

Aptis ESOL
Advanced

Guide for Teachers

September 2024



Introducing the Aptis ESOL test

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

Aptis ESOL tests 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 three variations of Aptis ESOL tests.

1. Aptis ESOL General

tests from A1 to B2 on the CEFR and is suitable for most test-takers. Candidates demonstrating a level above B2 are awarded a C1.

2. Aptis ESOL Advanced

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

3. Aptis ESOL for Teachers

tests from A1 to B2 on the CEFR and is designed for teachers. Candidates demonstrating a level above B2 are awarded a C1.

Aptis ESOL tests are taken on a computer.

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

The purpose of this guide is to help you prepare your students for the Aptis ESOL Advanced tests. An overview of each component is provided followed by detailed descriptions and advice on how your students can best prepare. You will also find tips on how your students can practise for the test and information on how the test is marked.



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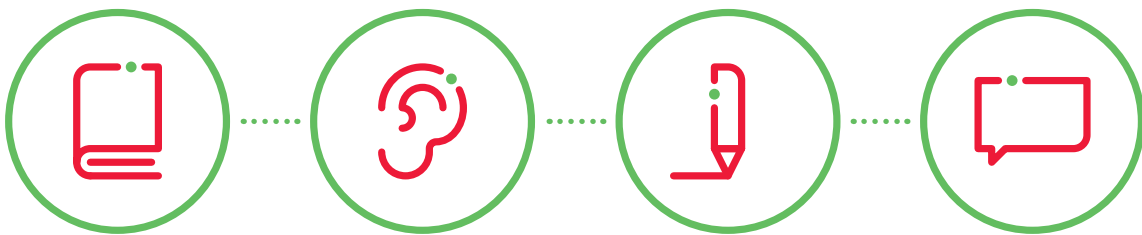
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Test structure

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

Your students will be taking all four skill components (reading, listening, writing, speaking).



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

Aptis ESOL Advanced test structure

| Test | Test design | | Activity | Format |
|-----------------------------------|-------------|---------------------------------------|---|---|
| Core 25 minutes | Part 1 | Grammar | Sentence completion. | Three-option multiple choice |
| | Part 2 | Vocabulary | Word matching (similar meaning). | Sets of five target words with ten options |
| | | | Match words to definitions. | |
| | | | Sentence completion. | |
| Reading 60 minutes | Part 1 | Opinion matching | Match people's opinions to statements. | Seven statements matched to four people's opinions |
| | Part 2 | Long text comprehension | Match headings to paragraphs. | Seven paragraphs and eight headings |
| | Part 3 | Reading for global understanding | Select a word or phrase to complete gaps. | Five gaps and three options per gap |
| | Part 4 | Reading across two texts | Select word or phrase to complete gaps. | Six gaps and three options per gap |
| Listening 30 minutes | Part 1 | Identifying factual information | Listen to a monologues and dialogues to identify the correct information. | Four-option multiple choice Listen twice |
| | Part 2 | Identifying opinion and attitude | Listen to a monologue to identify opinion and attitude. | Three-option multiple choice Two questions per monologue Listen twice |
| | Part 3 | Understanding an extended spoken text | Listen to a dialogue to identify which speakers express which opinions. | Three-option multiple choice Six questions per dialogue Listen once |
| | Part 4 | Understanding an extended story | Listen to a monologue to identify information. | Three-option multiple choice Four questions per monologue Listen once |

| Test | Test design | | Activity | Format |
|-------------------------------|-------------|--|--|--|
| Writing 45 minutes | Part 1 | Three written responses to questions | Respond to written questions on a social network-type website. | 30-40 words for each question |
| | Part 2 | Formal writing | Write an email in response to a short email and some notes (provided). | 120-150 words |
| | Part 3 | Article for website publication | Write an informative and interesting text on a topic using notes provided. | 180-220 words |
| Speaking 12 minutes | Part 1 | Describe, compare and provide reasons and explanations | Describe two contrasting pictures and answer two additional questions. | 45 seconds for each response |
| | Part 2 | Discuss personal experience and opinion in relation to an abstract topic | Answer three questions on an abstract topic. | One minute to prepare Two minutes response time |
| | Part 3 | Presentation | Select and develop points from a list of for/against ideas related to a topic. | 60 seconds preparation 90 seconds presentation |
| | Part 4 | Question on your presentation | Respond to a follow-up question related to the topic in Part 3. | No preparation time 45 seconds to respond |

Aptis ESOL Advanced core test (grammar and vocabulary)

The core test consists of two parts. The first part assesses candidates' knowledge of English grammar. The second part assesses their knowledge of English vocabulary.

| Part | Description | Preparation |
|-----------------------------|--|--|
| Part 1 Grammar | <p>In this part of the test, candidates will answer 25 questions.</p> <p>All 25 questions are in the format of a three-option multiple choice.</p> <p>Candidates 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 help candidates prepare for the grammar test is to use the British Council's LearnEnglish website: http://learnenglish.britishcouncil.org/grammar</p> |
| Part 2 Vocabulary | <p>There are 25 questions in this part of the test.</p> <p>There are a number of question types:</p> <p>Word matching: candidates find a word with a meaning similar to the target word.</p> <p>Word definition: candidates match a definition to the correct word.</p> <p>Word usage: candidates complete a sentence by choosing the correct word.</p> <p>Word pairs or word combinations: candidates select the most common combinations of words. They 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 your students prepare for this part of the test, the LearnEnglish website has games and activities to help them improve their vocabulary: http://learnenglish.britishcouncil.org/vocabulary</p> <p>Another useful tip is to encourage them to take note of interesting words or word combinations when they 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, candidates need to match words with similar meanings from a list of options. To do this, they 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 =

study =

receive =

start =

talk =

pick =

For the next question type, candidates need to match a definition to a word. They 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

To improve or change is to

To state or make public is to

To get somewhere is to

To put something together is to

The next question type asks candidates 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.

The final question type asks candidates 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 +

To take a full Aptis ESOL Grammar and Vocabulary practice test, please visit our [website](#).

