

Aptis
Teachers

Candidate Guide

February 2021



Introducing the Aptis test

Aptis is an innovative global English assessment tool from the British Council taken on a computer. 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 do not 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.

The purpose of this guide is to help you prepare for the Aptis for Teachers 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 practice for the test and information on how the test is marked. There is also a section at the end for available accommodations that can be made for test takers with special needs.



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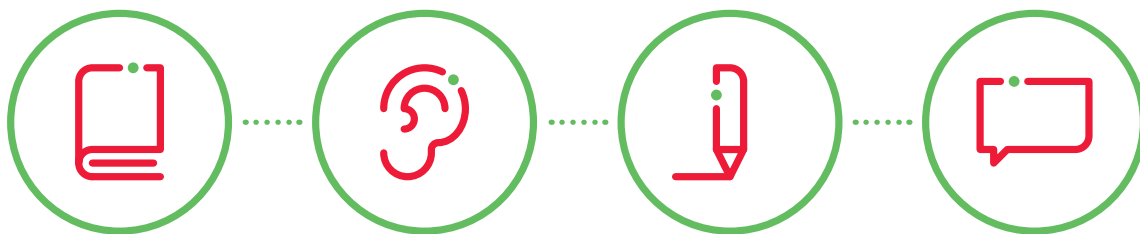
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Test structure

Aptis for Teachers 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 for Teachers test structure

Test	Test design	Activity	Format
Core 25 minutes	Part 1 Grammar	Sentence completion.	3-option multiple choice
	Part 2 Vocabulary	Word matching (similar meaning). Match words to definitions. Sentence completion. Word pairs or word combinations (words commonly used together).	Sets of 5 target words with 10 options
Reading 35 minutes	Part 1 Sentence comprehension	Choose words to complete sentences.	3-option multiple choice
	Part 2 Text cohesion	Put sentences into the correct order to make a story.	7 sentences jumbled up
	Part 3 Short text comprehension	Complete a gapped text by selecting words from a list provided.	7 gaps with a list of 10 words
	Part 4 Long text comprehension	Match headings to paragraphs.	7 paragraphs and 8 headings
Listening approx- imately 55 minutes	Part 1 Word and number recognition	Listen to a phone message to identify specific information.	4-option multiple choice.
	Part 2 Identifying specific information	Listen to monologues or conversation and identify specific information.	4-option multiple choice.
	Part 3 Inference	Listen to monologues and conversations and identify the attitude, opinion or intention.	4-option multiple choice.

Test	Test design	Activity	Format	
Writing 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
Speaking 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

Aptis for Teachers core test (grammar and vocabulary)

The core test is the same as for Aptis General. 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
Grammar 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: https://www.teachingenglish.org.uk/article/british-council-eaquals-core-inventory-general-english</p> <p>One great way to prepare for the grammar test is to use the British Council's LearnEnglish Grammar App: https://learnenglish.britishcouncil.org/grammar</p>
Vocabulary Part 2	<p>In this part of the test, you have 25 questions. These are presented in sets of five.</p> <p>There are a number of question types:</p> <p>Word matching: find a word with a meaning similar to the target word.</p> <p>Word definition: match a definition to the correct word.</p> <p>Word usage: complete a sentence by choosing the correct word.</p> <p>Word pairs or word combinations: these are usually the most difficult questions, as you need to know what word (from a list) is most commonly found with the target word (e.g. birthday card is common 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. https://learnenglish.britishcouncil.org/vocabulary</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

The first question type tests your ability to match words with similar meanings from a list of options. You need to 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 for their holidays these days.

Drivers need to remain when in charge of a car.

The city has many and interesting buildings.

She's a highly person who explains things clearly.

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

There is a final question type that 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: big +

