



| LTE Writing and CEFR levels | Descriptors  |
|-----------------------------|--|
| LTE (W) C2 – CEFR C2        | <ul style="list-style-type: none"> <li>• Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</li> <li>• Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals.</li> <li>• Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.</li> <li>• Can express him/herself very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul> |

The above descriptors are adapted from the global description of the Common European Framework of Reference for Languages.

### 3 The LTE A1-C2 Writing qualification titles

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

| LTE, CEFR and RQF/CQFW Levels | Qualification Title  | Ofqual Qualification Numbers |
|-------------------------------|--|------------------------------|
| LTE A1 – CEFR A1 – Entry 1    | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 1) (Writing) (LANGUAGECERT® Test of English A1) | 603/7347/7                   |
| LTE A2 – CEFR A2 – Entry 2    | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 2) (Writing) (LANGUAGECERT® Test of English A2) | 603/7348/9                   |
| LTE B1 – CEFR B1 – Entry 3    | LANGUAGECERT® Entry Level Certificate in ESOL International (Entry 3) (Writing) (LANGUAGECERT® Test of English B1) | 603/7349/0                   |
| LTE B2 – CEFR B2 – Level 1    | LANGUAGECERT® Level 1 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English B2)               | 603/7350/7                   |
| LTE C1 – CEFR C1 – Level 2    | LANGUAGECERT® Level 2 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English C1)               | 603/7351/9                   |
| LTE C2 – CEFR C2 – Level 3    | LANGUAGECERT® Level 3 Certificate in ESOL International (Writing) (LANGUAGECERT® Test of English C2)               | 603/7352/0                   |

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

## **4 The LTE A1-C2 Writing test formats**

The LTE A1-C2 Writing examination is available in two different formats:

- the LTE A1-C2 Writing paper-based test,
- the LTE A1-C2 Writing computer-based test.

## **5 Advantages of the LTE A1-C2 Writing qualifications**

### **5.1 Flexible Examination Dates**

LTE Writing exams are available on demand to approved test centres. The dates for the paper-based exam are scheduled monthly. The computer-based test can be taken any time, at any approved test centre. Where necessity or demand requires it, LANGUAGECERT® will respond favourably to requests for additional scheduled paper-based exams.

### **5.2 Flexibility of exam format**

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

### **5.3 Results and Certificates**

Official results (i.e. Statement of Results and e-Certificate) for both computer-based and paper-based exams will be available online within 10 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.

The LTE Writing test is a standalone examination. Candidates may or may not also be taking the LTE Reading & Listening test and/or the LTE Speaking test.

### **5.4 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.

### **5.5 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.

## 6 The LTE Writing test structure

### 6.1 Overview

The chart below shows the structure of the LTE A1-C2 Writing examination and the duration of the exam.

| The LTE Writing A1-C2 paper-based and computer-based test                  |                       |
|--|-----------------------|
| Duration   | Total number of items |
| <b>60 mins</b><br>Task 1: approx. 15-20 mins<br>Task 2: approx. 40-45 mins | <b>2 tasks</b>        |

### 6.2 Description of writing tasks

The LTE Writing examination is an international English test. Different varieties of 'standard' English e.g. American English, British English are acceptable. The emphasis is on communication.

The LTE Writing examination comprises two tasks. The two tasks are designed to assess a wide range of writing skills and to determine the CEFR level of the individual test taker. Task 1 primarily targets CEFR A1-B2 test takers. Task 2 primarily targets test takers at CEFR B1-C2 level. Both tasks are compulsory for test takers to complete.

#### Writing Task 1

|                    |   |
|--------------------|---|
| <b>Overview</b>    | Test takers must write a short communicative message of 60-100 words.   |
| <b>Testing aim</b> | The task tests the test taker's ability to produce a short piece of writing which successfully communicates the required information. |
| <b>Task type</b>   | Guided writing.   |

#### Writing Task 2

|                    |  |
|--------------------|--|
| <b>Overview</b>    | Test takers must produce an extended piece of writing in the form of a brief report, article or review of 200-250 words.   |
| <b>Testing aim</b> | The task tests the test taker's ability to produce extended writing. The context is a workplace matter. The tasks allow test takers to use advanced level grammar and vocabulary resource and show that they can organize coherently an extended piece of writing. |
| <b>Task type</b>   | Report, article or review writing.   |

## 7 Assessment of the LTE Writing examination

All examiners are approved by LANGUAGECERT® and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with the CEFR levels and LANGUAGECERT® examination requirements.