Aptis ESOL Advanced Reading test

The Reading test assesses candidates' reading ability. The tasks start at B1 level and become more difficult as the test progresses.

| Part | Description | Preparation |
|---|--|---|
| Part 1 Opinion matching | <p>In this part, candidates will match people's opinions to statements. They will read four opinions on the same topic and seven statements. Then they need to decide how the sentences should be matched.</p> <p>This part tests candidates' ability to read and understand short texts.</p> | <p>Candidates should read all four opinions before trying to answer the questions.</p> <p>To prepare, candidates can look at the comments section in online media and practise summarising the main opinions.</p> |
| Part 2 Long text comprehension | <p>In this part, candidates will read a long text (about 750 words). They 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 candidates' ability to read and understand a long text. To get the correct answers they 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>Candidates should read the whole text quickly and then carefully read the headings. They should look for clues to connect the headings to the paragraphs; these might be similar words, ideas or topics.</p> <p>To prepare, candidates can read magazine articles and find the main idea for each paragraph.</p> |
| Part 3 Reading for global understanding | <p>This is a short text of around 300 words with missing gaps. Candidates must choose the right word or phrase from the drop-down to complete the gap.</p> | <p>Candidates should make sure they read the whole text before trying to answer. This is not a grammar test so all the options can fit grammatically into the sentence. They need to understand the whole text to choose the correct one.</p> |
| Part 4 Reading across two texts | <p>Candidates read two short texts on the same topic. They need to fill in the blank with the appropriate phrase.</p> | <p>Candidates need to read both texts before answering as all of the options are grammatically possible, so they can only choose the correct one if they have understood both texts.</p> |



Sample reading questions

Reading part 1: Opinion matching

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

Four people were interviewed for a recruitment magazine about their volunteer work. Choose one person for each statement.

Muzamel

'I just came home from three months abroad working in a village as a volunteer. I helped to save endangered animals with the funds my colleagues raised back home. I was mainly in the classroom raising awareness about the problem. The kids were super friendly and I found the experience very rewarding, so I'll definitely return next summer. It's quite an arduous flight from my home and I miss my family a lot, but I got to see so much! This next time I'd like to take on more coordinator responsibilities and also do more focused work directly with the animals.'

Paul

'Luckily they have invited me back, so I'll be returning next month. I hope to be healthy and be able to take full advantage of the charming place. There are supposed to be wonderful beaches and some of the ancient buildings look fascinating. Last time I had a horrible volunteer experience. I was working but I caught something and almost died. I'm still not sure what caused it but I was in bed for almost the entire time, so I didn't manage to see any of the sights or do any work. I was so disappointed.'

Sophia

'I volunteer with the elderly in a care home. I do some cleaning and cooking but mostly I just socialise with the residents. They love a good chat. In return, I get a small apartment in the home – close to where I lived before – and free food, which is really a bonus as I am a student. The location means I get to see my parents more often. I'm studying to be a doctor, so the experience working with the elderly is really useful. I also want to work as mediator: to help bring the older and younger generations together.'

Allwyn

'I volunteer with the local hospital foundation. The money donated goes to help ill children at the hospital in my neighbourhood. I spent some time in the hospital when my daughter was sick and they were so kind I wanted to give something back. I now plan all the events to raise money. It's very rewarding to be involved and the events are always a lot of fun, too. Last year I won an award for an event I'd planned. I'm much better at that than trying to teach them. It received enough donations to build a new play area for the kids.'

Who ...

1. lives near family?
2. will go back the following year?
3. worked as a teacher?
4. was ill?
5. goes to university?
6. volunteers as a fundraiser?
7. wants to sightsee?

Reading part 2: Long text comprehension

In the second part, candidates must scroll through the reading text to see all of it. They can do this by clicking on the side bar and moving the bar up and down.

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

They select the appropriate heading from the drop-down list on the left-hand side.

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 First Weather Man

On the 1st of August 1861, *The Times* newspaper of London printed a list of weather data collected from around the British Isles on the previous day. Beneath these figures there was a short phrase – 'General weather probably for the next two days' – and a prediction that it was going to be fine. This was the world's first published weather forecast intended for the general public.

1.

1. The expression 'weather forecast' was coined by Robert Fitzroy, the man who prepared that first report. As an ex-navy officer he knew the importance of being able to predict weather conditions, especially at sea where sudden storms could sink ships and take lives. Two years before *The Times* published its first forecast, a ship had been lost in a terrible storm off the Welsh coast, and all four hundred and fifty people on board had drowned. It was this tragedy that prompted Fitzroy to start his work on 'weather forecasting', and he was convinced that this new science of meteorology would help to prevent such disasters in the future.

2.

2. Fitzroy's interest in the weather went back to his days in the navy in the 1830s. As a young man of twenty-three he became captain of HMS Beagle, and he gave instructions for the ship to be fitted with the latest equipment for measuring the ship's position. Fitzroy commanded the Beagle on two expeditions to South America, and it was on the second of these voyages that the ship carried Charles Darwin, who would go on to write about the theory of evolution in *The Origins of Man*. It was on this voyage that Fitzroy first used the Beaufort scale for measuring



Reading part 3: Reading for global understanding

In the third part, candidates choose the right word or phrase from the drop-down to complete the gap.

Read the article. Choose the correct option to fill each of the gaps from the drop-down lists below.

Singapore celebrates its 50th anniversary

Singapore is a small island-nation in Southeast Asia. It lies at the southern tip of the Malay Peninsula. The small country gained its independence on 9th August 1965 and is home to a Chinese majority with large minorities of people from Indian, Malaysian and Eurasian backgrounds. To the delight of its residents and tourists alike, the celebrations for the country's 50th anniversary in 2015 began early. In mid-2014, the festivities began by reflecting on their journey over the previous 50 years and people taking pride in their **1** ____.

To begin the celebrations, the proudly multi-cultural residents honoured the country's founders and the special roles they played throughout their history. Under the leadership of the country's founder, Lee Kuan Yew, Singapore became a modern city-state. It has one of the **2** ____ in the world, and a truly unified sense of national identity.

Over the last 50 years, Singapore has gained a reputation as a leading nation in the region. It currently has one of the highest life expectancies and per capita incomes in the world. It is also home to some of the world's top educational institutions, and is now a **3** _____. Evidence of this can be seen in the fact that the country boasts an important international financial district and is home to the world's second-busiest shipping container port. The strength of the small island-nation's industries is a source of great pride among Singaporeans.

Current prime minister Lee Hsien Loong led the anniversary celebrations under the overall theme of 'one people'. The choice of this theme was one that was greatly appreciated by many **4** _____. After the official anniversary day, the focus changed to **5** _____, affirming aspirations and committing to a brighter future. Many feel that it has been these collective ideals and principles that have united Singapore and made it strong. Its residents are now looking forward to achieving another 50 years of prosperity as they move forward in the 21st century.

1.
2.
3.
4.
5.