aerobics +

agriculture +

aisle +

apron +

atom +

Aptis for Teachers reading test

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

Part	Description	Preparation
<p>Sentence comprehension Part 1</p>	<p>In this part, you need to choose a word (choice of three) to complete the sentence. There are five sentences to complete. Each sentence in the text is free-standing which means that it is not necessary to understand all of the sentences to complete individual sentences.</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 fully and the options before trying to answer this question.</p> <p>The best way to become a better reader is to practise. A number of publishers produce graded readers that might be of use. For example, try:</p> <ul style="list-style-type: none"> • Cambridge Bookworms Starter / Stage 1 • Cambridge Readers – Level 1 • Penguin Readers – Level 1 • Macmillan Readers – Starter / Beginner • Headway Skills series.
<p>Text cohesion Part 2</p>	<p>In this part you will see seven sentences. They belong to a single text that has been jumbled up. There is only one way that the sentences go together to form the story and your task is to click on the sentences and drag them to the correct position in the story.</p> <p>This part assesses your knowledge of the cohesion of a text. You are looking for clues in each sentence that show how it links to other sentences.</p>	<p>Read all of the sentences carefully first. Then, decide on the order (the first sentence is identified for you).</p> <p>Appropriate readers for this level are:</p> <ul style="list-style-type: none"> • Cambridge Bookworms Stage 1 and 2 • Cambridge Readers – Level 2 • Penguin Readers – Level 3 • Macmillan Readers – Elementary.



Part	Description	Preparation
<p>Short text comprehension Part 3</p>	<p>In this part you will need to read a text (about 150 words). The task is to complete the text by selecting the appropriate words (from a list) to fill in the gaps. To complete all of the text you need to understand more than just a sentence.</p> <p>This part tests your ability to read and understand short texts.</p>	<p>Read over the whole text before attempting the questions.</p> <p>Appropriate readers for this level are:</p> <ul style="list-style-type: none"> • Cambridge Bookworms Stage 2 and 3 • Cambridge Readers – Level 3, 4 and 5 • Penguin Readers – Level 4 • Macmillan Readers –Pre Intermediate.
<p>Long text comprehension Part 4</p>	<p>This part consists of a long text (about 750 words) with a series of headings. The task is to match the headings to paragraphs in the text (there are seven to be done). 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. In addition, 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 main text carefully but as quickly as you can. 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"> • Cambridge Bookworms Stage 4, 5 and 6 • Cambridge Readers – Level 4, 5 and 6 • Penguin Readers – Level 5 and 6 • Macmillan Readers – Intermediate and Upper Intermediate.



Sample reading questions

Reading part 1: Sentence comprehension

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

Read the message from James to his friend Paula. Choose one word from the list for each gap. The first one is done for you.

Hi Paula,

Thanks for your letter.

I'm happy in my new

The city is safe, and cheap.

I had my first yesterday.

I enjoyed studying with students.

Today we are learning some new

All the best,

James



Reading part 2: Text cohesion

In the second part, you must sort the sentences into the correct order to make a story. Do this by clicking on a sentence and dragging it to its correct position.

Order the sentences below to make a story. The first one is done for you.

My First Day At School

Before my first day, I was quite scared of my new school.

In the morning break we ran around the playground with some other children.

Finally, the bell went and it was time to go home.

He asked me to sit next to a boy who became my best friend.

After lunch we did mathematics and I realised it was my favourite subject.

Mr Jones looked very kind and friendly and I decided that I liked him.

When I arrived at the school gate, my new teacher was waiting for us.



Reading part 3: Short text comprehension

In the third part, you must select the right word for each gap in the text. There are ten words to choose from, and seven gaps to fill. You can fill the gaps by dragging the words from the bottom of the screen into the empty boxes.

If you change your mind, that's not a problem as you can move the words around until you make your final decision.

Read the text and complete each gap with a word from the list at the bottom of the page.

Exam Mix Up

How would you react if you that you had studied the wrong book for an important test? It is every student's worst nightmare, but it actually to a group of seventeen-year-olds in England. Their teacher the bad news to the class with the exam almost imminent. The book they had closely analysed during the eight months was no longer on the school curriculum. All the hard work they had done on the text was for nothing as there would be no about it in the exam. The teacher had barely enough time to prepare the candidates with the correct book, and it was an extremely period. With the exam looming, the students became nervous as many were depending on good grades for university. The teacher admitted it was a/an mix-up, but was confident that her pupils would perform well on the day.

questions increasingly broke early happened unfortunate absolutely previous spread stressful



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.

Handwriting

0. Are handwriting skills getting worse?

0. Educators and the older generation often criticise the disgraceful spelling and sloppy handwriting of children and teenagers. Many blame the rise of new communication technology for the decline in handwriting skills. Aside from technology, however, it might also be as a result of less attention being paid to script writing in the education system.