### 7.1 Marking the Writing tasks

In the LTE Writing test, test takers are assessed against four assessment criteria per writing task.

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

In Task 1, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **4 marks** per criterion resulting in a total of **16 marks**. The levels of performance are:

| Writing Task 1      |                          |
|---------------------|--------------------------|
| Marks per criterion | CEFR Level               |
| 0                   | Indecipherable, below A1 |
| 1                   | A1                       |
| 2                   | A2                       |
| 3                   | B1                       |
| 4                   | B2 and above             |

In Task 2, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **5 marks** per criterion resulting in a total of **20 marks**. The levels of performance are:

| Writing Task 2      |            |
|---------------------|------------|
| Marks per criterion | CEFR Level |
| 0                   | A1         |
| 1                   | A2         |
| 2                   | B1         |
| 3                   | B2         |
| 4                   | C1         |
| 5                   | C2         |

**N.B.** Candidates do not receive any credit for off-topic responses.

## 7.2 Grading

Grades are established by adding together scores on the two tasks. Out of a total of **36 marks**, CEFR levels are indicated by the following cut-offs:

| The LTE Writing Cut-offs |            |
|--------------------------|------------|
| Marks                    | CEFR Level |
| 0 – 3                    | Below A1   |
| 4 – 9                    | A1         |
| 10 – 16                  | A2         |
| 17 – 23                  | B1         |
| 24 – 28                  | B2         |
| 29 – 33                  | C1         |
| 34 – 36                  | C2         |

## 7.3 Results

Results are provided as an overall score out of 100. This LTE Writing 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).

| LTE Writing Scaled Scores |            |
|---------------------------|------------|
| LTE Writing 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         |

## 8 Topics, functional language and grammar inventory for LTE Test of Writing

### 8.1 Introduction

The following list of topics and functional areas and the grammar inventory are provided to give an indication of the range of topics test takers will encounter in the examination, the most common functions they will need to carry out and a broad indicator of the areas of grammar test-takers should have mastered for each level of the CEFR.

### 8.2 Topics for LTE Writing test

The following topics are intended as examples of areas that may be covered in the LTE Writing test.

#### PERSONAL IDENTIFICATION

- asking for and giving personal details (name, occupation, etc.)

#### HEALTH AND SAFETY

- health and safety rules in the workplace
- regulation

#### THE OFFICE AND ROUTINE

- asking about and describing jobs and responsibilities
- asking about and describing a company and its organisation
- arranging appointments and meetings
- planning future events and tasks
- talking about tasks – past, present, future

#### ENTERTAINMENT OF CLIENTS

- making arrangements
- offering and accepting offers
- food/drink/corporate hospitality

#### GENERAL BUSINESS ENVIRONMENT

- talking about business / company / country economic and performance trends
- making business deals
- statistical data
- industrial relations
- inflation
- international trade

#### FREE TIME, RELATIONSHIPS WITH COLLEAGUES AND CLIENTS

- socialising
- talking and asking about family/home town/country
- leisure activities/interests

#### COMPANY INFORMATION

- company mission
- performance
- strategy
- competition
- departments of a company – HR, Finance, Marketing, Sales, Operations/Production, Processing etc,
- descriptions and explanations of company performance and results, trends, events and changes

## **TRAVEL, ACCOMMODATION AND HEALTH**

- arrangements
- plans
- schedules
- mode of transport
- hotel bookings/facilities
- issues and complaints
- local health services

## **PRODUCTS AND SERVICES**

- describing products and services
- future developments
- innovation
- costs and pricing
- buying and selling
- understanding and discussing prices and delivery dates
- offers and agreements
- making comparisons
- expressing opinions, preferences, etc
- making and receiving complaints

## **RESULTS AND ACHIEVEMENTS**

- company/country performance
- employee performance
- employee salary and benefits

## **EDUCATION AND TRAINING**

- talking and asking about current, past, future education and training
- role of education in society and business
- business courses, training courses and events
- building competences in an organisation

## **OTHER TOPICS**

- a number of other topics in areas of general business and general interest, such as
- advertising,
- consumer goods,
- consumerism,
- shopping and prices,
- economising etc.

