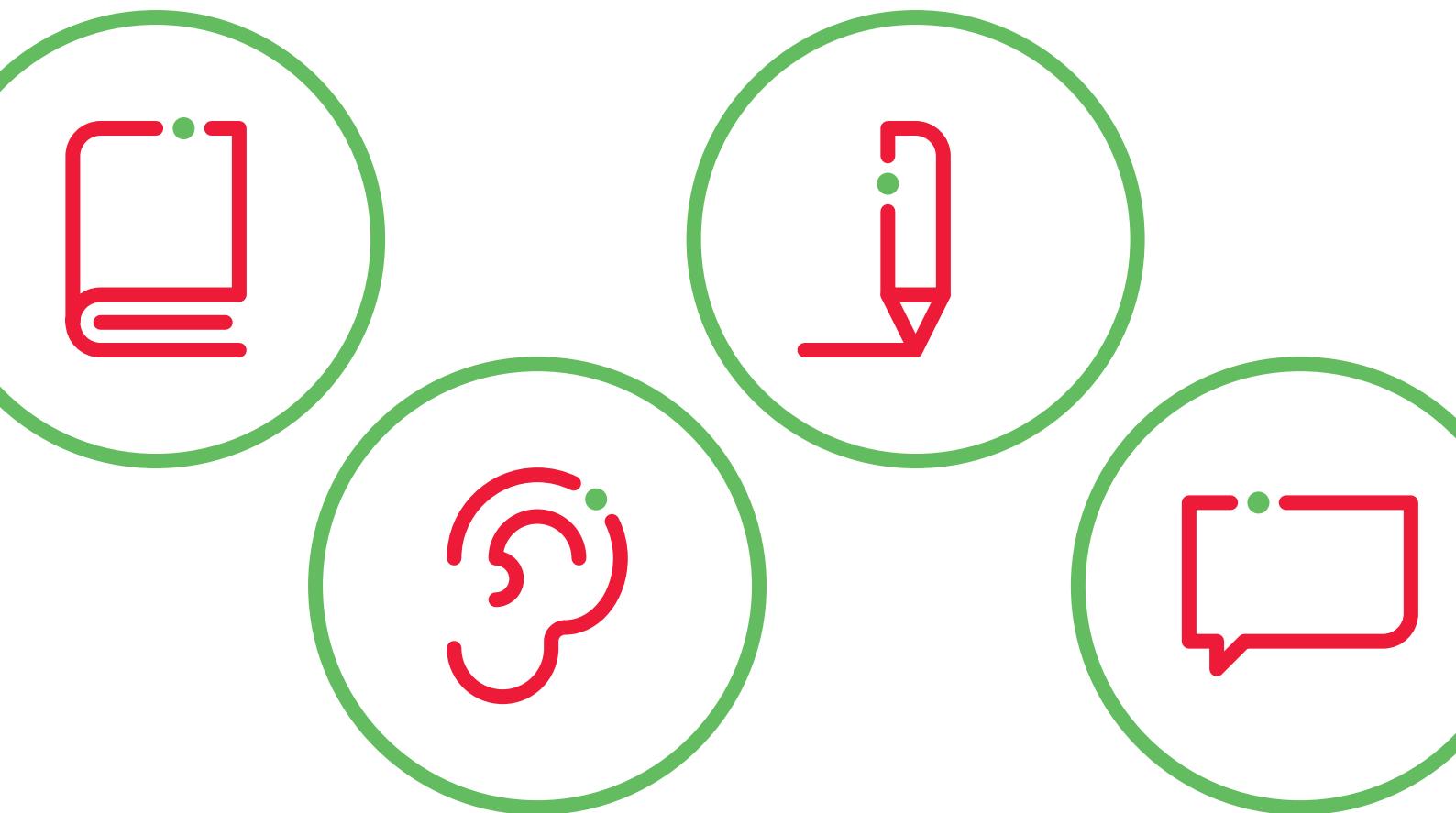


Aptis

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# Candidate Guide

April 2020



# Introducing the Aptis test

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Aptis is an innovative global English assessment tool from the British Council. It is a suite of English tests for adults and young adults, which can be used to assess English language ability in all four skills – reading, writing, listening and speaking.

Aptis tests don't test at a single level. Instead, they include a range of questions, which are designed to allow candidates to show their best ability. The test results are reported on a numerical scale (0–50) and as a level on the Common European Framework of Reference for Languages (CEFR).

**There are four variations of Aptis tests.**

## **1. Aptis General**

tests from A1 to C on the CEFR and is suitable for most test-takers.

## **2. Aptis Advanced**

tests English language ability from B1 to C2 on the CEFR and is for higher level test-takers.

## **3. Aptis for Teachers**

tests from A1 to C on the CEFR and is designed for teachers.

## **4. Aptis for Teens**

tests from A1 to C on the CEFR and is for candidates between the ages of 13 and 17 years.

Aptis tests are taken on a computer.

Accommodations can be made for special needs. Information is provided in the 'Aptis for all' section at the end of this guide.

The purpose of this guide is to help you prepare for the Aptis General tests. An overview of each component is provided followed by detailed descriptions and advice on how to best prepare. You'll also find tips on how to practise for the test and information on how the test is marked. There is also a section towards the end of the guide that covers Aptis Advanced.



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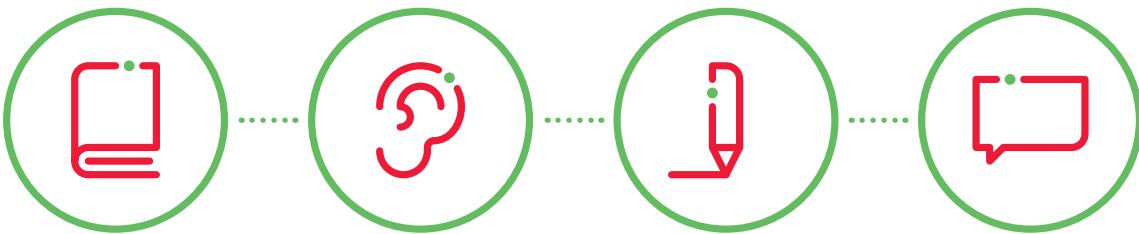
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# Test structure

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Aptis consists of five components: core (grammar and vocabulary), reading, listening, writing and speaking.

You may be taking one skill component (for example, listening) or all four skill components (reading, listening, writing and speaking) depending on the requirements by your organisation or institution.



It is a good idea to take a practice test so that you become familiar with what you need to do.

## Aptis General test structure

Test	Test design	Activity	Format
<b>Core</b> 25 minutes	Part 1 Grammar  Part 2 Vocabulary	Sentence completion.  Word matching (similar meaning). Match words to definitions.  Sentence completion.  Word pairs or word combinations (words commonly used together).	3-option multiple choice  Sets of 5 target words with 10 options
<b>Reading</b> 35 minutes	Part 1 Sentence comprehension  Part 2 Text cohesion  Part 3 Opinion matching  Part 4 Long text comprehension	Choose words to complete sentences.  Put sentences into the correct order.  Match people's opinions to statements.  Match headings to paragraphs.	3-option multiple choice  2 tasks: 6 sentences jumbled up in each task  7 statements matched to 4 people's opinions  7 paragraphs and 8 headings
<b>Listening</b> 40 minutes	Part 1 Information recognition  Part 2 Information matching  Parts 3+4 Inference	Listen to a short monologue or dialogue to identify specific information.  Match people's monologues to information.  Listen to monologues and dialogues and identify the attitude, opinion or intention.	3-option multiple choice  6 pieces of information 4 monologues  3-option multiple choice

<b>Test</b>	<b>Test design</b>	<b>Activity</b>	<b>Format</b>
<b>Writing</b> 50 minutes	Part 1 Word-level writing	Respond to messages using individual words.	1–5 words for each question
	Part 2 Short text writing	Write personal information.	20–30 words
	Part 3 Three written responses to questions	Respond to written questions on a social network-type website.	30–40 words for each question
	Part 4 Formal and informal writing	Write an informal email to a friend and a formal email to an unknown person.	40–50 words for the informal email 120–150 words for the formal email
<b>Speaking</b> 12 minutes	Part 1 Personal information	Respond to three personal information questions.	30 seconds for each response
	Part 2 Describe, express opinion and provide reasons and explanations	Describe a picture and answer two additional questions of increasing difficulty.	45 seconds for each response
	Part 3 Describe, compare and provide reasons and explanations	Describe two contrasting pictures and answer two additional questions of increasing difficulty.	45 seconds for each response
	Part 4 Discuss personal experience and opinion on an abstract topic	Answer three questions on an abstract topic.	1 minute to prepare 2 minutes response time

The Aptis Advanced test is similar to Aptis General as it is comprised of the same components; the core component, reading, listening, writing and speaking. Aptis Advanced tests levels from B1-C2. More information about the Aptis Advanced test is provided towards the end of this guide.