1. Do people in the modern world write much by hand these days? Should children still be trained in skilful letter formation – even if there isn't a regular need to put pen to paper when they enter society? It is apparent that in modern countries today technological communication dominates. Teenagers use mobile phones to send text messages to classmates. Professionals in the business world correspond by email. Signatures are being replaced by security numbers. Increasingly, handwriting is limited to casual, everyday use for personal purposes. Typing is overtaking writing. It is transforming our written correspondence.

2. People used to spend a significant portion of their early education learning how to produce beautifully shaped letters. Many hours were spent copying from the board and tracing the teacher's model handwriting samples for homework. These were rewarded with high scores for 'penmanship'. This term illustrates the idea that handwriting was seen as a craft. Students

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. The heading for paragraph 0 is given as an example.

0. Are handwriting skills getting worse? ▼

1. ▼

2. ▼

3. ▼

4. ▼

5. ▼

6. ▼

7. ▼

Scroll



Aptis for Teachers listening

The listening test has 25 questions. There are a number of things to remember about the listening test:

- All 25 questions use the 4-option multiple choice format.
- Each listening input has a single question.
- You may listen to the question a second time if you want, but you don't have to.
- The three types of questions are described below. In the test, these types of questions may not appear in this sequence.

Part	Description	Preparation
Word and number recognition Part 1	In these questions you listen to a short phone message and you need to identify specific information such as a number (e.g. phone number, time) or a word.	Visit the British Council's LearnEnglish website for lots of very useful activities, tips, Apps and podcasts: http://learnenglish.britishcouncil.org/en The elementary podcasts are useful preparation for these questions.
Identifying specific, factual information Part 2	In these questions you listen to short conversations with two speakers or to a monologue, and you need to identify specific information. For example, what do the people speaking decide to do?	There are quite a few useful practice videos and podcasts on the LearnEnglish website, so that's a very good starting point. In addition, it may be useful to try to listen to as much English as possible (e.g. films, television or radio).
Inference Part 3	In these questions you again listen to short conversations with two speakers or to a monologue. The focus here is not on understanding the meaning of what the speakers are 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. The strategies you need include paying specific attention to intonation and stress when somebody is speaking. Listening to authentic speech such as television soap operas or films is a good way to practise.




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: Word and number recognition

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



Listen to a teacher arranging a meeting with a student. When is the meeting?


The meeting is on ____.

- 1. Monday
- 2. Tuesday
- 3. Thursday
- 4. Saturday



Listening part 2: Identifying specific, factual information

You listen to short dialogues or monologues, and identify specific information.



Listen to two teachers arranging a meeting. Where are they going to meet?

The teachers are going to meet in ____ .

- 1. the office
- 2. the staff room
- 3. a classroom
- 4. the library



Listening part 3: Inference

You listen to dialogues or monologues to identify the attitude of the speaker, their intention or opinion.



A teacher is talking about a new assessment system. What does he think will happen?

He thinks the system will ____ .

- 1. be perfect
- 2. be modified
- 3. be replaced
- 4. not help



Listen to a radio broadcaster reviewing a book. What did she feel about the book?

The speaker feels ____ .

- 1. disappointed
- 2. shocked
- 3. impressed
- 4. intrigued



Aptis for Teachers writing test

There are four parts to the writing test. You will fill in forms, 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 are the following:

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



Part	Description	Preparation
Word-level writing Part 1	<p>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.</p> <p>You should spend no more than three minutes on this part.</p>	<p>In this part, the focus is on communicative competence (i.e. spelling, capitalisation and grammar will not be considered).</p>
Short text writing Part 2	<p>This part is about form filling – this time, you need to write in sentences.</p> <p>You should spend no more than seven minutes on this part.</p>	<p>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.</p> <p>A common error is to write more than 30 words and make too many mistakes. Keep to the word limit and focus on accuracy. Another common error is to write in all capital letters.</p>
Three written parts of text, all of which require responses Part 3	<p>In this part you will have a social network-type interaction. You will receive three questions and need to respond.</p> <p>You should spend no more than ten minutes on this part.</p>	<p>Make sure you correctly answer all three questions and don't go off-topic.</p> <p>Focus on accurate spelling and punctuation and write text that is cohesive and coherent.</p> <p>Keep to the word count of 30-40 words per answer.</p>



Part	Description	Preparation
Formal and informal writing Part 4	<p>This part requires you to respond to some information provided in an email. You write an informal email to a friend, and a more formal email to a person you don't know.</p> <p>You should spend no more than 20 minutes on this part.</p>	<p>For this part, make sure you 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 answers are different. 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 broadly and accurately you can write so 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.