Reading part 4: Reading across two texts

For the final part, candidates need to fill in the blank with the appropriate phrase.

Read the two newspaper articles below about an important archaeological discovery. The articles were written by different authors. Choose the correct option to fill each of the gaps from the drop-down lists below. You will need to read both articles to fill all of the gaps.

Article 1

The bones of a small human-like skeleton discovered on the island of Flores in 2003 had a major impact on the study of human origins. The Australian researchers who made the find realised that, despite the diminutive size of the skeleton, the teeth were those of an adult. They claimed the remains were from a previously undiscovered species of early human, and dubbed it *Homo floresiensis*: Flores Man. This new species had managed to survive for thousands of years after the closest relative to modern humans, Neanderthals, had died out. The claims, which would potentially add a new member to the human family tree, were **1** _____. The Australian team suggested that *Homo floresiensis* was descended from *Homo erectus*, an ancestor of modern humans much larger than *Homo floresiensis*. According to this view, the species shrank through evolutionary processes after being stranded on the island. Sceptics, however, presented papers in academic journals to suggest that the fossils were in fact members of the same species as modern humans who were deformed through disease. One interesting aspect of this debate is the way the same objects were used by proponents of **2** _____. The use of the fossil skulls to estimate the brain size of *Homo floresiensis* is a case in point. A growing amount of evidence has been collected. Nonetheless, controversy surrounding *Homo floresiensis* continues, and new theories of their origins continue to emerge. Indeed, debate now extends to the reasons for **3** _____.

Article 2

The small people who lived on the island of Flores until approximately 17,000 years ago, dubbed 'hobbits' after the diminutive fantasy characters of the same name in the *Lord of the Rings* trilogy, continue to spark interest. The existence of the hobbits was first suggested by Australian researchers who had uncovered small fossil skeletons. The find led to a heated debate over whether the bones belonged to **4** _____. Interestingly, some pieces of evidence were used by the different sides to support opposing views. For example, some researchers pointed to the small brain capacity of the fossil skulls to **5** _____ the link to an earlier human ancestor, *Homo erectus*, suggested by the Australians. There was not enough time, the sceptics said, for the large difference in brain size between the two to have occurred through evolution. However, later estimates put the brain capacity of the hobbits at 426cc, big enough to allow for evolution from *Homo erectus*. Now, researchers have begun to consider why the hobbits eventually died out. One theory with strong circumstantial evidence puts the cause down to natural disaster. Volcanic ash deposits indicate a large eruption occurred around the time the hobbits died out. Some researchers, including the team that discovered the fossils, **6** _____. They point to the track record of modern humans to suggest a different end. They claim that it is more likely the hobbits died out through conflict with our species.

Article 1

1.
2.
3.

Article 2

4.
5.

Aptis ESOL Advanced Listening test

The Aptis ESOL Advanced Listening test has four parts. Candidates can choose to listen to the text once or twice in the first two parts but will only hear the text once in parts 3 and 4.

| Part | Description | Preparation |
|---|---|--|
| Part 1 Identifying factual information | In this part, candidates will listen to five short recordings of monologues or dialogues and answer one question for each recording. | Candidates can visit the British Council's LearnEnglish website for lots of very useful activities, tips, apps and podcasts: http://learnenglish.britishcouncil.org/ |
| Part 2 Identifying opinion and attitude | In this part, candidates will listen to three recordings of monologues and they will have to answer two questions for each recording. | You can advise your students to use the fact that they can listen twice to their advantage here. They should read through the questions before they listen. Then, on their first listen, they should select their answers and listen a second time to confirm. |
| Part 3 Under-standing an extended spoken text | In this part, candidates will hear a discussion between a man and a woman. On the screen they will see a number of opinions. They will need to identify who expresses which opinion: the man, the woman, or both the man and the woman. | Candidates will only hear the recording once and they have 20 seconds to read through the options before it starts. They should make sure they know what information they are listening for. |
| Part 4 Under-standing an extended story | In this part, candidates will hear two separate monologues. They will need to select the correct answers from a table. | Candidates will only hear each monologue once. The information in the monologue does not appear in the same order as the table. |



Sample listening questions

If candidates would like to hear a question for a second time, they can just click on the Play button (▶). The system will not allow them to listen more than twice. For part three and four they will be able to hear the recording just once.

Listening part 1: Identifying factual information

Candidates listen to a short monologue or dialogue and identify specific information.

Listen to a woman introducing a concert. How will the concert end?

⏮ Play/Stop

The concert will end with ____.

| | |
|---|----------------------------|
| A | a surprise performance |
| B | the city's favourite group |
| C | traditional music |
| D | some special offers |

Listening part 2: Identifying opinion and attitude

Candidates listen to three separate monologues and answer two questions for each recording.

Listen to the woman on the radio talking about the experience of moving house and answer the questions.

⏮ Play/Stop

What difficulties did she face?

| | |
|---|--|
| A | She didn't know how to do the paperwork. |
| B | It took months to move house. |
| C | She couldn't get legal assistance. |

What is making her unhappy?

| | |
|---|---------------------------------|
| A | The noise made by the builders. |
| B | Noises from outside the house. |
| C | The sounds her neighbours make. |



Listening part 3: Understanding an extended spoken text

Candidates listen to short conversations with two speakers to identify the opinions of the speakers.

Listen to two people discussing a social issue. Read the opinions below and decide who expresses which opinion, the man, the woman, or both the man and the woman. You now have twenty seconds to read the opinions below. The opinions may not appear in the same order in the discussion. You will hear the discussion only once.

Now listen to the discussion.

⊞ Play/Stop

1. Student loans did not use to be common.
2. Only wealthy people will be able to go to university.
3. Going to university can teach you to become independent.
4. Companies that lend money can be aggressive.
5. Paying for education makes you want to do better.
6. Being wealthy does not mean you are intelligent.

Man
 Woman
 Both

Listening part 4: Understanding an extended story

Candidates listen to a monologue to identify four key pieces of information.

Listen to a person telling a story about people in his family. Then choose one option for each of the four key elements of the story in the table below. You will hear the recording only once.

⊞ Play/Stop

| | |
|---|--|
| 1. Adam... worked in London. worked in Wales. worked in Paris. | 2. Adam... learnt Welsh. learnt French. learnt Afrikaans. |
| 3. Peter... is older than Adam. is younger than Adam. Don't know. | 4. Peter... lives in London. lives in Australia. Don't know. |

1. Adam...
2. Adam...
3. Peter...
4. Peter...

lives in London.
 lives in Australia.
 Don't know.