# Aptis core test (grammar and vocabulary)

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The core test is the same for Aptis General and Aptis Advanced. It consists of two parts. The first part assesses your knowledge of English grammar. The second part assesses your knowledge of English vocabulary.

Part	Description	Preparation
<b>Grammar</b> Part 1	<p>In this part of the test, you will answer 25 questions.</p> <p>Most of the questions test formal written English. A small number of questions test spoken English, such as knowing the appropriate grammar to use in a particular situation (formal or informal situations, for example).</p> <p>All 25 questions are in the format of a 3-option multiple choice.</p> <p>Complete a sentence by choosing the correct word.</p>	<p>To know which parts of grammar are tested, see the British Council / EAQUALS core inventory. This is free and available online at:</p> <p><a href="https://www.teachingenglish.org.uk/article/british-council-equals-core-inventory-general-english">https://www.teachingenglish.org.uk/ article/british-council-equals-core- inventory-general-english</a></p> <p>One great way to prepare for the grammar test is to use the British Council's LearnEnglish website:</p> <p><a href="http://learnenglish.britishcouncil.org/grammar">http://learnenglish.britishcouncil.org/ grammar</a></p>
<b>Vocabulary</b> Part 2	<p>There are 25 questions in this part of the test.</p> <p>There are a number of question types:</p> <p><b>Word matching:</b> find a word with a meaning similar to the target word.</p> <p><b>Word definition:</b> match a definition to the correct word.</p> <p><b>Word usage:</b> complete a sentence by choosing the correct word.</p> <p><b>Word pairs or word combinations:</b> select the most common combinations of words. You are given a target word and a list of words which may or may not be commonly used in combination with the target word. (e.g. where card is the target word, birthday + card is a common combination but blue + card is not).</p>	<p>To help you prepare for this part of the test, the LearnEnglish website has games and activities to help you improve your vocabulary.</p> <p><a href="http://learnenglish.britishcouncil.org/vocabulary">http://learnenglish.britishcouncil.org/ vocabulary</a></p> <p>Another useful tip is to take note of interesting words or word combinations when you read English texts.</p>

## Sample grammar questions

There are two question types. The first focuses on written English grammar, and the second focuses on the use of English grammar when speaking.

Here are some examples:

### 1. Written grammar

He \_\_\_\_\_ me that the machine was broken.

- told
- spoke
- said

My boss says that I \_\_\_\_\_ to finish the report by Friday.

- must
- have
- should

My new computer works \_\_\_\_\_ faster than my old one.

- many
- more
- much

I have worked for this company \_\_\_\_\_ I left university.

- since
- after
- from

### 2. Spoken grammar

John: She's French, isn't she?

Ahmed: No, she's \_\_\_\_\_ from Belgium.

- exactly
- actually
- anyway

Zeynep: I really don't feel like going to see that movie tonight.

Peter: Ok. \_\_\_\_\_ we can go next week instead.

- Maybe
- However
- Nevertheless

## Sample vocabulary questions

In the first question type, you need to match words with similar meanings from a list of options. To do this, click on the arrows and choose the similar word.

Here is an example:

Select a word from the list that has the most similar meaning to the word on the left.

Example: big = large ▼  
study = read ▼  
receive = get ▼  
start = begin ▼  
talk = speak ▲  
pick = choose ▲

For the next question type, you need to match a definition to a word. Click on the arrow and choose the word that matches the definition.

Here is an example:

Complete each definition using a word from the drop down list.

To cover with paper or material is to wrap ▼  
To improve or change is to adjust ▼  
To state or make public is to announce ▼  
To get somewhere is to arrive ▼  
To put something together is to assemble ▲

The next question type asks you to complete a sentence using a word from a list.

Complete each sentence using a word from the drop down list.

More and more people go **abroad** for their holidays these days.

Drivers need to remain **alert** when in charge of a car.

The city has many **ancient** and interesting buildings.

She's a highly **articulate** person who explains things clearly.

He's a very **aggressive** person – always getting into fights.

The final question type asks you to identify a word from a list that is commonly used with the given word.

Select a word from the list that is most often used with the word on the left.

Example:	<b>big</b> +	<b>house</b>	
	aerobics +	classes	
	agriculture +	minister	
	aisle +	seat	
	apron +	strings	
	atom +	bomb	

# Aptis reading test

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The test assesses your reading ability. The tasks become more difficult as the test progresses.

<b>Part</b>	<b>Description</b>	<b>Preparation</b>
<b>Sentence comprehension</b> Part 1	<p>In this part, you need to choose a word (choice of three) to complete a sentence. There are five sentences to complete. You do not need to understand all of the sentences to complete each individual sentence.</p> <p>This part assesses your ability to read a sentence and to complete the sentence with an appropriate word.</p>	<p>Make sure you read each sentence and all of the possible answer words carefully before trying to answer this question.</p> <p>The best way to become a better reader is to practise. Easy books written especially for English language learners might help. For example, try:</p> <ul style="list-style-type: none"> <li>• Cambridge Bookworms Starter / Stage 1</li> <li>• Cambridge Readers – Level 1</li> <li>• Penguin Readers – Level 1</li> <li>• Macmillan Readers – Starter / Beginner</li> <li>• Headway Skills series.</li> </ul>
<b>Text cohesion</b> Part 2	<p>In this part, there are two tasks. Both have six sentences that make a whole text. The sentences have been put into the wrong order and you need to put them in the correct order. There is only one correct way to organise the sentences. Your task is to click on each sentence and then move them so each one is in the correct position.</p> <p>This part assesses your knowledge of the cohesion of a text. You need to look for clues in each sentence that show how it links to the sentences around it.</p>	<p>Read all the sentences carefully first. Then, decide on the correct order (the first sentence is identified for you).</p> <p>Appropriate readers for preparation of this level are:</p> <ul style="list-style-type: none"> <li>• Cambridge Bookworms Stage 1 and 2</li> <li>• Cambridge Readers – Level 2</li> <li>• Penguin Readers – Level 3</li> <li>• Macmillan Readers – Elementary.</li> </ul>



<b>Part</b>	<b>Description</b>	<b>Preparation</b>
<b>Opinion matching</b> Part 3	<p>In this part, you will match people's opinions to statements. You will read four people's opinions on the same topic. Then you need to read seven statements and decide which person's opinion matches each statement.</p> <p>This part tests your ability to read and understand short texts.</p>	<p>Read over all four opinions before attempting the questions.</p> <p>Appropriate readers for this level are:</p> <ul style="list-style-type: none"> <li>• Cambridge Bookworms Stage 2 and 3</li> <li>• Cambridge Readers – Level 3, 4 and 5</li> <li>• Penguin Readers – Level 4</li> <li>• Macmillan Readers – Pre Intermediate.</li> </ul>
<b>Long text comprehension</b> Part 4	<p>In this part, you will read a long text (about 750 words). You will also read eight headings. The task is to match seven of the headings to paragraphs in the text. There is always an extra heading that does not fit with any paragraph.</p> <p>This part is designed to test your ability to read and understand a long text. To get the correct answers you need to be able to demonstrate an understanding of how the headings reflect the paragraphs in different ways (sometimes using similar words, sometimes similar ideas, or by sharing a topic).</p>	<p>Read the whole text quickly. Then carefully read the headings. Do all this before starting the task. Look for clues to connect the headings to the paragraphs; these might be similar words, ideas or topics.</p> <p>Appropriate readers for this level are:</p> <ul style="list-style-type: none"> <li>• Cambridge Bookworms Stage 4, 5 and 6</li> <li>• Cambridge Readers – Level 4, 5 and 6</li> <li>• Penguin Readers – Level 5 and 6</li> <li>• Macmillan Readers – Intermediate and Upper Intermediate.</li> </ul>



## Sample reading questions

### Reading part 1: Sentence comprehension

In this part, you must select the appropriate word from a drop-down list.