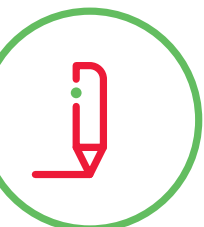
You want to go to a teaching conference. You have 5 messages from another teacher at the conference. Write short answers (1-5 words) to each message. You have 3 minutes.

Example	How are you?	<input type="text" value="I'm fine, thanks"/>
	What is your favourite subject?	<input type="text"/>
	What do you like to do after work?	<input type="text"/>
	What is your favourite hobby?	<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

You may be asked for one or two pieces of information about yourself.

You want to go to a teaching conference. Fill in the form. Write in sentences. Use 20 - 30 words. You have 7 minutes.

Teaching Conference Form

What sort of students do you teach and what subjects do you teach them?

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 responses to questions

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

You are talking to three other teachers at the teaching conference in the conference chat room. Talk to them using sentences. Use 30-40 words for each answer. You have 10 minutes. Answer all three questions.

Teaching Conference Chat Room

A: Why did you decide to come to this conference?

0 words

B: What is the most interesting thing you've seen at the conference so far? Can you tell me about it?

0 words

C: What do you think is the most difficult part of teaching? Why?



Here is the marking scale:

The areas assessed are task fulfilment / topic relevance, punctuation, grammatical range and accuracy, vocabulary range and accuracy 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.
 - 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

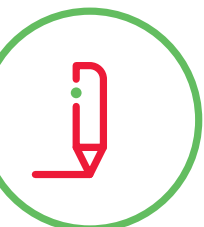
- Responses to at least two questions are on topic and show the following features:
 - Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding.
 - Punctuation and spelling mistakes are noticeable.
 - Vocabulary 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

In this part you will write two emails, each in a different register.

You are attending a teaching conference. You see the following message on the conference notice board:

For reasons beyond our control, today's main session will take place in Room 347 and not in the Main Hall as originally planned. Unfortunately, there is only enough seating for 150 delegates and only those with tickets will be admitted. We apologise for this change.

Write an e-mail to your friend, who is also at the conference. Write about your feelings and what you think about the situation. Write about 50 words. You have 10 minutes.

0 words

Write an e-mail to the organiser of the conference. Write about your feelings and what you think about the situation. Write 120-150 words. You have 20 minutes.

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:

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

6. C2 Likely to be above C1 level.

5. C1 Response shows the following features:

- Response on topic and task fulfilled in terms of appropriateness of register. Two clearly different registers.
- Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding.
- Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices.
- A range of cohesive devices is used to clearly indicate the links between ideas.

4. B2.2 Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features:

- Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.
- Minor errors in punctuation and spelling occur but do not impede understanding.
- Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.
- A limited number of cohesive devices are used to indicate the links between ideas.

3. B2.1 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:

- Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.
- Minor errors in punctuation and spelling occur but do not impede understanding.
- Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.
- A limited number of cohesive devices are used to indicate the links between ideas.



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.

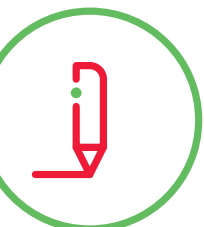
1. B1.1

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).