To take a full Aptis ESOL Listening practice test, please visit our [website](#).

Aptis ESOL Advanced Writing test

There are three parts to the Writing test. Candidates will interact in a social media-type written conversation, write an email and write a short article for an online publication. All writing tasks are marked by human examiners.

Candidates should make sure they fully understand the questions. They should plan what they are going to write and then edit their text before clicking to the next question.

The most common mistakes include:

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



| Part | Description | Preparation |
|---|--|---|
| Part 1 Three written responses to questions | In this part, candidates will have a social network-type interaction. They will receive three questions and need to respond. | Candidates should make sure they correctly answer all three questions and do not go off-topic. They should focus on accurate spelling and punctuation and write sentences that link together and make sense. It's best to keep to the word count of 30–40 words per answer. |
| Part 2 Formal writing | In this part, candidates will read an email from an authority. They need to respond to the email in 120–150 words, using the notes provided, expressing how they feel about the situation. | Candidates should make sure they are on-topic and that they use the appropriate register for the situation. They should avoid text message or social media language, instead focusing on formal writing. |
| Part 3 Article for website publication | In this part, candidates will write an article for a website that is both informative and interesting. Notes about the topic are provided and they need to use the information to help write the article. The article needs to be between 180–220 words. | Candidates should try to make their article informative and interesting and use original text (i.e. not just copy the notes). |



Sample writing questions

Writing part 1: Three written responses to questions

Candidates need to write responses to three questions.

You are a member of a history club. You are talking to three other members in the chat room. Talk to them using sentences. Answer all three questions. Use 30–40 words per answer. Recommended time: 10 minutes.

Sam: Hi! Welcome to the club. I was interested in history at school and I studied it at university. What about you?

B I U S

Type your answer here

Words 0 / 60

Miguel: Welcome. Can you tell me something about the history of your country?

B I U S

Type your answer here

Words 0 / 60

Michelle: Who is your favourite person from history, and why are you interested in him or her?

B I U S

Type your answer here

Words 0 / 60



Here is the marking scale:

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

5. B2 (or above) Likely to be above A2 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 organize 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 organize 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 organized 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 organized 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 2: Email response

Candidates need to respond to the email in 120 –150 words, using the notes provided, expressing how they feel about the situation.

You have received the following email from your local supermarket. Read the email and the notes you have made. Write a reply using all the information in your notes, and express how you feel about the situation. You should write between 120–150 words. Recommended time: 15 minutes.

Dear Customer

Thank you for shopping at our supermarket. We value your custom and would like to hear about your most recent shopping experience. Firstly, we want to know your opinion of our staff. Were they able to help you in any way? **(1)** We would also like to know what you think about the organisation of the store. Did you find it easy to find the products you want? **(2)** Finally, we would like to hear your suggestions for improving the customer shopping experience. **(3)**

Yours faithfully,

Customer Services

Your notes:

1. staff seem very young - don't always know about products
2. every month products are moved - difficult to find what you want
3. music plays all the time - very irritating - prefer silence!!

B I U G

Type your answer here

Words 0 / 225



Here is the marking scale:

Areas assessed: task fulfilment, register, grammatical range & accuracy, vocabulary range & accuracy, punctuation and spelling, 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).



Writing part 3: Article for website publication

Candidates will write an article for a website that is both informative and interesting.

Things You Should Know is a website that accepts short articles from members of the public on subjects of popular interest. You have been asked to contribute an article on the subject of Public Surveillance Systems. You have already done some research on the subject in note and diagram form. Use information from your research notes below which would help you write an article that is both informative and interesting. Write between 180–220 words. Recommended time: 20 minutes.

Notes on Public Surveillance Systems

- CCTV cameras used in public areas (streets, shops, banks)
- Increasing number of private homes installing CCTV
- Benefits: allows monitoring of public safety / can provide evidence in criminal cases
- Drawbacks: threat to individual liberty / intrusion into individual privacy

Numbers of Public CCTV Cameras

| City | Country | No. of CCTV cameras | Urban Population |
|---------------|----------------|---------------------|------------------|
| London | United Kingdom | 7,500 | 8 Million |
| San Francisco | USA | 1,100 | 830,000 |
| Stockholm | Sweden | 1,500 | 850,000 |

B I U S

Type your answer here

Words 0 / 330



Here is the marking scale:

Areas assessed: task fulfilment, grammatical range & accuracy, vocabulary range & accuracy, coherence and cohesion.

6. C2

Response is informative and interesting. Clever use of the input with mostly original text. Response shows the following features:

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

5. C1

Response is not interesting. Correct use of the input with mostly original text. Response shows the following features:

- Range of complex grammar constructions used accurately. Minor 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 is not interesting. Correct use of the input with mostly original text. Response shows the following features:

- Some complex grammar constructions used accurately. Errors do not impede understanding.
- Sufficient range of vocabulary to discuss the topic 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 is not interesting or informative. Key parts of the input are missing with mostly original text. 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 is not interesting or informative. Key parts of the input are missing with mostly original text. 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 is not interesting or information. Input is not used correctly or text is mostly copied from the input. 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 most 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 responses are completely off-topic (e.g. memorised script, guessing).

To take a full Aptis ESOL Writing practice test, please visit our [website](#).



Aptis ESOL Advanced Speaking test

For each question, candidates are given a maximum amount of time to speak, but they can end the recording early by clicking on the '**finish recording**' button. Candidates should make sure they fully respond to the question before they 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, candidates will be asked to check their microphones.

Let's check your settings

This will ensure a smooth test experience

✓

Internet Connection

Check your internet connection

✓

Speaker Check

Check that your speakers are working

●

Microphone Check

Check that your microphone is working

●

Summary

Ensure that you are ready for your test

Checking Microphone

Please say a few words and wait

Default - Microphone Array (Intel® Smart Sound Technology for Di...

Please say a few words and wait...

Continue



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



Speaking part 1: Describe, compare and provide reasons and explanations

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

Each part of the test will appear automatically. Candidates can stop recording their response before the timer runs out by tapping on the '**Finish recording**' button, but we recommend that they try to speak for the full time available to maximise their score.

Speaking

Prompt

Part One. 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.

Speaking

Part 1 of 3



Tell me what you see in the two pictures.

Recording...

29s

Finish Recording

Speaking

Part 2 of 3



What kind of people play these two sports?

Recording...

44s

Finish Recording

Speaking

Part 3 of 3



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

Recording...