Choose one word from the list for each gap. The first one is done for you.

Dear Mum and Dad,

Hello from sunny Brighton! Pete and I are here on holiday for two weeks and having  a great time.

There's a lot to do and eat here - the fish are great!

We went to see a film and tried  some of the local food.

Pete hadn't been feeling very well, so it's been good for him to take  a real break.

He wants to get some exercise while  we're on holiday.

As you know   , he loves quiet places and I hope it's not too hot!

Love,

Helen



### Reading part 2: Text cohesion

In the second part, you must sort the sentences into the correct order so that the text makes sense. You do this by clicking on a sentence and dragging it to its correct position.

There are two of these tasks in this part.

The sentences below are from a report. Put the sentences in the right order. The first sentence is done for you.

- This report gives information about the traffic problems on the coast road.
- For this reason it is easy for them to take a wrong turn and get lost.
- These will help visitors to find their way to our beautiful town.
- This road is busy during the summer when tourists visit the area.
- They don't know the road because many of them are here for the first time.
- This is why we think there should be more signs along the road.

The sentences below are from some instructions. Put the sentences in the right order. The first sentence is done for you.

- If you are visiting our office for the first time, please follow these instructions.
- A member of staff will write this information in the visitor's book.
- Before you leave, please return the card to a member of staff at the front desk.
- You can then use the card to enter through the security gate.
- Next, he or she will give you a visitor's identity card.
- You should go to the front desk upon arrival and give your name and address.



### Reading part 3: Opinion matching

In the third part, you match four people's opinions to seven statements by selecting the correct person from the drop-down list.

#### Education and Work

##### Person A

As you get older, responsibilities like a job and family dominate your life. It can be hard to balance things. Studying at university is demanding. So you should do it at an age when you are independent and carefree. It is also important to learn how the world of business works. Spending unpaid time in a company is a great way to get that experience. Any course that can give you an opportunity to do that is worth considering.

##### Person B

Life doesn't really get serious until you hit your mid-twenties. Before that, try out different things and get some life experience. It's only as you approach your thirties that you need to get serious about your career. That's the time to start thinking about further education. Many colleges offer inexpensive courses for more mature students. Going back to student life for a year is a great idea and you can then return to the world of work at management level.

##### Person C

Nowadays it is popular for school leavers to take a break before they think about an occupation or a place at university. I think the most important thing is to start working as soon as you can. You need practical experience for your CV and that can be more valuable than a diploma. Nevertheless, your studies do not have to stop just because you are working. Colleges and universities offer options for people who want to do both.

##### Person D

I think we should all keep learning, but you don't need a piece of paper from an institution to prove it. There are many free courses available online. Of course, not all are good, but a little research will help you identify which one is best for you. A lot of young people get into debt because they have to pay for their studies. With the resources available online these days, you can take control. You won't regret it.

Four people respond in the comments section of an online magazine article about education and work. Read their comments and answer the questions below.

1. Who thinks you should study when you are older?

2. Who thinks formal qualifications are too expensive?

3. Who thinks you should go to university when you are young?

4. Who thinks you should study independently?

5. Who thinks you should combine a job with studying?

6. Who thinks you should choose a course that is practical?

7. Who thinks you should get a job immediately after leaving school?



### Reading part 4: Long text comprehension

For the final part, you must scroll the reading text to see all of it. You can do this by clicking on the side bar and moving the bar up and down.

To complete the task, you need to match seven headings to the correct paragraphs in the text.

Select the appropriate heading from the drop-down list on the right-hand side.

Mission To Mars

1. On 3rd June 2010 an international crew of six astronauts entered a space ship and prepared themselves for a 520 day voyage to the planet Mars and back. The module that was to be their home for the next year and a half contained their sleeping quarters, a kitchen/dining room, a living room, a control room and a toilet. There was also space for food storage, a small greenhouse, a bathroom, a sauna and even a gym. The Mars landing was scheduled for 12th February 2011, following a 255-day flight, and would involve a full two days of exploration of the planet surface. An equally long return journey would see the astronauts return to earth on 4th November 2011.

2. Emerging from the spaceship after an exhausting 520 days, Russian commander Alexei Sitev declared the mission finally over. "The programme has been fully carried out," he announced at a press conference. "All the crew members are in good health. We are now ready for further tests." Indeed, the general consensus in the scientific community was that the Mars 500 project had achieved its aims, and, what is more, the crew had managed to complete their mission without ever having to leave the Earth's atmosphere.

3. Mars 500 was, in fact, a simulation exercise. The astronauts never even left the ground and their space ship was a specially constructed working model situated in a warehouse in

Read the passage quickly. Choose a heading for each numbered paragraph (1-7) from the drop-down box. There is one more heading than you need.

1. A long journey in space
2. A successful outcome
3. Only an experiment
4. Imitating life in space
5. The difficulties of living in space
6. Is space the future for mankind?
7. A distant new world



# Aptis listening test

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The Listening test has four task types. You can choose to listen to the text once or twice.

Part	Description	Preparation
<b>Information recognition</b> Part 1	In this part, you will listen to a short phone message or a short monologue or dialogue, and you need to identify specific information such as a phone number, a time or a place.	Visit the British Council's LearnEnglish website for lots of very useful activities, tips, apps and podcasts: <a href="http://learnenglish.britishcouncil.org/">http://learnenglish.britishcouncil.org/</a>  The elementary podcasts are useful preparation for these questions.
<b>Information matching</b> Part 2	In this part, you will listen to four people's monologues and match the person to information. There are six pieces of information to match to the monologues.	There are quite a few useful practice videos and podcasts on the LearnEnglish website, so that's a very good starting point. In addition, try to listen to as much English as possible (e.g. films, television or radio).
<b>Opinion matching</b> Part 3	In this task, you listen to a dialogue between a man and a woman and then decide who expresses an opinion.  There are four questions. Your task is to decide if the man, woman or both the man and woman have expressed the opinion.	Listening to authentic speech, such as television drama programs or films, is a good way to prepare for this task.
<b>Monologue comprehension</b> Part 4	In these tasks, you listen to a monologue and answer two questions.  The focus here is not on understanding the meaning of what the speaker is saying, but on identifying clues in their language or tone to help identify the attitude of the speaker, their intention or opinion.	There are a number of higher-level podcasts on the LearnEnglish website. Also try the BBC World Service radio station.



## Sample listening questions

Remember that if you'd like to hear a question for a second time, just click on the Play button (▶). The system will not allow you to listen more than twice.

### Listening part 1: Information recognition

You listen to a short monologue or dialogue and identify specific information such as a phone number, a time, or a place.

Sumatah tells her friend about an art club. When does the club meet?

Tuesday.

Thursday.

Saturday.



**Listening part 2: Information matching**

You listen to four different people and match the person to the information.



Four people are describing their plans for the future. Complete the sentences below.

Speaker A wants to



Speaker B wants to



Speaker C wants to



Speaker D wants to



- go to college
- work in a different country
- start a business
- have children
- write a book
- travel the world



### Listening part 3: Opinion matching

You listen to short conversations with two speakers to identify the attitude of the speaker, their intention or opinion.

Listen to two parents discussing the issue of children's health. Read the statements below and decide who expresses which opinion, the man, the woman, or both the man and the woman. You can listen to the discussion twice.

1. Parents should better manage their children's diets. ▼
2. Parents should support their child's interest in sport. ▼
3. Quiet time can promote children's concentration abilities. ▼
4. Excessive sleep can be bad for young people. ▲

Man
Woman
Both

### Listening part 4: Monologue comprehension

You listen to a monologue to identify the attitude of the speaker, their intention or opinion.



Listen to a city planner talk at a press conference about a new transport plan and answer the questions below.

What is his opinion of the plan overall?

- It is very similar to previous community projects in the same area.
- It was prepared without proper consultation with the community.
- It does not represent the opinions of the whole community.

What is his opinion of the role of the media?

- He is critical of the media's reporting of the plan.
- He is surprised by the media's interest in the plan.
- He is confused by the media's reaction to the plan.