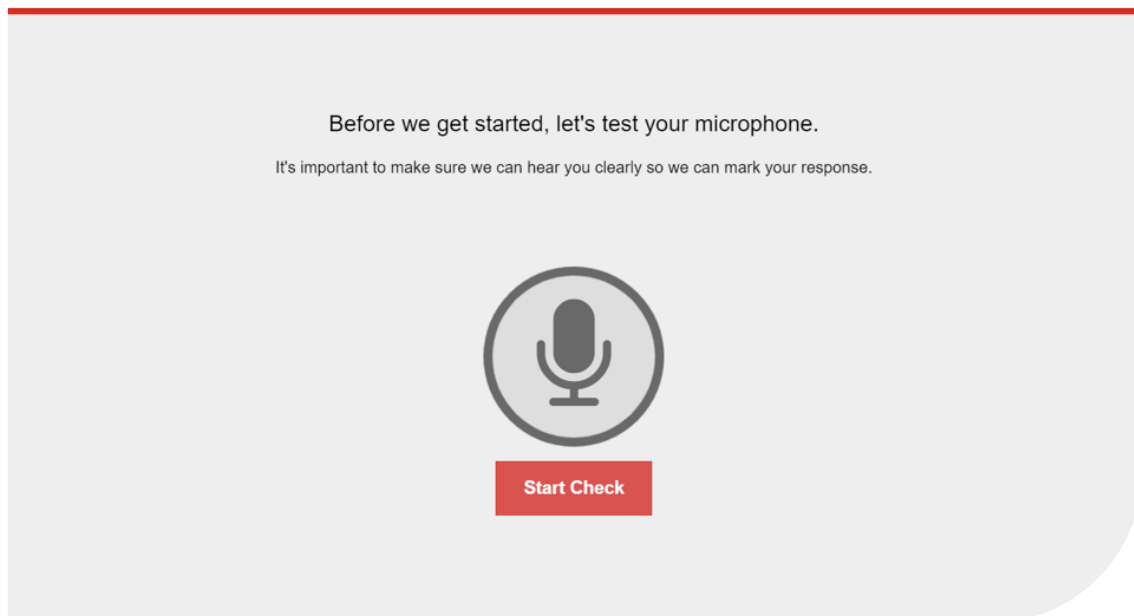
Aptis for Teachers speaking test

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.



Part	Description	Preparation
Personal information 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.	To prepare for this task it is a good idea to practise introducing yourself and talking about your personal experiences. Think about familiar topics (e.g. holidays, weekend activities, sports) and practise giving general information. At the highest levels, try not to talk in lists but instead use connecting devices, complex sentences and a wide range of grammar.
Describe, express opinion and provide reasons and explanations 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.
Describe, compare and provide reasons and explanations 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, 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.



Part	Description	Preparation
<p>Discuss personal experience and opinion on an abstract topic</p> <p>Part 4</p>	<p>In the final part you will see a picture and 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.</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 do you feel about something).</p> <p>Another common error is to go off-topic. Focus on answering each question in a 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 wisely to structure what you are going to say.</p>

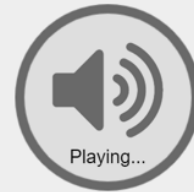


Speaking part 1: Personal information

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

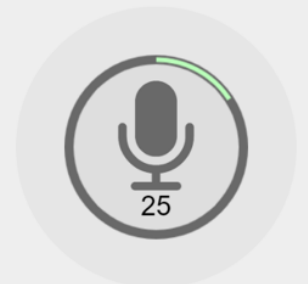
Each part of the test will appear automatically. You can stop recording your response before the timer runs out by tapping on the stop button, but we recommend that you try to speak for the full time available to maximise your score.

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.



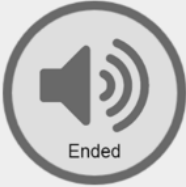
As each new question appears, the same procedure is followed.

What do you like doing in your free time?



Click to Finish Answering Early 

What's the weather like today?



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:

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

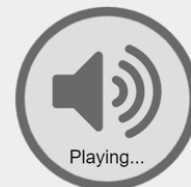
No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).



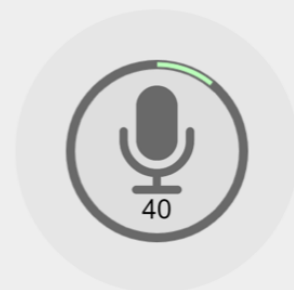
Speaking part 2: Describe, express opinion and provide reasons and explanation

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

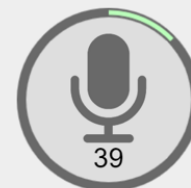
Part Two. In this part I'm going to ask you to describe a picture. Then I will ask you two questions about it. You will have 45 seconds for each response. Begin speaking when you hear this sound.



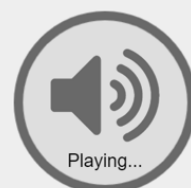
Describe this picture.



What organised activities can children do away from the classroom in your country?



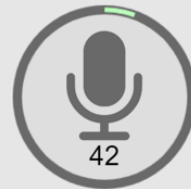
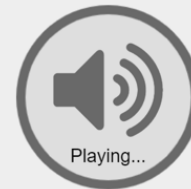
What can students learn outside of the classroom?