44s

Finish Recording



The areas assessed in part 1 of the Speaking test are how completely and relevantly candidates responded to the question, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

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 2: Discuss personal experience and opinion on an abstract topic

In this part, candidates will answer three questions on an abstract topic.

| | |
|---|---------------------------------|
| <p>Speaking</p> <p>Question 2 of 3</p> <p>Part Two. In this part I'm going to 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.</p> <p>How important is it to you that you save money regularly?</p> <p>What advice would you give to someone about managing their personal finances?</p> <p>Why do people think wealth brings happiness?</p> <p>You now have one minute to think about your answers. You can make notes if you wish.</p> | <p>Recording...</p> <p>1:59</p> |
|---|---------------------------------|



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

Here is the marking scale:

Areas assessed: 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 Response addresses all **three** questions and is well-structured.

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

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

- 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).



Speaking part 3 and 4: Presentation and question on your presentation

In these two sections candidates will have to select and develop points from a list of for or against ideas related to a topic and respond to a follow-up question related to the topic.

Speaking

Prompt

Part Three. You are going to speak on a topic for one and a half minutes. You can see the topic on the screen and two lists of points – for and against – related to the topic. Choose two items from each list and give a balanced argument to represent both sides of the topic. You have one minute to prepare your argument. You will then have one and a half minutes to speak. Begin speaking when you hear this sound. After you finish speaking you will be asked an additional question about the topic and asked to speak for 45 seconds.

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

Topic: Higher Education Should Be Available For Everybody

FOR

- Society benefits from a well educated population
- Qualifications help people find jobs
- Education is a basic human right

AGAINST

- If widely available, qualifications lose their value
- Universities are already overcrowded
- Potential negative impact on the job market

Speaking

Part 1 of 2

Topic: Higher Education Should Be Available For Everybody

FOR

- Society benefits from a well educated population
- Qualifications help people find jobs
- Education is a basic human right

AGAINST

- If widely available, qualifications lose their value
- Universities are already overcrowded
- Potential negative impact on the job market

You now have one and a half minutes to speak.

Recording...

1:24

Speaking

Part 2 of 2

You will now be asked an additional question. You have 45 seconds to speak.

Educational standards today are lower than they were 50 years ago. What is your response to this statement?

Recording...

44s



Here is the marking scale:

Areas assessed: 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 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.

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

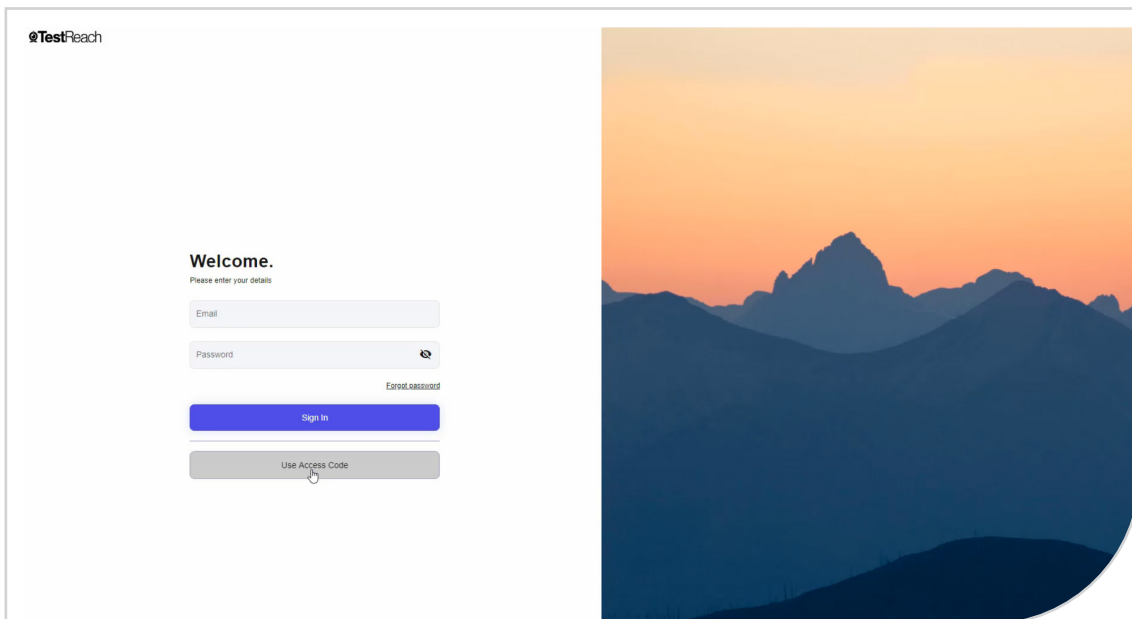
Performance not sufficient for B1, or no meaningful language, or the responses are completely off-topic (memorised or guessing).

To take a full Aptis ESOL Speaking practice test, please visit our [website](#).



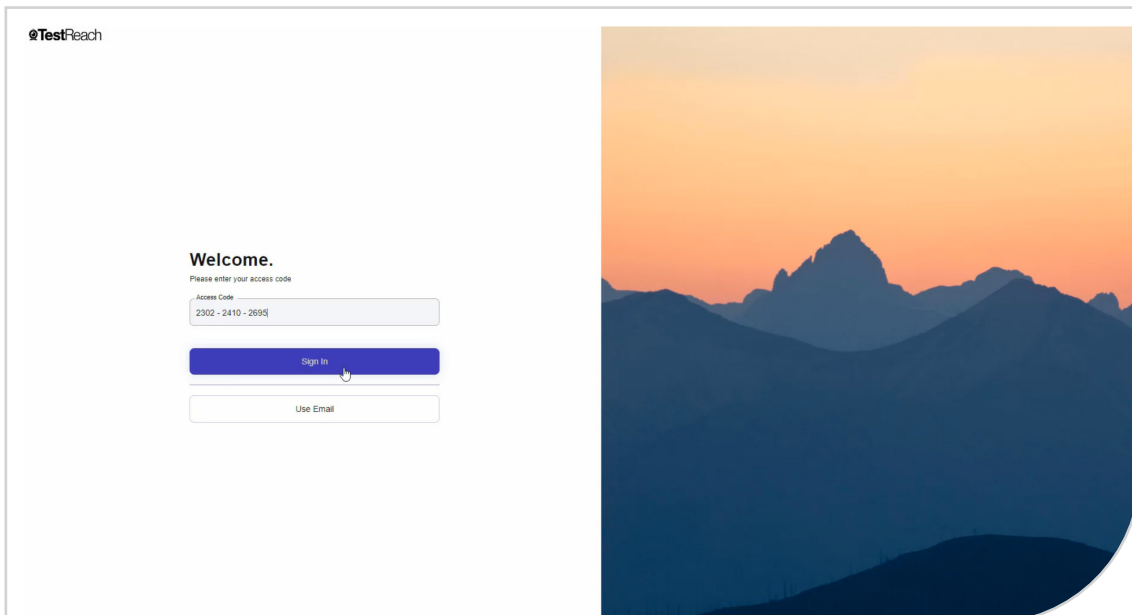
How to take the test on a computer

The introductory screen for every Aptis ESOL test looks like this. Candidates will need to click "**Use Access Code**".