# Aptis writing test

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There are four parts to the writing test. You will interact in a social media-type written conversation and write emails. All writing tasks are marked by an examiner.

Make sure you fully understand the questions. Plan what you are going to write and then edit your writing before clicking to the next question.

The most common mistakes include:

- not answering the questions (going off-topic)
  - read the question and understand what you need to do
- writing too much but with poor grammar, spelling and punctuation
  - keep to the word count and focus on accuracy
- not using a variety of sentence structures
- not writing in sentences or paragraphs
- using SMS spelling.

The total time allowed for the writing test is 50 minutes. The timings for each section below are recommendations only.



Part	Description	Preparation
<b>Word-level writing</b> Part 1	In the first part you have joined a club, course or activity and must answer a series of five text messages from other members of the club, course or activity. There is no extended writing in this part (no sentence writing), just individual words.  If you are targeting a very high score, you should spend no more than three (3) minutes on this part.	The focus is on communication (this means spelling, capitalisation and grammar will not be considered by the markers).
<b>Short text writing</b> Part 2	This part is about form filling. In this part, you need to write in sentences.  If you are targeting a very high score, you should spend no more than seven (7) minutes on this part.	You are asked to write 20–30 words. The focus is on writing sentences that are on-topic and have accurate grammar, punctuation and spelling.  A common error is to write more than 30 words and as a result, make a lot of mistakes. Keep to the word limit and focus on accuracy.
<b>Three written parts of text, all of which require responses</b> Part 3	In this part you will have a social network-type interaction. You will receive three questions and need to respond.  If you are targeting a very high score, you should spend no more than ten (10) minutes on this part.	Answer all three questions and don't go off-topic.  Focus on accurate spelling and punctuation and write sentences that link together and make sense.  Keep to the word count of 30–40 words per answer.



Part	Description	Preparation
<b>Formal and informal writing</b> Part 4	<p>This part requires that you write two emails:</p> <ol style="list-style-type: none"><li>1) an informal email to a friend; and</li><li>2) a more formal email to an unknown person.</li></ol> <p>Both emails are in reaction to information about a change. You should spend all of your remaining time on this part (around 30 minutes).</p>	<p>Keep to the word count of 40–50 words for the first email and 120–150 words for the second email.</p> <p>Make sure your emails are written for different people. The first email should clearly be an informal email to a friend or close family member, while the second should clearly be a formal email to a company.</p> <p>You are also assessed on how accurately you write and your flexibility with English language, so check your writing and use a wide range of vocabulary, grammar and cohesive devices.</p>



## Sample writing questions

### Writing part 1: Word-level writing

You need to write five pieces of information. This part is not worth many marks so don't spend too much time on it.

You want to join a travel club. You have 5 messages from a member of the club.  
Write short answers (1-5 words) to each message.

Example	How are you?	<input type="text" value="I'm fine, thanks."/>
What do you usually do in the morning?		<input type="text"/>
What is your favourite place?		<input type="text"/>
What is your favourite animal?		<input type="text"/>
What is the weather like today?		<input type="text"/>
What is your favourite time of year?		<input type="text"/>

Here is the marking scale:

#### Areas assessed: Task fulfilment and communicative competence

- 3. (above A1)** Fully intelligible responses for all five questions. Test-taker completely achieves the task.
- 2. A1.2** Three or four of the responses are intelligible. Errors impede understanding in one or two responses.
- 1. A1.1** One or two of the responses are intelligible. Errors impede understanding in two or three responses.
- 0. A0** No intelligible responses.



### Writing part 2: Short text writing

There may be one or two questions. The areas assessed are how completely and relevantly you have answered the question, grammatical range and accuracy, punctuation, vocabulary range and accuracy, and cohesion.

You are a new member of a travel club. Fill in the form. Write in sentences.

Use 20-30 words. You have 7 minutes in total.

Aptis Travel Club

Please tell us why you are interested in travel.

0 words



Here is the marking scale:

**Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, punctuation, vocabulary range and accuracy, cohesion.**

**5. B1 (or above)** Likely to be above A2 level.

**4. A2.2**

- On topic.
- Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response.
- Mostly accurate punctuation and spelling.
- Vocabulary is sufficient to respond to the question(s).
- Some attempts at using simple connectors and cohesive devices to link sentences.

**3. A2.1**

- On topic.
- Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors impede understanding in parts of the response.
- Punctuation and spelling mistakes are noticeable.
- Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable.
- Response is a list of sentences with no use of connectors or cohesive devices to link sentences.

**2. A1.2**

- Not fully on topic.
- Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.
- Little or no use of accurate punctuation. Spelling mistakes common.
- Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s).
- No use of cohesion.

**1. A1.1**

- Response limited to a few words or phrases.
- Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.

**0. A0**

No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).



**Writing part 3: Three written parts of text, all of which require responses**

In part 3, you will answer three social media-type questions.

You are a member of a travel club. You are talking to three other members in the travel club chat room. Talk to them using sentences.

Use 30 to 40 words per answer. You have 10 minutes in total. Answer all three questions.

**Sam:** Hi! Welcome to the club. Can you remember the first time you went on a journey by yourself? What was it like?

0 words

**Miguel:** Welcome! What are the most interesting places to visit in your country?

0 words

**Michelle:** What is the most exciting journey you've been on?

0 words



Here is the marking scale:

**Areas assessed: task fulfilment / topic relevance, punctuation, grammatical range and accuracy, vocabulary range and accuracy, cohesion.**

**5. B2 (or above)** Likely to be above the B1 level.

**4. B1.2**

Responses to all three questions are on topic and show the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Punctuation and spelling mostly accurate. Errors do not impede understanding.
- Vocabulary is sufficient to respond to the questions.
- Uses simple cohesive devices to organise responses as a linear sequence of sentences.

**3. B1.1**

Responses to two questions are on topic and show the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Punctuation and spelling mostly accurate. Errors do not impede understanding.
- Vocabulary is sufficient to respond to the questions.
- Uses simple cohesive devices to organise responses as a linear sequence of sentences.

**2. A2.2**

Responses to at least two questions are on topic and show the following features:

- Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.
- Punctuation and spelling mistakes are noticeable.
- Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.
- Responses are lists of sentences and not organised as cohesive texts.

**1. A2.1**

Response to one question is on topic and shows the following features:

- Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.
- Punctuation and spelling mistakes are noticeable.
- Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.
- Responses are lists of sentences and not organised as cohesive texts.

**0**

Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).



### Writing part 4: Formal and informal writing

The areas assessed are task fulfilment and register, grammatical range and accuracy, vocabulary range and accuracy, and cohesion.

You are a member of a travel club. You received this e-mail from the club.

Dear Member,

We are writing to tell you that the famous travel writer Mr David Price will unfortunately not be able to attend our next club meeting. Although Mr Price will not be there to sign copies of his new book *Around The World In Eighty Ways*, members of the club will be able to buy a copy at the price of twenty five pounds. If you would like to reserve a copy of the book, please contact the club secretary.

**Write an e-mail to your friend. Write about your feelings and what you think the club should do about the situation.**

**Write about 50 words. You have 10 minutes.**

0 words

**Write an e-mail to the president of the club. Write about your feelings and what you think the club should do about the situation.**

**Write 120-150 words. You have 20 minutes.**

0 words

### Register

'Register' means the different ways language is used in different situations, depending on the relationships between the speaker and listener, or the author and the intended reader. This is an important part of language use. For example, your language choices will be different when you're writing to a new business partner and when you're writing to a friend.

To be successful in part 4, you need to show that you can write in both casual and formal registers. The first section of part 4 asks you to write in an intimate or casual register (one used among family members and close friends). The second part asks you to write in a formal register (one used between strangers or in a business setting).



Here is the marking scale:

**Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, punctuation, fluency and cohesion.**

<b>6. C2</b>	Likely to be above C1 level.
<b>5. C1</b>	<p>Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Response on topic and task fulfilled in terms of appropriateness of register. Two clearly different registers.</li> <li>• Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding.</li> <li>• Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.</li> <li>• A range of cohesive devices is used to clearly indicate the links between ideas.</li> </ul>
<b>4. B2.2</b>	<p>Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Minor errors in punctuation and spelling occur but do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>3. B2.1</b>	<p>Response partially on topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Minor errors in punctuation and spelling occur but do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>



**2. B1.2**

Response partially on topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response.