## **TECHNOLOGY**

- technological innovation and developments
- impact of technology on the workplace and education

### 8.3 Functional language areas for LTE Writing test

The following functional language areas are intended as examples of areas that may be covered in the LTE Writing test. (See Topics list for contexts)

In the LTE Writing test, test takers will be asked to carry out a range of actions and to communicate using a wide range of functional language. This list below includes some of the most common areas of functional language that students will need to engage with.

#### Functional language areas

- agreeing and disagreeing
- apologising and giving excuses
- asking for and giving opinions
- asking for and giving permission
- asking for and giving recommendations
- compromising
- congratulating
- discussing problems/issues
- expressing advantages and disadvantages
- expressing certainty and doubt
- giving and justifying opinions
- giving and receiving instructions,
- justifying decisions and past actions
- making comparisons
- making recommendations
- making suggestions
- predicting and describing future possibilities
- purpose/cause/result and giving reasons
- reporting
- summarising/synthesising
- talking about routines
- thanking
- warnings and prohibitions



## 8.4 Grammar – LTE (Writing) A1-B1 levels

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

## Verb forms

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

## Modals, nouns, pronouns, possessives, prepositions

|  | A1  | A2   | B1  |
|--|---|--|---|
|  |   | as A1 and in addition  | as A2 and in addition   |
| Modals                                 | <p>Present reference:</p> <ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/inability, permission)</li> <li>• <i>would like</i> (request)</li> </ul>  | <p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• <i>have to, have got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: <i>possibly, probably, perhaps</i></li> </ul> | <p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> <li>• <i>should</i> (obligation, advice)</li> <li>• <i>might, may, will, probably</i> (possibility and probability in the future)</li> <li>• <i>would/should</i> (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn't</i> (lack of obligation)</li> <li>• <i>will definitely</i> (certainty in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I'd rather</i> (stating preference)</li> </ul> |
| Nouns                                  | <ul style="list-style-type: none"> <li>• regular and common irregular plural forms</li> <li>• very common uncountable nouns</li> <li>• cardinal numbers 1-100</li> </ul>  | <ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple noun phrases</li> <li>• cardinal numbers up to 100 and multiples of 100</li> </ul>  | <ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i></li> <li>• all cardinal numbers</li> </ul>  |
| Pronouns                               | <ul style="list-style-type: none"> <li>• personal - subject</li> </ul>  | <ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>  |   |
| Possessives                            | <ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></li> <li>• use of 's, s'</li> </ul>   | <ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>  |   |
| Prepositions and prepositional phrases | <ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li> <li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i></li> </ul> | <ul style="list-style-type: none"> <li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• prepositional phrases of place and time, such as <i>after dinner, before tea</i></li> </ul>  | <ul style="list-style-type: none"> <li>• wide range of prepositions, such as <i>beyond, above, beneath, below</i></li> <li>• prepositional phrases such as <i>in her twenties, of average height, in the top right-hand corner</i></li> </ul>   |

## Articles, determiners, adjectives, adverbs, intensifiers

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

## Punctuation and spelling

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

## 8.5 Grammar – LTE (Writing) B2-C2 levels

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

## Verb forms

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

## Modals, nouns, prepositions

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



### Articles, determiners, adjectives, adverbs, intensifiers

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

### Punctuation and Discourse

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

## 9 Access Arrangements

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

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

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

Tabulated below are the access arrangements for each LTE Writing exam format.

| Access Arrangement                  | Definition  | Writing     |                |
|-------------------------------------|---|-------------|----------------|
|                                     |   | Paper-based | Computer based |
| Extra Time                          | Test takers normally receive additional time of up to 25% of the standard duration of a test session. | Yes         | Yes            |
| Separate exam room                  | Test takers take the exam in a separate room to reduce external distractions.                         | Yes         | Yes            |
| Reader                              | A Reader is a person who reads the exam instructions and questions to the test taker.                 | Yes         | No             |
| Scribe                              | A Scribe is a person who writes down the test taker's dictated answers.                               | Yes         | No             |
| Braille or Modified question papers | A range of formats are available, including Large Print and a Braille version of the test.            | Yes         | N/A            |
| Practical Assistant                 | A practical assistant is a person who helps with practical tasks not related to the test.             | Yes         | Yes            |
| Supervised rest breaks              | Test takers may leave the exam room if necessary, but they must be supervised at all times.           | Yes         | Yes            |

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

## 10 Resources and Support

A wide range of practice materials and resources along with valuable information about the content and format of the LTE A1-C2 Writing qualification are available at [languagecert.org](https://www.languagecert.org).

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



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