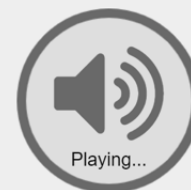
Speaking part 3: Describe, compare and provide reasons and explanations

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

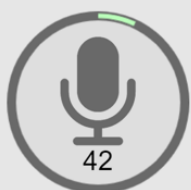
Part Three. In this part I'm going to ask you to compare two pictures and I will then ask you two questions about them. You will have 45 seconds for each response. Begin speaking when you hear this sound.



Tell me what you see in the two pictures.



Describe what it would be like to teach in one of these two classes.



How important is it to keep class sizes below 30 students per class?



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).

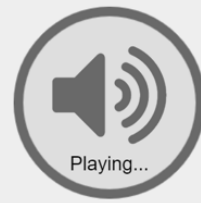


Speaking part 4: Discuss personal experience and opinion on an abstract topic

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.

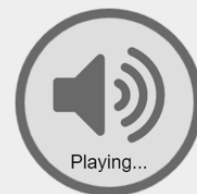
Part Four. In this part I'm going to show you a picture and ask you three questions. You will have one minute to think about your answers before you start speaking. You will have two minutes to answer all three questions. Begin speaking when you hear this sound. Look at the photograph.



Talk about the last time you gave help to or were given help by another teacher.

How do you feel about being observed by a colleague or manager?

How important is colleagues' advice in the training of teachers?



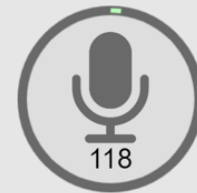


Talk about the last time you gave help to or were given help by another teacher.

How do you feel about being observed by a colleague or manager?

How important is colleagues' advice in the training of teachers?

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



Talk about the last time you gave help to or were given help by another teacher.

How do you feel about being observed by a colleague or manager?

How important is colleagues' advice in the training of teachers?

You now have two minutes to talk.



During the preparation time, it is important to take notes, as it will help you organise and remember your response. 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 are task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

6. C2	Likely to be above C1 level.
5. C1	<p>Response addresses all three questions and is well-structured.</p> <ul style="list-style-type: none"> • 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 topics required by the task. 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	<p>Responses to all three questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • 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.
3. B2.1	<p>Responses to two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • 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

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).



How to take the online test

When you start every Aptis test, the introductory screen gives you some information about the test. The introductory screen for Grammar and Vocabulary looks like this.

Welcome to the Aptis For Teachers 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.