Response shows the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Punctuation and spelling is mostly accurate. Errors do not impede understanding.
- Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**1. B1.1**

Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Punctuation and spelling is mostly accurate. Errors do not impede understanding.
- Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**0. A1/A2**

Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).



# Aptis speaking test

For each question, you are given a maximum amount of time to speak, but you can end the recording early by clicking on a stop button. Please make sure you fully respond to the question before you stop the recording.

The most common reasons people receive lower scores than they expect include:

- not doing a proper sound check (details on how to do this are shown below)
- not speaking clearly
- not answering the questions
- giving under-length answers – not using the full amount of time to speak
- overusing words such as 'and' and 'so'
- speaking in simple sentence lists
- not using a variety of sentence structures.

Before the Speaking test begins, you'll be asked to check your microphone.

Before we get started, let's test your microphone.

It's important to make sure we can hear you clearly so we can mark your response.



Start Check



<b>Part</b>	<b>Description</b>	<b>Preparation</b>
<b>Personal information</b> Part 1	In this part, you are asked to answer three questions on personal topics. You are expected to talk for 30 seconds per question.	It's a good idea to practice introducing yourself and talking about your personal experiences. Think about how you can talk about familiar topics (e.g. holidays, weekend activities, sports) and practise giving general information about those topics.
<b>Describe, express opinion and provide reasons and explanations</b> Part 2	In this part you are asked to describe a photograph and then answer two questions related to the topic illustrated in the photo. The three questions increase in complexity (from description to opinion). You are expected to talk for 45 seconds per question.	You should try to be fluent and spontaneous, showing little sign of effort. Make sure you answer all three questions.
<b>Describe, compare and provide reasons and explanations</b> Part 3	In this part you are asked to compare two pictures and then answer two questions related to the topic. The three questions increase in complexity (from description to speculation). You are expected to talk for 45 seconds for each question.	To prepare for this task, practise comparing two different things (e.g. two cities or two houses). Focus on describing their advantages and disadvantages.  To achieve a very high score in this part, it's important to make sure you are using correct grammatical structures when you speculate.



Part	Description	Preparation
<b>Discuss personal experience and opinion on an abstract topic</b> Part 4	<p>In the final part, you will see a picture and be asked three questions about an abstract topic.</p> <p>You are given one (1) minute to prepare an answer and in this time, you can take notes. You are expected to talk for two (2) minutes.</p>	<p>A common error is to describe the photo. You will not receive a high score if you describe the photo. The questions are more abstract (e.g. how you feel about something).</p> <p>Another common error is to go off-topic. Focus on answering each question in clear, smoothly flowing, well-structured speech.</p> <p>To prepare for this part, it is a good idea to practise speaking for two minutes on an abstract topic (e.g. How do you feel about _____?).</p> <p>Make sure you practise using your planning time to structure what you are going to say.</p>



### Speaking part 1: Personal information

In this part, you answer some questions about yourself. Listen to the instructions and speak clearly into your microphone when you hear the signal.

Each part of the test will appear automatically. You can stop recording your response before the timer runs out by tapping on the stop button, but we recommend that you try to speak for the full time available to maximise your score.

**Part One.** In this part I'm going to ask you three short questions about yourself and your interests. You will have 30 seconds to reply to each question. Begin speaking when you hear this sound.



When the time to record comes, the timer begins. This tells you the amount of time you have been recording for (in the screen shot below, the timer shows that it has been recording for 25 seconds).

Please tell me about your family.



As each new question appears, the same procedure is followed.

---

What do you like doing in your free time?

  
Click to Finish Answering Early 

---

What's the weather like today?



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You have now completed this part

77 %

Uploading your answer for marking...

Please do not close this page until the answer has finished uploading.



The areas assessed in this part of the Speaking test are how completely and relevantly you have answered the question, grammatical range and accuracy, vocabulary range and accuracy, pronunciation and fluency.

Here is the marking scale:

**Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency.**

**5. B1 (or above)** Likely to be above A2 level.

**4. A2.2**

Responses to all **three** questions are on topic and show the following features:

- Some simple grammatical structures used correctly but basic mistakes systematically occur.
- Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable.
- Mispronunciations are noticeable and frequently place a strain on the listener.
- Frequent pausing, false starts and reformulations but meaning is still clear.

**3. A2.1**

Responses to **two** questions are on topic and show the following features:

- Some simple grammatical structures used correctly but basic mistakes systematically occur.
- Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable.
- Mispronunciations are noticeable and frequently place a strain on the listener.
- Frequent pausing, false starts and reformulations but meaning is still clear.

**2. A1.2**

Responses to at least **two** questions are on topic and show the following features:

- Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.
- Vocabulary is limited to very basic words related to personal information.
- Pronunciation is mostly unintelligible except for isolated words.
- Frequent pausing, false starts and reformulations impede understanding.



**1. A1.1**

Response to **one** question is on topic and shows the following features:

- Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.
- Vocabulary is limited to very basic words related to personal information.
- Pronunciation is mostly unintelligible except for isolated words.
- Frequent pausing, false starts and reformulations impede understanding.

**0. A0**

No meaningful language or all responses are completely off-topic  
(e.g. memorised script, guessing).



### Speaking part 2: Describe, express opinion and provide reasons and explanation

In this part, you will see a photo and answer three questions. You have 45 seconds to respond to each question.

**Part Two.** In this part I'm going to ask you to describe a picture. Then I will ask you two questions about it. You will have 45 seconds for each response. Begin speaking when you hear this sound.



Describe this picture.



Tell me about a time when you visited a museum.



Do you think people should pay to visit museums, or should they be free?

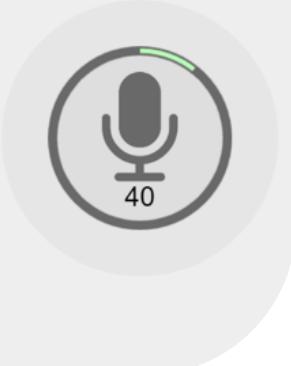
[Click to Finish Answering Early](#)



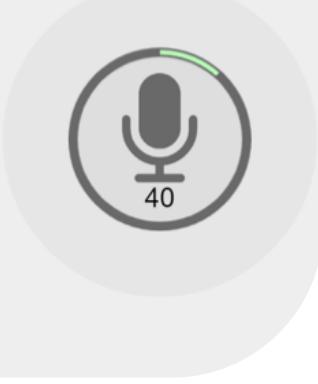
**Speaking part 3: Describe, compare and provide reasons and explanations**

In this part, you will see two photos and answer three questions.

**Part Three.** In this part I'm going to ask you to compare two pictures and I will then ask you two questions about them. You will have 45 seconds for each response. Begin speaking when you hear this sound.



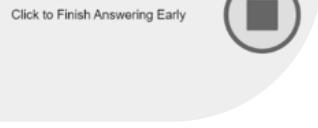
Tell me what you see in the two pictures.



What kind of people play these two sports?



Which of these two sports is more difficult to play? Why?



Click to Finish Answering Early

The areas assessed in parts 2 and 3 of the Speaking test are how completely and relevantly you responded to the question, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

The marking scale is the same for parts 2 and 3.

**Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.**

**5. B2 (or above)** Likely to be above the B1 level.

**4. B1.2**

Responses to all **three** questions are on topic and show the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.
- Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.
- Some pausing, false starts and reformulations.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**3. B1.1**

Responses to **two** questions are on topic and show the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.
- Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.
- Some pausing, false starts and reformulations.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**2. A1.2**

Responses to at least two questions are on topic and show the following features:

- Uses some simple grammatical structures correctly but systematically makes basic mistakes.
- Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.
- Mispronunciations are noticeable and put a strain on the listener.
- Noticeable pausing, false starts and reformulations.
- Cohesion between ideas is limited. Responses tend to be a list of points.



**1. A2.1**

Response to one question is on topic and shows the following features:

- Uses some simple grammatical structures correctly but systematically makes basic mistakes.
- Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.
- Mispronunciations are noticeable and put a strain on the listener.
- Noticeable pausing, false starts and reformulations.
- Cohesion between ideas is limited. Responses tend to be a list of points.

**0**

Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).



**Speaking part 4: Discuss personal experience and opinion on an abstract topic**

In this part, you again need to answer three questions but this time you answer them all in one response.