The screenshot shows the Aptis ESOL introductory screen. On the left, there is a white panel with the TestReach logo at the top. Below the logo, it says "Welcome." and "Please enter your details". There are two input fields: "Email" and "Password". Below the "Password" field, there is a small icon of a key and the text "Forgot password?". Below these fields are two buttons: a blue "Sign in" button and a grey "Use Access Code" button. A mouse cursor is pointing at the "Use Access Code" button. On the right side of the screen, there is a large, stylized image of a mountain range at sunset or sunrise, with the sky in shades of orange and yellow and the mountains in dark blue.

Candidates then enter their personal access code and click "**Sign in**".



The screenshot shows the Aptis ESOL introductory screen after the user has clicked "Use Access Code". The "Email" and "Password" fields are no longer visible. Instead, there is an "Access Code" field with the text "2302 - 2410 - 2695" entered. Below this field is the blue "Sign in" button, which now has a mouse cursor pointing at it. Below the "Sign in" button is a new field labeled "Use Email". The rest of the screen, including the TestReach logo and the mountain range image, remains the same.

After clicking “**Sign in**”, candidates will be prompted to read a privacy notice. To continue with the test, candidates must accept the terms and click “**Continue**”.

Candidates: Privacy Notice

Candidate ID AptisGen230224102695

You are about to take an Aptis test controlled by the British Council. By taking this test you are consenting to the British Council processing your personal information as described below.

We will pass your information to our business partners (including our service providers and agents) who will process your data on our behalf and under our control. This is in order to assist us with the administration of our test and to provide technological support to the service. Your personal data will be transferred nationally and internationally to our service providers and agents in the United Kingdom and Ireland. The British Council has standard model contract clauses in place to ensure that the adequacy of personal data transferred internationally meets with the General Data Protection Regulation (GDPR) compliance measures. These service providers and agents are:

- TestReach (test platform): Ireland and Germany
- Accredible (certificate management): United Kingdom

TestReach and British Council will use your voice recordings and written responses in connection with processing your Aptis Test. The basis for processing your personal information is a basic requirement for the performance of your Aptis test contract. We may also collect personal information (your name, address, date of birth, a form of identification and country of residence) for the purposes of verifying your identity. For tests administered by remote proctoring, we collect your ID and video recording for the purpose of verifying your identity.

The British Council Assessment Research Group (ARG) will occasionally use voice recordings and written responses to conduct research, review the performance of assessment products or design new assessment products. We do this in our legitimate interest. We have appropriate contracts in place to ensure the protection of all personal data. We may keep recordings or other personal data for up to 20 years. These recordings might be used by individuals or organisations working in partnership with the British Council to research the English language and English language assessment. We may record the date and country of origin of these recordings, but will not associate your name, date of birth, video recording (for remote proctored tests) or any other form of personal identification with these recordings.

Under the GDPR you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.

If you would like more information about this please contact your local British Council office or visit our website: www.britishcouncil.org/privacy

☒ Please click here to agree

Continue

Candidates will then be asked to complete a system check. First they will need to check their internet connection.

Let's check your settings

This will ensure a smooth test experience

- Internet Connection
Check your Internet connection
- Speaker Test
Check that your speakers are working
- Microphone Test
Check that your microphone is working
- Summary
Ensure that you are ready for your test

Checking Speakers

Can you hear the sound?

Default - Speakers / Headphones (Realtek Audio)

Play again

I can hear the sound

Continue

Once the internet connection is checked, candidates will need to check their speakers and microphone. Once that is completed, they will be able to continue with the test.

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test**
Check that your speakers are working
- Microphone Test
Check that your microphone is working
- Summary
Ensure that you are ready for your test

Checking Speakers
Can you hear the sound?

Default - Speakers / Headphones (Realtek Audio)

Play again

I can hear the sound

Continue

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test**
Check that your speakers are working
- Microphone Test**
Check that your microphone is working
- Summary
Ensure that you are ready for your test

Check passed!
Microphone is working

Default - Microphone Array (Realtek Audio)

I can hear myself

Continue

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test**
Check that your speakers are working
Change Device
- Microphone Test**
Check that your microphone is working
Change Device
- Summary**
Ensure that you are ready for your test

Summary
You are ready for your test!

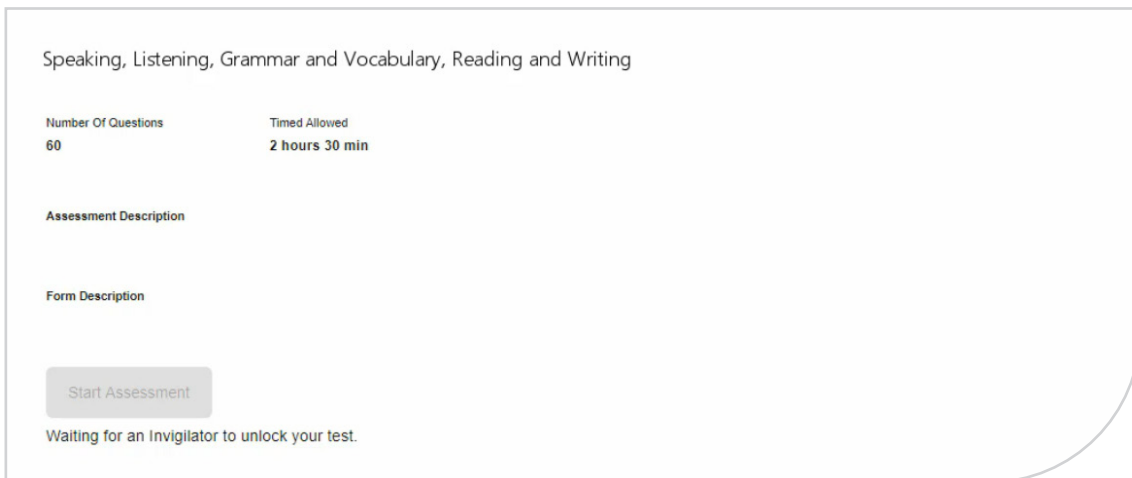
Internet Connection Check Passed

Speaker Check Passed

Microphone Check Passed

Continue

Candidates will then land on the introduction page. From here, they will need to wait for the test day invigilator to admit them into the test.