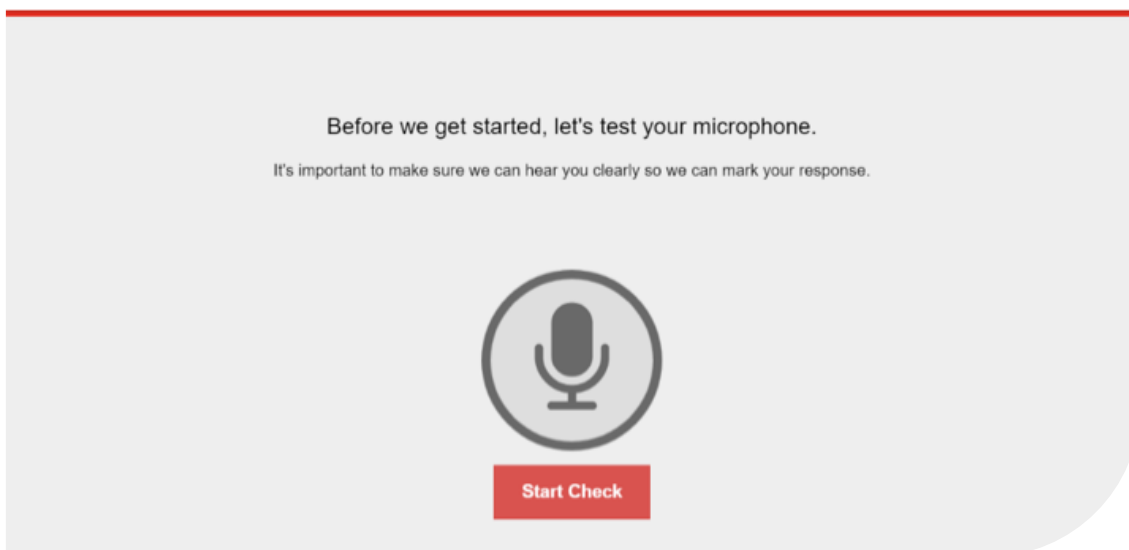
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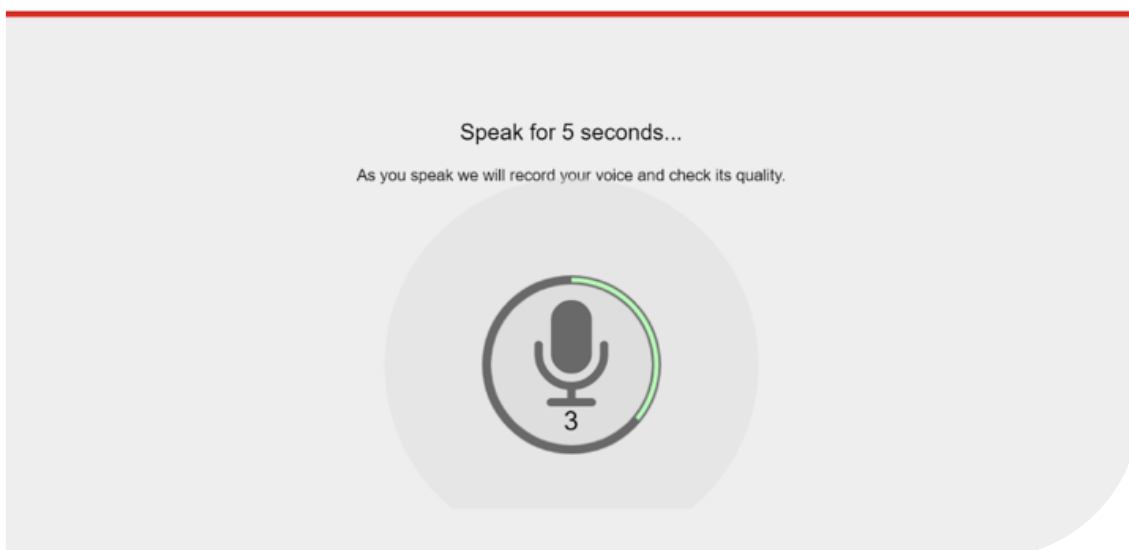
would

Speaking test voice recording

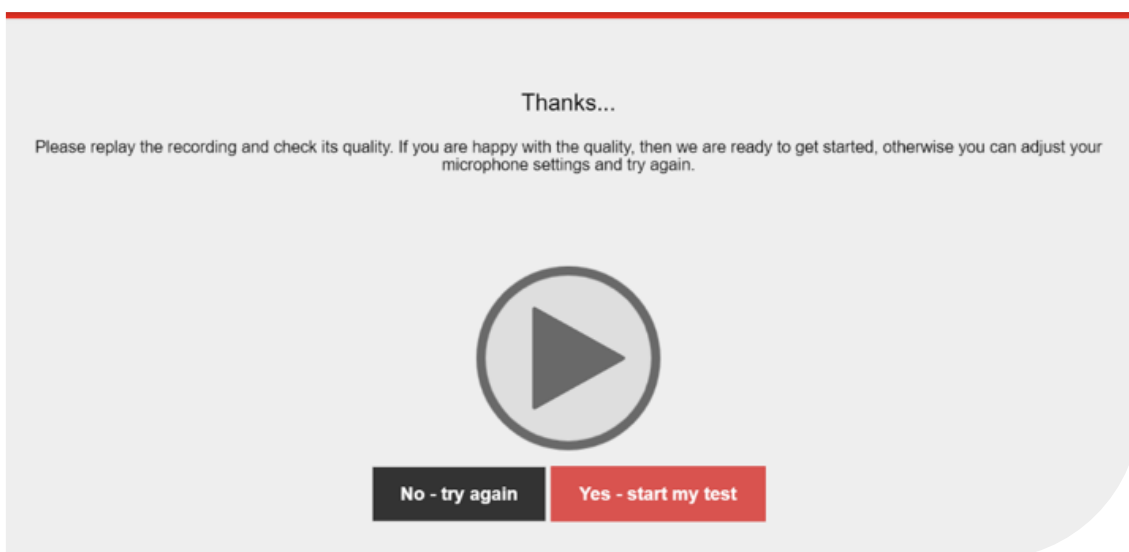
Make sure your test is taken in a quiet room. The following screen will appear. This allows you to check the sound recording system on your computer.



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

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

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

- **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

- www.britishcouncil.org/aptis



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