You have one minute to prepare a structured response. A timer on the screen will show how long you have left. When preparation time is over, the message appears at the bottom 'You now have two minutes to talk'. You should speak until the recording automatically stops after two minutes.



A woman with blonde hair, wearing a blue long-sleeved top, is leaning her head on the back of a wooden bench in an outdoor setting with trees in the background.

Tell me about a time when you were on your own.  
How did you feel about it?  
What are some of the ways of passing the time on your own?



Playing...



A woman with blonde hair, wearing a blue long-sleeved top, is leaning her head on the back of a wooden bench in an outdoor setting with trees in the background.

Tell me about a time when you were on your own.  
How did you feel about it?  
What are some of the ways of passing the time on your own?

**You now have one minute to think about your answers. You can make notes if you wish.**



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A woman with blonde hair, wearing a blue long-sleeved top, is leaning her head on the back of a wooden bench in an outdoor setting with trees in the background.

Tell me about a time when you were on your own.  
How did you feel about it?  
What are some of the ways of passing the time on your own?

**You now have two minutes to talk.**



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During the preparation time, it is important to take notes, as these will help you organise and remember what you want to speak about. Rather than writing out exactly what you want to say, make brief notes and use these to structure your speech.

Here is the marking scale:

**Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.**

<b>6. C2</b>	Likely to be above C1 level.
<b>5. C1</b>	<p>Response addresses all <b>three</b> questions and is well-structured.</p> <ul style="list-style-type: none"> <li>• Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding.</li> <li>• Uses a range of vocabulary to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.</li> <li>• Pronunciation is clearly intelligible.</li> <li>• Backtracking and reformulations do not fully interrupt the flow of speech.</li> <li>• A range of cohesive devices are used to clearly indicate the links between ideas.</li> </ul>
<b>4. B2.2</b>	<p>Responses to all <b>three</b> questions are on topic and show the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.</li> <li>• Some pausing while searching for vocabulary but this does not put a strain on the listener.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>3. B2.1</b>	<p>Responses to <b>two</b> questions are on topic and show the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.</li> <li>• Some pausing while searching for vocabulary but this does not put a strain on the listener.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>



**2. B1.2**

Responses to at least **two** questions are on topic and show the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Limitations in vocabulary make it difficult to deal fully with the task.
- Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.
- Noticeable pausing, false starts, reformulations and repetition.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**1. B1.1**

Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Punctuation and spelling is mostly accurate. Errors do not impede understanding.
- Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**0. A1/A2**

Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).



# Aptis Advanced test

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This section details the different tasks you will find in the Aptis Advanced test. The layout of the test and the components tested are the same as the Aptis General test. The grammar and vocabulary component is also exactly the same, so we will not cover it here. All of the tips that we share in this guide are relevant for both tests and the marking system for the speaking and writing test is also the same.

## Aptis Advanced reading test

In this test you have **60 minutes** to complete the four parts. Three parts are different to those in the Aptis General test.

Part	Description	Preparation
<b>Part 1</b>	In this part, you have four people's opinions on one topic. You need to read all their opinions and then choose who said what for seven questions. You must answer each question.	Make sure you read all four opinions before trying to answer the questions. Remember, the same person can be used for more than one answer.
<b>Part 2</b>	Matching headings  This is the same as the Aptis General test.	
<b>Part 3</b>	This is a short text of around 300 words with missing gaps. You must choose the right word or phrase from the drop-down to complete the gap.	Make sure you read the whole text before trying to answer. This isn't a grammar test so all the options can fit grammatically into the sentence, you need to understand the whole text to choose the right one.
<b>Part 4</b>	You have two short texts on the same topic. You need to fill in the blank with the appropriate phrase.	You need to read both texts before answering as all of the options are grammatically possible, so you can only choose the right one if you have read both texts.



### Aptis Advanced listening test

The Advanced listening test has four parts: one part is the same as the Aptis General test and three parts are different. These parts are aimed at the higher levels so there are more things you need to do in each part. You have **30 minutes** to complete the four parts.

Part	Description	Preparation
<b>Part 1</b>	This part is the same as the Aptis General test. You will listen to five short recordings of monologues or dialogues and answer one question for each recording.	Please refer to our previous listening tips for websites and ideas.
<b>Part 2</b>	In this part, you will listen to three recordings of monologues or dialogues and you will have to answer two questions for each recording.	Use the fact that you can listen twice to your advantage here. Read through the questions before you listen and predict what someone might say about these things. Then, on your first listen, select your answers and listen a second time to confirm.
<b>Part 3</b>	In this part, you will hear a discussion between a man and a woman. On the screen you will see a number of opinions. You will need to identify who expresses which opinion: the man, the woman, or both the man and the woman. You will only hear this once and you have 20 seconds to read through the options.	Use your time wisely. Read the options and make notes on what you think you should listen for (e.g. numbers, synonyms).
<b>Part 4</b>	In this part, you will hear two separate monologues. You will need to select the correct answers from a table. You will only hear each monologue once. You have 20 seconds to read the options in the table.	Make sure you use the time to read through all the options. Use this time to predict what kind of words you expect them to mention around these opinions, so you can listen out for hints.



### Aptis Advanced writing test

In the Aptis Advanced writing test, you have **45 minutes** to complete three parts.

Part	Description	Preparation
<b>Three written parts of text, all of which require responses</b> Part 1	In this part, you will have a social network-type interaction. You will receive three questions and need to respond. This is the same task as the Aptis General test part 3.	Make sure you correctly answer all three questions and don't go off-topic. Focus on accurate spelling and punctuation and write text that is cohesive and coherent. Keep to the word count of 30–40 words per answer.
<b>Email response</b> Part 2	In this part, you will read an email from an authority. You need to respond to the email in 120–150 words, using the notes provided, expressing how you feel about the situation.	Make sure you are on-topic and that you use the appropriate register for the situation (see the Aptis writing test for information about correct use of register).
<b>Article for website publication</b> Part 3	In this part, you will write an article for a website that is both informative and interesting. Notes about the topic are provided and you need to use the information to help write the article. The article needs to be between 180–220 words.	Try to make your article informative and interesting and use original text (i.e. don't just copy the notes).



## Aptis Advanced writing – assessment and marking scale

The areas assessed are task fulfilment, register, grammatical range and accuracy, vocabulary range and accuracy, punctuation and spelling, and cohesion.

### 6. C2

Response fully on-topic and appropriate register used. Response shows the following features:

- Range of complex grammar constructions used accurately. No grammar errors occur.
- Range of vocabulary used. No awkward or inappropriate lexical choices.
- No more than two minor punctuation or spelling errors occur.
- Range of cohesive devices used to clearly indicate the links between ideas.

### 5. C1

Response fully on-topic and appropriate register used. Response shows the following features:

- Range of complex grammar constructions used accurately. Minor grammar errors occur.
- Range of vocabulary used. Some awkward or slightly inappropriate lexical choices.
- Minor errors in punctuation and spelling occur.
- Range of cohesive devices used to clearly indicate the links between ideas.

### 4. B2.2

Response fully on-topic and appropriate register used. Response shows the following features:

- Some complex grammar constructions used accurately. Errors do not impede understanding.
- Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede understanding.
- Punctuation and spelling errors do not impede understanding.
- Limited number of cohesive devices are used to indicate the links between ideas.

### 3. B2.1

Response partially on-topic and/or appropriate register partially used. Response shows the following features:

- Some complex grammar constructions used accurately. Errors do not impede understanding.
- Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede understanding.
- Punctuation and spelling errors do not impede understanding.
- Limited number of cohesive devices are used to indicate the links between ideas.



**2. B1.2**

Response partially on-topic and/or appropriate register partially used. Response shows the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.
- Punctuation and spelling errors do not impede understanding.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**1. B1.1**

Response not on-topic and/or task not fulfilled in terms of appropriateness of register. Response shows the following features:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.
- Punctuation and spelling errors do not impede understanding.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**0. A1/ A2**

Performance below B1, or no meaningful language or the response is completely off-topic (e.g. memorised script, guessing).



### Aptis Advanced speaking test

The Advanced speaking test has three parts. Part 1 is the same as the Aptis General speaking test part 3. Part 2 is the same as the Aptis General speaking test part 4. Part 3 is a short presentation.