Speaking, Listening, Grammar and Vocabulary, Reading and Writing

| | |
|---------------------|----------------|
| Number Of Questions | Timed Allowed |
| 60 | 2 hours 30 min |

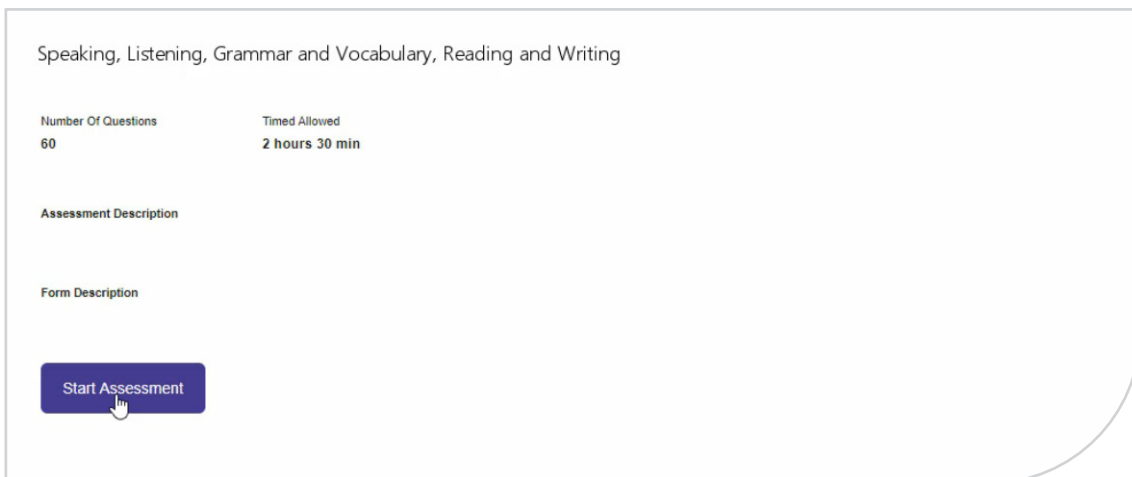
Assessment Description

Form Description

Start Assessment

Waiting for an Invigilator to unlock your test.

Once the invigilator grants them access, they will be able to click “**Start Assessment**”.



Speaking, Listening, Grammar and Vocabulary, Reading and Writing

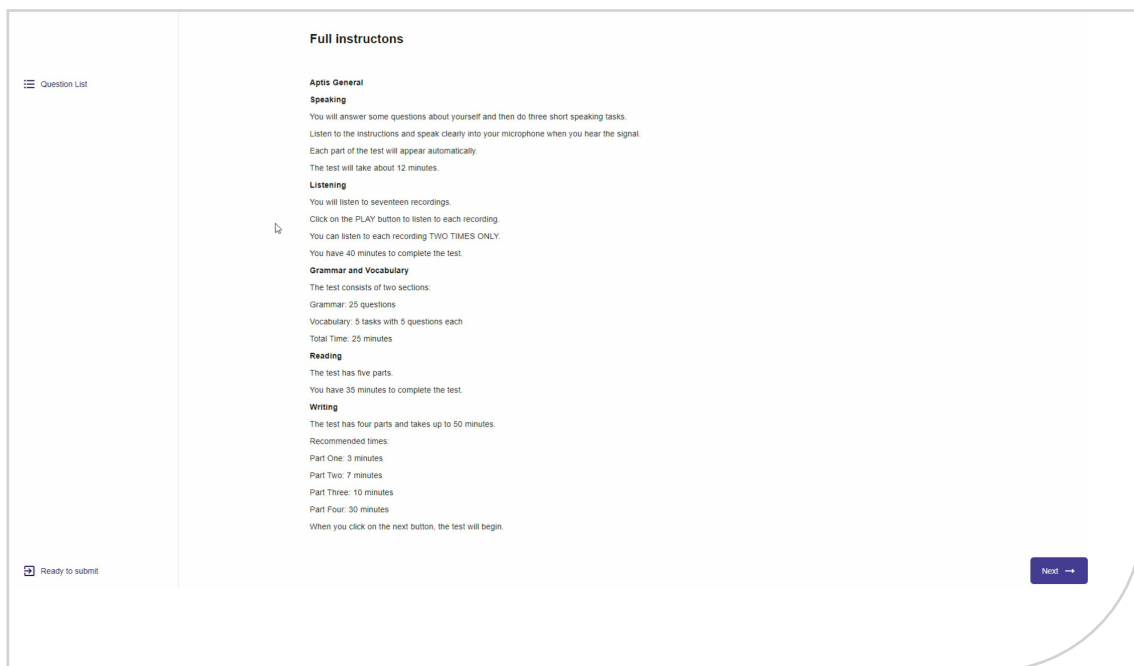
| | |
|---------------------|----------------|
| Number Of Questions | Timed Allowed |
| 60 | 2 hours 30 min |