The duration of the Aptis Advanced speaking test is **10 minutes**.

Part	Description	Preparation
<b>Describe, compare and provide reasons and explanations</b> Part 1	In this part, you are asked to compare two pictures and then answer two questions related to the topic.  The three questions increase in complexity (from description to speculation).  You are expected to talk for 45 seconds for each question. This is the same as the Aptis speaking test part 3.	To prepare for this part, it is a good idea to practise comparing two different things (e.g. two cities or two houses). Focus on describing their advantages and disadvantages.  With speculation, it is important to make sure you are using the correct grammatical structures.
<b>Discuss personal experience and opinion in relation to an abstract topic</b> Part 2	In this part, you will be asked three questions about an abstract topic. You are given one minute to prepare an answer and can take notes.  You are expected to talk for two minutes.  This is the same as the Aptis speaking test part 4 but there is no picture.	A common error is to go off topic. Focus on answering each question in a clear, smoothly flowing, well-structured speech.  To prepare for this part it is a good idea to practise speaking for two minutes on an abstract topic (e.g. How do you feel about _____?).  Make sure you practise using your planning time wisely to structure what you are going to say.
<b>Presentation</b> Part 3	In this part, you need to speak on a topic for one and a half minutes. You will have one minute to prepare.  After your presentation, you will be asked an additional question about the topic and asked to speak for 45 seconds.  There is no preparation time for this additional question.	Structure your presentation and make sure you provide both sides of the argument.  Try to act like you are speaking to an audience or a group.



### Aptis Advanced speaking – assessment and marking criteria

The areas assessed are task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

#### 6. C2

- Presentation is convincingly presented and well-structured, highlighting and expanding on points from each section.
- The follow-up question response is well-structured. There is a clear and coherent response.
- Uses a range of complex grammar constructions accurately. Some very minor errors occur but do not impede understanding.
- Uses a range of vocabulary to discuss the topic required by the task. No awkward usage or inappropriate lexical choices.
- Pronunciation is clearly intelligible.
- Backtracking and reformulations do not interrupt the flow of speech.
- A range of cohesive devices are used to clearly indicate the links between ideas.

#### 5. C1

- Presentation is clear, highlighting points from each section. Gives reasons in support of or against particular points of view.
- The follow-up question response is coherent.
- Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding.
- Uses a range of vocabulary to discuss the topic in the poster in his/her own words. Some awkward usage or slightly inappropriate lexical choices.
- Pronunciation is clearly intelligible.
- Backtracking and reformulations do not fully interrupt the flow of speech.
- A range of cohesive devices are used to clearly indicate the links between ideas.

#### 4. B2.2

- Response addresses points from each section, the follow-up question is on-topic and the response shows the features associated with B2 spoken production.



**3. B2.1**

Response does not address points from both sections, the follow-up question is on-topic and the response shows the features associated with B2 spoken production.

Features associated with B2 spoken production:

- Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.
- Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.
- Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.
- Some pausing while searching for vocabulary, but this does not put a strain on the listener.
- A limited number of cohesive devices are used to indicate the links between ideas.

**2. B1.2**

The candidate is unable to construct a coherent and sustained response, is heavily dependent on the input prompts and is not able to address the follow-up question. The response shows the features associated with B1 spoken production.

**1. B1.1**

The candidate is unable to construct a coherent and sustained response, reads directly from the prompts and is not able to address the follow-up question. The response shows the features associated with B1 spoken production.

Features associated with B1 spoken production:

- Control of simple grammatical structures. Errors occur when attempting complex structures.
- Limitations in vocabulary make it difficult to deal fully with the task.
- Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.
- Noticeable pausing, false starts, reformulations and repetition.
- Uses only simple cohesive devices. Links between ideas are not always clearly indicated.

**0. A1/ A2**

Performance not sufficient for B1, or no meaningful language, or the responses are completely off-topic (memorised or guessing).



# How to take the online test

When you start every Aptis General test, the introductory screen looks like this:

Welcome to the Aptis Grammar and Vocabulary Test.

The test consists of two sections:

Grammar: 25 questions

Vocabulary: 25 questions

Total Time: 25 minutes

When you click on the start button, the test will begin.

On screen, the questions will appear like this:

In those days, my father \_\_\_\_ never eat dinner after eight o'clock.



will



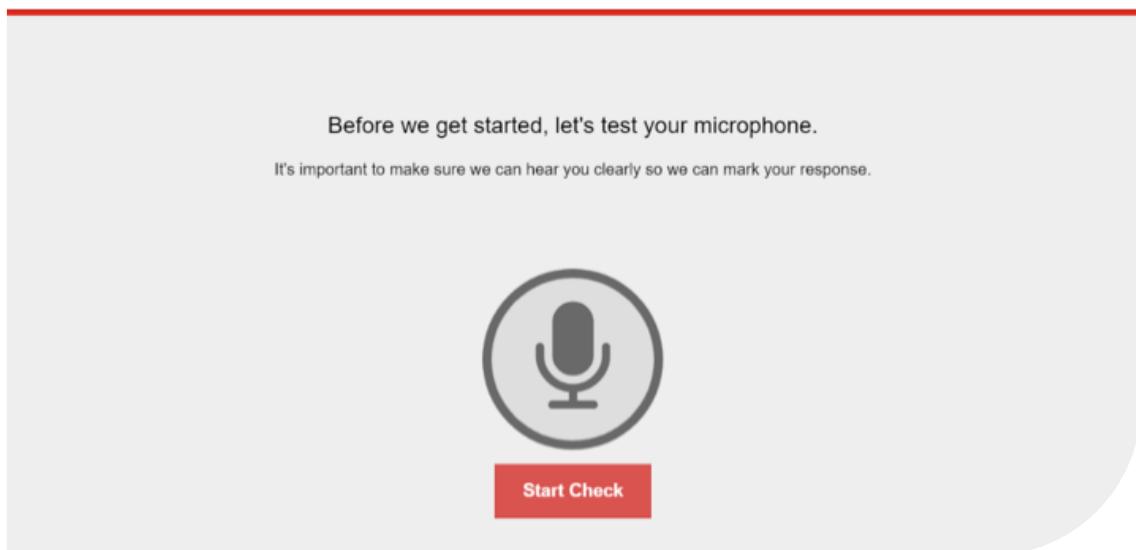
used to



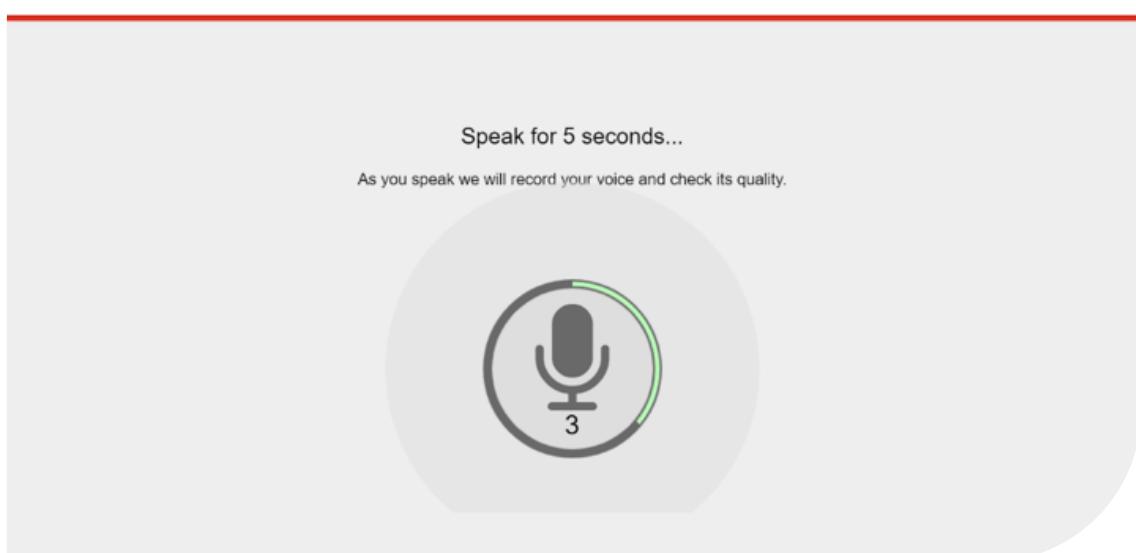
would

### Speaking test voice recording

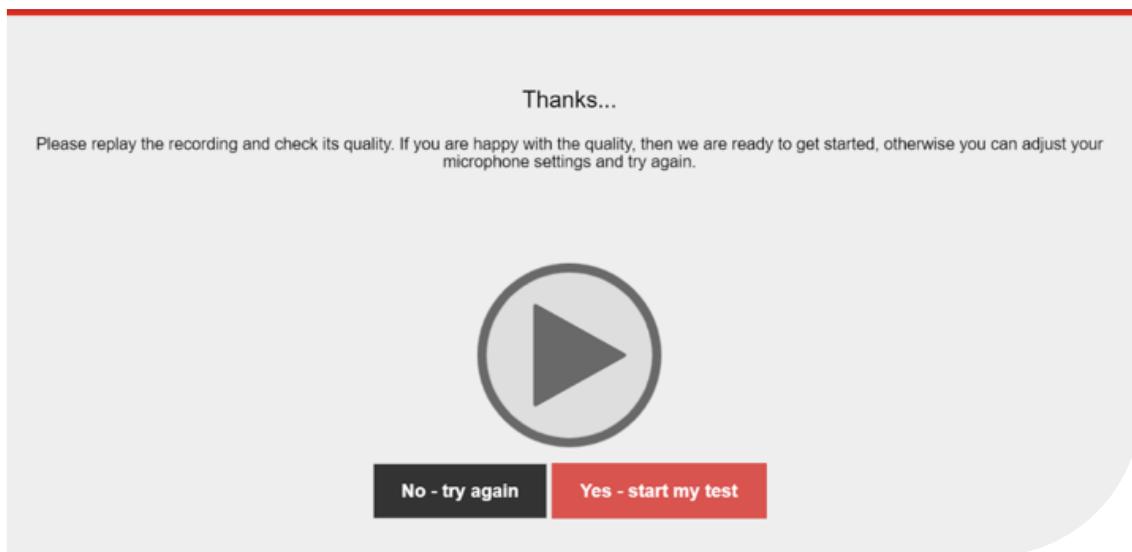
Make sure your test is taken in a quiet room. The following screen will appear. This allows you to check the sound recording system on your computer.



Once you click **Start Check**, the screen below appears. You will now need to record a sample of speech.



When you have finished your recording, the following screen appears. You can replay the recorded sound. If you can hear it properly, click on **Yes** (start my test), if not click on **No** (try again).



During the microphone check, make sure you say a whole sentence and not just one or two words. Assessing the quality of the microphone needs more than a few words.

# Aptis for all

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The British Council is committed to promoting equality, diversity and inclusion in English language testing. We believe that the Aptis tests should be accessible to anyone who wants to take them. We also believe that each person should have the opportunity to perform to the best of his or her ability on the Aptis tests.

If you have a disability and believe that Aptis is not accessible to you, or believe that the form of the test will not allow you to show your true level of English, please contact your local British Council centre to talk about the ways in which the test can be modified for your needs. We can make adjustments such as providing pen and paper tests, face-to-face tests, Braille and large font tests, adjusting timing, and a range of other modifications.

Please discuss it with us to ensure that we can support you with a test which is both fair to you and maintains the high standards and reliability of Aptis.



# Final checklist

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We hope these notes will help you prepare for your Aptis test. Here's a checklist to make sure you're fully prepared.

○ **Review the different grammar parts:**

<https://www.teachingenglish.org.uk/article/british-council-equals-core-inventory-general-english>

○ **Visit the LearnEnglish website to prepare for the grammar and vocabulary test:**

<http://learnenglish.britishcouncil.org/en>

○ **Practise your English skills at every opportunity:**

Listen to English radio, watch English-language television and films and read the graded readers (e.g. Cambridge, Penguin, Macmillan and Headway).

○ **Read the tips in this booklet on how to prepare for each test.**

# Useful web resources

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○ **British Council | EAQUALS Core Inventory for General English:**

<http://englishagenda.britishcouncil.org/continuing-professional-development/cpd-teachers-trainers/british-council-equals-core-inventory-general-english>

○ **LearnEnglish Grammar:**

<http://learnenglish.britishcouncil.org/grammar>

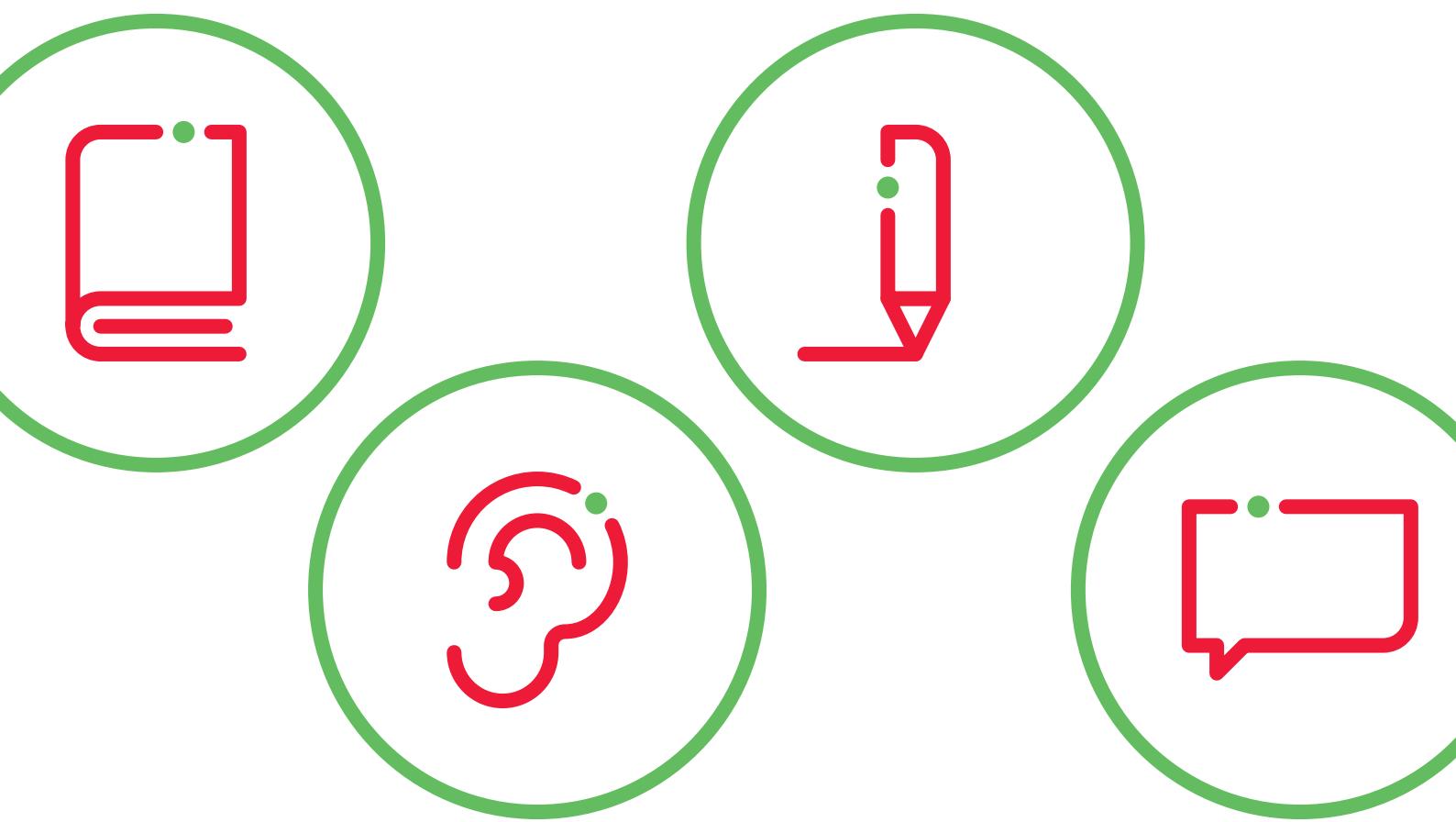
○ **LearnEnglish Vocabulary:**

<http://learnenglish.britishcouncil.org/vocabulary>

# More information

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○ [www.britishcouncil.org/aptis](http://www.britishcouncil.org/aptis)



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