Assessment Description

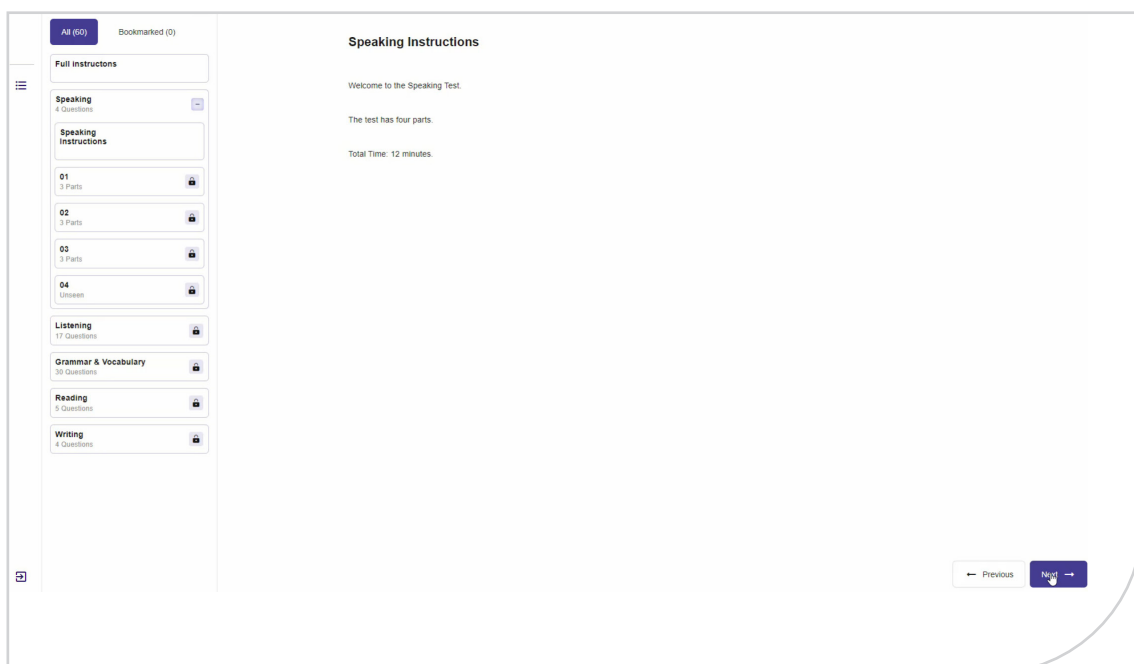
Form Description

Start Assessment

Test day instructions will be shown on the screen. Candidates should read the instructions and then click “**Next**”.



They will then be able to start the speaking test, and the rest of their Aptis ESOL test.



Aptis ESOL for all

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

If your student(s) have a disability and believe that Aptis ESOL is not accessible to them, or believe that the form of the test will not allow them to show their true level of English, please advise them to contact their test centre to talk about the ways in which the test can be modified for their 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.



Final checklist

We hope these notes will help your students prepare for their Aptis ESOL test. Here's a checklist they can refer to make sure they're fully prepared.

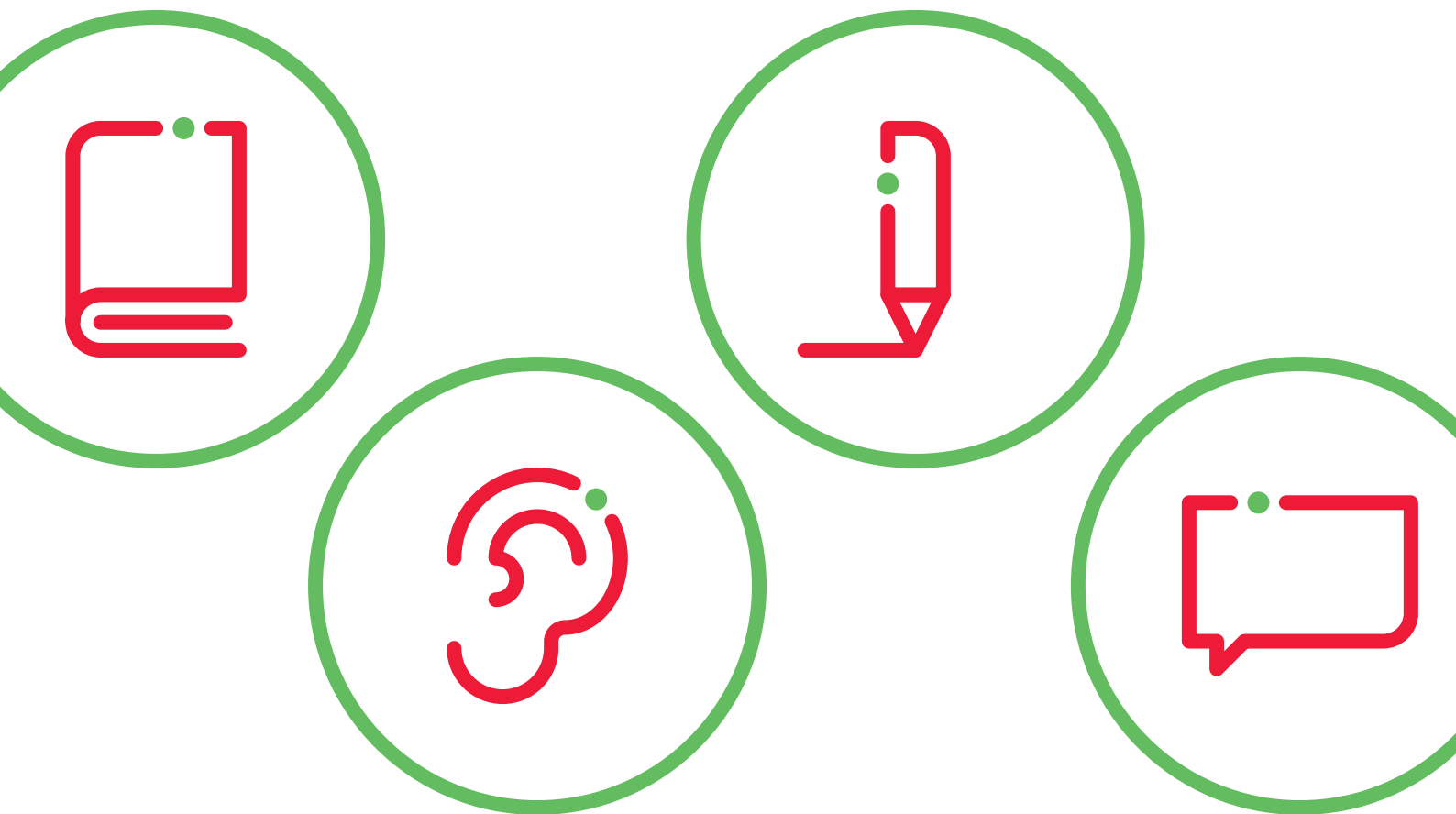
- **Visit the official British Council preparation page and take a full practice test:**
<https://www.britishcouncil.org/exam/aptis/practice-materials>
- **Visit the LearnEnglish website to prepare for the grammar and vocabulary test:**
<http://learnenglish.britishcouncil.org/en>
- **Practise your English 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-teacher-trainers/british-council-eaquals-core-inventory-general-english>
- **British Council | TeachingEnglish:**
<https://www.teachingenglish.org.uk/>
- **British Council | LearnEnglish:**
<https://learnenglish.britishcouncil.org/>

More information

- www.britishcouncil.org/aptis
- www.britishcouncil.org/exam/aptis/aptis-esol-english-test



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